

The pedagogical accompaniment: a systematic review

El acompañamiento pedagógico: una revisión sistemática

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Abstract

This article is an analysis developed on pedagogical accompaniment as a strategy to train a teacher. It analyzes different perspectives of the form of accompaniment in our continent and others. Based on the methodology as technical support of what was done, for which a systematic literature review was conducted in order to document on the problem, the search was carried out in databases and repositories of scientific journals. from 2014 to 2021. The processed information has contributed, in a conceptual way, background and various strategies of pedagogical accompaniment. The results indicated that the pedagogical accompaniment is an important strategy that effectively strengthens the teaching performance, also, in the pedagogical practice, it seeks to create a classroom in an environment of harmony and affective communication between the accompanying and accompanied to obtain better learning.

Key words: pedagogical accompaniment, pedagogical practice and teacher training.

Sinergias educativas

October - December Vol. 6 - 4 - 2021

<http://sinergiaseducativas.mx/index.php/revista/>

eISSN: 2661-6661

revistasinergia@soyuo.mx

Page 60-80

Received: March 09, 2021

Approved: June 30, 2021

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Resumen

El presente artículo es un análisis desarrollado sobre el acompañamiento pedagógico como estrategia de formar a un docente. Se analizan diversas perspectivas de la forma como de acompañamiento en nuestro continente y otros. Basada en la metodología como soporte técnico de lo realizado, para lo cual se realizó una revisión bibliográfica sistemática con el objeto de documentarse sobre el problema, se efectuó la búsqueda en bases de datos y repositorios de revistas científicas del 2014 al 2021. La información procesada ha contribuido, de manera conceptual, antecedentes y diversas estrategias del acompañamiento pedagógico. Los resultados indicaron que el acompañamiento pedagógico es una estrategia importante que fortalece de manera efectiva el desempeño docente, asimismo, en la práctica pedagógica, se busca crear un aula en un ambiente de armonía y de comunicación afectiva entre el acompañante y acompañado para obtener mejores aprendizajes.

Palabras clave: acompañamiento pedagógico, practica pedagógico y formación docente.

Introduction

This article analyzes pedagogical support as a professional training proposal aimed at promoting individual and collective strengthening and improvement of teachers' teaching practice in accordance with the competencies of the Framework for Good Teaching Performance (Minedu, 2012). For Cruz et al. (2021), pedagogical support is considered important for strengthening teacher performance; likewise, from the sources responsible for education, it is assumed as a continuous process throughout their territory. Cruz et al. (2021) establishes that "the fundamental thing is to provide technical advice to teachers that allows them to reflect on their pedagogical practice in the classroom in an environment of harmony and affective communication between the accompanying and accompanied to obtain better learning" (p.1).

Garcia (2012, p.11) quoted by Cruz et al. (2021, p.7), indicated on the dictionary of the Real Academia de la Lengua, Acompañamiento means "action and effect of accompanying, implies, participation in the feelings of others". They also defined that "This word is a synthesis of needs, feelings, tasks and projects5 its development involves two or more people and institutions, which assume a commitment with the logic of personal, institutional and contextual change, i.e. the construction of new educational practices, towards a

social and transforming project". Agreda and Pérez (2020) defined pedagogical accompaniment as a formative strategy linked to the exchange of pedagogical experiences, starting with the recording of observable situations, reflective dialogue and inter-learning groups between accompanied and accompanying teachers that allow them to transform their teaching practices.

For Jabalera (2021, p.2), he considers pedagogical accompaniment as "an instrument that groups multiple strategies aimed at the development of teaching competencies", also indicating a lack of evidence of a correct use to influence the continuous development of basic competencies of the practicing teacher. The strategy used by the author was the pedagogical accompaniment plan to know the teaching competencies and the way they are transmitted to the students, but these strategies do not have the proper follow-up after knowing the improvement opportunities of each teacher. This fact invites us to reflect on the role that these strategies play in the professional development of teachers. On the other hand, Ferra's study (2021) examines the technical-pedagogical accompaniment in a virtual learning platform to strengthen the teaching intervention in the classroom.

Almendras (2019) and Alzate & Castañeda (2020) cited by González, Guanilo, Vegas, Cachicatari (2021), indicated that education is the main vehicle for the promotion of knowledge and its dissemination, based on the formation of values: social, cultural and collective that guide human beings towards cooperation, collaboration and respect for others. Arboleda and Diaz (2017) cited by Gonzales et al. (2021) consider that this guideline is based on an educational model that guarantees a permanent quality accompaniment to teachers and rethink the pedagogical concept, oriented to the needs of the user, their personal, social, economic and cultural development placing it at the level of developed countries. This accompaniment can produce benefits to achieve a significant transformation, requiring that educational institutions raise awareness of the need for change in their administrative aspects and their pedagogical dimension, promoting new visions, ideas and practices framed in a dynamic of quality execution.

