Inclusive leadership strategies to strengthen the inclusive practice of teachers in the city of Guayaquil - Ecuador

Estrategias de liderazgo inclusivo para fortalecer la práctica inclusiva del docente de la ciudad de Guayaquil – Ecuador

Jenny Barre-Bustamante
Universidad Cesar Vallejo, Piura, Perú
jbarre@ucvvirtual.edu.pe
https://orcid.org/0000-0003-2925-4699

Suggested citation: Barre-Bustamante, J. (2022). Inclusive leadership strategies to strengthen the inclusive practice of teachers in the city of Guayaquil - Ecuador. *Revista Cátedra*, *5*(2), 96-109.

Abstract

This article is oriented to the analysis of inclusive leadership strategies used by teachers in their daily work. The study was conducted in the educational units Río Marañón and Unidad educativa Juan Diego Cuauhtlatoatzin in the city of Guayaquil-Ecuador. Among the objectives of this research are to determine which inclusive leadership competencies are applied in the classroom and to identify the characteristics of a correct dynamic management of teaching and learning processes in diversity. The methodology is projective-propositional with a quantitative approach; the design is non-experimental. The results show that the majority of teachers, within their functions, have some shortcomings in incorporating factors of inclusiveness in their curriculum, for example, the use of support resources to prevent barriers to student learning. In addition to this, there are also failures in management leadership, as it is not in line with the needs of inclusive learning. A correct diversification of the objectives of respect for diversity and the development of inclusive competencies with the improvement of the professional profile of teachers is therefore recommended, with the use of a guide of inclusive leadership guidelines that contains guidelines for the monitoring of teaching practice.

Keywords

Competencies, diversity, approach, strategy, inclusive practice, leadership

Resumen

El presente artículo está orientado al análisis de estrategias de liderazgo inclusivo que el maestro utiliza en su labor diaria. El estudio se realizó en las unidades educativas Río Marañón y Unidad educativa Juan Diego Cuauhtlatoatzin de la ciudad de Guayaquil-Ecuador. Entre los objetivos, de la presente investigación, están el de determinar cuáles son las competencias del liderazgo inclusivo que se aplica en el aula de clase e identificar las características de una correcta gestión dinámica de los procesos de enseñanza y aprendizaje en la diversidad. La metodología es de tipo proyectivo propositiva con enfoque cuantitativo; el diseño no experimental. Los resultados demuestran que la mayoría de maestros, dentro de sus funciones, tienen algunas falencias en incorporar en su plan de estudios factores de inclusividad, por ejemplo, el uso de los recursos de apoyo para prevenir las barreras de aprendizaje del alumnado. A esto se añade también las fallas del liderazgo directivo, pues no está acorde a las necesidades de un aprendizaje incluyente. Se recomienda entonces una correcta diversificación de objetivos de respeto a la diversidad y al desarrollo de competencias inclusivas con la mejora del perfil profesional de los docentes, con el uso de una guía de lineamientos de liderazgo inclusivo que contiene pautas para el seguimiento de la práctica docente.

Palabras claves

Competencias, diversidad, enfoque, estrategia, práctica inclusiva, liderazgo.

1. Introduction

The objective of this paper is to demonstrate that management leadership in inclusiveness and diversity is divided from the administrative, pedagogical and coexistence within and outside the institution. The research question is how inclusive leadership strategies help to strengthen the inclusive practice of teachers in the city of Guayaquil - Ecuador?

The article of descriptive and expository nature shows a leadership that far from the political passions to solve the problem, is left aside from the solution and the social need of inclusiveness to solve them only from super structured schemes, which accompanies the leaders of educational institutions towards the fulfillment of inclusion within diversity.

In the first part of the research, the problem of the lack of leadership that benefits students with special abilities, associated to a disability and inclusion is focused. In the second part, a hermeneutic study of the bibliographical reality in relation to the topic is made and in the third part, surveys are made to teachers on how they apply the reality of inclusion in the classroom. The conclusion reached is that there is still no specialized management on the part of the inclusive leadership that benefits the group of parents and students who are involved in the problem. Ethical limitations arise precisely from the information that parents cannot provide in order to maintain respect for their children's health data.

