

Teacher Mentoring: A Comprehensive Support Strategy for The Achievement of Educational Equity

By

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Abstract

This study presents an issue of the current educational reality regarding the application of educational policies that stimulate the development of quality and equitable educational processes for all children and young people since the educational reforms through which all Latin American countries have passed have been insufficient in promoting innovative strategies in an equitable manner aimed at students in educational establishments located in the most vulnerable sectors of society.

Keywords: Tutoring, Educational Equity

1. Introduction

In spite of the multi-million-dollar investments made by international organizations and governments, Latin American schools cannot achieve the quality and equity proposed in educational reforms. Most of these proposals remain academic discourses that fail to be translated into the management of public sector educational establishments, inequality existing in the lack of investment in material or technological resources, which limits access to information and also in the absence of an educational system that provides practical responses to the needs of students and their families. This situation can be observed in the country, where there is an abysmal rate of inequality between private and public schools, dependent on the municipalities, which became much more evident in 2020 due to the pandemic that hit the whole world. In this situation, students in private schools had continuity in their educational process, due to the technological means available to them, unlike public schools dependent on the municipalities of the poorest sectors, for whom the lack of access to technology ostensibly hindered the development of learning, deepening the educational gap that was already noticeable before the pandemic.

In this adverse context, teacher tutoring, which was already being applied in primary and secondary educational establishments dependent on the Municipality of Recoleta, located in the Metropolitan Region of Santiago, Chile, becomes vitally important as an effective strategy for comprehensive accompaniment and support in the learning process so that low-income students and families can have access to quality and equal education. In municipal management, since 2015, an innovative experience was implemented in contexts of poverty: the Comprehensive Tutorial Attention Center (CATI), which contemplates the incorporation of a new concept of the teacher as the tutor of his students and families through a significant investment of resources aimed at recruiting teachers who under the social seal of education, fulfill their role and the social function of every teacher and who value the context of the student and his family.

The Centro de Atención Tutorial Integral (CATI) is the most important communal policy in the educational area, and its main axis is based on teacher tutoring as a strategy of support and knowledge of the reality of the student and his family, which is installed concretely in the hiring of teachers who in 70% of their working hours develop actions of bonding with students and their families, conducting interviews, home visits, pedagogical support and emotional support to all of them. All of the above, with a sense of community school, implements all internal and external support networks to benefit students and their families.

This program means a significant investment in economic resources that the municipality pays for with its contributions and the Special Preferential Subsidy (SEP) provided by the State to develop the Educational Improvement Plan (PME) in municipal schools, in addition to some resources from the School Integration Program (PIE).¹ However, the tutoring program, a very important strategy for the comprehensive development of children and youth, being a great opportunity offered to the students of the Commune of Recoleta, with five years of implementation (2015-2020) has not been given the relevance in terms of improving School Coexistence, in the formation of bonds and in the more direct attention to the needs of students and their families, creating a closer and more welcoming environment in schools, in order to achieve quality and educational equity.

The theoretical contribution of this study refers to the systematization of the criteria of the different authors consulted that include the tutorial functions of teachers and the perception of the community on the tutorial function as a strategy to raise the comprehensive training of students, the main strategy that supports the Comprehensive Tutorial Attention Center (CATI) implemented since 2015. As for the practical contribution, the methodology used for the valuation of teacher tutoring is recognized as a strategy that has allowed our students and families of a socially vulnerable sector to an equitable education, offering them all the opportunities of access to innovative programs and projects, to an important dedication of the teachers towards the problems presented by each of the students and mainly to make real the social vocation of the communal organizations of support to education.

2. Research Problem

The central problem is the lack of knowledge about the perception of teacher mentoring as an effective strategy to improve educational equity in a school in the context of poverty. The main objective of tutoring as a strategy is the integral development of students, which requires the teacher to be a support in all areas: practical, social and learning. For this, the teacher must possess various personal qualities and must perform his work under certain contractual conditions that allow for systematic support in order to obtain significant changes in coexistence and learning, i.e., educational policies are required that allow the development of these processes, their evaluation and massification in the various establishments located in vulnerable contexts. Therefore, the research question will be: What is the perception of the educational community regarding teacher mentoring as a strategy to achieve educational equity?

3. Objectives

3.1 General Objective

To determine the perception of the educational community towards the role of tutoring developed by teachers as a strategy to improve the quality and equity of education at the Writers of Chile Educational Center located in Recoleta, Metropolitan Region, Santiago de Chile.

3.2 Specific objectives

1. Determine theoretical foundations of education: philosophical, psychological and sociological.
2. Identify the foundations and theoretical bases of tutoring that support it as an integral support strategy for students to improve the quality and equity of education.
3. Identify different learning theories and pedagogical currents related to teacher mentoring.
4. Conceptualize educational quality and equity as expressed in national and communal educational policies implemented since the Educational Reforms in Chile.
5. To describe the educational community's perception of teacher mentoring as a strategy to achieve educational equity at the Writers of Chile Educational Center.
6. To assess the educational community's perception of teacher tutoring as a strategy to achieve educational equity at the Writers of Chile Educational Center.

