



REVISTA

CÁTEDRA

La evaluación al desempeño directivo y docente como una oportunidad para mejorar la calidad educativa

The managerial and educational performance as an opportunity to improve the educational quality

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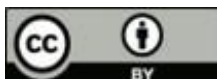
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Resumen

La investigación indaga las percepciones de directivos y docentes sobre la calidad educativa y las principales dificultades que enfrenta la educación en la actualidad. También evalúa el desempeño del docente en el aula, mediante la observación de la clase y la reflexión pedagógica permanente de los procesos de enseñanza. Siendo esta última una tarea prioritaria de los organismos de control. En la investigación fue necesario revisar las bases conceptuales inherentes al desempeño docente, acompañamiento pedagógico, liderazgo, estrategias de aprendizaje y la calidad de la enseñanza. La metodología de estudio se fundamentó en el enfoque cualitativo, apoyada en dos técnicas. La observación de la clase con el instrumento técnico denominado ficha de observación áulica que, permitió visualizar cómo se llevan a cabo los procesos de enseñanza y aprendizaje. Y la entrevista semiestructurada aplicada a una muestra de 43 investigados entre docentes y directivos de la Zona 9, Provincia de Pichicha. Los resultados obtenidos a partir de estos instrumentos permitieron conocer las fortalezas y debilidades reales existentes en la enseñanza. Finalmente, se determinó que las actividades propuestas para desarrollar la clase guardan



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escasa relación unas con otras, no atienden a un enfoque pedagógico, ni a un método, técnica, estrategia o proceso de enseñanza. Además, la enseñanza se centra en el docente, quien expone sus saberes, mientras la participación del estudiante es mínima. Estos y otros hallazgos permitieron concluir que el desempeño directivo y docente influyen en el aprendizaje y el mantener prácticas pedagógicas tradicionales no contribuirá al mejoramiento de la calidad de la enseñanza.

Palabras clave

Acompañamiento pedagógico, calidad de la enseñanza, desempeño docente, estrategias de aprendizaje, liderazgo pedagógico.

Abstract

The research investigates the perceptions of managers and teachers on the educational quality and the main difficulties facing education today. It also evaluates the teacher's performance in the classroom by observing the class and the permanent pedagogical reflection of the teaching processes, being a priority task of the control organisms. In the research it was necessary to review the conceptual bases inherent to the teaching performance, pedagogical accompaniment, leadership, learning strategies and the teaching quality. The methodology was based on the qualitative approach, supported by two techniques. The observation of the class with the technical instrument called the observation tab, allowed visualizing how the teaching and learning processes are carried out; and the semi-structured interview applied to a sample of 43 investigated among teachers and managers of Zone 9, Province of Pichincha. The results obtained from these instruments allowed to know the real strengths and weaknesses existing in teaching. Finally, it was determined that the activities proposed to develop the class have little relation to each other, do not attend to a pedagogical approach nor to a method, technique, strategy or teaching process. In addition, the teaching focuses on the teacher, who presents his/her knowledge, while the student's participation is minimal. These and other findings allowed to conclude that managerial and teaching performance influence learning and maintaining traditional pedagogical practices will not contribute to the improvement of the teaching quality.

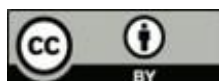
Keywords

Pedagogical accompaniment, teaching quality, teaching performance, learning strategies, pedagogical leadership.

1. Introduction

Improving the teaching performance and the educational quality in Latin America is a priority task as well as in Ecuador. In our country in the last 10 year changes have been generated in the educational politics, which are present in the Constitution of the Republic of the Ecuador, the Constitutional law of Intercultural education (LOEI), and the National Wellness Plan. The modifications are aimed at creating a new management model, updating the curricula, increasing infrastructure, among others, in order to achieve the desired educational excellence. However, the results obtained by the INEVAL when evaluating the levels of teaching performance place most of those evaluated at the fundamental levels and in training far away from the excellent and favorable levels.

