



# Diagnosis of school leadership skills in Salesian managers

## *Diagnóstico de las competencias de liderazgo escolar en directivos salesianos*

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### Abstract

The importance of school leaders and their skills to face daily challenges requires ongoing reflection and adequate training for those who carry out the educational mission. Extant literature confirms that school leadership exercised by school principals and directors is one of the most important cornerstones for improving student learning. These pandemic times have also required identifying key practices in school management that both contribute to putting students and their needs at the center and affect their learning processes. This paper reports the results of a study carried out in 2020 with 300 Salesian school directors from Argentina, Chile, Paraguay, and Uruguay, countries making up the Southern Cone Region. The study addresses the strategies that the Salesian school of the Americas is developing to promote the quality of its educational centers in the continent. The aim was to assess the degree of appropriation of the managerial competencies by those who work directly in the management of the schools. Based on a quantitative approach, this study relied on an online survey. Results describe the characteristics of Salesian leadership and showcase formative processes that can be strengthened in the coming years and that become more relevant in the context of the Covid-19 pandemic.

**Keywords:** educational management, denominational schools, skills development, leadership, pandemic, South America.

### Resumen

La importancia de los líderes escolares y de sus competencias para afrontar los retos cotidianos requiere reflexión permanente y formación adecuada para quienes desenvuelven la misión educativa. Una amplia literatura confirma que el liderazgo escolar que ejercen los directores y directivos de la escuela es uno de los pilares más importantes para mejorar los aprendizajes. Este tiempo de pandemia ha requerido la identificación de prácticas claves en la gestión escolar que contribuyan a poner al centro a las/los estudiantes y sus necesidades, e incidir en sus procesos de aprendizaje. Este trabajo de investigación presenta los resultados de un estudio realizado en 2020 a 300 directivos/as de las escuelas salesianas de Argentina, Chile, Paraguay y Uruguay, que conforman la región del Cono Sur. El propósito se enmarca en las estrategias que la escuela salesiana de América está desarrollando para impulsar la calidad de sus centros educativos presentes en el continente. El objetivo fue estimar el grado de apropiación de las competencias directivas salesianas de quienes trabajan directamente en la gestión escolar. Se utilizó un estudio de tipo cuantitativo, con la técnica de la encuesta, la cual fue aplicada a través de un cuestionario online. Los resultados describen las características del liderazgo salesiano, dando cuenta de procesos formativos que pueden ser potenciados en los próximos años y que adquieren mayor relevancia en el contexto de la pandemia de la Covid-19.

**Palabras clave:** gestión educacional, escuela confesional, competencias profesionales, liderazgo, pandemia, América del Sur.

## 1. Introduction

The purpose of this study is to have an approach to a set of managerial competencies, which have been developed in the framework of the reflection carried out by the Salesian School in America, a network of institutions that brings together more than 950 schools spread throughout the continent. Specifically, this work refers to a study carried out in the South region, where four countries are grouped: Argentina, Chile, Paraguay and Uruguay. To this end, it seeks to answer two questions: Is school management developed in Salesian schools in the Southern Cone with a strong identity? Are these competencies relevant and could they be effective in the context of a pandemic?

Indeed, the scenario that we have been living in for more than a year, and that we do not know how it will end or what consequences it will have for humanity has uniquely challenged our ways and lifestyles and forced to generate immediate responses. As never before, the school context has had to take on the challenge of generating abilities that perhaps very few were developing to sustain the school as an institution and above all maintain its essential educational work. New media, new skills (Carrasco and Jiménez-Cervantes, 2018), new forms of relationship (Cejudo and López-Delgado, 2017) and of communication (Bernal and Cárdenas, 2009), new ways of learning, of transmitting and transferring knowledge (Bozu and Canto, 2009) are here with us, hitting our reality and forcing us to modify our usual and sometimes ossified behavior patterns. Changing and adapting our competences is more necessary than ever, because, as Pope Francis (2015b) says, “we do not live in an era of changes but in a change of era.” For this reason, the ability to learn or “*learnability*”, considered in the post-pandemic world as a pivotal competence of the 21st century, is insistently required (Karnal, 2021). Educational management, along with the teaching profile, plays an essential role (Sanz *et al.*, 2016; Zabalza, 2009).

