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Los modelos de gestión educativa y su aporte en la educación ecuatoriana

Educational management models and their contribution to Ecuadorian education

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ABSTRACT

The reflection article aims to analyze the models of educational management and their contribution to Ecuadorian education. It was developed through a bibliographic documentary review of scientific articles and documents related to the topic addressed. It is evident that students perceive the generation of a better apprehension through the non-traditional model; this implies that various methods focused on the student that enables a better process of knowledge empowerment can be applied. Nowadays, it is necessary to consider an educational system design based on the multidisciplinary in order to generate synergy to focus on a student with a global reflective vision capable of taking on the sociological challenges of the knowledge society.

Descriptors: Teaching; active learning; educational psychology; educational sociology. (Words taken from the UNESCO Thesaurus).

INTRODUCTION

The analysis of educational management models is a key to carry out successful actions that consolidate students' good academic performance. Therefore, it is important to know each pedagogical approach, because in this way, teachers can approach the different educational realities and develop formative proactivity, using the tools and resources provided by the different perspectives and promoting the learners' development of cognition, abilities, skills and competences in order to seek lifelong learning in a significant way. (Vallejo-Valdivieso, et al., 2019).

On the other hand, the active suitability of school cycles in the higher management system encompasses systematization from contextualization, diagnostic planning, evaluation of results and improvement (Fontalvo & De-La-Hoz, 2018). In this regard, to achieve a quality education in all the institutions, they must make didactic adjustments to their curricular objectives, as well as train the teaching staff with scientific and technological advances, to help them become empowered leaders in managing the preparation of students from a bioethical conception of society (Duk & Murillo, 2018).

In this sense, various pedagogical approaches developed in Ecuadorian education are

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studied, observing the so-called traditional model, in which teachers impart knowledge based on the mechanistic premise (Pano, Escobar, & Guillen, 2018). This model focuses on giving greater responsibility to the teacher; consequently, the use of digital resources and means do not foster an active perspective of learning in the education process (Silva-Quiroz & Maturana-Castillo, 2017). Hence, it is demanding to promote not only cognition based on the stimulus-response (behaviorism); but also the 'learning by doing' theory so that students achieve significant learning (Díaz-Rodríguez, 2017).

On the other hand, (Sandí-Delgado & Cruz-Alvarado, 2016) describe constructivism as an innovating learning process focused on reflections and critical analysis that direct the students to transcend the cognitive process of knowledge generation and achieve the 'learning by doing' model. This learning assumed from this view, procures the connection of the theory with the social reality where the students interact with their peers and exchange experiences that provide diverse alternatives for problem-solving. It is important to point out that this training situation occurs from the premise of active learning (Estrella & Huerta, 2019).

In this context, it is also necessary to refer the educational focus of complexity, which has been booming in the Anglo-Saxon and Latin American world in recent years, in order to generate an integration of knowledge, disciplines and methods for training students capable of approaching their reality from a global perspective based on interconnectivity as a pedagogical essence (Rodríguez, 2019). It is also known that complexity seeks the reflection of the students to value themselves as human beings in equality of condition with their peers, coupled with an ecological vision of reality (Valencia-Martínez & Correa-de-Molina, 2018).

However, this proposition brought to school reality, involves acknowledging the uncertainty, because teachers must generate a restructuring of their epistemic thinking, as well as of their curricular vision that emphasizes learning (Martínez, Fonseca & Tapia, 2019); such change contributes to the formation of self-leadership for the exercise of a

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citizenship committed to transforming social reality (Rojas-de-Uzcátegui Molleja & Morles, 2016).

Considering the above, cooperation, teamwork and continuous training projected from educational innovation are necessary to effectively develop teaching management from non-traditional approaches. For this purpose, the organization is essential, since it favors the planning of training activities with a view to understanding and assertively assuming the implementation of new didactic strategies that generate students' meaningful learning by taking into account their contextual reality (Díaz-Posada, 2016).

From this point of view, the guidelines issued as educational policies of the Ecuadorian State constitute essential elements for the application of teachers' new pedagogical approaches, since the management models are linked to the governmental conceptions that the ministerial organisms implement.

Besides, the teacher must adapt the contents to the students' circumstances and environment for the implementation of the innovative strategies in the educational field, after the reviews of specialists and the organization of the curriculum in its different areas of concretion (macro and micro curricular). If the model to follow fits the learning circuit that is part of constructivism, then teachers must consider students' experiences to connect to new knowledge, emphasizing that the territories of urban areas are very different from rural areas (Pino-Montoya & Castaño-Gómez, 2019), so it would be important to integrate communities in an effort to promote greater inclusion in the educational quality (Sales- Oliveira & Mendes, 2017).

This implies that teachers face the challenge of undertaking the adoption of new approaches to educational management, respecting the ministerial guidelines; so, they must seek to balance their implementation based on the dogmatic premises and direct their praxis to an epistemological thinking that give rise to the development of divergent lines of a curriculum that leads to an education with effectiveness and efficiency (García-Barrera, 2017).

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The aforementioned evidences the need to address the diversity of educational management approaches in order to bring to institutions the human quality for providing the key principles of a fair, equitable and articulated education within the framework of axiology where everyone can have the right to study as established by the Constitution of the Democratic Republic of Ecuador (Herrera, et al., 2018).