4. Research Methodology

4.1 Problem Situation

In the Writers of Chile Educational Center, located in the northern sector² of the commune of Recoleta, Metropolitan Region of Santiago de Chile, the communal program called Centro de Atención Tutorial Integral (CATI) has been implemented since 2015, whose central axis is the application of teacher tutoring as school accompaniment. However, there is a lack of knowledge or lack of appreciation of teacher tutoring as an effective strategy for improving educational quality and equity in establishments in contexts of poverty. In order to contextualize the problem, it is necessary to know the relevant aspects of the establishment. It is located in the northern area of the Metropolitan Region, in the Commune of Recoleta. The school provides public education and is located in the Población Escritores de Chile, which was formed from the seizure of land by settlers from different communes in the Lo Aránguiz sector - destined at the time for agricultural use - and the consequent installation of numerous families in that sector. The creation was formalized as School D N°136 according to Decree No. 10.148 in October 1960 and it initially worked as a third-day rural mixed school, annexed to School N°321, that is to say, to Marcela Paz School.

Subsequently, the school was moved to the Casas Viejas sector in La Pincoya, which according to Professor María Emilia Tijoux, in her book *Historicidad Pincoyana*, "We must never forget the history that we carry with us, not only the personal history that marks us as individuals, but the history that we have lived as actors of a people that has struggled, either because we have worked in harsh conditions, or because we have lived in remote and excluded places, or because at some point in our lives we became aware of the social differences that were forged around us and sought to do something that would contribute to denounce and transform naturalized injustices." In 1973, it began to provide its educational service in the same place it occupies today, within the Escritores de Chile population. Later, after the transfer to the municipality in 1991, the elementary school was renamed "Writers of Chile" Educational Center with a day and evening schedule, serving both elementary and high school students. The third day does not operate in the school; however, it has Open School programs today.

Its enrollment reached more than 1,000 students. Subsequently, due to the creation of numerous subsidized private schools in the sector, the number of students reached just over 300 in 1993.

However, several actions to improve the educational process, the incorporation of the school into the Full School Day regime and the inauguration of its new premises, allowed it to have more than 400 students in 1999, an enrollment that has been maintained to date, distributed in 16 classes. Currently, the local government, committed to the country's education has promoted since 2014 in Recoleta, an educational project increasing enrollment in public schools and considering the resident population of foreign origin, mainly from Peru, Venezuela, Haiti and Colombia. In this sense, it is intended to comply with the guidelines and commitments acquired in the government program committed to trace in the strengthening of public education.

Its Institutional Educational Project declares itself to be a protective, welcoming school with a community, participatory and democratic vision, emphasizing artistic, literary, cultural and sports manifestations and the participation of diverse cultures and world views. The Educational Center has obtained Academic Excellence three times and counts on the permanent collaboration of the Parents and Guardians Center for the infrastructure maintenance and for obtaining support material for the pedagogical process and the Open Schools Program.

The main objective of the Internal Regulations of the establishment is to provide "integral formative" support to children and young people, promoting health, welfare, good relationships, learning and a better quality of life in the educational community with a multidisciplinary team, management team, psychosocial team, professionals of the School Integration Program and the key figure, the tutor teacher of each course. They are the main support for guidance, containment and attachment in the learning process with students and their families. In this context, the study follows the national regulations in force and the guidelines emanating from the Municipal Educational Administration Directorate (DAEM), fully adhering to both the Public Policy and the Communal Policy of School Coexistence and our Educational Project, enriched annually with contributions from the entire community with an emphasis on hallmarks, which allow a comprehensive development for the formation of a new man and a new woman, therefore, a new society.

4.2 Research Tasks

The tasks corresponding to this research are as follows:

- a) Study and selection of bibliographic sources to determine the theoretical foundations of education in the philosophical, psychological and sociological fields.
- b) Compilation and selection of bibliographic sources that define the foundations and theoretical bases of tutoring and its relationship with educational equity.
- c) Study and selection of different learning theories and pedagogical trends related to teaching tutoring.
- d) Study and selection of definitions of educational quality and equity from the approaches taken by educational reforms in Chile.
- e) Analysis of the main educational policy plans of the municipality of Recoleta.
- f) Elaboration and application of an interview with representatives of the educational community of the Writers of Chile Educational Center, in order to know their perception about the subject under study.
- g) Development of conclusions about the valuation expressed by the members of the educational community about the research topic.

4.3 Research Paradigm and Type of Research

The purpose of this study under the descriptive qualitative paradigm is to determine the perception of the educational community regarding teacher mentoring as a strategy to achieve

educational equity in a municipal elementary school in the commune of Recoleta, Metropolitan Region of Santiago, Chile. According to Hernández et al. (2014), “the qualitative approach is selected when seeking to understand the perspective of the participants (individuals or small groups of people to be investigated) about the phenomena that surround them, to delve into their experiences, opinions and meanings, that is, how participants subjectively perceive their reality” (p.364).