2.Theoretical framework

At the international level, a study was carried out on (Chiavenato, 2000), taking as a reference the Santa María Assumpta School in Badajoz, Spain. Among the formative needs of school principals and leadership indicators, the author proposes the following:

> In order to be effective, this management needs to acquire training and theoretical knowledge that will enable it to respond to the problems associated with its responsibility. Topics such as leadership, culture, communication, evaluation and quality, formal aspects and social skills,

> must offer managers adequate training to lead the educational change that society demands. (Reviriego Romero, 2020, p. 435).

In addition, he states that in order for things to be better managed in the centers, there is a need for:

> Individual consideration, i.e. attention to personal differences and diverse needs, as intellectual stimulation, is the ability to provide the members of the organization with reasons to change the way of thinking about technical problems, relationships, values and attitudes, the ability to motivate, empower needs and provide intellectual and emotional support (Reviriego Romero, 2020, p. 437).

In the article entitled Pedagogical practices regarding inclusive education from the teacher's position, the authors proposed as an objective to compare the pedagogical practices of teachers in the city of Cúcuta through the questioning of educational inclusion. A non-experimental quantitative technique of importance and descriptive was developed. The sampling was non-probabilistic and consisted of 348 teachers. The survey showed that there are no significant disagreements according to the nature and pedagogical practice. When differentiating the educational institutions an important discrepancy was found, it should be related study attitude and the purpose of qualification of the different educational institutions, since the educational institutions do not have curricula adapted for the learning of students with disabilities (Carrillo-Sierra, et al., 2018).

About those relevant aspects, which involve the family Gallego-Condoy et al. (2020) express that "When a member with a disability condition arrives to the family, many parents postpone or change their personal life projects, with the objective of taking care of the son or daughter with disability" (p. 143); affecting the family nucleus, in such a way that reviewing the family history is important for classroom diagnosis, as studies such as those of Acosta (2018) have done, in which they point out that "after collection, the data were organized according to their origin and the type of document; then, they were systematized into categories of analysis." (para. 9); thus, there is a need for leadership that is absent beyond traditional authoritarianism, which allows the child to be free. Thus García-Santana (2017) also points out that "it is through this freedom that the development of children's spontaneous manifestations is achieved" (p. 10).

The leader, as an administrator, must be determined to motivate people with different abilities, who are immersed in the training of schoolchildren to collaborate in educational practices such as leadership. (Ramaciotti , 2020) "Discerning between social factors according to their level of generality is important when making predictions regarding the factors that can influence our motivation"(para.7) ; and one of the leader's motivations to be discerned, are located within what Medina-Montesdeoca, 2020 calls as "the relationship of subordinates with the boss, with their colleagues and with customers; these elements can be generators of stimuli or obstacles to their good performance, the sum of these perceptions result in the climate of an organization"(p. 10). Ultimately, the teacher becomes a leader who manages processes of attention to diversity.

The work of the principal, as an inclusive leader, becomes a fundamental actor, since he/she must understand and promote that currently in a classroom the rhythms and learning qualities of the students are different, with the support of the management. Mendoza-Aedo (2011) points out that "the factors that lead to job satisfaction are different from those that generate job dissatisfaction" (p. 6). In this order, key characteristics that distinguish inclusive leadership and differentiate it from other types of leadership are

described. For example, it is written under the name Procesos inclusivos en niños del Cantón Machala-El Oro-Ecuador (Inclusive processes in children of Machala-El Oro-Ecuador Canton). It refers that, in 2013, a time of the challenges of educational inclusion, many teachers felt affected by the lack of didactic and methodological resources for the inclusion of students with very diverse characteristics in the educational system, highlighting children with disabilities (Reyes-Román, 2018, p. 23).