Once the Universal Declaration of Human Rights had been enshrined, the right to education had taken a central place, leading to exceptional actions regarding educational coverage and access for thousands and millions of children and young people who had been postponed until that time. Perhaps as a “second wave of progress” this new glo-

bal event is forcing us, once again, to radical changes in the way we educate. As Reimers anticipated:

...it is not surprising that the question of what should be included in a fundamental education has been and remains being the subject of debate. This includes questions of how much emphasis should be placed on learning acquisition in relation to social and personal development. It also includes issues such as the level at which knowledge should be mastered and skills developed. (Reimers and Chung, 2016, pp.13-14)

On the other hand, it was already evident that the new century brings with it accelerated transformations that impact the reality of educational centers, having to vary their management forms to adapt to the new challenges and new competencies demanded by the current society (Venegas-Jiménez, 2011). Hence, the Salesian School in America must undertake the challenge of developing the school leadership skills of its directors and managers, ensuring the elements of the Salesian charism that sustain it, as well as the appropriate pedagogical training to respond effectively to the commitment to offer a comprehensive, relevant, and meaningful education (Carta Identidad ESA, 2021).

The *Instrumentum Laboris* of the Global Educational Pact (2020), points out that we live in precious times to promote and favor unity in diversity, reconstructing the encounter and seeking to change the usual logic, in which diversity and difference are still considered hostile to unity. If a new humanism is to emerge, it will involve “educating a new way of thinking, one that can keep unity and diversity together,” and this may be the first call by Pope Francis to build this global educational compact. This is also confirmed by Unesco, when stating that “the decisions we take together today will determine our common future” (Unesco, 2022, p. 10). School leaders have, in this vision, a relevant role in promoting a new style of working in coordination with others, to achieve meaningful and relevant learning in the current context. It is an invitation to an open dialogue between the leaders of Salesian schools in the Southern Cone to continue to seek unity and the construction of representative parameters in the region.

## 2. Conceptual Theoretical Framework

### 2.1 Competences for Salesian School Management

Reality poses permanent challenges to education to ensure progress and the construction of the future. Some visionaries anticipate the changes from the practices, others from the deeper reflections that move in the field of anthropological or philosophical views. But what we have experienced in the last year is an unprecedented blow, from a challenge to an urgent need for personal and collective survival. If the need to glimpse, define and acquire “competencies” was already at work in the transition to the new century, today it is an urgent and immediate task, as much as the incredible effort to produce a Covid vaccine in record time.

Several authors emphasize that to achieve good school management, it is necessary to consider the leadership approach and the distribution of tasks within the School; the modality in which pedagogical management is developed, which makes it possible for all students to learn; the environment of coexistence and relationships, which contributes to a healthy conflict resolution promoting a school culture of high expectations; and a management of results and resources, which assumes responsibility and transparency of achievements and challenges, as well as the balanced use of available resources to ensure all the needs of the school. These are large centers that will allow effective school management and continuous improvement (Barber and Mourshed, 2008; Bolívar, 2010; Elmore, 2010; Pont *et al.*, 2008; Leithwood *et al.*, 2008; Spillane, 2005; Weinstein *et al.*, 2009; Gavilanes and Tipán, 2021).

Regarding these main aspects of good school management, the Central Commission of Salesian Schools of the Southern Cone developed a set of competences that were measured through a questionnaire, considering four nuclei or dimensions, which sought their convergence with important elements of Salesian education, which were defined as: Salesian leadership, pedagogical and evangelizing management; coexistence and pedagogy of the environment; resource management and communion of goods.

### 2.2 Leadership and educational quality

Multiple studies point to school leadership as a key element to influence student learning. The relevance and impact would be around 25% of all school effects, thus becoming the second most important variable in school improvement (Barber and Mourshed, 2008; Leithwood *et al.*, 2006; Marzano *et al.*, 2005). This leadership role in the context of Covid-19 has become even more evident and challenging (Córdova *et al.*, 2021).

This new understanding, which has gradually focused more on the pedagogical than the administrative, has been strengthened by broadening its objectives towards the achievement of effective schools and the development of standards, understanding the effective school as one that “promotes in a lasting way the integral development of each and every one of its students beyond what would be predictable, taking into account their initial performance and their social, cultural and economic situation” (Murillo, 2003, p. 54). Consequently, one of the most important challenges that the leader of the school must achieve is to give quality to the school processes to achieve that effectiveness, consolidating certain key principles: equity, integral development of the student, added value of the school.