Similarly, the same text recommends selecting the qualitative approach when the topic of study has been little explored or no research has been done on it in a specific social group. Bernal Torres (2006) indicates that the qualitative or non-traditional method, citing Bonilla and Rodriguez, is oriented to deepen specific cases and not generalize. Its concern is not primarily to measure but to qualify and describe the social phenomenon based on determining features perceived by the elements within the situation under study.

This paradigm fits the need of the study, which is to determine the perception of teacher tutoring that has been implemented from the Comprehensive Tutorial Attention Center program by the educational community of the Writers of Chile Educational Center since no study has been conducted so far about the appreciations that school members have about tutoring and its implications in the achievement of educational equity.

4.4 Universe or Population

The Universe or Population in which the research work was carried out corresponds to the selected context: the educational community of the Writers of Chile Educational Center, which corresponds to the directors, teachers, education assistants, students and their respective parents.

This is a community composed of the management team by the Director, General Inspector, Head of Technical Pedagogical Unit and Guidance; the teaching staff is composed of 2 Early Childhood Educators and 30 Basic or Primary Education Teachers, of which 14 of them perform tutoring functions with the corresponding courses, six teachers teach different subjects and in addition to 6 Differential Educators who co-teach with the tutoring teachers; the Education Assistants are divided between those Professional Assistants: 1 Psychologist, 1 Social Worker and 1 Speech Therapist, in addition to 15 Administrative and Auxiliary Service Assistants.

The enrollment of students corresponds to 440 students, distributed in 16 courses, 2 courses in kindergarten and 14 courses from 1st to 8th grade of elementary school, the average enrollment of the courses is 30 students. In addition, there are approximately 420 parents, as there are families with several children enrolled in the school.

4.5 Sample

The definition of the sample in the qualitative paradigm is predetermined from the approach itself and when selecting the context in which the authors expect to find the cases they are interested in, initially, for this study, they correspond to those who are closely familiar with the tutoring strategy applied at the Writers of Chile Center and these are the students and their families, the teachers themselves and the school's directors.

This study's sample was non-probabilistic and homogeneous, combined with the case-type sample. A non-probabilistic sample was chosen because the purpose is not generalization in terms of probability, also known as “guided by one or more purpose”, since the choice of the elements depends on reasons related to the research characteristics. It is a homogeneous

sample, combined with the case-type sample because they are samples that choose cases of a similar profile but that are considered representative of a segment of the population, a community or a culture, not in the statistical sense, but in the sense of purpose (Hernández et al., 2014).

The study aims to determine the perception of the teacher tutoring strategy in terms of achieving educational equity at the Writers of Chile Educational Center; it was necessary to know the assessment made by the students who receive tutoring, the parents, the teachers themselves regarding their work and the school's directors, who manage and follow up the tutoring process.

4.6 Data collection methods and techniques

The scientific method refers to the set of procedures, which, using the necessary instruments or techniques, examines and solves a research problem or set of problems (Mario Bunge, 1979, cited by Bernal, 2006). In the same way, the method has to do with the methodology, understood as the set of operational aspects taken into account to carry out a study. This study applied the theoretical documentary analysis method, which is part of the analytical-synthetic method. This method studies the facts, starting from the decomposition of the object of study into each of its parts to study them individually (analysis) and then integrating these parts to study them holistically and integrally (synthesis) (Bernal, 2006).

All the elements present about the perception of the educational community of the Writers of Chile Educational Center about the tutoring carried out by teachers as a strategy that contributes to the improvement of educational quality and equity were analyzed. Once these elements have been separated, they will be synthesized to express the truth obtained.

In addition, the inductive-deductive method was applied, a method of inference based on logic and relating to the study of particular facts, although it is deductive in one sense (it starts from the general to the particular) and inductive in the opposite sense (it goes from the particular to the general). (Bernal, 2006). In this sense, from individual aspects analyzed, generalizations or deductions were reached, which are observed in the conclusions of the thesis work. The empirical interview method was also applied in this research through the in-depth interview technique to collect real data about the behavior of objects, facts, phenomena and processes of nature and society.

In addition, the data provided by the participants were studied in depth to determine the perception of teacher tutoring and its influence on the achievement of educational equity. To this end, interview guides were prepared for fathers, mothers, teachers and students of the Writers of Chile Educational Center.

5. Results

5.1 Results of the interviews

5.1.1 Presentation of the analysis

The interview is an information technology that allows understanding of issues due to the direct contact with the people immersed in the reality to be studied, who can enrich, corroborate or refute possible arguments raised during the documentary analysis. Based on this technique, information has been collected about the three dimensions generated for this study, whose objective is to determine the perception of the educational community of the Writers of Chile Educational Center regarding teacher tutoring as a strategy that enhances educational

equity: educational opportunities provided in the commune of Recoleta. Opportunities of integral accompaniment for all students. Opportunities to improve the educational experience.