Although the intentions to modify the acceptance of children with special educational needs have been idealistic, it is with the legal regulations that a better quality of acceptance of children with special educational needs has been glimpsed. It was accepted to enroll them even earlier, approximately since 2005, but the acceptance processes were oriented to the teaching planning. This has not been a complete form of satisfaction, because according to Paredes-Fernández (2011) "if a relationship is found between the organizational climate of the educational institution in which the teacher works and the results of the performance evaluation, the educational authorities will be able to make decisions" (p. 15). Faced with this reality of vulnerability, the modern leader must be realistic and well versed to differentiate or unite between what the law establishes and how the community conceives it, in such a way that inclusive leadership develops the competencies of the manager as qualified personnel.

It is also necessary that the elements that benefit the criticality of a leading inspector in the educational life, must be managed by a deep knowledge of inclusive social psychology and the LOEI or law that governs the country from where the management strategies in diversity are applied. At school, children, from the earliest ages, face not a few difficulties on a daily basis that hinder the insertion in the educational environment, such as: the vulnerability of a socially unrecognized and poorly paid sector; the lack of educational projects shared by teachers and driving principals; behavioral problems of children and even families, among others (Reyes-Román, 2018, p. 7). The leader must agree with reality and analyze it objectively, according to the new currents of inclusive leadership management such as, for example, following the guidelines of a guide that materializes procedures such as high emotional intelligence to deal with children with autism or Asperger syndrome; space management capacity upon discovering that these students are bothered by noise. As well as, also serve as an administrative guide to request the faculty a different form of evaluation for children with vision and hearing difficulties.

In the environment of inclusion in relation to teaching and learning techniques, it is favorable to change the discourse, that is, to stop talking about barriers in the teaching of children with some type of disability or disorder; to prioritize the skills and practices that teachers carry out in their formative knowledge, and that respond to heterogeneity. As a local reference in the city of Guayaquil, the thesis Vélez-Gordon (2019) entitled El estudio descriptivo fenomenológico de las prácticas de liderazgo pedagógico de los rectores de tres instituciones fiscales que brindan enseñanza inicial en la ciudad de Guayaquil is highlighted. The study established as an objective to know, distinguish and describe the habitual routines of mastery, through the information collected in the surveys applied to principals, teachers and parents.

Inclusive leadership is a motivational issue and this is manifested in its members, since variety should be seen as a learning advantage, a source of inspiration, instructions, and a vehicle for progress and benefit of each member of the educational community. The role of the leader is not easy, it requires a high level of responsibility, humility and intelligence, these are other attitudinal characteristics that a leader must possess, always with the objective of the welfare of his followers and society through his good actions and objectives outlined. Piccione (2016) said that "in terms of values, priorities change

according to individual demands and modifies the approach to self-awareness and projective attitude" (p. 75). Wilson (1992) also points out that, the leader "is born from the study of the valuation of teachers at different stages of their career, to the analysis of the meaning of quality in the planning of national and school levels to contrast them with traditional perspectives" (p. 2).

Thus, the leader is the product of curricular adaptations. In this way, he/she will be able to guide his/her teaching team with the support of the Student Counseling Department (DECE) to make adjustments in relation to the student's needs and interests, respecting his/her uniqueness and integrity. Collaborative work among faculty is an opportunity to perform actions among human beings who understand the current circumstances of teaching. Precisely, sharing experiences, teaching and learning techniques, studying different situations, problems and finding solutions together with colleagues makes the teacher's task easier. On the other hand, the teacher's participation has a practice to collectively solve their difficulties, which will entail a transversal support for the students' work in the course. In this regard, UNESCO (1994) indicates that "pilot projects based on inclusive education should be created and carefully evaluated according to local needs, resources and services" (p. 18).

The collaborative and articulated work in the context of inclusive education in Ecuador implies to DECE professionals "the fact of observing how little use is made of the benefits that a system offers us and of the great possibilities that exist to benefit us in the development of the activities of the organizations" (Silva- Murillo, 2016, p.150). They are the ones who in the first instance have contact with students who present Special Abilities (SEN) associated or not to the impossibility, receive, review the report that will be received by District Inclusion Support Units (UDAI); subsequently this information will be shared with the teacher and the Individual Curricular Adaptations Document (DIAC) will be developed together (teachers, parents and educational community).