Something similar happens with the results in the student's test in the basic areas of knowledge (language and literature, mathematics, social studies and natural sciences)



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where the highest percentage of students is located at the elementary levels and insufficient, and very few in the satisfactory. According to the National Institute of Educational Evaluation(2018) something similar happens with the results to become a bachelor student of the school year 2017-2018, "where the average evaluation is 7.49 points over 10" (p. 8), i.e., is at an elementary achievement level. As can be seen, there is a direct relationship between the teaching performance and the student's performance.

The results described generate a variety of questions about teaching and learning. Among them: What is the quality of education? How is the teacher performance during the teaching and learning process? Is learning interesting and lasting? What strategies can improve the quality of teaching? Other management-related concerns such as: is there a proposal for administrative and pedagogical advice that guides the management of the manager and the teacher? how is the pedagogical leadership of the managers and teachers of the educational institutions.

The answers to the questions, the results of the class observations and semi-structured interviews addressed to managers and teachers allow to identify the factors that influence the professional performance and to propose pedagogical and administrative proposals that contribute to the improvement of the teaching. The results of this research will be delivered to the Ecuadorian Ministry of Education to be considered in the generation of concrete, real and innovative projects generated in the territory -in the classrooms- and not in offices. The aim is to leave aside isolated proposals implemented in the educational system to meet administrative requirements.

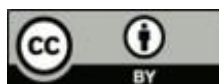
Regardless ministerial decisions, the results obtained will benefit the educational community, and the teachers and managers who in a process of reflection continue their pedagogical practice and search for information and are satisfied with their renewal and permanent updating; as well as personal and social valuation for the work done. Students will be able to carry out the fundamental learning and skills to achieve substantial changes in their training and professional projection, as well as their parents and the society in general because they will meet their expectations of quality training for their children and citizens.

The article is structured in 5 parts. The first refers to the introduction in which are established the background that gave rise to the diagnosis and the research questions. The second part analyzes the conceptual bases concerning the teaching performance, pedagogical accompaniment, pedagogical leadership, learning strategies and the teaching quality of the teachers. The third part explains the methodology with the approach, type, level of research, collection of information with the characteristics of the population as participants in the investigation. The fourth part explains the results, composed of a series of classroom experiences and finally the conclusions.

2 Conceptual bases

2.1 Teaching performance

An alternative to improve the teaching quality is to renew the quality of educational services, based on the qualitative assessment of teacher performance in the classroom. Evaluation that ceases to be quantitative, as a sanctioning character, to constitute a process of personal and professional growth, which breaks the barriers of resistance to be observed. In this regard, Martínez and Lavín (2017) mention:



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... Currently, talking about teacher performance in the formal education field implies addressing a topic that is part of everyday life, is a concept that is put into practice, encouraged, disseminated, observed and, above all, is used to evaluate the subjects, when the latter occurs, it most of the time implies awards or penalties for those assessed (p. 2).

This traditional evaluation concept with awards or sanctions is still used. However, it is important to consider that the results obtained do not always generate changes in the teaching, but they do generate changes in the ones observed, changes that are linked to demotivation, resistance, low performance, negativity and distrust in the educational system.

The quality of the teaching performance must focus in the human being, teacher, in the permanent reflection of how he/she teaches; and in the creation of external and internal necessities to improve the pedagogical practice, i.e., in the generation of a personal and social commitment capable of breaking the barriers of conformity, state of comfort towards research and continuous improvement. In his studies, Robalino (2005) states:

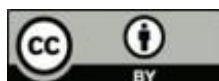
... it is essential to recognize that the quality of the teacher's performance depends on a set of factors which include, but overcome the management of discipline and didactics. For example: the degree of commitment to the results of their work and school, the interaction with other educational actors in and out the school, personal and professional self-assessment, the participation level in the definition of policies, the collective construction of the educational project, etc. Hence, the professional performance also depends on how involved and responsible teachers feel in the development of their school and education (p. 10).

Managers and teachers can contribute to the educational transformation if they construct the Institutional Educational Project (PEI) and the Planning Institutional Curriculum (PCI) in a collaborative and contextualized way to its reality. This created administrative and pedagogic tools executed and evaluated from the search of information, objective self-assessment and joint work can take them to the personal and social autoevaluation.