This report analyzes the results of 21 interviews, in which the textual responses of a sample of directors, teachers, students and guardians of the school are collected. These were selected according to the years of permanence in the school since obtaining an informed opinion on the subject is possible. The interview was conducted through an online tool, allowing a better distribution of the instrument and secure data collection; the Internet facilitated access to the desired population. The application used was Google Drive, which has online files such as forms, which were shared with the study participants.

5.1.2 *Relationship of interviewees*

The nominal list of the community members who were interviewed is shown in the following table:

Table 1. *List of interviewees*

N°	NAME	FUNCTION	YEARS SENIORITY IN THE EE
1	JOSÉ ROJAS OLAVARRÍA	DIRECTOR	7 YEARS
	PAOLA GONZÁLEZ SALINAS	PROGRAM COORDINATOR FOR SCHOOL INTEGRATION	10 YEARS
	VALERIA OTÁROLA	SOCIAL WORKER	3 YEARS
	BLADIMIR DURANGO	TUTOR PROFESSOR	6 YEARS
	SUCERQUIA		MEDIO
5	CATHERINE CANALES	TUTORING PROFESSOR	7 YEARS
	JUAN PABLO ALVARADO	TUTOR PROFESSOR	7 YEARS
	ANDREA PACHECO ACEVEDO	PROFESSOR OF HISTORY	9 YEARS
	LLONI TÉLLEZ	RELIGION TEACHER	3 YEARS
	JAVIER AHUMADA ARELLANO	MUSIC TEACHER	10 YEARS
	GLORIA FUENTEALBA	LANGUAGE TEACHER	5 YEARS
	AXEL AVALOS	STUDENT	8 YEARS
	MAXIMILIANO FERNANDEZ	STUDENT	4 YEARS
	JAVIERA REYES	STUDENT	4 YEARS
	VICENTE MOYA	STUDENT	MEDIO
	ASTRID NUÑEZ	STUDENT	9 YEARS
	PATRICIA VILLAR	STUDENT	6 YEARS
	DANIELA WILSON	ATTORNEY	10 YEARS
	BERTA ROJAS	ATTORNEY	7 YEARS
	CAROLINA TOLEDO	ATTORNEY	8 YEARS
	MARIA ESPARZA	ATTORNEY	4 YEARS
	CYNTHIA BELTRAN CORTÉS	ATTORNEY	4 YEARS
		ATTORNEY	7 YEARS

Source: Own elaboration

5.1.3 *Qualitative Analysis of Interviews*

The qualitative analysis of the interviews, applied to a sample of members of the educational community of the Writers of Chile Educational Center: directors, teachers, students and parents, was carried out in two stages: a total reading of the interviews were made,

contrasting the topics present in the answers to the questionnaire with the categorization of the educational equity variable, made previously, and from this first reading, the main quotes regarding the subject were chosen, which will be presented to graph each of the dimensions and indicators.

The codes referring to the topic to be observed, which is the perception of the different community groups about teacher mentoring as a relevant strategy to favor educational equity, are the following:

- a) Community policies, Centro de Atención Tutorial Integral (CATI), Ociopedagogy Workshop, Resources.
- b) Coexistence, Integral Accompaniment, Attention,
- c) Learning, Promotion, Attendance, Academic Self-Esteem and Educational Development.

After the presentation of the quotations, a descriptive analysis of each of the dimensions studied is made, and finally, a general analysis of the instrument and its responses is provided. Finally, for editorial purposes in this document, the perceptions reached after analyzing the results of each dimension studied are presented.

5.1.4 Perception that teacher mentoring has influenced the promotion and permanence of students in the school.

In response to the question: Do you believe that the exercise of tutoring has influenced the promotion and permanence of students in the school, there is a general perception among all the groups represented that the link established by the tutor has favored the promotion of students and, in addition, that there is no abandonment of studies. Since the figure of the tutor teacher is relevant in this issue, it is clearly expressed that it is not only his work but the result of the joint work of the whole school.

Yes, because greater links are created with the tutor teachers (Teacher).

Undoubtedly, if good accompaniment and solid pedagogical exercise of the teacher tutor are achieved, it will significantly influence school promotion. However, the support between the family and the school will be strengthened, thus generating emotional stability in the nucleus, when verifying that their efforts have given the desired results, achieving with it the continuity and permanence of the student in the establishment (Director).

The tutoring exercise allows the collaborative work of tutor teachers, subject teachers, PIER teachers, Directors, Dupla, etc., to jointly deal with all the circumstances of discussion, interaction and analysis based on the needs of our students. The socio-educational Sico table and the collegiate directory allow us to address these complex situations, but always for the benefit and support of students and their families (Tutor teacher). It has indeed influenced the promotion and permanence of students. But with the collaborative work of all the establishment's teachers, including the directors (Teacher).

