

## **Improvement of the Quality of Life through the School Management of the Physical Educator (A)**

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### **Abstract**

*Actually we live in adverse conditions to our health (bulimia, anorexia, addictions ... The physical educator can contribute to the healthy lifestyle, for this reason some of the competences of the physical educator are to know and to dominate its own body in order to be able to carry out certain activities properly to Physical education (Prat, 2000), and if there were educational problems should know what school management is, and focus on the achievement of the purposes of physical education (Solórzano, 2005) .This research seeks to know the duties, competencies and functions of the physical educator and how it can respond to these demands through school management. In addition to proposing the characteristics that the physical educator must have to face in their daily work. This will be in order to give proposal through the management at the school, in addition to generating Research lines in this area...*

**Key words:** physical education, physical educator, management, school management, quality.

Nowadays we live the adverse conditions to our health: bulimia, anorexia, obesity, and addictions... the culture of caring for, and improving the conditions of our body is precarious in a general way. Giddens (2000: 4) mentions "the body is strongly influenced by our social experiences and the norms and values of the groups in which they belong." Until recently sociologists have not begun to recognize the deep nature of interconnections existing between social life and the body. Therefore, this area is quite new, and also one of the most exciting. The areas in which a person can apply a good management of their motor skills are multiple.

One of the professionals who help us to promote health in, and outside educational institutions is the physical educator. However, education is a complex process, and in physical education is something particular. The functions are by their diverse and demanding nature all the students of the institution, and at their level, or levels and modalities: initial, preschool, primary, high school, and special education. The central question is "how does it raise the quality of life through the school management of the physical educator?"; Therefore the present essay searches to know the duties, competencies, and functions of the physical educator and how it can respond to these demands through school management, because its job is into the school institutions.

Fullan (2000: 6) mentions that "when the task of teaching, and educating it has assumed responsibility, is to say, when the teacher knows that his or her job depends on the pupils achieving the educational purposes of the degree it attend, and the educational level When teachers are interested on them as people, and intend to "get them out", it is clear that the teaching work is very complex. In addition, Fullan also mentions that "professional collaboration among teachers requires dedicating more time to council work, not only in the technical council space, but also in the meetings of teachers of the same grade or cycle in secondary school, of those who attend to a same group. Teamwork requires communication skills, willingness to analyze collectively issues that are traditionally considered personal (such as group work) and capacity to make decisions, the characteristics that are not always present in the school, and Training also requires a learning process. "

In his part Capel (2002: 72) in relation to the subject indicates that "it is important that physical education professionals articulate the priorities for the subject with other teachers, the directors, administrators, and members of the educational community. By being involved in identifying priorities, teachers can help ensure that the subject contributes as much as possible in the education of all students and that permanence is relevant to their needs in the 21st century. The most important questionnaires, physical educators do not identify priorities; the program is likely to be based on the values and priorities of the various stakeholders who have something to say about the form and content of the physical education program".

In the sectoral education program 2013-2018 (SEP 2013: 61) in Objective 4, establishes Strengthening the practice of physical and sports activities as a component of integral education:

The systematic and regular practice of physical activity is a fundamental component of comprehensive education. It is a necessary means for the development of children and young people, a fundamental means to promote a healthy lifestyle for the whole population and favors training in values. The practice of physical and sports activities in schools requires an adequate infrastructure, and the programs which make it possible. Therefore, it is necessary to ensure the best conditions of the sports spaces and a

Mayor availability of these. It is also necessary to support schools and educational institutions, so they can organize and carry out with more regular physical activities and sport practices. The supports should be directed to the students in general, as well as to the students that show mayor athletic talent. The physical and sports activities favored the coexistence, cooperation, discipline and other values that the schools instill among the students for the integral formation.

### ***Responsibilities, Competences and Functions of the Physical Educator.***

Responsibilities, competencies and functions of the physical educator can be addressed through the following indicators to promote the good health of the student and school management:

1. - Operational guide for the organization and operation of initial education, basic, spatial, and adult public school services in physical education staff (SEP 2016: 68):

200 shall develop the teaching practice in the physical education sessions in the groups assigned according to the direction of the educational establishment of ascription, and in accordance with the scope established by the route of improvement of the campus attending the contents of the physical education class according To the current curriculum and curricula, and to the overall motor focus, for which it will carry out its annual planning, class plans, by degrees either monthly or bi-monthly, and begin physical education sessions from the first day of classes. The planning should be given to the campus Director and physical education supervisor.