3. Methodology

3.1 Type and research design

The project used a type of applied research, also called practical or empirical research because the selection of the samples is real. In this sense, it has been possible to visualize the process with an inquiry or management of the instructions reached. Once the techniques were applied, it merited a theoretical framework, strengthened with the results of the practices. Then, a non-experimental research phase of projective type is reached. Attention was paid to the phenomena approximately in their natural environment, in order to then compare them. With respect to the population in question, all teachers and directors of the Juan Diego Cuauhtlatoatzin and Rio Marañón educational unit who were working directly with the educational institution were taken into account. The population studied was a representative sample of General Basic Education teachers, head teachers and DECE personnel with permanent, provisional or contract appointments and who were registered in the Ministry of Education platform.

The teachers excluded from this research were those who were not present for health reasons or who did not work directly with the educational institution. In addition, those who were separated from the institution, those who were not registered in the platform of the Ministry of Education and those whose teaching load was less than 30 hours per week were also excluded.

Teachers/Managers	Sex	Total

	M	**F**	
Managers	0	2	2
Teachers	25	40	65
DECE	1	1	2
Total	26	43	69

Table 1. Characteristics of the population

3.2 Data collection techniques and instruments

That method of Baena-Pozo (2019) is evaluated in which he indicates that as "technique to those whose managements lead the method to the achievement of its intentions, in general they respond to the how to do in the context where the method is applied" (p. 56). The survey is the technique used in this research. It is the middle ground between observation and experience. "In it, observable situations can be recorded and without repeating the experiment, participants will be able to ask questions about it" (Torres and Salazar, 2017, p. 17).

Information was collected through the survey where 64 teachers responded to a questionnaire. Methods are defined as all the support needed to achieve the intention of the technique" (Baena-Pozo, 2017, p. 4). The technique with which it was evaluated was the questionnaire, which are composed of 25 items, with five response selections on a Likert-type scale: 5 = 1= Never, 2 = Almost never, 3 = Sometimes, 4 = Almost always and 5 = Always. For the interview, the participant will answer spontaneously the options for the teacher's inclusive practice variable; this is a document that contains appropriate questions related to the dimensions and indicators of interest in the current project.

4. Results

All the data obtained were reviewed and transcribed to the Excel program, in a spreadsheet. In addition, the statistical program SPSS version 25 was used. These transcriptions were organized and classified according to the thematic criteria in accordance with the variable mentioned, thus creating labeled and coded categories for their corresponding analysis, as is done in quantitative research, in order to generate the pertinent conclusions:

ÍTEMS	Never		Almost Never		Frequently		Almost always		Always		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Do teachers constantly review their curriculum in order to make the appropriate adjustments to make it accessible to all students?	22	26.2	23	35.4	9	13.8	8	12.3	3	12.3	64	100.0
2. Are the support resources considered in the curriculum aimed at preventing barriers to student learning?	22	34.3	20	31.2	9	14.0	9	14.06	4	6.25	64	100.0
Do all teachers take into account that the expected goals or achievements are attainable for students according to their pace and learning styles?	20	31.2	19	29.6	9	14.0	9	14.06	8	12.0	64	100.0

4. Are all the support resources used aimed at reducing the classification or labeling of students?	11	17.1	19	29.6	16	25.0	14	21.8	5	7.81	64	100.0
5. Do you review the contents of the curriculum to ensure that they are in line with the learning needs of each of the students?	20	31.2	13	20.3	20	31.25	5	7.81	6	9.37	64	100.0

Table 2: data on the characteristics of curriculum development

Table 2 reveals that 12.3 % of teachers always review the curriculum, which is a very low percentage, which does not allow them to make the pertinent adjustments in order to make it more accessible to all students. Almost never do 35.4 %, reaffirming these results of statism in the pedagogical and didactic management, in the first teacher response of table 1. Teachers never take into account the expected goals or achievements and that these are achievable for students according to their rhythms and learning styles, affecting the quality of diversity quantified in question 2. From answer 3, only 29.68 % consider that they almost never take into account expected achievement indicators, so it is necessary from a training in a guide that also takes into account the result of item 4: whose result indicates that 29.68 % almost never the support resources used are directed to decrease the needs of the students.

