МЕЖДУНАРОДНЫЙ ОПЫТ ИНТЕГРАЦИИ ОБРАЗОВАНИЯ / INTERNATIONAL EXPERIENCE IN THE INTEGRATION OF EDUCATION

Pedagogical Leadership within the Framework of Human Talent Management: A Comprehensive Approach from the Perspective of Higher Education in Ecuador

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Introduction. University higher education in recent decades has seen the need to participate in projects that lead to its evolution, transformation and adaptation to the demands of current times. The leading role of the teaching professional is becoming more visible in these changes, which is why it is considered that the recognition of it as a leader is of vital importance to transform reality. The study presented has as a general objective to study teacher leadership in the higher education system of Ecuador considering its leading role in the transformative participation of educational processes.

Materials and Methods. The research carried out was part of the development of the mixed or qualitative methodology. This was a two-phase sequential study. The first quantitative phase involved a questionnaire with descriptive analysis, applied the reliability with the Cronbach's alpha coefficient. The qualitative phase consisted of an interpretative documentary analysis.

Results. The results showed that most of the teachers surveyed do not recognize themselves as leaders, or at least are not known as leaders in some areas of the educational processes in which they participate. Teachers have three types of leadership: instructional, distributed and university.

Discussion and Conclusion. At the present time the participation, commitment and responsibility in the area of competence of the university teacher, the educational leadership represented in the professional of university teaching, it is vitally important to move from discourse to action and active participation in the transformation of the realities.

Оригинальная статья

Педагогическое лидерство как сфера развития человеческих способностей: комплексный подход в системе высшего образования Эквадора

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Введение. В настоящее время вузы стремятся к деятельности, направленной на развитие, трансформацию и адаптацию системы высшего образования к требованиям современности. В связи с этим становится все более заметной роль членов профессорско-преподавательского состава, поэтому признание преподавателя в качестве лидера имеет большое значение для эффективности конструктивных преобразований. Цель исследования – определить основные качества педагога-лидера в системе высшего образования Эквадора, учитывая его ведущую роль в трансформации образовательных процессов.
Материалы и методы. Проведенное исследование является частью разработки смешанной/качественной методологии. Оно представляет собой двухэтапное последовательное исследование. Количественный этап содержал анкету с описательным анализом, где использовался коэффициент альфа Кронбаха. Дизайн анкеты подобран по типу шкалы Лайкерта. Сбор данных осуществлялся с помощью цифрового опроса. В выборке приняли участие 97 преподавателей. Качественный этап состоял из интерпретационного документального анализа.
Результаты исследования. Полученные результаты показали, что большинство опрошенных преподавателей не считают себя лидерами в тех областях образовательного процесса, в которых они участвуют. Респонденты выделили такие качества, как приверженность профессии и ответственность в области развития педагогического лидерства. Авторы статьи определили три типа лидерства: педагогическое, распределенное и университетское.
Обсуждение и заключение. Авторы предлагают создать в вузах структуры управления, способные эффективно разрабатывать и осуществлять проекты, направленные на развитие фундаментального ядра всей образовательной деятельности.

Ключевые слова: высшее образование, лидерство, компетенция, образовательная организация, научно-исследовательский менеджмент, университет

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Introduction

The higher education system, both nationally and internationally, is facing changes motivated by the complexity and versatility that have accelerated the transformation processes. These are observable in different areas in a global way. Added to this, the diversification of specialized university demand and complemented with technologies, renews and breaks with traditional paradigms, which makes the Higher Education environment a challenging and key institution in the assimilation of these transformations for future professionals who will join the society with the skills developed in their training time [1].

The import of this can be seen in the different global movements of the last two decades to achieve quality, competitiveness, efficiency, productivity, social commitment, progress and innovation in the university education field, one of them being the World Declaration on higher education in the 21st century: Vision and Action, report that exposes: "... At the dawn of the new century, there is an unprecedented demand in higher education, accompanied by a great diversification of it, and a greater awareness of the fundamental importance that this type of education has for sociocultural and economic development and for the construction of the future, for which new generations must be prepared with new skills and new knowledge and ideals (...)"[1].