Rodríguez, Medina, Tapia (202, p.2), consider that the "teacher is a fundamental factor in the quality of education and responsible for achieving authentic learning in students". In their study, the authors show that in most institutions there is a lack of induction processes

and that new professors face difficulties in teaching, interpersonal relations, research and links with society. They consider it necessary for higher education institutions to implement induction programs for the success of new teachers, improving their professional performance and student learning, as well as receiving pedagogical support to integrate them into the organizational culture of the institution. In the study of Siñani (2021), I consider that there is a need to incorporate educational management with the current standards, and also found the lack of monitoring and support instruments that systematize the professional performance of teachers.

Del Valle (2020), conducted a study on the perception of students on the virtual pedagogical support of a course, determining the learning achieved to provide feedback to the professorship. They used strategies in the teaching support, expressed through collaborative evaluation, evaluation of teaching activities, self-evaluation and feedback. Rodriguez (2020), reflects on the rescue of pedagogical support seen as an open and creative attitude in the university reality. Abduraxmanovich (2020), considers the professional teaching process, where communication should be a continuous strategy, ensuring continuity between training and professional activities. Regarding the study of Valencia, Ledesma and Guevara (2020), explained that the pedagogical accompaniment has a significant impact on the training of teachers, through the improvement policies, practices and specific training experiences developed.

The present study finds its justification in the teaching accompaniment which will allow the educational institution to optimize and reinforce the pedagogical aspects of the teachers and improve the learning of their students, likewise, the supervising management of the institution will be able to take actions for post-study improvement.

In this part of the study, the international background of the study is raised, starting with: Perez, Del Valle, Valles de Rojas, Lugo, Nava (2018), raised as an objective to analyze the supervision carried out in middle school principals, to optimize the pedagogical accompaniment in educational institutions. Positivist paradigm study, sample conformed by 24 directors and 173 teachers of official educational units of the Miranda municipality, Zulia State. A Likert-type questionnaire was used, with five response alternatives, reaching a Cronbach's Alpha reliability level of 0.89 for principals

and 0.98 for teachers. The results indicated that educational supervision, which allowed the creation of a good working environment based on the application of an efficient and effective form of supervision, Valencia, Ledesma and Guevara (2020), set as an objective to determine the incidence of pedagogical support in the training of teachers in the educational institution of Peru. The research of causal correlational level, the sample consisted of 65 teachers, the technique used was the survey and the instruments used for each variable were questionnaires. The results indicated that pedagogical support has a significant impact on the training of teachers at the República de Bolivia Educational Institution in Lima - Peru; it was also demonstrated that it has a significant impact on the improvement policies, practices and concrete training experiences developed, and academic production.

Table 1 shows the topic studied, author, the year in which the research was carried out and the variables taken into account. A systematic bibliographic review was conducted in order to document the problem, a search was made in databases and repositories of scientific journals. from 2014 to 2021. The information processed has contributed, according to Cruz, Siles and Bustos (2021), in a conceptual way, background and various strategies of pedagogical accompaniment. The studies evaluated indicate that pedagogical support is a very important process in the education of the country and anywhere in the world.

Table 1. *Variable*

Subject	Author	Year	Country	Variables
Pedagogical support as a strategy to strengthen teacher performance	Cruz A., Siles D., Bustos R.	2021	Nicaragua	Pedagogical support teaching performance
Pedagogical support plan to improve teaching performance in	Jabalera S.	2021	Dominican Republic	Pedagogical accompaniment plan

primary schools in the Municipality of Consuelo.				teaching performance
Teaching Accompaniment in Colombia's Official Educational Institutions	Gonzalez R., Guanilo S. Vegas J., Cachicatari E.	2021	Colombia	Teaching Accompaniment
Teaching and learning experience with a virtual classroom in the field of pedagogical support due to Covid-19	Digi3n L., and 1lvarez M.	2021	Mexico	Pedagogical support Teaching and learning
Virtual communities and innovation: proposals from the pedagogical technical assistance in the Virtual telesecondary school.	Ferra, G.	2021	Chile	Pedagogical technical assistance Virtual communities and innovation.
Supervision and teaching support at the "Sim3n Rodr3guez" Teacher Training College, Municipality of Quillacollo.	Si3nani	2021	Bolivia	Supervision accompaniment
Relationship between pedagogical accompaniment and reflective practice	Agreda A., P3rez M.	2020	Argentina	pedagogical accompaniment