205... teachers who participate in alternative projects to support student learning from physical education must comply with the following operating procedure:

- Presentation of the program of activities for their authorization to the management of the educational establishment and the CTE by the physical education teacher and / or specialist teacher, indicating the educational purpose that is intended to be achieved taking into account the route of improvement of the campus.
- Request for the organization and implementation of the alternative project to the operational or regional direction through the management of the campus.
- Management of the event through the Director of the campus and the corresponding instances.
- Meeting with parents or tutors.

206. With regard to co-curricular projects, it shall:

- Perform their work in the established schedules, and that should be authorized by each corresponding general direction, according to the necessities of the operation of the educational service.
- Participate in the co-curricular projects of physical education depending on the characteristics of each teacher and the needs of service delivery of each general direction, such as: school, camping and cantonment, judgment and arbitration, sports leagues, swimming, Physical abilities (put in 100), healthy life, etc.

207. Teachers shall, in coordination with the principal of the educational site, physical education supervisor, the participation of parents or guardians and the educational community in general, in physical education activities considering the interests, needs and resources of the institution. In the case of preschool will be considered within these activities: club of flat foot, workshops of child gymnastics, and initiation to the rhythm, workshop of psychomotor.

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Primary and secondary education will include extracurricular activities in basic sports disciplines (athletics, chess, basketball, badminton, handball, soccer, table tennis and volleyball) supporting the school's route of improvement.

2. - Romero (2004: 7) to the professional performance of the fact teacher, you will have to assume a series of functions that we could synthesize in:

- Design and concretize the physical education curriculum according to its context and the problems of its classroom or educational level.
- Acting at a certain stage (primary or secondary education) and contribute to the educational purposes of the stage, focusing on methodological orientations of the stage, the importance of constructivist and meaningful learning, and taking into account special educational situations.
- To value and exercise teamwork as the pillar of the overall educational process of school children that would trigger the integrated educational project (center educational project and curriculum project).
- Have a great capacity for acting, analysis, reflection on their practice and adaptability to the conflicting and changing situations in the classroom and its social context. He is a researcher of his own practice, in addition to staying updated, considering the latest curricular contributions and new technologies.

Similarly (Romero, 2004: 17) indicates that "the physical education teacher, as a teaching professional, should know the official curriculum of this subject and how to adapt it to the socio-cultural context in which it is to be developed. Providing answers to these real needs involves, on the one hand, the acquisition of a series of scientific and technical knowledge on education in general and, in particular, on physical education; In addition, it must possess a series of didactic knowledge on how to develop the contents and, on the other hand, begin in the teaching practice in the classroom of primary education or secondary education, carrying out activities from the base acquired in the different subjects of the plan study. In addition, every professional educator must respond to a particular conception of the relationship among theory and practice, as a form of knowledge construction that helps to solve the problems of practice, making decisions about the concretization of the process itself Teaching-learning. The practice as a source of knowledge leads teachers to a path of action research, considered as a very valuable process for the training and professional development of teachers (Blandez, 1996, cited in Romero, 2004).

3. – Prat (2000) the functions that must be developed by the specialist teacher of physical education, comprise a total of 38 professional skills. They have been listed and grouped around five blocks (only some are mentioned):

- A. In relation to the psycho-socio-pedagogical formation.
  - B. In relation to the specific training of the area of physical education.
  - C. In relation to the formation of the generalist teacher
  - D. In relation to humanistic formation and the development of attitudes.
  - E. In relation to training in aspects of school organization and management.
- Know how to detect possible problems, malformations, inappropriate posture attitudes, pathologies, etc., related to the human body and movement.
  - Includes knowledge of observation parameters, elements of postural analysis, and orientation criteria for students and parents.
  - To know the conditional capacities and the factors that determine its ontogenetic evolution and to know how to apply its specific fundamentals and techniques.
  - Know the perceptive-motor behaviors and their ontogenetic evolution and know how to apply the favorable educational foundations of their development.
  - Knowing and mastering one's own body in order to perform certain physical activities properly.
  - To know how to apply assessment techniques in general and physical education in particular.
  - Have real work experience in teaching through directed and supervised practices.
  - To know the contents and know how to apply the specific didactics of the rest of the curricular areas of the primary stage: language, mathematics, natural sciences, social sciences, foreign languages, ethics and visual, plastic and corporal education.
  - Includes knowledge of their own programs and contents, as well as knowledge of crosscutting contents: health, environment, sex education, consumption, etc.
  - To know how to use the new audiovisual and computer technologies and their educational applications.