In response to this, the article is presented with the purpose of showing the reflections constructed as a result of the analysis carried out on educational management models and their contribution to Ecuadorian education. It is noteworthy that for its achievement, a bibliographic documentary review was made applying content analysis techniques to scientific articles and documents related to the topic addressed.

Education Management

Due to educational-pedagogical approaches focus on the significant functional organization of learning, approximations can be established from the perception of the actors respect to the process, content, resources, evaluation, among other elements. In this way, educational proposals that involve inclusive education may be generated in order to provide a response to standards of educational quality, coupling educational plans as spaces that must seek a balance between the technical and the socio-emotional components for students' comprehensive development. Considering this, Rico-Molano (2016), conceives educational management as a process that must be led by individuals who are able to proceed independently and to transcend the contradictions of the educational environment and social community.

In this sense, Torres (2015) defines educational management as groups of acts composed of organizational knowledge to achieve an end in a certain time; where the transcendental work is the direction and organization of the specific ideals that are intended to be acquired (Serrano-Arenas, Ochoa-Cervantes & Arcos-Miranda, 2019). Thus the responsibility is in the whole set of subjects involved in the educational context, under the guidance of the

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academic leader, who will coordinate actions knowingly for the fulfillment of the proposed objectives. This underlines the purpose of teachers to produce the modeling of a strategic approach in which the abilities and skills of infants and adolescents are potentiated (Pano, Escobar & Guillen, 2018).

According to Borrero (2019), educational management is a disciplinary term that allows theory to be put into practice, considering the political estates and decrees that regulate public administration. Therefore, training must be intrinsic and extrinsic, taking into account the particular and socio-cultural conditions of vulnerable social groups (Cantos-Ochoa & Reyes-Reinoso, 2018); that is, we cannot isolate knowledge and experience because they are the basis for the students to fit into their pre-reflections, reach conceptualization and apply their cognition and understanding at the moment of arguing their knowledge, thereby highlighting a favorable methodology in the educational mission. (González-Ramírez, 2010).

In addition, Villagómez, Giraldo & Passailaigue (2019), express that educational management is committed to harmonious work, oriented to the mutual effort to promote actions of critical and analytical interests; trying to understand the environment and also contribute to the solution of the problems, with curricular supports as well as the teacher updating. These guidelines, as Moreno-Rodriguez (2018) argue, will be able to launch an education with relevance.

In this sense, the constant preparation of seminars, circles of pedagogical and scientific studies, enable the teachers to be up-to-date with the progress of research fostered by great educational thinkers (Suárez & López, 2018). Such preparation invites them to proceed with autonomy and not neglect their self-learning process throughout life, where they may adhere the tactics to their eventual class materials and display their professional and humanistic probity (Torres, 2019).

Moreover, Pano, Escobar & Guillen (2018), indicate that educational management is described as a perspective of authentic opportunities, structures and conflict solutions in

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the slopes that arise. So, the reality that emerges in educational institutions is notorious; therefore, deciphering the attentions of the groups must be done in different ways respecting their degree of cognition and chronology because everyone learns at different rates (Torres, 2015). Likewise, it is necessary to scrutinize and implement the appropriate procedures to their levels of studies and set explicit goals for educational environments, proposing participatory actions for achieving a practice that generates efficient products (Pegalajar-Palomino & Colmenero-Ruiz, 2017).

Thus, the teachers' mission is to expand their consciousness and become empowered with active methodologies and digital practices that should be feasible in the learning classrooms with their students. Furthermore they should promote interpersonal relationships and attitudinal changes, weatherizing a functional organizational environment (Delahoz-Dominguez, Fontalvo & Fontalvo, 2020).

Regarding new learning approaches, these are based on dialogue, collaboration, cooperation, research and ICT (Vidal-Ledo, Rodríguez-Dopico & Martínez-Hernández, 2014). This goes beyond the mechanism of the education model, being necessary that the teachers become advisors who contribute to discover students' abilities and potentials to achieve a favorable impact of this trend, in favor of building connection networks for the gestation of knowledge in relation to the globalized social context of the current world. What also makes it overcome the vision of disciplinary science and accomplish the multidisciplinary to achieve more far-reaching results to solve the problems of the complex world (Calvo-Cereijo, 2019).

To sum up, by reason of the comparison made respect to the four essential processes for the generation of educational management based on active learning; Gil-Galván (2018), evidence that students perceive better apprehension through non-traditional models; this implies that various student-centered methods can be applied, since they enable a better process of knowledge empowerment (Hernández, 2019).

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CONCLUSION

The traditional learning approach has been historically implemented in Ecuador to a greater extent. Even nowadays it is generated, contributing to the achievement of knowledge through the stimulation of cognition. However, trends have shifted to constructivism and more recently to complexity, so the teacher-centered approach has found its way into the student-centered perspective.

Hence, it is necessary to progressively adopt these aspects in order to be in line with global perspectives based on the demonstration of competencies and skills; especially, projecting the employment sector, where a gap is generated to favor the technological – digital factors every day. Therefore, it is pertinent to include this vision in academic training programs; since today, it is imperative to consider an educational system designed based on the multidisciplinary and the generation of the necessary synergy to focus a student with a global reflective vision and with the ability to take on the sociological challenges of the knowledge society.

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