				reflective practice
Induction and Pedagogical Accompaniment of New Teachers. An Opportunity to Improve Their Professional Performance.	Rodriguez A. Medina M., Tapia A., Tapia A.	2020	Ecuador	Induction and Pedagogical Accompaniment Professional performance
Students' perceptions of the virtual pedagogical support of the Clinical Research Methodology and Applied Biostatistics course in the Medical School.	Del Valle M.	2020	Argentina	virtual pedagogical support
Dialogic Intersubjectivity in the Accompaniment of the University Teaching Instructor	Rodriguez, Maria.	2020	Venezuela	Dialogic Intersubjectivity Teacher Accompaniment
Modeling the Pedagogical Experience of England as a Factor of Improving the Quality of Training Future Teachers	Abduraxmanovich, J. U.	2020	Uzbekistan	Pedagogical experience Training quality
Pedagogical accompaniment in the training of	Valencia Romero, A. M.,	2020	Peru	Pedagogical support

teachers at the República de Bolivia Educational Institution.	Ledesma Cuadros, M. J., & Guevara Gómez, H., & Guevara Gómez, H., & Guevara Gómez, H., & Guevara, H.			Teacher training
Pedagogical accompaniment in the training of teachers at the República de Bolivia Educational Institution.	Valencia Romero, A. M., Ledesma Cuadros, M. J., & Guevara Gómez, H., & Guevara Gómez, H., & Guevara Gómez, H., & Guevara, H.	2020	Peru	Pedagogical support Teacher training
Challenges of Middle School Today. Accompanying and sustaining school trajectories from the teachers' point of view.	Arco M. / Belén Godino, / Montiel Y Luján	2017	Argentina	Support Supporting school trajectories
Teaching pedagogical management and instrumental performance in students of a	De la Cruz, E.	2017	Peru	Teaching pedagogical management Instrumental execution

Superior School of Artistic Training.				
Pedagogical accompaniment and teacher performance in the Manuel Gonzales Prada Educational Institution, 2016	Huamani F.	2017	Colombia	Pedagogical accompaniment and teaching performance.
Methods of Psychological and Pedagogical Accompaniment of First-Year Students in Process of Adapting to Learning at University	Maralova et al.	2016	Russia	Psychological and pedagogical support methods
Classroom Accompaniment as a Training Strategy for Teachers' Professional Development	Mella	2014	Chile	Classroom Accompaniment Training Strategy for the Professional Development of Teachers

Regarding the follow-up of accompaniment, translated into supervision, Pérez, Del Valle, Valles, Lugo and Nava (2018), consider that educational supervision as part of accompaniment, is important because it allows creating a pleasant work climate, based on the application of an efficient and effective form of supervision, to achieve the change of behavior and performance patterns of the people engaged in the educational process. Siñani (2021) proposes monitoring for the improvement of educational management,

considered by teachers as an act of relevance that guarantees academic excellence.

Materials and methods

The research is based on the review and documentary search, with classification parameters of databases such as Scopus, Scielo, EBSCO and others. Information searches were carried out, defined by each database of indexed journals. The epistemological and praxeological approach to "pedagogic accompaniment" is based on a synthesis of 18 articles, found, and also with the search term "pedagogic accompaniment". Educational proposals, accompaniment protocols with diverse results were found. In order to categorize the articles, the different types of research were classified with their respective units of observation and instruments (the researches are listed in relation to the year of acceptance in Table No. 1).

Table 2. Methods

Subject	Types of Research	Observation Units	Methods and instrument
Pedagogical support as a strategy to strengthen teacher performance	Descriptive	Teachers	Qualitative method Teacher interview
Pedagogical support plan to improve teaching performance in primary schools in the Municipality of Consuelo.	quantitative, diagnostic-positive methodology	20 teachers	Questionnaire applied to teachers
Teaching Accompaniment in Colombia's Official Educational Institutions	Quantitative methodology Correlational	341 teachers	Questionnaire With 36 Reactives (Likert Type Scale)