- To know the techniques of group dynamics, be able to do projects in common with other teachers, know how to motivate children to work as a team. It refers to the ability to work in groups and to know how to build collective professional responses with other physical education teachers, with specialists from other areas and levels, from other centers, etc. Includes knowing how to apply the fundamentals and techniques of interdisciplinary. Capacity to coordinate the action of a team of educators.
  - To know how to guide and build one's own professional development is the capacity for constant promotion and improvement.
  - Knowing one's own body, fostering a favorable attitude towards physical activity and movement.
  - Attitude of teaching to think, to reason and to learn. Ability to promote and foster comprehensive motor skills and generate needs, challenges, situations, problems, cognitive dissonances, etc. Articulating a diverse and adequate supply of educational work.
  - Knowing the fundamentals and main elements of school organization and management. Be able to distinguish the factors that determine the administration and the direction, the coordination of studies, the coordination of a teaching team, etc. Of an educational center.
  - To know how to organize complementary activities, such as festive or recreational events related to physical activity: theater, dance, sport, school colonies, outings, excursions, exhibitions, etc. It also includes the capacity to organize and manage the strategic dissemination and animation resources and the instruments and mechanisms related to extracurricular activities.
  - knowing the educational system
  - To know the legal framework that regulates the teaching of physical education in our country.
4. Perrenoud (2004) Managing the progression of learning:
- Conceive and deal with problem situations adjusted to the level and possibilities of students
  - Acquire a longitudinal vision of the objectives of teaching
  - Establish links with theories that support learning activities
  - Observe and evaluate students in learning situations, according to a training approach.
  - Establish periodic controls of competencies and make progression decisions.
  - Participate in school management
  - Develop, negotiate an institutional project.
  - Manage school resources
  - Coordinate, promote a school with all components (extracurricular, neighborhood, parent associations, language teachers and culture of origin)
  - To organize and develop, in the same school, the participation of students.
5. - Perrenoud, P. (2004: 46) Reasons to reflect on the practice:
- Offset the superficiality of vocational training
  - Encourage the accumulation of knowledge of experience
  - Believe an evolution towards professionalization
  - Prepare to assume political and ethical responsibility
  - Address the growing complexity of tasks
  - Help survive in an impossible trade
  - Provide the means to work on oneself
  - Help in the fight against the irreducible alteration of the apprentice
  - Encourage cooperation with peers
  - Increase the capacity for innovation
6. To address educational problems. Solórzano, C. (2005). Learn to manage with parents, school officials and institutions school events linked to physical education. Meticulous planning of proposed school projects to achieve an optimal application of them.
- \* Evaluate projects to recognize the achievements and areas of opportunity that are obtained in them.
  - \* To know what the school management consists of and focus on the achievement of the purposes of physical education. Can physical education make use of school projects for the fulfillment of its purposes? What are the school projects related to physical education?

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7.- OECD (2009) The standards of teaching and learning need to be improved and done continuously so that schools can ensure that children and young people can be successful in the future. School leaders play a key role in improving school outcomes by influencing teachers' motivation and ability and affecting the environment and the environment in which they work and learn. To increase their influence, school leaders need to play a more active role in educational leadership.

8.- Magellan D. (2009: 7) an innovative approach to leadership. That is, to introduce a new mentality and different measures in the way of directing, managing and carrying out the work.

Six innovative thinking skills:

- A. Pay attention. First impressions and assumptions do not make the total image and therefore do not lead to an adjusted evaluation or to the best solution.
- B. Customize. In the work tends to underestimate the individual experience. By personalization this experience gives more importance in order to extract conclusions of the same.
- C. Imagine. This capability helps to process information.
- D. Reflective play. Break some rules, grow and have fun
- E. Research in collaboration with other people. Innovations are rarely the work of a "solitary genius".
- F. Conciliation. Scott Fitzgerald once said that "the test of first-class intelligence is the ability to think of two opposing ideas at the same time and be able to function."

9.- Dellval (2001: 112) what is to be favored in the school is critical thinking. It is this that allows examining a situation, a set of facts, and relating them to theories that explain them and other facts that may agree or differ. It is a thought that tries to give arguments for or against that help to make a decision and to form a solid opinion. This is the hardest thing to do, and the school does not make it easier to produce too much learning on the authority of the teacher or the textbook.