Generally, the school welcomes all students, so they feel at ease. It is joint work (Teacher). In any case, adapting to each student's needs leads parents to keep their children at school. (Teacher). As mentioned before, it is not an exclusive activity of the tutoring teacher but a collaborative work between teachers, the dupla and the management team (PIE).

Yes, there is evidence of an education that revolves around the student, more human (Tutor teacher).

In some cases, it may have an influence since the families value the tutor teacher's work, but unfortunately, most of the students who withdraw are due to a change of address, so this situation is superimposed on the rest (Tutor teacher).

Yes, it has influenced since school retention is worked on and possible school dropout is prevented, which most of the time is linked to other mistreatments and violations. Furthermore, this is why comprehensive intervention is so important, because if the issues of violation are addressed in time, school dropout should be prevented and not only addressed as a causality (Social worker).

Yes, it helps, even if I repeat school, it would help me not to give up and improve even more (Student).

Yes, because it motivates the child to study and the child feels considered (Student).

Yes, because families have problems and the school struggles so that children study and do not drop out, they are given priority to their studies. (Student)

Yes, because it is important that the teachers know how to listen and understand the students' problems. When students feel understood, they are more motivated to be in school, no matter what problems they have (Student).

Yes, because it helps students to be more motivated for their studies. The school is close and protective (Student).

Yes, because the teachers are supportive, they are there nearby, looking for help. We, the irresponsible ones, are the parents who should be more concerned. If I need something, if I need something, I, as a parent, should be concerned about my children and my family (Parent).

No, because during adolescence and the pandemic, many children have withdrawn from doing their homework and have not been motivated to go back to class or to finish school. (Proxy)

Yes, because they encourage them, since each year is an achievement for the students (Proxy).

Yes, because they are more concerned about their life and interests (Proxy).

They do help, until they finish basic education. My son Felipe, Vicente's brother, received help when he had problems. (Proxy)

Yes, I wish all the student establishments had these support networks, in this the municipal schools are ahead of them and with the best tutoring teachers. (Representative)

5.1.5 Perception that teacher tutoring influences students' class attendance

In response to the question: Do you consider that the exercise of tutoring has improved the attendance of all students? Most of the participants have the perception that the work of the tutoring teacher is vital in the stimulation developed in their students so that they attend classes regularly; again, it is established that there is collaborative work, and from the point of view of

the students, the tutor is always concerned about attendance and at this time, the connection to remote classes, however, it is also expressed that the responsibility for attendance is given from the student and also, in an obvious way it is pointed out that it is the responsibility of the parents and guardians.

Yes, because the tutor is concerned about his students comprehensively (Teacher).

Because the effective exercise of teacher tutoring will result in a motivated student, happy and interested in their school work, they will make every effort, together with their families, to attend school permanently (Director).

Absolutely. Teacher tutoring allows us to have and consider the living circumstances of our students and their families. Interviews with parents, students, home visits, tutoring with CATI Dupla, PIER meeting, case presentations, referrals to external networks, meetings with guidance, etc. They allow us to have a systematic and effective follow-up of the realities of life of all students, and thus generate instances of support, containment and accompaniment to the families of our community (Tutor Teacher).

Attendance improves as tutoring constantly monitors attendance in remote classes, generating student participation (Teacher).

Yes, since the tutors permanently motivate the students to participate in the classes, despite the fact that we have the pandemic problem, a large number of students per course are still connected, but not all of them. Here there is a support network work, where the tutors let the CATI Team know and the established protocols are established to follow up with the families of those children who did not attend classes in person or currently, where they are not present remotely, in the classes established by this means. (Teacher)

Yes, since the tutoring teachers follow up and are in direct contact with the student and parent, thus ensuring the best possible attendance to classes (Teacher).

By having a large number of non-teaching hours, the tutor teacher can maintain a closer relationship with the parent, which facilitates communication in the event of prolonged absence from school (PIE).

No, because I consider that attendance corresponds to the motivation and love of our students for the desire to excel (Tutor teacher).

In any case, since there is respect (in most cases) for justifying the students' absences. The families also know that if the student does not show up, we follow up to act on time, depending on each case. (Tutor teacher)

I also think this should be evaluated from comparing the beginning of the CATI Project and before it. However, it should also be considered that being teachers now tutors with a specific role helps because they are more aware of family situations and this also helps to be attentive to the problems that may arise after a repeated absence from classes. Moreover, to seek help from the relevant agencies in time (psychosocial team, inspector's office, guidance). (Social Worker).

Yes, it helps and improves our understanding of the families and their problems and motivates us to go to school (Student).

Yes, because children are more motivated to learn and for their future (Student).

Yes, because they take care of us and help us understand that going to school teaches us to fight for our future (Student).

Yes, because the teacher is aware of your problems and understands your problems (Student).

Yes, because the school looks for students with problems and helps them to face their difficulties (Student).