Although 2.87 % almost always use those support resources to declassify teacher labeling, however, dynamic management strategies will allow them to improve teaching and learning processes in diversity. Regarding the revision of the content of the study plan, according to the learning needs in an individualized way, only 9.37% always do it 7.81%.

It can be deduced from the above that the majority of teachers lack concern for having a study plan that is accessible and responds to the needs of their students, although there is a need to increase this interest in some teachers, with the help of leadership from the administration. Hence, it is necessary to have an accessible curriculum, with adequate support resources, achievable goals and responsive to the learning needs of inclusive children.

ÍTEMS	Never		Almost never		Frequently		Almost always		Always		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Do the pedagogical strategies used by teachers involve all students without exclusion?	13	20.3	16	25.0	18	28.1	14	21.8	3	4.68	64	100.0
2. Do teachers use dynamic strategies that allow students with characteristics associated with disabilities to participate without difficulty?	10	15.6	26	40.6	14	21.8	6	9.37	8	12.5	64	100.0
3. Do all teachers organize students into teams to promote inclusion?	17	26.5	21	3.,8	11	17.1	6	9.3	9	14.0	64	100.0
4. Does it include students in situations of vulnerability associated or not with disability, displacement and illiteracy, among others?	16	25.0	21	32.8	8	12.5	9	14.1	10	15.6	64	100.0

Table 3: Inclusive pedagogical strategies data source surveys

In Table 3, 20.31 % of teachers claim that they never use didactic strategies, 28.12 % considered that they involve all students without exclusion with a certain frequency. Twenty-five percent consider that almost never this didactic is within the context of diversity, which coincides with the answers to question 7, in which only 12.5 % affirm that teachers make use of dynamic strategies, the same ones that are never used according to 15.62 %; and almost never 40. 6 % in that way, that attitude towards diversity.

Continuing in the description of this didactic, 26.56 % affirms that teachers never organize students in work teams, promoting inclusion, and 17.18 % consider that with certain frequencies the didactic is applied in the context of diversity. The answer to question 9 considered that 25 % of the teachers did not include students in vulnerable situations associated with disability, displacement and illiteracy, among others, with the same tendency of affirmation, has it 32.8 % that affirms that almost never inclusive pedagogical strategies are applied; which shows that being inclusive, they would involve all students, that they participate without exclusion or organize them in multiverse work teams, with inclusion of vulnerable students, but 25 % never did it, and 15.6 % have always done it.

Therefore, it is deduced that the problem in the application of a didactic towards adversity in most of the times, the use of dynamic strategies has almost never been done, with students participating without difficulty and the lack of organization of work teams, together with the organization of the students in teams.

ÍTEMS	Never		Almost Never		Frequently		Almost always		Always		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Teachers are open to feedback from other colleagues on issues such as clarity of instructional language, or student participation in scheduled activities for students with disabilities?	10	21.8	21	32.8	16	25 %	11	17.2 %	6	9.4	64	100.0
Do teachers modify their teaching according to the recommendations received from their colleagues?	22	34.4	22	34.4	8	12.5	9	14.1	3	4.7	64	100.0
3. Do teachers with specific skills and knowledge offer their help to others?	11	17.1	27	42.1	10	15.6	12	18.8	4	6.3	64	100.0
4. Does the staff of the specialized education centers in the area participate with the staff of the regular schools in the exchange of experience?	10	15.6	32	50.0	15	23.4	5	7.8	2	3.1	64	100.0
5. Is there a climate that makes it possible to propose alternatives to the rest of the teaching staff in relation to the students' difficulties?	16	25.0	25	39.1	13	20.3	6	9.4	4	6.3	64	100.0