The observation results of the teaching performance should be conceived as an opportunity to investigate and look for other ways of teaching a different, being aware that the teaching methodology must change, as well as the search for didactic, pedagogical and psychological alternatives of meaningful teaching and learning. MinEduc (2010),... "The evaluation of the teaching performance will allow to promote didactic and pedagogical actions that favor the learning processes of the students, and the improvement of the initial teacher training, as well as their professional development" (p. 1). The results of the performance evaluation are valuable inputs to raise a pedagogical diagnosis, from which proposals for personal and professional development are raised; as well as a pedagogical accompaniment plan capable of stimulating changes in the educational institutions and launching new and better ways of teaching and learning.

2.2 Pedagogical accompaniment

The pedagogical accompaniment as a process of continuous improvement is a practice that has been carried out in different fields. It has been present in the private and public institutions and has helped to monitor the way of teaching and to raise strategies of educational quality. In the fiscal system, even though it is in the standards of School



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Management, Dimension of Administrative Management, Component Development Professional D1. C2. GE5. MinEduc (2017) "support processes and pedagogic accompaniment are applied to the teaching practice in function of the institutional needs" (p. 85). In fact, during the visits to the observers or pedagogical companions it is seen: timetables of visits with seven continuous periods which do not allow to look at the class in its entirety, nor to reflect pedagogically with the teacher the difficulties in determining the strengths objectively, and teachers with lack of knowledge of the curriculum. It is therefore necessary to analyze the skills, school textbooks and other inputs to study the class and issue recommendations.

In order to institutionalize the pedagogical accompaniment in the educational institutions, it is necessary to consolidate the pedagogical leadership with a clear mission, vision and purposes of the type of education sought to achieve. As well as a shared work with other educational actors, focusing on student learning and progress. This way of thinking will conduct to a systematic accompaniment process that is performed by an authentic pedagogical leader.

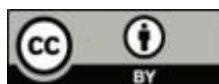
To carry out pedagogical accompaniment requires that the pedagogical companion (educational advisor, Rector/principal, member of the academic Bboard, area coordinator, etc.) expand his/her vision of the educational management, and go beyond the revision of curricular documents such as planning, teacher's portfolio, qualifications, etc., because this review only contributes minimally to improving the quality of the teacher performance. The goal is to become a true counselor and teacher support.

In order not to be limited to the documentary review, it is necessary to clarify the concepts of pedagogical accompaniment. FONDEP (2008) states:

The accompaniment is not limited to external counseling focused on technical-pedagogical processes, it focuses on the development of capacities and attitudes of people; therefore, it cultivates relationships of trust, empathy, horizontality and exchange of ideas, experiences and knowledge in order to improve capacities and attitudes in the professional performance of the educators; consequently, it improves the learning quality of the students (p. 5).

As can be seen, the pedagogical accompaniment is a horizontal and permanent support process to the manager and the teacher in its management. It seeks to identify strengths and weaknesses, as well as to generate spaces to consolidate knowledge and skills to teach and learn.

The pedagogical accompaniment begins with the preparation of the pedagogical companion in aspects related to the accompaniment process, the curriculum, didactics, planning, evaluation, curricular adaptations, pedagogical approaches, human development, pedagogical reflection, among others. It continues with awareness and information to those involved about who and how they are going to participate, as well as the pedagogical diagnosis from the classroom observation and identification of strengths and weaknesses, the comparison and analysis of the curricular documents such as the plans of the teachers, materials of the students, qualifications and others. With these results it was proceeded to the pedagogical feedback supported in generating questions that allow the same companions to identify their potentialities and limitations; it is important to avoid a



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punitive accompaniment based on the identification of only negative aspects. Finally, from the diagnostic information, strategies are applied such as: study circles, peer observation, pedagogical gatherings, workshops, trainings, role-playing, simulations etc., to update the pedagogical knowledge and raise the teaching quality.