No, because teachers do a lot and do all they can. The major responsibility is of the families more than the tutoring. We at home should prioritize and worry about our children (Student).

Yes, because there is a basis of demand on the part of the teachers. I suggest developing greater stimulation to students for their attendance to the connections (Proxy).

Yes, because the teachers are on top of the families, there is much interest. Even the teachers are more interested than the parents in the children attending class. (Parent)

Yes, because of the children's needs. The school is concerned and interested in their lives (Proxy).

Yes, because the children are motivated to connect and be part of their development (Proxy).

Yes, because the tutor teacher has more control and knowledge of each student and if a student is absent, the tutor teacher is aware of each situation, whether it is the student's or the parent's emotional situation. (Parent).

5.1.6 Perception about the influence of teacher mentoring on the academic self-esteem of all students.

In response to the question: "Do you consider that the exercise of teacher tutoring has allowed you to raise the academic self-esteem of all students," most of the participants have a positive perception regarding the influence of tutoring on academic self-esteem, pointing out that the bond established between tutor and student is vital, mentioning that it is also a collaborative work, between the different strata of the school, to enhance the development of learning in all students.

Yes, because they have better expectations of them (Teacher).

Yes, because the students know that in the face of any difficulty, they will have the support of their tutor. They realize that any complex situation can be solved through dialogue, tolerance and respect. They have learned this in classes, in interviews, in the tutor's visits to their homes, with their classmates, etc. As a result, all children's academic self-esteem has improved (Director).

Yes, as I mentioned earlier, tutoring allows us to generate important emotional bonds with our students and their families. By generating this picture, tutoring allows our students to show their needs, shortcomings, goals and personal interests. By having a good bond with our

students, we can generate greater motivation, interest and therefore greater academic self-esteem for their learning and life in general. (Tutor Teacher)

The tutorials have a great closeness with their students and this motivates the student to have a better self-esteem (Teacher).

Undoubtedly yes, there must be a significant number of students who have improved their self-esteem. Because there is a constant concern on the part of the tutoring teacher, they are the first ones to know about the students' situations and they channel these problems to the specialists and joint work is developed. (Teacher)

Yes, since those students who require more pedagogical support see that they acquire significant learning, achieve the learning objectives and see improvements in their performance. Something that did not happen before, since neither the diversity nor the difficulties present among the students mattered, but rather an academic approach was given that left a large part of each course "in the way", generating feelings of frustration, listlessness and disinterest among the students. (Teacher)

The "raising the self-esteem" of students responds to the work of the educational community in general and not to a particular person (PIE).

Yes, because of the same desire to improve that is constantly being instilled in them, to be more and better people (Tutor teacher).

I think so, because it constantly strengthens the positive aspects of the students, they know that there is someone concerned about how they feel and how they are doing (Tutor teacher).

I think this has been a joint work beyond just tutoring. It influences the self-esteem of the subject teachers with their complementary activities that often have great participation and motivation of the students since they are always the ones who best fit the profile of the children. PIER and its work with students with special educational needs and the approach with their families. Influences the tutor who works in the classroom and is aware of each student's emotional and family status. Influences the work of the Psychosocial Dupla that performs playful activities, accompaniment with the family and with the student follows up and makes referrals to networks that allow working on self-esteem and mental health, and links with workshops with external networks that seek to work on this issue in a relevant and specialized manner. (Social Worker).

Yes, it helps me to say more of my things, I have lost my fear of commenting on my problems and have more personality (Student).

Yes, because it helps students understand and feel well-understood (Student).

Yes because it helps us cope when **we** are depressed, we feel confident to express our concerns and face our problems (Student).

Yes, because often a child cannot understand his reactions, and the teachers help the child understand things better, especially his attitudes and change his way of being. (Student)

Yes, because they care about us and we have more self-confidence. (Student)

Yes, because the teachers have always been present, I have always received support for my family and my children in different circumstances. My children have all the support to feel motivated in self-esteem. (Proxy)

It is relative, it depends on the mood of the students, especially because the pandemic is demotivating (Proxy).

Yes, because the school does not have BULLYNG (Proxy)

Yes, because the child feels accompanied, understood and close (it boosts his self-esteem) (Proxy).

Yes, because the children feel accompanied and close to their school environment (Proxy).

Of course, each support network is attentive to each child's state of mind. (Proxy)

5.1.7 Perception of the influence of teacher mentoring on the development and educational projection of all students.

In response to the question: According to the above, do you consider tutoring giving students more development opportunities and educational projections? Teachers, managers, PIE professionals and the Psychosocial Dupla indicate an important influence of tutoring on the educational projections of students, emphasizing once again that there is collaborative work around each of the educational actions.

Yes, because there are more resources for students and their problems and processes. (Teacher)

Yes, because all the pedagogical and emotional actions developed by the tutors, in an adequate and timely manner with the students, will allow the students to have better tools that they can apply in their permanent school development. They can make the transformations that society needs (Director).