### 2.3 Development of management and leadership skills

The experience in some countries of the Southern Cone, such as Chile, has led to defining ways to enhance the performance of school principals as part of their public policies to promote school improvement. These ways of implementing and strengthening school management processes are found in the Framework for Good School Management and Leadership (2015) and the Indicative Performance Standards for Educational Centers and their Supporters (2014), which are part of the National System of Quality Assurance in Education, “with the purpose of supporting and guiding schools in their process of continuous improvement, and thus contribute to the goal that the country has set to ensure quality education for all children and young people in Chile” (Law No. 20,529, 2011). These documents have been considered in the elaboration of the Salesian Powers (2019).

## 2.4 Context of this work: Salesian School of America (ESA)

Since the IV Continental Meeting held in Medellín, Colombia, in 2017, the Salesian School in America (ESA) has posed a set of challenges to encourage school processes from the charismatic identity that sustains and promotes the educational mission. Among the axes of development is the “Qualification of the Pastoral Educational Proposal in Salesian Schools”, whose one of its goals is “Qualify the animation, management and accompaniment of works from the strengthening of the shared mission between religious and laity” (Sepsur, 2019). In the framework of this work, the commission of Sepsur Escolar, formed by the representatives of the education sector of the Salesian Congregation (SDB) and the Daughters of Mary Help of Christians (FMA) of Argentina, Chile, Paraguay and Uruguay, worked on the development of a set of management competencies with the charismatic view, having as general reference some elements present in the Performance Standards of Centers of the Ministry of Education of Chile, as well as documents of both Congregations.

## 2.5 Competency Management Model for the Salesian School in the Southern Cone

This work is a sign of this new way of thinking that schools need to shape a global education at different levels and experiences, taking on the challenges in Latin America (Aldana-Zavala *et al.*, 2021). Each dimension contains a description that allows understanding the areas that compose it and a set of competencies that contemplate the Salesian style of action. The definition of competency was the “set of knowledge, skills and attitudes that, when applied in the performance of a given responsibility or professional contribution, guarantee a good achievement” (Sagi, 2006, p. 86). Therefore, a competence is composed of three interrelated elements. The *knowledge* that involves knowledge; *know-how* that corresponds to *skills*; and *the ability to do that corresponds to attitudes*.

The dimensions described below led to the construction of the Instrument applied to the management of Salesian schools in the Southern Cone.

*Dimension 1: Salesian leadership.* It includes the functions of design, articulation, leadership and

institutional planning, all aimed at ensuring the conduction of the Pastoral Educational Project. The Salesian leadership has an animation style, which “does not consist only in a technical and functional action: it is spiritual, apostolic, pedagogical and has its source in pastoral charity. To encourage is also to govern, manage and organize” (SDB, 2014, p. 261).

*Dimension 2: Teaching and Evangelizing Management.* The competencies of this dimension include the criteria for organizing, administering, supervising, and promoting pedagogical and evangelizing management, so that the Animation, Management and Accompaniment Team of each school promotes and guides the institutional leaders so that teaching strategies are appropriate, and learning takes place in the framework of the Pastoral-Salesian Educational Project.

*Dimension 3: Coexistence and Environmental Pedagogy.* It refers to generating an “organized and rich space of proposals to make life and increase hope in women and young people. It mediates between the values inspired by the gospel and the “socio-cultural context” from criteria defined by the Preventive System (FMA, 2005, p. 92). “Importance is given to the way of offering the signs of the Gospel in everyday life, paying attention to authentic relations and communications” (SDB, 2014, p.107).

*Dimension 4: Resource Management and Communion of Goods.* It includes the procedures and practices aimed at having the necessary work team, financial, material resources and external networks, for the proper implementation of the Salesian educational proposal, which invites to analyze the efficient use of resources with oratorical criteria, spirit of collaboration, creativity, and sense of belonging.