2.3 Pedagogic leadership of managers and teachers

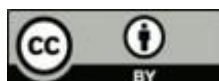
The quality of education requires considering and working from different points of views, perhaps the most important is to improve the quality of teachers. The latter should initiate by state policies aimed at training managers and teachers with skills, attitudes, values and solid knowledge of the area or subject they teach and classroom management. Other essential aspects are the role of the teacher, inform and motivate the teenagers to become teachers, among other aspects. On this matter Leithwood et al. (2006) mention:

... to leadership, such as the ability to exert influence on other people, so that they can take the proposed lines as the premise for their action. This influence, not based on formal power or authority, can be exercised in different dimensions, especially at the organizational level, when a managerial office manages to reach consensus and mobilizes the organization around common goals (p. 34).

It is necessary to incorporate changes in the interior of the educational institutions in the way these are organized and operated. Doing so requires modifying the concept of leadership, authority, management, to a pedagogical that effectively supports the training of students, i.e., managers and teachers need to be trained, organized, and must agree and commit themselves to teach in the best possible way. In contrast to practices where the directors spend most of their time to tasks that are not directly related to the improvement of the teaching or the achievement of learning outcomes of the students. As can be evidenced, it seeks to change a vertical leadership by one that generates synergy in the work team, where students, parents, managers, community are directed to a common goal that is meaningful learning.

One of the factors for promoting educational change and the consistent quality of learning and teaching is to generate the pedagogical leadership in managers and teachers and raise their professional performance. Promoting new way of managing the education across the personal and human development, the reflection, feedback, the investigation, sharing of experiences, the pedagogic accompaniment of educational advice, and the generation of innovation proposals can be constituted the beginning of a real change in education. In this respect in the report of MCKinsey and Mourshed (2008) is expressed:

... the experiences of successful educational systems affirm that the main driver of student learning variations is the quality of teachers. Managers reported differences in the volume of learning of the various classes, which relied primarily on the quality of the education received. Furthermore, the negative impact of teachers with low performance is severe, particularly in the early years of school where an educational loss is irreversible. As can be concluded, the instruction of the teacher and the manager, the identification of the strengths and weaknesses of his/her work, the search of other ways of teaching, is decisive if one wants to undertake proposals of change (p. 13).



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To support the change, the national education system must first address the problems that the institution presents and its actors such as: neglect in the formation of the future teacher, professional outdated, and teachers with other professions. In the first place, there must be commitment of the educational work, ethics and management recognition of the educator. Secondly, addressing labor disputes generated in the educational institutions by the overload of administrative work, and the lack of commitment of parents.

Finally, it is suitable to promote the paradigm change of the learning management with a priority to the pedagogic administrative aspect, the collaborative and reflectively work on the individual and the creation of innovation proposals. The aim is to modify the conceptions of the leadership based on written documents that are useful to present work evidences to the different governmental organisms, but that are little known by other educational actors.

2.4 Learning strategies

During class observations it is identified that most of the teachers observed develop isolated activities rather than applying methods, strategies, techniques and teaching and learning processes. These activities are of little relation to the elements of the curriculum (objectives, performance-criterion skills, teaching resources, methodological strategies and evaluation indicators). To meet this need, another basic proposal to improve the quality of teaching is to update teachers in new teaching strategies. According to UNESCO (2014) "Teachers can help make efficient policies. To meet this need, another basic proposal for improving the teaching quality is to immerse the teacher in the development of strategies to fill learning gaps" (p. 28). The educational policies and the Curriculum remain in paper if the teacher does not seek information, research and provide a range of strategies, new ways of teaching that support his/her teaching work.

According to the area or subject of study, the national curriculum presents a diversity of pedagogical approaches, methods, techniques, strategies and teaching processes that are little known by teachers and principals. This gap between knowledge of the epistemological and pedagogical foundations of the teaching area and classroom practice can be overcome by reading, analyzing, understanding, and applying the curriculum. Herrera (2009) states:

...the strategies involve a sequence of activities, operations or plans aimed at achieving learning goals; they also have a conscious and intentional character in which decision-making processes are involved on the part of the student adjusted to the objective or goal aimed to achieve. Therefore, it is important to replace isolated activities with strategies with a clear purpose aimed at achieving learning (p. 2).