Tutoring is a fundamental element of educational development opportunities because it allows students to develop different areas of life. Tutoring allows students to get to know themselves and have the opportunity to demonstrate their abilities. It is worth mentioning that our students have different paces and levels of learning. This is a universal reality in human beings. Tutoring helps to form individuals who can and have the possibility of facing life from different perspectives and based on their possibilities. Educational development must be integral because life is diverse, with many variables. That is why tutoring allows the student to understand this reality and based on this reality they develop the potentialities that will allow them to face life in general with all its variables. (Tutor teacher)

I believe that tutoring provides educational development through social and emotional work. It should also be noted that teachers' collaborative work helps students greatly (Teacher).

As long as there is systematized and constant support in all courses. It must be quantitatively demonstrable to know the direct reality of each student (Teacher).

In any case, tutoring performs focused work that detects each student's educational needs, addressing them according to their characteristics (Teacher).

Some several strategies and variables contribute to adequate educational development, being tutoring one of them. Participation, organizational climate, and flexibility are some of the strategies that also point to an integral development of our students (PIE).

Yes, because of the focused work, the student feels more motivated to participate (Tutor Teacher).

Yes, because it is not about obtaining a result, it is about accompanying a specific process in a systematic way that allows us to work with children from different areas (social, emotional, academic) and to support them in the best way within our possibilities (Tutor Teacher).

Considering all of the above, of course, I think so (Social worker).

Yes, because they teach educational and life level and understand the positive values for the human being (Student).

Yes, because they teach us to face our mistakes, leave bad things behind, and become better human beings (Student).

Yes, because you don't always need to have the best to achieve learning. With little you can achieve many things. I have proven it (Student)

Yes, because the school has helped me be a better person and human (Student).

Yes, because the school has been very active, and the teachers have worked hard for the children and their personal development in general, not only in academics. (Proxy)

Yes, because they have made interesting circumstances to see the future by addressing their strengths and weaknesses. Exploiting their potentialities (Proxy).

Yes, because in any area, physical education (dance, dance, etc.), interactive games, competitions with other schools. There is more incentive for the children to participate in different workshops (Proxy).

Yes, because the tutoring makes them better people and they learn about life in general. (Proxy)

Yes, because I feel that the establishment supports the general development of the children and prepares them for the future as persons (Proxy).

I totally agree, thanks to the tutoring teachers we have great opportunities to make progress in all academic areas of the child, I can see that every day my son advances academically and emotionally and that fills him with joy and leaves me as a mother much calmer! (Proxy).

6. Conclusions and Recommendations

Public policies on education in Latin America, and particularly in Chile, have an enormous debt to all the most disadvantaged groups in our society. In the various reforms and laws implemented, it is impossible to glimpse how to reduce the existing gap between the

different social and economic classes in terms of access to all educational opportunities that all citizens should have equally, regardless of their ethnic, economic, social or religious condition.

It is in this context that this study arose, in the constant concern that the quality and equity of which so much is read and heard in the speeches comes to life in the schools of our country and to make visible a concrete experience to prove that it is possible to achieve an education that truly humanizes and develops the values that every human being has the right to receive.

The main objective of this research was to determine the perception of the educational community towards the role of tutoring developed by teachers as a strategy to improve the quality and equity of education in the Writers of Chile Educational Center located in the commune of Recoleta, Metropolitan Region, Santiago de Chile, and for this purpose the following specific objectives were established, which were developed extensively in each of the parts of the thesis: to determine the theoretical foundations of education: philosophical, psychological and sociological; to identify the foundations and theoretical bases of tutoring as a strategy of integral support to the student; to identify the different learning theories and pedagogical currents that support teacher tutoring; to conceptualize the quality and educational equity expressed in the national and communal educational policies and finally, to describe the perception of the educational community about teacher tutoring as a strategy that allows the achievement of educational equity in the Writers of Chile Educational Center, public school dependent on the Municipality of Recoleta, in Santiago, Chile.

Concerning each of the above objectives, it can be concluded that:

1. The studies about education and its connection with Philosophy, Psychology and Sociology allow to approach the human being that is educated as a being that must be empowered in its amplitude, from the reflection of its world, of its origin and towards its transcendence. In this sense, it can be pointed out that the philosophical, psychological and sociological bases on which the communal policies are based, expressed mainly for this research in the Comprehensive Tutorial Attention Center program and its main strategy, teacher tutoring, tend to promote an education based on achieving educational quality and equity.
2. Teacher tutoring is considered one of the most effective strategies to strengthen the link with students and families and to promote learning in them, in addition to seeing the student as a social being, active, inserted in a society in which he/she must develop all his/her competencies, despite economic, social and material limitations. In this sense, tutoring aims to bring educational equity to life in a socially and economically unprotected context since this strategy is only observed in economically high social environments.
3. Tutoring is based on important learning theories that show its importance in the development of more and better academic achievements and results, especially considering that this strategy considers the human being in its entirety, addressing social problems that would affect students' learning, mainly because a high percentage of parents have a low educational level, which allows enriching the cultural capital that children and young people need to develop in society.
4. Educational equity was considered for this study to educate considering the diversity of students, providing quality educational programs regardless of economic, demographic, geographical, ethical or gender conditions, through an effective social, psychological and emotional accompaniment, which allows them to overcome their limitations and

obtain good academic results. Based on this definition, the purpose of this study was to determine whether the tutoring provided by the Writers of Chile Educational Center, as part of the Comprehensive Tutorial Attention Center Program, can deliver an equitable education to its students.