Likewise, in line with the above, there are the reports of the European Higher Education Area, with the Declaration of Bribery[2] which set out as main objective the harmonization of the architecture of the European higher education system, its national legibility and international with the professional integration of the graduates[3], the Bologna Declaration system[4] based on qualification cycles and European cooperation to guarantee the professional quality of masters and doctorates and establishment of a credit system (ECTS), The incorporation of new elements during the Bologna process to respond to the challenges of economic competitiveness, the network of seminar organizations for quality assessment, development of joint titles, use of the credit system, European mobility and lifelong learning[5]. On the other hand, the Tuning Latin America Project[6]; that arises from the experience of Europe, with the union of more than 135 European universities for the creation of the European Higher Education Area, mentioned above [2].

In the case of Latin America, it is worth noting the Alfa Tuning project which begins, in its first phase in the 2004–2008 period, with the objective of identifying generic competences for university degrees in Latin America, with their respective specific competences in each area thematic and develop a general diagnosis of Higher Education, among other important activities [3]. Quality education is always on a par with professional skills [4].

All these movements and projects seeking to unify criteria regarding the quality, innovation and participation of the higher education system in society with plans were derived from those mentioned, directed towards the same objective [5].

It has been a challenge for universities to incorporate these standards into their policies, structures and actions, due to the com-

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[1] UNESCO. Declaración mundial sobre la educación superior en el siglo XXI: Visión y Acción [Electronic resource]. París: Biblioteca Digital UN ESDOC; 1999. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000116345_spa (accessed 03.05.2020). (In Span.)

[2] Reports of the European Higher Education Area. Declaration of Bribery [Electronic resource]. 1998. Available at: https://www.unodc.org/documents/commissions/CCPCJ/CCPCJ_Sessions/CCPCJ_11/E-CN15-2002-06/E-CN15-2002-6_E.pdf (accessed 03.05.2020). (In Eng.)

[3] Corcuera F. El Espacio Europeo de Educación Superior. Spain: University the Palmas of Gran Canaria; 2002. (In Span.)

[4] The Bologna Declaration of 19 June 1999: Joint Declaration of the European Ministers of Education [Electronic resource]. 1999. Available at: https://www.eurashe.eu/library/modernising-phe/Bologna_1999_Bologna-Declaration.pdf (accessed 03.05.2020). (In Eng.)

[5] Realising the European Higher Education Area. Conference of European Ministers Responsible for Higher Education [Electronic resource]. 2003. Available at: http://www.ehea.info/media.ehea.info/file/2003_Berlin/29/5/Discussion-doctoral-mobility-EUA-1_577295.pdf (accessed 03.05.2020). (In Eng.)

[6] Tuning Latin America I (2004–2007) [Electronic resource]. 2004. Available at: http://tuningacademy.org/tuning-latin-america-i/?lang=en (accessed 03.05.2020). (In Eng.)

plex nature of their identities, culture and procedures that underpin their raison d'être, even when they are in times of re-evaluations and reforms. The figure of the university teacher plays a fundamental role in these processes of changes. In this dynamic of innovation and improvement towards quality, promoted by these movements and projects worldwide, adjusted to the current times, the teacher as a key factor in Higher Education plays a crucial role, his participation contains the edges of an implicit leadership or tacit in the different areas that make up this system, because the role of the teaching professional is unavoidable in the classroom, research and active participation agreed in social and institutional plans and projects [6].

However, the authors of this research through the years of practice in this profession allude to this thematic field or to the relationship of leadership with teaching that the approach is little used, little credible or little associated, even when the protagonist's participation in the processes of higher education cannot be denied [7]. It is spoken with ease of management, direction and even management in teaching, but very rarely the term of leadership is used, as this tends to be attributed to managerial positions, to power, hierarchy and influence, mostly private companies who seek an economic benefit or charismatic people who with their personality run institutions or societies, but very rarely the teacher is placed in his role as leader [8]. It is understood that, for the purposes of this research, the authors assume the concept of leadership expressed by Vargas J. Liderazgo "is the process aimed at achieving the objectives of the organization through encouragement and assistance to its members. The application of leadership transforms the ideal into reality"[7]. In this particular, university teachers in Ecuador are not in a position to develop adequate leadership to the new times, the higher education system lacks flexible processes, higher education is provided for academic controls on the work of

research, teaching and link, which responds to complex management [9].

Literature Review

When referring to teaching leadership, the university professor is described as a figure of influence before students, also someone who promotes the formation of new knowledge through the development of research in conjunction with their peers, who is capable of guide their students to transform realities with the practice of what they have learned theoretically through the work of linking and extension, in addition to this they have managerial, coordination or managerial positions within their administrative work in the university institution to which they belong. In any of these roles, the teacher must have the ability to lead, it is a transformative entity, so it must be recognized as such[8].