Teaching with a clear purpose, being aware of how to teach, maintaining the didactic sequence of the class process and evaluating what is taught is a fundamental element to achieve the objectives and skills to be developed. Then, it is necessary to study the class and think what is the path to reach meaningful learning, and above all avoid improvisation.

To these cognitive strategies it is necessary to implement others of affective character that allow to put attention to the human being as center of the learning. In this regard Weinstein and Mayer (1986), affirm that "cognitive learning strategies can be classified into eight general categories: six of them depend on the complexity of the task, in addition to the cognitive goal strategies and the so-called affective strategies" (p. 315). Examples of affective strategies include relaxation exercises and self-communication or positive self-talk



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to reduce performance anxiety; finding a quiet place to study in order to reduce external distractions; setting priorities; and scheduling a study schedule. This is how adequate climates are created for affective learning, eliminating distractions, improving attention and concentration.

2.5 The quality of teacher education

Educational quality is not achieved only by building infrastructure, expanding educational coverage, and increasing the number of students in the classrooms; quality is especially valued for teacher instruction and improved teaching and learning. In this regard, UNESCO (2014) declares:

Strong national policies that give high priority to improving learning and teaching are essential to ensure that all children in school acquire the skills and knowledge they are supposed to obtain. Education plans should set targets and benchmarks as well as the means to achieve them. Improving learning, especially for the most disadvantaged children, must be a strategic goal. Plans should include a range of approaches to improving the teaching quality, developed in consultation with educators and their unions. They also need to ensure that strategies are backed by sufficient resources (p. 27).

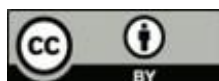
Teachers and administrators state that the most significant problems they currently face are out-of-date professional and the presence of other professionals performing teaching roles; critical points that the education system must address. In the meantime, within educational institutions, study days and feedback on classroom processes can begin. In this regard, Education-International (2017) considers:

...that quality teaching is fundamental to quality learning. In view of the global challenges facing the teaching profession, such as the abuse of standardized tests to assess different levels of education, the educational institution strongly believes that teaching professionals and their organizations should lead the debate on what is quality and excellence in teaching" (p. 1).

Quality teaching and learning require teacher training and strengthening in various areas such as planning, diagnostic and formative evaluation, methodology, academic reinforcement, among others. It is necessary to remember that a well-trained teacher, highly trained and with a proactive attitude, achieves significant learning. Thus, it is important to stop theorizing about quality and start demonstrating a high professional level, commitment and ethics in educational work.

Other factors that contribute to the achievement of educational quality are the establishment of alliances with other government agencies interested in supporting education, in addition to didactic resources and economic stimulus. For Braslavsky (2006), the Ten Factors for Quality Education for the 21st Century are:

The focus on personal and social relevance; the conviction, esteem and self-esteem of those involved; The ethical and professional strength of teachers and professors; The leadership capacity of principals and inspectors; Teamwork within schools and education systems; Alliances between schools and other educational agents; The curriculum at all levels; The quantity, quality and availability of educational materials; The



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plurality and quality of didactics; and The minimum materials and socio-economic and cultural incentives (p. 36).

The factors proposed by the author are considered in the description of this conceptual basis, which must be considered when directing education. At the ministerial and institutional levels, pedagogical leaders must pay special attention to each factor if they really want quality education.

3. Methodology

The research approach is qualitative, based on phenomenology because it is necessary to interact with teachers and principals so that they can issue their opinions and perspectives on teacher performance, and present proposals on how to improve educational work and achieve significant learning.

The level of research used is descriptive because it characterizes how teacher performance influences students' meaningful learning. The type of research is field research because it obtains data directly from reality, from what happens in educational institutions with teachers and principals.

Observation and interview techniques are used to collect information. The instrument called class observation card is applied, built and validated by experts in education whose purpose is to assess objectively and meticulously the way students learn. In this regard, Bernal (2010) expresses "...as a scientific research technique, it is a rigorous process that allows to know the object of study in order to describe and analyze situations on the studied reality" (p. 257). During the class observation, the detailed record of the actions of teachers and students, without the influence of emotions and personal appreciations of the observer, contributes to the subsequent analysis of each of the criteria.