Induction and Pedagogical Accompaniment of New Teachers. An Opportunity to Improve Their Professional Performance.	systematic literature review	databases and repositories of scientific journals	Bibliographic and documentary review
Teaching and learning experience with a virtual classroom in the field of pedagogical support due to Covid-19	Descriptive research	104 students	Questionnaires and chats
Virtual communities and innovation: proposals from the pedagogical technical assistance in the Virtual telesecondary school.	action research, a qualitative, continuous and continuous analysis of the systematic	five teachers,	Interviews, discussion forums, meetings
Supervision and teaching support at the "Simón Rodríguez" Teacher Training College, Municipality of Quillacollo.	mixed approach (qualitative-quantitative)	26 teachers	Interview
Relationship between pedagogical accompaniment and reflective practice	non-experimental descriptive research with explanatory	150 teachers	Questionnaires

	correlational design		
Students' perceptions of the virtual pedagogical support of the Clinical Research Methodology and Applied Biostatistics course in the Medical School.	Descriptive research	4 teachers 17 students	Questionnaires
Dialogic Intersubjectivity in the Accompaniment of the University Teaching Instructor	Qualitative approach under hermeneutics as a method	3 subjects social actors	In-depth interview
Modeling the Pedagogical Experience of England as a Factor of Improving the Quality of Training Future Teachers	observation method, the statistical method and content analysis.	360 senior students from pedagogical universities in our republic	Interviews
Educational Supervision As Pedagogical Accompaniment Conducted By Secondary Education Principals	positivist paradigm, non-experimental, cross-sectional design	24 directors and 173 teachers from official educational units of the Miranda municipality in the State of Zulia.	Likert-type questionnaire,
Pedagogical accompaniment in the training of teachers at the	quantitative approach, descriptive, non-	65 teachers	Questionnaires.

República de Bolivia Educational Institution.	experimental design, causal correlational, cross-sectional, cross-sectional		
Middle School Challenges Today. Accompanying and sustaining school trajectories from the teachers' point of view.	Quantitative approach. Experimental design	Teachers	Questionnaires
Teaching pedagogical management and instrumental performance in students of a Superior School of Artistic Training.	descriptive correlational level	30 students	Questionnaires
Pedagogical accompaniment and teacher performance in the Manuel Gonzales Prada Educational Institution, 2016	Correlational research	85 teachers	Questionnaires with 15 items each
Methods of Psychological and Pedagogical Accompaniment of First-Year Students in Process of Adapting to Learning at University	Descriptive research	350 teachers 450 students	Questionnaires

Classroom Accompaniment as a Training Strategy for Teachers' Professional Development	case study with 60 teachers a qualitative descriptive approach	Instrument of the Ministry of Education "Questionnaire for institutional self-evaluation".
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Table 2 shows the different types of methodology, with different approaches. Likewise, the subjects of analysis and instruments used in each research. It can be seen that the variable analyzed is present in different countries, especially in Latin America, with different proposals to improve teaching, which is common in all the studies.

Results

Based on the studies compiled, Table 3 presents the results, showing the contribution of each of them to the scientific community.

Table 3. Results

Subject	Results
Pedagogical support as a strategy to strengthen teacher performance	It allowed to reflect on the pedagogical practice in the classroom by creating an environment of harmony and affective communication between the person accompanying and accompanied to obtain better learning.
Pedagogical support plan to improve teaching performance in primary schools in the Municipality of Consuelo.	School teachers showed a low level of performance, which is related to the lack of an effective pedagogical support program.
Teaching Accompaniment in Colombia's Official Educational Institutions	Existence of a relationship between the principles of quality and teaching support in official teaching institutions in the city of Monteria.

<p>Induction and Pedagogical Accompaniment of New Teachers. An Opportunity to Improve Their Professional Performance.</p>	<p>Promotes that higher education institutions implement induction programs for the success of new teachers, improve their professional performance and student learning, as well as receive pedagogical support to be integrated into the organizational culture of the institution.</p>
<p>Teaching and learning experience with a virtual classroom in the field of pedagogical support due to Covid-19</p>	<p>The virtual classroom experience is considered a highly profitable component for the teaching work in the search for an autonomous student with respect to the achievement of goals in the teaching-learning process, as shown by the experience carried out.</p>
<p>Virtual communities and innovation: proposals from the pedagogical technical assistance in the Virtual telesecondary school.</p>	<p>The proposal for innovation, through technical pedagogical consulting in the Virtual telesecundaria school, considers that collaborative work in the design of didactic situations with a view to strengthening the teaching intervention in the classroom.</p>
<p>Supervision and teaching support at the "Simón Rodríguez" Teacher Training College, Municipality of Quillacollo.</p>	<p>It proposes the need to involve educational management with the current regulations and the lack of follow-up and monitoring instruments that systematize the professional performance of teachers. For this reason, a monitoring and follow-up guide was proposed for the improvement of educational management, considered by teachers as an act of relevance that guarantees academic excellence.</p>
<p>Relationship between pedagogical accompaniment and reflective practice</p>	<p>The reflective practice developed by teachers during their practice and interaction with their students puts into practice a set of activities of analysis and evaluation before, during and after these pedagogical actions.</p>
<p>Students' perceptions of the virtual pedagogical support of</p>	<p>During this accompaniment, a comprehensive view of the educational process was shared,</p>