When you carry out effective leadership as a teacher, you are contributing not only to the educational organization, but also, even more importantly, to the people who are part of the system. Through leadership, you have the opportunity to surrender to your profession and make the most of the talents, skills and training that the educational process probably helped you develop, both as a student and as a professional[9].

It is well understood that leadership has been a virtue that has been conferred on managers, politicians, social figures who have shown charisma and ability to influence others, in the same way it is a widely used term and that normally they are attributed to people in charge of an area or department within organizations. However, in teacher's case, it is not possible to forget that the majority are charismatic, therefore, it has a significant influence on its students and the processes of the higher education system [10].

Types of leadership. In this order of ideas, it should be noted that there are many types of leadership and classifications due to the importance that this topic has taken for progress, innovation, changes and decision making in

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[7] Liderazgo V. J. Un enfoque moderno. Mexico: Varmel Editores; 2014. Available at: https://www.coursehero.com/file/32610220/LIDERAZGO-MODERNO-LIBROdoc (accessed 03.05.2020). (In Span.)

[8] Zepeda S., Mayers R., Benson B. Call to Teacher Leadership. New York: Routledge Taylor & Francis; 2003. (In Eng.)

[9] Ibid. P. 5.

organizations and institutions, however for the field university and very particularly to define or classify the role of the teacher in the system as a leader, it is necessary to go to a classification that can define this role, maintaining the fundamental essence of the teacher as an educator under a social responsibility, which in part is one of the commitments of the university education system according to L. Adie et al. [11]; L. Santamaría and A. Santamaría [12] state that there is little literature available to identify and celebrate the positive attributes of the educational leaders of history, of the oppressed groups and those who identify with them, as well as the forms in that these individuals acquired conventional institutional access to create real change, an adequate theory is needed that pushes educational leaders to think about leadership for the social and justice, through the lens of criticism.

In view of the different roles that the teacher plays in the exercise of their functions, ranging from the fulfilment of their classes, to the field of research, the link with society or community and institutional administrative duties or commitments, leadership in each area it fluctuates from one typology to another, or from one perspective to another, therefore, its identification in the classroom will depend on its degree or level of responsibility in each of the specified areas. In this sense, establishing a classification would imply considering the teacher in each of their contexts and attributions. However, in general terms, the goal is to establish the perspective of a professional capable of articulating, conceptualizing, creating and promoting spaces and possibilities for a critical and effective change of the conditions that inhibit the improvement of and for all [13].

For the purposes of this article, the perspective of transformational and transactional educational leadership will be taken into account, because the dynamics of higher education educational institutions are constantly permeated by internal and external factors that directly influence the work of the teacher [14]. Transformational leadership maximizes team autonomy and leads to potential productivity, mainly because by performing the work correctly, followers also achieve personal goals [15].

It is common to relate the success of the motivation of his followers with the transformational leadership; however, it has been shown in different studies that followers generally prefer direct reward for the results obtained. So, the predilection points to the transactional leadership, being this an important component for the followers when they are projected in the long term, the direct reward goes to the background they choose to grow personally, transform their lives and reach their goals [16].

On the other hand, transformational leadership has a direct effect on the quality of Higher Education, teachers who practice this style of leadership have the ability to permeate their students with shared knowledge, it should be noted that it has four dimensions:

1. Intellectual stimulation (the ability of a leader to arouse intellectual curiosity among his followers, is one of the variables that serves as an indicator to know the level of knowledge shared by the members of a team, and therefore an indicator Indirect of transformational leadership);

2. Individual consideration (review each situation individually in different circumstances);

3. Inspirational leadership (followers feel valued; and finally, there is the idealized influence related to the charism, which arises from an identification emotional among the group leader and his associates);

4. Idealized influence [17].

Pedagogical leadership. Unlike a company with a traditional economy, educational centres have as their characteristic the challenge of offering a service that transcends the scenarios of their own value proposal [18]. This is why, when studying the concept of pedagogical leadership, the need is generated to address what is implied by the management of work teams in order to achieve the goals that lead an entire educational organisation to materialise its vision, This means that the leader must have a set of skills that are additional to the daily tasks of a leader working in a daily organisation, representing a challenge that requires a broad knowledge of the educational environment, the educational systems, educational administration and the work of teaching itself [19].

This document therefore addresses two specific perspectives that allow pedagogical leadership to be identified according to [20]. Educational management acquires an added value in the management of an educational institution:

a) Pedagogical leadership from the management functions.

b) Pedagogical leadership and its contribution to the development of human capital.