The observation card is designed by 3 components: the first component starts with the general criteria, 8 indicators and the evaluation scale Yes or No. The second component with the specific criteria of the teaching-learning process is used as an evaluation scale of L. (achieved), P.L. (Partially achieved) and P.A. (To be achieved). In this block 3 phases are taken into account: the first is for the initial moment with 3 indicators; the second is for the development with 11 and 4 for the consolidation and evaluation. The third addresses the classroom climate, with the assessment scale L. (achieved), P.L. (Partially achieved), and P.A. (To be achieved), N.A.; (not applicable) and 5 indicators are evaluated.

This instrument was applied in the class observations to identify the strengths and aspects to be improved by the teacher in the classroom. It also made it possible to raise a pedagogical diagnosis based on the results obtained from the evaluations of the indicators based on the conceptual bases of meaningful learning. From the diagnoses, managers and teachers determined the problematic situation, the causes, effects and solution strategies in the educational institutions to support the path to teaching, meaningful learning and educational change.

In the second case, a semi-structured interview was applied with questions aimed at identifying the significant problems facing the Ecuadorian education. Hernández et al (2014) mention that "semi-structured interviews are based on a guide of issues or questions and the interviewer is free to introduce additional questions to clarify concepts or obtain more information" (p. 403). The questions have alternatives to obtain information and in



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other cases they are open for the purpose of collecting personal appraisals that enrich the investigation.

The interview was applied to 43 professionals, among managers and teachers, in zone 9 of Pichincha. It is structured by 12 closed questions with alternatives focused on the research problem, which were structured with a group of experts in Education, and educational advisors. Questions 1, 4 and 7 are open because they allow interviewees to express their criteria, experiences, discomfort, ideas to improve the teaching-learning processes, training needs, among others.

4. Results

The creation of a real diagnosis of the teaching performance based on the observation of the teaching and learning process, with the support of the instrument called the class observation card. The information obtained from the observation and recorded in the forms allows to know the teaching performance and to establish strategic solutions to promote changes and improvements in the teaching. In this regard, Estrada (2016) indicates:

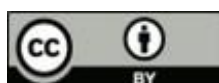
... to design an instrument that detects the real needs in the teacher training in ESCA, UST of the IPN, that allows through the statistical process and analysis of the information the generation of a diagnosis of conditions in which the teachers of the USAT are, in the field of training (p. 7).

From this diagnosis, solutions of improvement can be proposed. The results of the pedagogical diagnosis allow the design and implementation of teacher training strategies directed towards the improvement of the performance. The main purpose lies in the generation of interventions that strengthen, generate and encourage teaching practices according to the academic needs of the institutional educational model. At the same time, it seeks to replace obsolete, incongruous and non-educational practices of the National pedagogical model and to strengthen the pedagogical leadership of the managers and teachers of the participating educational institutions.

The application of various counseling and pedagogical accompaniment strategies such as: workshops, modeling, video forums, exhibitions, appreciative inquiry strategies and critical thinking techniques, accompanied by class study, role play, case studies, process reconstruction, reflection and feedback processes implementation contribute to the awareness of the educational practice and the interest to change.

Initial changes in the way of understanding the teaching and learning process in the face of the behaviorist conception that the student's learning depends directly on the teacher's teaching and the teaching methodology he/she employs. These conceptions and comprehensions are analyzed and discussed in the discussion groups and proposals that contribute to increase the professional performance of teachers and the consequent improvement of the teaching processes will be generated.

Proposal of pedagogical and administrative counselling based on the pedagogical accompaniment to the manager and the teacher. A relevant, sustainable and transferable proposal in time because it is institutionalized in the institutions as a daily practice. That is part of the identification of good pedagogical practices, training and consolidation of pedagogical leaders; the institution's own mentors, which support educational improvement.