10. - Villa (1999: 4) Organizations must change for them; learn to innovate, if they want to subsist in dynamic realities. People with a high level of personal mastery have, among others, the following characteristics:

- A special sense of purpose underlying your visions and goals
- Perceive current reality as an ally and not as an enemy
- They have learned to perceive the forces of change and to work with them instead of resisting them
- They are inquisitive; they want to perceive reality with precision
- They feel connected to other people and to life itself without sacrificing their uniqueness
- Are committed and responsible with their work
- Have initiative
- Learn continuously. They are aware of their ignorance and limitations, but they have self-confidence.

Villa (1999: 6) also mentions that "organizations that stimulate self-control understand that people who possess it are more committed, have greater initiative, have a broader and deeper sense of responsibility in their work and learn more speed; In short, they have an important benefit for the organizations themselves. "

### ***School Management***

To fulfill the series of duties, competencies and functions the physical educator, one way are to proceed through school management. Quality (Moran, 2004: 212) is linked to continuous improvement, planned actions to a social and personal commitment and to accept its multidimensionality. The improvement plans are an educational innovation program of very recent implementation. The evaluation of improvement plans is a type of evaluation research carried out on the implementation of an improvement program to evaluate its implementation and development, to establish a scientific basis to support and make decisions about planning, Improvement and evaluation of it. Antúnez (2004: 108) points out that the development of the managerial process employs the use of resources (human, time, money, spaces, materials, etc.) and the actions of planning, distribution of tasks and responsibilities, direction, execution, coordination, As well as evaluations of processes and results. With these conceptions start to organize the teaching work of the physical educator in three dimensions: that is required in his own field is the sessions of physical education, The one related to the institution or educational institutions where it works and the third one in the impact that it has in the context in which it works.

School management (Romero 2004: 14), the work of director and also a supervisor, which focuses on making the school, a project and managing its improvement, is a complex and multidimensional. It requires know-how, a

power to do and a will to do that cannot be exhausted in a merely technical or basically political operation. On the contrary, including dimensions, technique and politics, school management is considered as a critical and deeply vital practice whose ultimate purpose is to make a school a good school.

The GE (Pozner 2000: 23) can also be understood as the government or the participative management of the school because, due to the specific characteristics of educational processes, decision making at the local and school level is a collective task Which involves many people:

- The preparation of a project of the institution, which determines the orientation of the process and which will be the fundamental intellectual tool that will guide the institution as a whole.
- The development of work teams, since the GE is the art of organizing the talents present in the school. Decentralization, in order to meet the conditions of quality and effectiveness, will require convening teachers and the community to assume a greater role in decision-making about the education that is wanted for children and young people.

The dimensions that make sense as an organization:

- The pedagogical-curricular dimension.
- The community dimension.
- The administrative-financial dimension.
- The organizational-operational dimension.

On the other hand Rodriguez (2000: 12) defines that: The pedagogical management of school sites is a fundamental enclave of the transformation process. It is the main space that must be transformed because it is the "locus" of interaction with students. It is there that the objective and subjective conditions of the teaching work are constructed, although undoubtedly under the multiple determinations that come from the institutional system and from the ownership society. For this to take place, the necessary systematic transformations of political and pedagogical management must take place in order to relocate the capacity of initiative of each establishment in this context. Not only material resources, financial resources and sufficient teachers, but also qualitative variables related to the internal functioning of school institutions... quality is also in the processes and not in the quantitative indexes that are often used to analyze systems and quality of teaching any innovationquality introduced in the expansion cycles will enhance quality within the system.

### ***The Educational System and School in School Management***

The Muntadas centers (2004: 38) as basic structures to promote education will frame their actions according to the administrative regulations that regulate them in the most essential aspects. But they also have and must have a margin of autonomy, so that their configuration will be the normative framework of the referential model and, in addition, will be accommodated to the context (social, educational, family) that will influence the determining aspects, and all these Aspects will be collected in documents such as educational project, regulation of internal regime, norms of coexistence, curriculum project, the different schedules of planning, evaluation, etc. In this way, the essential tools available to the administration to effectively implement an educational model are constituted.

A workplace (Gonzalez, 2009: 148) is a very broad and complex reality, which, in any case, goes beyond this physical place (Wilson, 1999). It comes to constitute a context that can be identified with a "constellation" of a series of dimensions (Johnson, 1990: 12), physical features (space, resources, security); Structural features (specialization, authority, discretion); Sociological features (social status, roles, characteristics of colleagues or peers); Economic traits (material benefits, such as the remuneration received); Political traits (interests, influence, pressures); Cultural traits (values, norms, rituals); Psychological traits (motivation, satisfaction, stress).