This leadership allows followers to trust their leaders, so that they obtain a good level of adherence to their proposals, making them identify and trust them and their orientation. There is also the leadership Laissez Faire, which is potentially harmful in the process of formation of Higher Education, generating professionals with lower quality due to the absence or indecision of the teacher in decision making and the lack of motivation of the students, they will have a direct negative influence on the processes within the higher education system [21; 22].

Taking into account the above, both teachers and university educational institutions must exercise a pedagogical leadership that allows them to have a vision towards joint construction, to transcend from theory to practice, assuming with responsibility the tasks entrusted and necessary for this purpose. Understand that the structures must be flexible towards the adaptability and promotion of changes for the renewal, innovation and incorporation of updated strategies that allow the preparation of high-level professionals to society, capable of effectively responding to each of the scenarios that are I present him. Similarly, it should be noted that following the statements made by the Organization and Personnel Management regarding the professionalism of the person responsible for human talent in organizations, the characteristics inherent to leadership must address, among other aspects, the sense of justice, that is, the need to inspire confidence, the sense of discretion of secrecy, that is, the teacher must consider being more reserved when acting before students, the ability to intelligently defend the interests of the university institution, that is, consider an objective position but at the same time, where the regulations of the institution prevail, and, finally, the ability to act in a balanced way between students to generate a climate appropriate to the demands of the current condition that governs higher education in the world.

Materials and methods

Research Design. The research had a mixed or multi-method approach, which is nothing more than the combination of the quantitative with the qualitative. The research design corresponds to the explanatory-sequential design (DEXPLIS), characterised by [19], by a first stage in which quantitative data are collected and analysed. Then qualitative data is collected and evaluated. The mixed study occurs when the initial quantitative results allow for continuity in the collection of the qualitative data. It should be noted that the second phase builds on the results of the first phase.

The authors propose that the research scheme is a scientific alternative for complex studies, by integrating quantitative and qualitative methods, until it becomes a process that allows deep and substantive knowledge. The research is deployed from a quantitative approach, supported by a set of objectives and questions posed to a qualitative approach, which will provide in two phases the results that formalize the paradigm of the mixed research method. The first phase is a quantitative study. The second phase is a qualitative study.

Research paradigm. According to the mixed method of study, the research is ascribed to the Interpretative-Humanistic Paradigm, because through the techniques of survey, documentation, enquiry and search for information the facts or phenomena that are carried out in the educational context are increased. This meant the search and analysis of leadership and the competencies of human talent in Ecuadorian higher education. In this perspective, M. Tamayo and M. Tamayo consider the humanist paradigm as patterns of behaviour and attitudes, knowledge, values, skills and beliefs[10]. All these skills are shared by the members of a society,

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[10] Tamayo M., Tamayo M. El proceso de la investigación científica. México: Limusa; 2009. (In Span.)

the school and the classroom being also conceived as societies.

Likewise, the multi-method approach of the research, admitted the diversity of sets and theories that are necessary as techniques to approach the study and solve the problematic reality, a product of multiple factors, among which the leadership and the management of the human talent stand out.

Quantitative research phase. As a first phase of the study, quantitative research was applied. C. Sabino establishes that the quantitative study determines the strength of association or correlation between variables[11]. The generalization and objectification of the results through a sample, allows making inferences to a population from which every sample comes. The quantitative method as an initial part of the research referred to the measurement of the study variables, through a numerical relationship. After the association of data, questions were raised in a way determined by the research objectives.

Population and sample. The population according to [23], is the set of all the elements that share a common group of characteristics. They also form the universe for the purpose of the problem. Therefore, this study presents as a population group, higher education teachers in Ecuadorian universities.

For the sample, the intentional non-probabilistic selection was applied. According to D. Mendoza et al., the most common element in obtaining a representative sample is random selection [24]. Each individual in a population has an equal chance of being chosen. Sixteen representative universities in Ecuador were chosen. 8 public universities and 8 private universities. The following conditions, to choose the teachers were: to be a university teacher. To have 5 years of service or more. To fulfil the role of teacher and researcher. In this way, 6 teachers were chosen from 15 universities, for a subtotal of 90. The total was 97 teachers as a sample.

Research techniques and instruments. The digital survey was used as a data collection technique. Due to the quarantine season and health prevention measures of the

Covid-19, the researchers cannot approach the respondents. A questionnaire was used as a data collection instrument. The design of the questionnaire was Likert scale type. W. Wiersma and S. Jurs define the Likert scale as a psychometric scale[12]. The use of the Likert scale is common in questionnaires, widely used in research surveys, mainly in the social sciences (see Fig. 1).