5. The educational community of the Writers of Chile Educational Center, through a representative sample of directors, teachers, students and parents, expressed their perception of the subject and indicated a positive perception of teacher tutoring as a strategy that favors educational equity, since, They identify it as one of the central communal policies in education, which is part of a series of programs and projects that the Municipality of Recoleta has implemented to strengthen the link between teachers and their students, since they require much more than in other sectors, systematic support in their integral development, in the socio-emotional and learning aspects. The same is said of the Leisure Education workshop, whose main objective is the development of critical thinking in a climate of school coexistence free of structures, in which the student acquires self-confidence and self-confidence in expressing their ideas. Therefore, the appreciation of the educational opportunities provided in the commune of Recoleta is based on bringing educational equity to life.
6. Similarly, there is an optimistic assessment that the tutoring of teachers enhances the improvement of the school climate, in which students feel welcomed and contained in terms of their social relationship problems, which is linked to the fact that the tutor provides comprehensive support to students, considering them as individuals, with diverse potentialities, but also with all their complexities. The students and mothers of the school consider this to be very favorable because they provide their children with quality education, attending to all the social, health and emotional support needs that their sons and daughters require.
7. The same positive assessment extends to the opinions expressed by teachers, directors, students and parents regarding the opportunities for a better educational experience that they have had at the school. They point out that they have found that all students have the right to the best learning, which means that no one is excluded if they have special educational needs, for example. In addition, they recognize that the tutor and the school, in general, are concerned about the school career; they feel the support of the teachers in the promotion, which is also manifested in the permanence of the students since there is no school dropout. This same situation is observed and recognized in teacher tutoring, regular class attendance, the development of academic self-esteem and the strengthening of the educational projections of each student.
8. The aspects that were presented as a concern by the teachers mainly have to do with the level of resources invested in the establishment because they observe negatively that there is a lack of implements and equipment, which would allow better development of the classes, without considering that there is a high amount of economic resources that are paid in the teaching staff, considering that the tutors are all hired for 44 hours, which is the full work schedule of a teacher in Chile. However, to perform their tutorial support work, 70% of their time is allocated to tutoring and only 30% to developing classes. Students and parents do not consider this aspect of resources very important since they value the tutor's work more and his/her closeness to students and families.
9. Another aspect that presented difficulties is the consideration of some teachers who point out that the climate of coexistence among teachers is harmed by the significant difference between tutor teachers and other teachers. On the other hand, they indicate that all the work with students is the product of collaborative and interdisciplinary work, which in some way is resented by specific difficulties that have arisen in this pandemic period.

Based on the above, the theoretical contribution of this research has been fulfilled since the systematization of the criteria of the various authors consulted on the factors that influence the tutorial functions of teachers was achieved. Furthermore, the perception of the community on the tutorial function as a strategy to enhance the integral formation of students was also clearly presented. As for the practical contribution, the methodology used for the valuation of the teachers' tutorials made evident the valuation of the teachers' tutorials as a strategy that has allowed our students and families of a socially vulnerable sector an equitable education, offering them all the opportunities of access to innovative programs and projects, to an important dedication of the teachers towards the problems presented by each one of the students and mainly to make real the social vocation of the communal organizations of support to the education.

Once the study has been completed, the recommendations to be considered emerge:

1. Implementation of a Tutorial Action Plan focused on improving the climate of coexistence among teachers, in which the functions and contributions that each of the different levels will make regarding tutoring as the central nucleus for improving the quality and equity of education are indicated. In this Plan, emphasis should be placed on training all teachers as tutors and their rotation every two years, a period in which it is possible to develop the necessary link with students, which also enhances autonomy. This way, no distinctions will be made in the community in the training and tutoring role that all teachers can exercise.
2. In addition, it is necessary to develop an effective communication plan at the communal level, a better dissemination system regarding the educational policies implemented and especially the importance of tutoring in municipal schools since there is a lack of knowledge of all the contributions it provides to students and their families. Although this strategy has been applied for five years, it is not sufficiently recognized in the Chilean educational system as an effective system for achieving educational equity. Greater dissemination is required, and more excellent knowledge of municipal management on this relevant issue, such as a complete education of opportunities as it is being done in the commune of Recoleta, Metropolitan Region, Santiago de Chile.

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