Components of the strategic educational management model:

- Shared Leadership
- Collaborative work
- Reflective teaching practices
- Strategic planning
- Basic features
- Evaluation for continuous improvement
- Responsible social participation
- Accountability

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- Freedom in decision-making
- Relationship between the components of educational management
- Dimensions of school management
- Curricular pedagogy
- Organizational
- Administrative
- Community social participation

School education (Antúnez 2004: 4) takes place in an organization. By this we mean that the teaching and learning processes do not take place in neutral places, in indeterminate spaces or in irrelevant institutional frameworks but in entities of very specific typology and characteristics, which influence the processes when it comes to correcting what To maintain and improve practices that are considered satisfactory or to innovate, test and test new solutions and alternatives, it is convenient to review and analyze how the aspects that integrate the institutional framework influence. It is necessary for teachers and school administrators to know very well the environment in which they work, because it will help them to make pertinent diagnoses and to have more elements of judgment to make adequate and fair decisions; Analyzing the school for diagnostic purposes is an unfinished task for any professional in school education:

- Academic (actions related to the design, implementation and evaluation of didactic processes).
- Institutional governance (internal management, external management)
- Administrative: administration of material resources: building, furniture, didactic material (maintenance, registration, inventory, optimization of use, among others); Management of written information: registration, internal dissemination, among others: the bureaucratic functions of the secretary, etc.
- Human resources and relational system: group the tasks that are carried out in order to respond to aspects related to interpersonal relationships, such as negotiation, conflict resolution, coexistence regulation, human resources management, training and personal and professional development, and the motivation of the faculty members.
- Services: this includes actions related to the organization and operation of the services of a psycho-pedagogical nature (eg orientation, library service, etc.), complementary (cooperative, dining room, school transport, residence and others) Or assistance (scholarships and grants) and, therefore, includes the work of the staff of those services, as well as the tasks of maintenance, cleaning, transportation and cooking, among others.

The school (Antúnez, 2004: 109), like any other organization, is made up of six fundamental elements or components: Objectives, Resources: human, material, functional (time, money and training), Structure, Technology, Culture and Environment. Antúnez, cited by Teixido (2005: 56) establishes the main features that characterize the educational centers are:

- A) They are organizations that have many objectives, of a very varied nature and of ambiguous concretion
- B) The multitude of demands requires a set of actions that are diversified in various areas.
- C) The tasks of educators cover multiple fields of intervention which are carried out in an organization where the division of labor is unclear.
- D) The difficulty of evaluating school results.
- E) The coexistence of conflicting organizational models within the same center.
- F) The scarcity of resources, mainly of time.
- G) The weak articulation of the organization.
- H) Limited autonomy
- I) the erratic power of directors (in public centers).
- J) Unsatisfactory delegation
- K) Lack of attractiveness

## ***The Administration in Educational Management***

The administration (Aguilar, 1977: 25) is a complex process whose phases is the planning, organization, execution and control, that are carried out to reach precise objectives and goals through the work of the people and resources of diverse nature. These phases are described below: a) planning, to determine the objectives and courses of action to be taken; B) organization, to distribute the work among the group and to establish and

recognize the necessary authority and adequate disposal of resources; C) the execution of the tasks by the members of the group, according to the plans and programs, d) control of the activities, to monitor the fulfillment of the plans.

One way of working in educational institutions could be as Ander Egg (1993-9) considers it; The curricular project of an educational institution as the same expression indicates, is the project that each educational institution elaborates taking into account the requirements of the educational legislation, adapted to the environment and circumstance in which the educational task is to be carried out. In other words, it is the effort to adapt the general educational proposals, to the concrete reality in which each educational center works.

In addition, it is also necessary to consider Martens (2016: 49) since it defines an important strategy in school planning: Annual work plan (PAT) The annual work plan (PAT) is a management tool that the actions of EI on the period of one year in order to contribute to the achievement of the objectives in the school. The changes and innovations (Antúnez, 1998: 199) are responses to an adaptive need for schools to the demands of external elements: personal, institutional, social..., to students whose characteristics are also not permanent or static; and growth: in age, size, complexity, etc; of the center itself. There is no growth without change.