the Clinical Research Methodology and Applied Biostatistics course in the Medical School.	where teachers and students were able to carry out a satisfactory virtual dialogic construction.
Dialogic Intersubjectivity in the Accompaniment of the University Teaching Instructor	The most significant findings were recurrent around communication, trust, co-construction of knowledge and supervision. We reflect on the rescue of pedagogical accompaniment when the human condition that emerges as an open and creative attitude in the university reality is understood.
Modeling the Pedagogical Experience of England as a Factor of Improving the Quality of Training Future Teachers	It proposes to form a professional communicative competence in a foreign language, the mastery of a foreign language in everyday communication without taking into account the specificities of a profession.
Educational Supervision As Pedagogical Accompaniment Conducted By Secondary Education Principals	Educational supervision as a pedagogical accompaniment of principals allows for the creation of a good working environment based on the application of an efficient and effective form of supervision.
Pedagogical accompaniment in the training of teachers at the República de Bolivia Educational Institution.	The results indicated that pedagogical support has a significant impact on the training of the teachers of the Educational Institution. it was demonstrated that it has a significant impact on the improvement policies, practices and concrete training experiences developed, academic production.
Middle School Challenges Today. Accompanying and sustaining school	Training proposal developed by a team of teachers from a university and a teacher training institute in the city of Villa Mercedes. < Achieving an effective accompaniment and support of school trajectories.

trajectories from the teachers' point of view.

<p>Teaching pedagogical management and instrumental performance in students of a Superior School of Artistic Training.</p>	<p>They showed a Spearman correlation with a significance level of 5%, $Rho = 0.843$; there is a direct relationship between teachers' pedagogical management and instrumental performance.</p>
<p>Pedagogical accompaniment and teacher performance in the Manuel Gonzales Prada Educational Institution, 2016</p>	<p>A Spearman's Rho correlation was obtained considering the error at 5% of the relationship resulted $Rho = 0.815^{**}$ with the significance of $p_value = 0.000 < 0.05$ it was concluded that there is direct and significant correlation between pedagogical accompaniment and teacher performance in the educational organization Manuel Gonzales Prada of Ugel 02,2016.</p>
<p>Methods of Psychological and Pedagogical Accompaniment of First-Year Students in Process of Adapting to Learning at University</p>	<p>The identified set of methods of psychological and pedagogical accompaniment ensures the formation of reflective thinking of students; formation of social constructive attitude and professional interaction with others; mastering the skills and abilities of psychological stability in risk situations.</p>
<p>Classroom Accompaniment as a Training Strategy for Teachers' Professional Development</p>	<p>They show that the design of a classroom accompaniment model based on the permanent reflection of teachers to strengthen their professional development.</p>

The information obtained from the articles shows the state of teacher accompaniment, in its different perspectives, which leads to a reflection and the work to be done, especially in the education of our country at its different levels.

Discussion

Pedagogical accompaniment is an important strategy that effectively strengthens teaching performance; likewise, in pedagogical practice, it seeks to create a classroom in an environment of harmony and affective communication between the person accompanying and the person being accompanied in order to obtain better learning. The implementation of a Pedagogical Accompaniment Plan becomes an important strategy to improve teaching performance in educational institutions.

The principles of quality, in the teaching accompaniment in formal education, are also important to be taken into account. Likewise, induction programs to improve professional performance and integrate it into the organizational culture of the institution. Innovation in a pedagogical technical assistance proposal strengthens the teaching intervention in the classroom.

There are weaknesses in the lack of follow-up and monitoring instruments that systematize the professional performance of teachers. In the search for academic excellence, it is important to build a monitoring and follow-up guide for the improvement of educational management.

The studies observed correspond mostly to the quantitative approach, descriptive and correlational, and to a lesser extent to the qualitative and mixed approach. The instruments used are mostly questionnaires and in-depth interviews. The research is based on statistics of real facts. The population and sample of the research considered is based on principals, teachers and students, who have been considered as subjects of study, which is observed and the actors involved in the teaching support are determined.

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