## 3. Methodology of the study

For this descriptive quantitative study, the management teams of Salesian schools in Argentina, Chile, Paraguay and Uruguay were considered as the universe. They constitute 219 schools, of which 38% belong to the Congregation Instituto Hijas de María Auxiliadora (FMA) and 62% belong to the Salesians of Don Bosco (SDB). The probabilistic sample included the participation of 300 managers, with a random selection of participants who responded an online instrument (LimeSurvey). Data were collec-

ted during the months of October to December 2020. The research finds limitations because the answers obtained are not in proportion to the percentage of schools in each country, so this paper presents an approximation to the subject of study, but we cannot infer the results to the entire population of Salesian schools nor to the general context.

The 27 variables studied correspond to the skills developed for the different essential dimensions of the Salesian school. These dimensions and competences were built collaboratively, defining the following constructs: Salesian Leadership; Pedagogical and Evangelizing Management; Coexistence and Environmental Pedagogy; Resource Management and Communion of Goods. For the applied instrument, an online questionnaire was used, with an adaptation of the competencies, which were measured with 5 categories of response: (1) Very little developed; (2) Little developed; (3) It is mediately present in daily practice; (4) Developed; (5) Very developed.

Through an *Exploratory Factor Analysis*, it was found that there is sufficient correlation between the

variables (0.5), as well as in the KMO test, which is interpreted similarly to the reliability coefficients, i.e., with a range between 0 to 1 and considering as adequate a value equal to or greater than 0.70, which suggests a satisfactory interrelation between the items (Hair *et al.*, 1999). In this case, the KMO value is 0.87, which allows further analysis.

## 4. Results

### 4.1 Participation and trajectories

As indicated in Table 1, the highest participation percentage is in Salesian schools in Chile (48.2%), followed by Argentina (36.8%). Paraguay and Uruguay only collect 15 % of the sample. 67.6% were women and 32.4% men.

The data obtained were treated in general terms, without differentiating countries, but as a whole.

**Table 1.** *Participation by country*

	Percentage
Argentina	36,8
Chile	48,2
Paraguay	5,0
Uruguay	10,0
<b>Total</b>	<b>100,0</b>

**Table 2.** *Years of experience in the institution or educational establishment*

	Percentage
From 0 to 5 years	20,4
From 6 to 10 years	14,0
From 10 to 15 years	14,4
From 15 to 20 years	11,4
More than 20 years	39,8
<b>Total</b>	<b>100,0</b>

As for the trajectory of the participants, it is observed that most are in the 20-year or more working experience at the Institution (39.8%), and between 0 and 5 years with 20.4%. The rest is distributed similarly in the intermediate sections. In

other words, the management positions of Salesian schools in these countries have been entrusted mainly to people who have a long trajectory in the school, indicating more affinity to the degrees of institutional commitment and knowledge of the schools from

within. However, the range between 0 to 5 years in the Institution, reflects interest and need to prepare new generations in the challenge of school leadership. However, 50% of the sample has been working in the Educational Center for 15 years or more, indicating a prevalence of the value of the trajectory for selection to positions of trust.

The shared mission between religious and lay people is a reality that is becoming increasingly

consistent, with a strong confidence given by the Religious Congregations to the task that lay people can develop—professionally and charismatically—in schools. As seen in Table 3, lay people participating in school management account for 91.6% of the total number of people enrolled in this study, while 8.4% are religious and priests.

**Table 3.** *Participation of religious and lay people*

	Percentage
Religious	7,4
Lay	91,6
Priest	1,0
<b>Total</b>	<b>100,0</b>

This implies that the formation processes of laity must be a priority in these religious provinces, to give a stronger foundation to the school management from the principles and characteristics of the Salesian leadership and with the competencies demanded by society to face the challenges of the school organization, especially directed to effective learning processes.

Regarding the age of the participants in this sample, it is noted that there is a balanced distribution between them. However, most managers are between 50 and 59 years old (36.1%) and between 40 and 49 years old (30.8%), which is consistent with the average age of principals in Buenos Aires, Argentina and Chile in the Talis Report, being 52 and 53 years old, respectively (OECD, 2019).

Weinstein *et al.* (2014, p. 6) point out that:

The leadership in Latin America is mostly held by women and the directors have an average age of 44 years, although in both cases a wide dispersion in these variables is present in countries such as Uruguay or Argentina with more than 85 % of women directors, compared to Mexico or Ecuador in which they would represent less than half, as well as average ages ranging from 39 years in Guatemala or Nicaragua to 53 years in Chile.