	Never		Almost Never		Frequently		Almost always		Always		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
6. Does it implement different options in flexible didactics to facilitate the learning of each of the students according to their characteristics and needs?	21	32.8	10	15.6	16	25.0	11	17.1	6	9.37	64	100.0

Table 4: Didactic element, teacher

According to Table 4. 15.62 % and almost never 50.0 %, show deficiencies in the circuit organization from the DECE. There are also deficiencies in the proposal of alternatives to remedy student difficulties, as expressed by 39.1% of the teachers, almost never believe in a climate of solution proposals, and 25% have never created such a climate. Only 6.3% have always done so. Finally, the use of flexible didactics. Only 9.37% of teachers do it, but 32.8% have never facilitated in this way the learning of students according to their characteristics and needs, only 9.37% have always done it. In a synthesis of the problem, there is little dialogue among teachers to help each other or to accept to be helped.

ÍTEMS	Never		Almost Never		Frequently		Almost always		Always		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1 Do teachers set diversified objectives, according to their students' abilities?	19	29.6	25	39.06	10	15.6	5	7.81	5	7.81	64	100.0
2. Are the objectives oriented to develop competencies and capabilities in the students, respecting their limitations associated with any disability?	11	17.1	19	29.68	20	31.2	10	15.6	4	6.25	64	100.0

Table 5: didactic element objectives

Table 5 shows that 39.06% of the teachers almost never propose diversified objectives, according to the capacities of their students, and 29.68% have never proposed them. It is obtained that 17.18 % of the teachers have never oriented these objectives to develop competencies and capacities in the students. Only 6.25% have respected in the objectives the limitations associated with some disabilities and the development of these competences and capacities..

ÍTEMS	Never		Almost never		Frequently		Almost always		Always		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
23. Are the achievements of different groups of students (boys, girls, indigenous students, students with disabilities) monitored to detect specific difficulties?	11	17.1	33	51.5	10	15.6	7	10.9	3	4.68	64	100.0

Question	f	%	f	%	f	%	f	%	f	%	Total	%
24 Are the achievements of different groups of students (boys, girls, indigenous students, students with disabilities) monitored to address specific difficulties?	10	15.6	37	57.8	9	14.0	7	10.9	1	1.56	64	100.0
25 Do you use differentiated assessment strategies, so that all students are allowed to show their abilities?	13	20.3	31	48.4	7	10.9	8	12.5	5	7.81	64	100.0

Table 6: Monitoring and evaluation

Table 6 shows that in general question number 23, 51.56% of the teachers state that they almost never follow up on the achievements of different groups of students with specific difficulties and 17.18% have never done so with boys, girls, students from indigenous peoples and students with disabilities. 57.81% express that they almost never follow up on the achievements of these groups, previously mentioned, to address specific difficulties. Only 1.56 % have always done so, but 15.62 % have never done so.

48.43 % of teachers have almost never used differentiated assessment strategies in a way that allows all students to show their abilities. 20.31% have never used these strategies and with some frequency only 10.93%. It can be deduced from the general and comparative analysis that there is no general monitoring of achievements either to detect or to address specific difficulties, so that a guide is necessary to orient towards the solution of the problem.

5. Discussion of results

In the process of analyzing the results, according to the objective of this research that sought to identify the characteristics of Dynamic management of teaching and learning processes in diversity, of the teacher's inclusive practice, it was found that the dynamic management performed by teachers, mostly do not care about having a curriculum that responds to the needs and interests of their students, represented in 61. These results are consistent with what Reviriego-Romero (2020) says in a study on the formative needs of school principals, when she relates that

> the complexity of each center does not allow us to establish a single way of doing things well that is valid in all contexts and in all circumstances, so that the training of a director cannot be limited to the contents of the usual manuals on the Organization and Management of Centers (p. 8).