In order to produce innovation (Antúnez, 1998: 199) that has a real incidence in the centers and allows benefits with a certain degree of persistence and permanence, it is required that:

- Being promoted and developed by a collective.
- Innovations are more likely to depend on the conviction of the proposal (of its nature), the speed of its dissemination and the credibility of those who promote change.
- Being carefully planned.
- Consider that changes that allow creative processes to develop more easily and satisfactorily than those that must be developed because of impositions.
- Clearly differentiate between technical innovation (low formalization, decentralization and high complexity) and administrative innovation (high formalization, centralization and reduced complexity)
- Keep in mind that the development of changes and innovations requires learning that involves time and the existence of certain favorable conditions

In relation to the role (Antúnez, 1998: 227) that could be developed by the teaching professionals (PDLE), linked to different educational stages and institutional nuclei to facilitate innovations:

- Teaching professionals (PDLE) possess sufficient didactic-pedagogical knowledge to be able to detect problems, to formulate heuristic hypotheses based on scientific knowledge.
- The LDPs are anxious to improve daily practice by striving to find new avenues of action when considering their actions.
- PDLE know or have the opportunity to learn about new experiences, methodologies and materials appropriate to their teaching responsibilities.

Pozner (2000: 3) states that the delegation of functions to the educational unit in matters related to the exercise of power, both for financial administration and pedagogical issues, as well as for regulations and directives, will ensure to the schools:

- Great flexibility in obtaining and using resources;
- Ability to generate and distribute resources according to your needs
- Enhancement of creative capacity, innovation and experimentation;
- Increased autonomy in decision-making;
- Decreased bureaucratic control;
- Greater involvement and involvement of the entire educational community.

Romero (2004: 18) proposes the Factors of effectiveness

- Effective schools use reward and support instead of punishment.
- To give more responsibility and participation students
- Teachers prepare classes and, in the classroom, achieve an orderly environment in which students maintain their attention.



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- Focus on students' academic development, make positive use of work at home, and have high expectations about what students can achieve.

Sammons (1998: 25) Key characteristics of effective schools:

- Professional leadership
- Shared Vision and Objectives
- Learning Environments
- Teaching and learning at the center of school activity
- Teaching with purpose
- High expectations
- Positive reinforcement
- Follow-up on progress
- Student rights and responsibilities
- Home school collaboration
- An organization for learning.

### **Conclusion**

Improving the quality of life is not an easy task, the responsibilities of the physical educator are complex, one way to be able to respond to these demands is through the appropriate Management to obtain more optimal results of its work and as a consequence to reach the educational purposes that Have been entrusted with: raising the quality of education and promoting a healthy lifestyle, complying with current educational programs and plans. Romero (2004) expresses that the school is a community. The importance of joint work, structural and cultural consistency, and shared vision within the school are highlighted as elements that combine effectiveness factors.

The dimensions in which the management must generate are four: the first one related to the school context, including the parents of the students of the institution in which it works. The second dimension corresponds to the school context where it works, with its daily demands. The third dimension corresponds to the educational groups and levels where teachers must work. And the fourth dimension is the staff, and to generate an optimal management in one dimension will impact on the others. The physical educator to achieve quality (relevance, efficiency, equity, efficiency) must daily Manage:

1. External context. Outside the institution

- Supervisors. Meetings, technical advice, planning, sports tournaments...
- Parents. Monthly meeting, regulation, qualification,
- Neighbors, vendors, store, stationery,

#### **2. School Context**

- Address. School agenda, technical advice, school projects, civic events, sporting events, social events, competition,
- Teachers of the institution. Students' conditions regarding their health, behavior, learning...Tics
- Mayors. Condition of spaces, materials...

#### **3. Class groups**

- Student learning. Diversity
- Teaching: methods, strategies
- Materials
- Evaluation
- Students. Special educational needs, diversity, behavior
- Educational problems: behavior, health,
- Incidents: accidents, contingencies
- Times: session, day, weekly, monthly and annual

Spaces

- Variability of practice...

4. Personal dimension. Family, economic, emotional, health, needs...

To work at these levels some of the characteristics that must have the physical educators are the following:

1. Initiative

2. Responsibility
3. Analysis
4. Reflection
5. Scientific knowledge
6. Didactic knowledge
7. Innovating
8. Management
9. Organization
10. Planning and evaluating. Annual Activities Agenda
11. Professional leadership and,
12. Teamwork
13. Have character for what is required in his profession
14. Making a decision
15. Oral and body expression.

Improving the quality of life through the school management of the physical educator is an issue in which further research is needed to propose elements of improvement in the teaching-learning process that has an optimal impact on real educational situations. It is not only to indicate a series of responsibilities for the physical educator; in addition to this the conditions must be given to be able to achieve it; since the physical educator can promote a saleable lifestyle through its management and teaching practice.

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