Although this sample brings together not only directors, but other members of the management teams, *gender* and *age* agree in the managers

of Salesian schools with a greater tendency towards women in these positions and age ranging between 40 and 59 years.

Regarding the *correlation between sex and years* of trajectory in the Educational Center, the percentage of educators who have more than 20 years in the same institution is highlighted, followed by a second majority in the opposite section, i.e., educators who are starting working at the school (table 4), which is interesting due to the importance of achieving a good accompaniment of these people to ensure the development of competencies demonstrated in management: cognitive, procedural and affective domain, which allows them to have a medium term trajectory, considering that people do not seek to stay long time in an Institution, but they value the years, benefits and professional experience they manage to perform in one place.

The new binder will be composed of commitment, motivation for achievement, development and professional growth coupled with economic benefits, shared leadership, personal self-esteem, recognition of success and personal relationship. (Álvarez, 2013, p. 198)

It is confirmed that most of the managers have a long career in their educational centers (more than 20 years), where 73.3% are women and 26.7% are men.

**Table 4.** *Bivariate analysis Sex \* Years of experience in the institution or educational center*

	Percentage
Religious	7,4
Lay person	91,6
Priest	1,0
<b>Total</b>	<b>100,0</b>

## 4.2 Socioeconomic context

According to this study, the socio-economic level served by Salesian schools in the Southern Cone, as shown in table 5, concentrates most in middle-lower sectors with 63.2% and, in general, 99.7% in contexts with some level of vulnerability. This indicates that the Salesian educational mission is responding to the needs of children, adolescents, and young people from the popular sectors, which are the main objective of the Salesian educational-pastoral project.

At the same time, working in vulnerable contexts is a challenge for the Salesian school for improving its practices to become an effective school that offers integral quality, characterized by providing a school culture with high expectations for its students; with a management focused on the pedagogy where children, adolescents and young people are the center of their action; a management and technical leadership with clear and prioritized goals; a school that makes parents trust, create and value the work that the school performs and recognize in it a hope for better opportunities and social mobility for children. This is shown by a study conducted in Chile in 2004, where a solid relationship between *effectiveness and vulnerability* is established by inves-

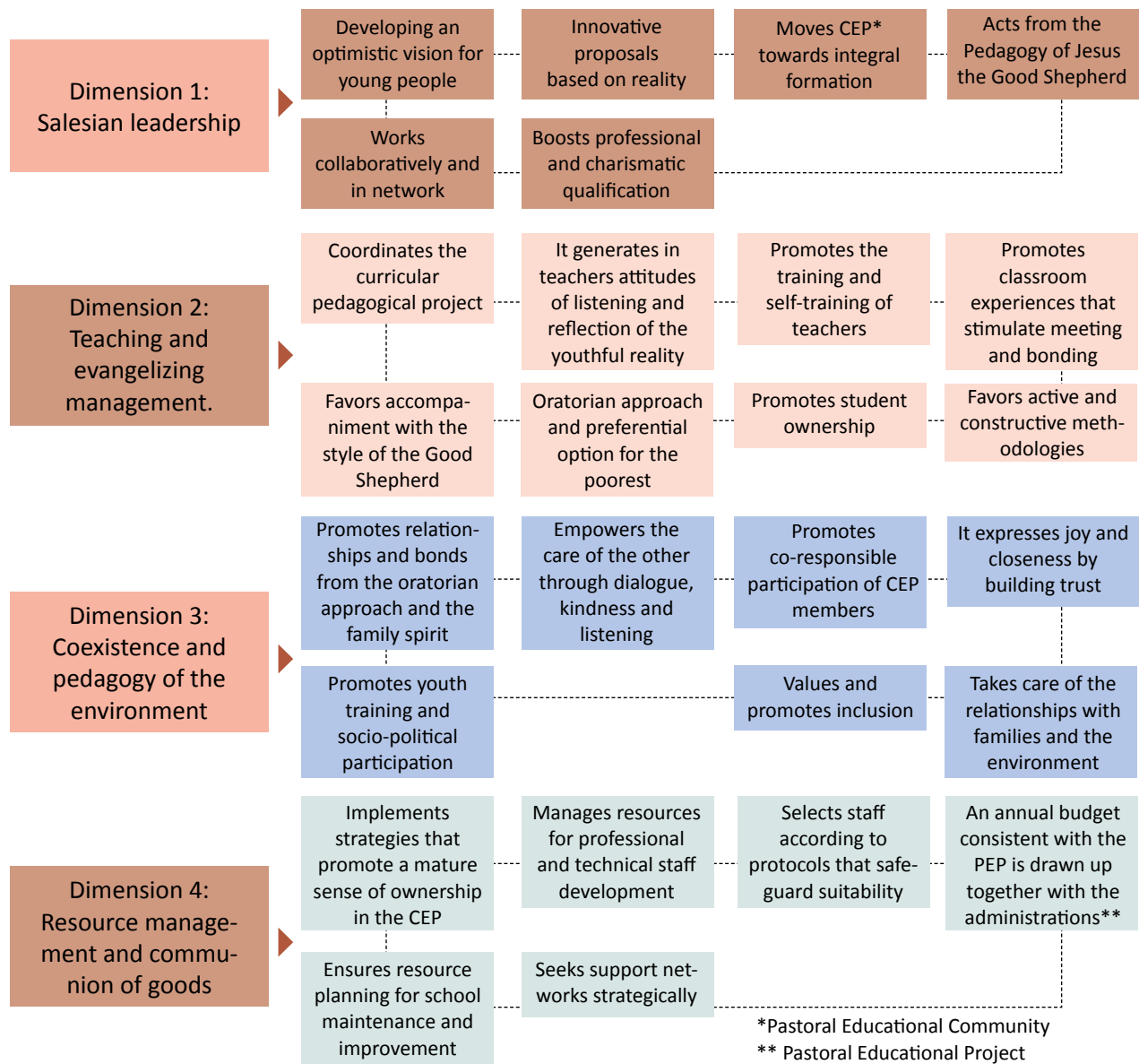
tigating the common factors of schools with good school results and students who come from high social marginalization conditions (Pérez *et al.*, 2004).