Thus, it was identified that the resources used by teachers, to a very small extent, are aimed at preventing barriers to student learning; a good group takes into account that these resources would reduce the classification or labeling of the student (items 1 and 4 - Table 1). Finally, it was found that most teachers do not care that the goals are achievable by students according to the pace of learning (60.93%). In order to be effective, management needs to "acquire training in theoretical knowledge that allows them to respond to the problems associated with their responsibility" in the words of (Reviriego-Romero, 2020, p. 435). Table 1 reveals that 12.3% of teachers always review the curriculum, which is a very low percentage, and this does not allow them to make the pertinent adjustments that would make accessibility to all students more dynamic. Almost never do 35.4%, reaffirming these results of statism in the pedagogical and didactic management in the first teacher response of Table 1. Teachers never take into account the expected goals or achievements and that these are achievable for students according to

their rhythms and learning styles, affecting the quality of diversity quantified in question 2.

From answer 3, only 29.68% consider that they almost never take into account expected achievement indicators, so it is necessary, from a training, to also take into account the result of item 4: whose result indicates that 29.68% almost never use support resources aimed at reducing the labeling of students. Leadership should be focused on the change of identity in relation to the application of inclusive strategies. The results obtained consider the need for children to be seen as subjects of rights, that is, to take them into account in the educational process, from the planning of activities, considering their learning needs and interests. There are also deficiencies in the proposal of alternatives to remedy the students' difficulties, as expressed by 39.1 % of the teachers who almost never create a climate of proposals for solutions, and 25 % have never created such a climate. Only 6.3% have always done so. Finally, the use of flexible didactics. Only 9.37 % of teachers do it, but 32.8 % have never facilitated in this way the learning of students according to their characteristics and needs, only 9.37 % have always done it. In a synthesis of the problem, there is little dialogue among teachers to help each other or to accept to be helped.

6. Conclusions y recomendations

It can be concluded by examining and deepening on the two variables that the director, as the highest authority of an educational center, must be characterized by having the pedagogical, procedural and legal tools to be able to guide his teaching team so that they can offer adequate attention to diversity. This would create what is known as an inclusive culture, aimed at reflecting on the value of establishing appropriate, pleasant and participatory educational entities.

For a modern inclusive pedagogy in Ecuador, it is necessary that the management of administrative and technological resources be regulated by law, which will allow public servants in education a predisposition to manage strategic areas of mathematics for vulnerable students, language for autistic students, reading in Braille, students who have problems are taken to learning, working hand in hand with psychiatrists, psychologists or doctors who treat them.

There is no diversification of learning objectives, nor development of inclusive competencies due to the lack of professional profile of teachers, which merits a training that contains readings for Asperger students, for children with dyscalculia, differentiated mathematics, according to the changes imposed on education, which need leaders with high level of emotional intelligence attached to law and the LOEI. The changes in modern inclusive education are not always limited to the lack of didactic resources for deaf, dumb, blind, vulnerable students, but there is a lack of pedagogical training for diversity.

The improvement of the inclusive political currents of the last times, try to correct aspects that should be improved from the university formation to the infrastructure arrangement, and of material resources oriented to the inclusive didactics. Education needs personnel prepared physically, emotionally and cognitively in accordance with the demands of diversity and inclusion in the 21st century.

Acknowledgment

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Authors

JENNY BARRE-BUSTAMANTE. She obtained her Master's degree in Education Administration from Cesar Vallejo University (Peru) in 2018; the degree of Bachelor of Science in Education mention in Computer Science (Ecuador) 2013 University of Guayaquil Faculty of Philosophy, Sciences and Letters of Education, and the degree of Pedagogical Technologist mention in Computer Science (Ecuador) 2010 University of Guayaquil.

She is currently a teacher in the area of language and literature of higher basic and high school city of Guayaquil district 09D08, has completed courses awarded by the Ministry of Education, courses at the University Casa Grande "Inclusion Training, Diversity and Sustainable Intervention in the face of disability."