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For reasons related to the qualitative research analysis, question 2 of the interview is considered:

2. Do you consider that the learning quality has improved in recent years?

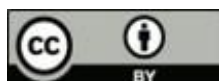
ALTERNATIVE	FREQUENCY	PERCENTAGE
NO	24	55.81
SI	19	44.19
TOTAL	43	100.00

Table 1. Survey applied to teachers and managers of Zone 9, Pichicha Province

The biggest percentage of the polled population thinks that the educational quality in the last years has not improved and they argue that this situation happens by the following reasons:

- **Educative system.** This system has created conformist and negligent students in the fulfillment of their tasks, because the students consider that the law protect them; the students lack of their responsibility about their own learning process. "Lack of infrastructure": classrooms, technology and insufficient laboratory equipment in educational institutions.
- **Curriculum.** Reduction of the time of certain areas and subjects despite the increase in the learning content present in the new curriculum. Planning remain in the archived portfolios without any application in the classroom. The learning contents are very broad and due to changes in the curriculum teachers are not trained at 100 %. To this is added poor quality texts with many educational and pedagogical mistakes.
- **Teachers.** Lack of training and minimum support for teaching work. There is no willingness by part of professors for changing and innovating in the learning process. In addition, there is overloading of administrative tasks for teachers, many documents to fill, reason for which there is not enough time to prepare classes and investigate. The teacher always needs to finish work at home: To qualify evaluations, tasks, notebooks, to fill templates, etc. Attending continues meetings. Loss of working hours by formations, review and preparation of activities for the programs of the institution and others arranged by the Ministry of Education and the District.
- **Students.** Agglomeration by the high number of students in each classroom, permissiveness for the students; the students know more about their rights than their obligations. They make up with obtaining grades of 7/10, they do not mind studying. Lack of interest in assuming academic responsibilities.
- **Parents.** Little stewardship of parents in the education of their children, as they do not assume their role and expect the Ministry of Education to grant them everything, books and uniforms. There is no parent support.

Among the findings obtained in the class observation are: lacking in didactic sequence, scarce relation between the elements of the curricular structure; also scarce collaborative work, few participation of the students in the construction of the knowledge and meager development of the critical and creative thought.



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5. Conclusions

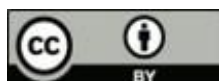
The most relevant problem observed in the research during the class observation, planning review, analysis of student materials and pedagogical reflection with teachers, are: the activities developed in the classroom that are oriented to collaborative work students. The students are not allowed to construct their knowledge through interaction: student-students, student-teacher and teacher-student. The activities are mostly not developed according to a methodological sequence aligned with the pedagogical approach of the area. The conclusions, definitions and other generalizations are elaborated by teachers in most cases.

Student participation is not very active when they generate ideas, conclusions, definitions or develop actions that allow them to create their knowledge. There is lack of relationship between the components of the curricular structure, how they are articulated and applied in the classroom. This situation is evident when teachers pose a skill with performance criterion that is not considered at the time of teaching, because isolated activities are carried out during the development of the class without didactic sequence.

Working in professional learning communities allows to exchange ideas, learn from each other, self-evaluation of the work and the feedback. The manager's administrative and pedagogical leadership is strengthened during the observation of the teacher's performance in the classroom. The latter are supported by a pedagogical leader who does not judge, but accompanies in the improvement of the teaching processes.

Throughout the class observation process, it was identified that the observers or pedagogical companions present an assessments diversity of the process, and therefore it is necessary to delimit and clarify the meaning of each of the observation indicators before attending the class. Another limitation is the ignorance of concepts related to the moments of the class, as well as didactic, pedagogic, planning and evaluation conceptions.

Future researchers referring the evaluation related to the management and teaching performance must design proposals of pedagogical accompaniment at the level of educational counseling and leadership of the authorities and teachers of the educational institutions. The educational system has prioritized educational quality as an increase in educational institutions. Infrastructure has strengthened, leaving behind the successful experiences of other contexts such as: to select and train the best people that will work as professors; identify and develop the skills of teachers and managers to transform them into effective pedagogical leaders and ensure a quality education.



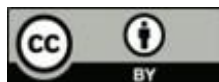
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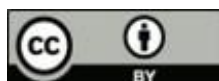
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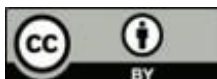
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