## 4.3 School effectiveness and the global educational pact

The Global Education Pact, promoted by Pope Francis, invites all school actors to form an education able to focus on people, creating a network of human and open relationships, to form people who are at the service of the community. This call is a new way to improve the effectiveness of schools, because as pointed out in the Encyclical “Laudato Si” (2015a), “education will be ineffective and its efforts will be sterile, if it does not also seek to spread a new paradigm about the human being, life, society and the relationship with nature” (No. 215). Therefore, Salesian education must make a commitment to this new paradigm, which in turn finds its full foundation in the vision of the founders, San Juan Bosco and Santa María Mazzarello, and the Preventive System that gives life to the educational mission.

In the following figure, each dimension is observed with the respective competencies associated with it.

**Figure 1.** Dimensions and competencies of Educational Sepsur



#### 4.4 Results by competencies

In terms of the averages obtained by each of the competencies in general, these correspond to: Salesian leadership (91.8%); Pedagogical and Evangelizing Management (87%); Coexistence and Environmental Pedagogy (89.6%); Resource Management (75.4%).

Competence 1, representing Salesian Leadership, is the strongest among the competencies (91.8%), with a score of over 90% in most indicators. The least achievement in this competence corres-

ponds to *promoting professional and charismatic qualification*, promoting self-reflection, self-assessment, and professional development at all levels, especially with teachers (82.33%).

Competence 2, referred to the Pedagogical and Evangelizing Management, reaches 87% on average. The indicators with the lowest score are: generate in teachers attitudes of listening and deep reflection of the youth reality to achieve meaningful learning (87%); With my role I favor the training and self-training of teachers in their own discipline from the Salesian pastoral theological framework to contribu-



te to the development of an evangelizing curriculum (80.14%); With my academic role I provide active and constructive methodologies that contribute to answer significant questions and create solutions to real problems; the conditions of possibility are created, so that the elaboration of the curriculum project is marked by the oratorian criterion and stressed by the preferential option towards children, poorer children, adolescents and young people (80.67%).

Competence 3: Coexistence and Environmental Pedagogy, reaches an average achievement of 89.6%. The aspect that stands out for its low score is the one that refers to proposing strategies to promote the formation and the socio-political participation of young people (73.33%). This shows an important challenge when designing strategies for developing active citizenship competencies in students. Another weak aspect is to promote strategies to strengthen relationships with families, the environment, the context itself and with other institutions (87.33%).

Competition 4, which deals with the Management of Resources and Communion of Goods, has the lowest average among the set of dimensions addressed, reaching 75.4%. One aspect that can be strengthened is that of *assessing the family climate annually and/or biannually, through surveys or other instruments* (56.33%). According to this result, there are few initiatives related to measuring family context, relationships within the educational community and the participation of all stakeholders involved. This can be considered a challenge to permanently encourage the care of the organizational environment in a Salesian context.

A second indicator to consider is whether managers use the results to implement improvement processes in the work environment (69%). In accordance with the previous indicator, it is important that the management team favors a good environment in which the human resources of the school develop, and therefore, can have tools to diagnose and implement improvements, thus ensuring that those who carry out the educational work, feel committed and stimulated to give their best.

Based on the data presented and the most urgent challenges in this context of health emergency, finally the answers were analyzed considering three key themes for school management: *Collaboration and pedagogical leadership* (Mesa Social Covid-19, 2020; Honigsfeld and Nordmeyer,

2020); *socio-emotional reconstruction and relationships* (Education 2020; OECD, 2020; Céspedes, 2020; López, 2020; Unesco, 2020); and *professional development teacher* (Keti, 2019; Sosa and Valverde, 2019; Darling-Hammond and Hylar, 2020). A set of indicators was linked according to the themes, which yielded averages of 89.3, 87.2 and 85.14%, respectively. This shows that collaboration and leadership has been the most important, followed by socio-emotional reconstruction and finally teacher professional development, one of the main aspects to address the process of changes and adaptation to new ways of teaching-learning in this pandemic.

## 5. Discussion and conclusions

This study is the first one related to Salesian management skills that is carried out in the region and among Salesian schools in America. Therefore, it is not possible to compare their results with other similar works. This opens a way for further research on the subject in this set of schools in the region and the continent. However, the data obtained can be a valuable contribution to continue advancing in a common language among the participating countries, as well as the joint search for coordinated training opportunities for their school leaders, through online and/or face-to-face classes.

There are coincidences among other studies applied in the Latin American context, with respect to the main presence of women in management (Weinstein *et al.*, 2014), which is important as a trend that is also confirmed within the Salesian schools of the Southern Cone.

The results of the instrument show satisfactory indicators (about 85 %) in three of the dimensions evaluated. It is possible to indicate that there is a clear identity in most of the managers surveyed, standing out the dimension of Salesian Leadership, and being as the weakest the competence referring to the Management of Resources and Communion of Goods. This can be an interesting path of training and agreements to strengthen this competence which is an important element in the sustainability of schools.

The results of the research show that the Salesian managers of the four countries studied are familiar with the proposed competencies, since there is a degree of development that can be enhanced in

all of them if the region represented reaches consensus regarding what to train in the new managers and how to involve them in the development of effective practices from the Salesian charism. The formative dimension could be strengthened if it is taken together, generating a more concrete and significant network of what exists today between countries. Special attention should be paid to competencies linked to resource management, which is the weakest.

Regarding the relevance of this set of Salesian managerial competencies in the current pandemic scenario, it is possible to determine important links between indicators of Salesian managerial competencies with pedagogical leadership and collaboration, as well as in the socio-emotional and relational reconstruction and professional development of teachers, very important in this period of distance education, where organization, monitoring and efforts to face the digital era represent a challenge for the school.

In terms of the relational dimension and the professional development of teachers, the region requires promoting greater qualification and exchange of good practices among managers, which necessarily implies focusing human and economic resources, putting at the center the continuous improvement of learning and the integral growth of students, especially as these correspond to contexts of vulnerability. Deepening on the charismatic elements from the Preventive System, there should be a permanent strategy to train the leaders in a Salesian view of reality, as well as to ensure the training of managers with few years in office.

Consequently, lifelong learning, understood as *learnability*, is necessary in the management teams of Salesian schools, in all age ranges and trajectories, because the world in which education is developed today requires continually leaving “the comfort zone” to learn, unlearn and relearn. The big differential for today’s and tomorrow’s professionals is the intentional ability to learn, adopting a growth thinking, which is built in dialogue with others. This internal dynamism and the constant search for new educational responses for children, adolescents and young people is undoubtedly the hallmark of Salesian identity.

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