The questionnaire had 11 questions. Each question emphasized leadership and human talent management. Each question had five answer options. The first answer option was "I totally agree" with a value of 5. Then "I agree" with a value of 4. The last option was "Totally disagree" with a value of 1 point.

Reliability of the instrument. To establish the reliability and precision of the results, the Cronbach's alpha statistic coefficient recommended by [23] was applied. A diagnostic pilot test was applied with 5 teachers. The results gave a Cronbach's alpha reliability of 0.862 considering a reliable type value.

Technique of analysis of the results. To achieve a greater comparative versatility in the results and to be able to visualize the perspective of the teachers in terms of the recognition of their leadership within the institution, a descriptive analysis was applied. The variables were leadership and educational management, these were described in the questionnaires and studied based on percentages. The results gave rise to a more in-depth qualitative analysis.

Qualitative research phase. In verifying and analysing the data obtained quantitatively through the questionnaire, the information was compared using the qualitative approach.

Research design. The design of the study was of a documentary nature, and books, publications and reports were reviewed at national and international level. The phenomenological study method was used, according to [24] it refers to the study of phenomena as they are experienced, lived and perceived by the individual. It is focused on the study of experiential realities, being the most suitable to study and understand the experiential structure of the teacher.

[11] Sabino C. El Proceso de Investigación. Venezuela: Panapo; 2007. (In Span.)
[12] Wiersma W., Jurs S. Research Methods in Education: An Introduction. Pearson: London; 2008. (In Eng.)

National University of Chimborazo UNACH		Research: _____		Data: ___/___/___	
		Options			
N	Question	I totally agree	Agreed	Neither agree nor disagree	Partially disagreeing	Strongly disagree
		5	4	3	2	1
1	Teaching is an activity inherent to leadership					
2	You need to be a leader to influence a community					
3	Research is an activity that involves leadership					
4	Teaching deserves leadership attitudes					
5	Only the manager, coordinator and supervisor is a leader in this institution					
6	I recognize myself as a leader when I am in the classroom					
7	The leadership that I exercise in the institution is not of great relevance					
8	In this institution the teacher is the protagonist of the process					
9	Leadership is a concept far removed from the educational sphere					
10	In this institution the teacher is not considered a leader					
11	Leadership is only for managers					

F i g. 1. Questionnaire applied to teachers participating in the study

Techniques and analysis of qualitative results. By linking the experiences and the study of leadership, the science of knowledge is provided by the phenomenological method. In this sense, by founding sciences related to the human being, in terms of the qualities of his human development, natural phenomena are adapted to the educational reality. Analysing and describing them coldly, without passion and emotion, from the perspective of the researchers, the facts, in order to obtain universal meanings and structures were contextualized in the daily practice of education. Phenomenology, as a special method of research, applied the technique of interpretative analysis. The interpretive technique offered an explanatory process with the aim of fulfilling the general objective of studying the leadership of teachers in the higher education system, from its recognition in the transforming participation of educational processes.

For the specific analysis of the information, the procedure of the grounded theory was executed, which according to W. Wiersma and S. Jurs, figures that the theory emerges grounded from the data[13]. It is thus clarified that there is no single procedure to carry out content analysis in mixed research, and therefore it is not linear, so that when the study begins, the researchers know its beginning, but it was of changes in the certainty of the closing path. Due to the sequential type of research, the teacher triangulates and contrasts the quantitative and qualitative results, putting imagination and creativity into play.

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[13] Ibid.

Results

After the survey was completed, we proceeded to analyze and interpret the results, then, we will find highlights of the study, specifically 11 questions of the 32 that were made to know the perception, commitment, typology and recognition of the teacher as a leader in the higher education system, taking as a reference a university institute of Ecuador.

The combined chart shows that 64% of teachers on average think that they totally agree and agree that only the manager, coordinator and supervisor is a leader in the university institution under study. On the other hand, 67% totally agree and agree that teaching merits leadership attitudes and 46% that it is necessary to be a leader to influence the community (see Fig. 2). However, 54% of teachers think that they partially disagree and strongly disagree that teaching is an activity inherent in leadership and 66% partially disagree and strongly disagree that research is an activity that involves leadership. What is evident in these findings about the separation of some activities exercised by teachers and not all considered attributable to leadership.
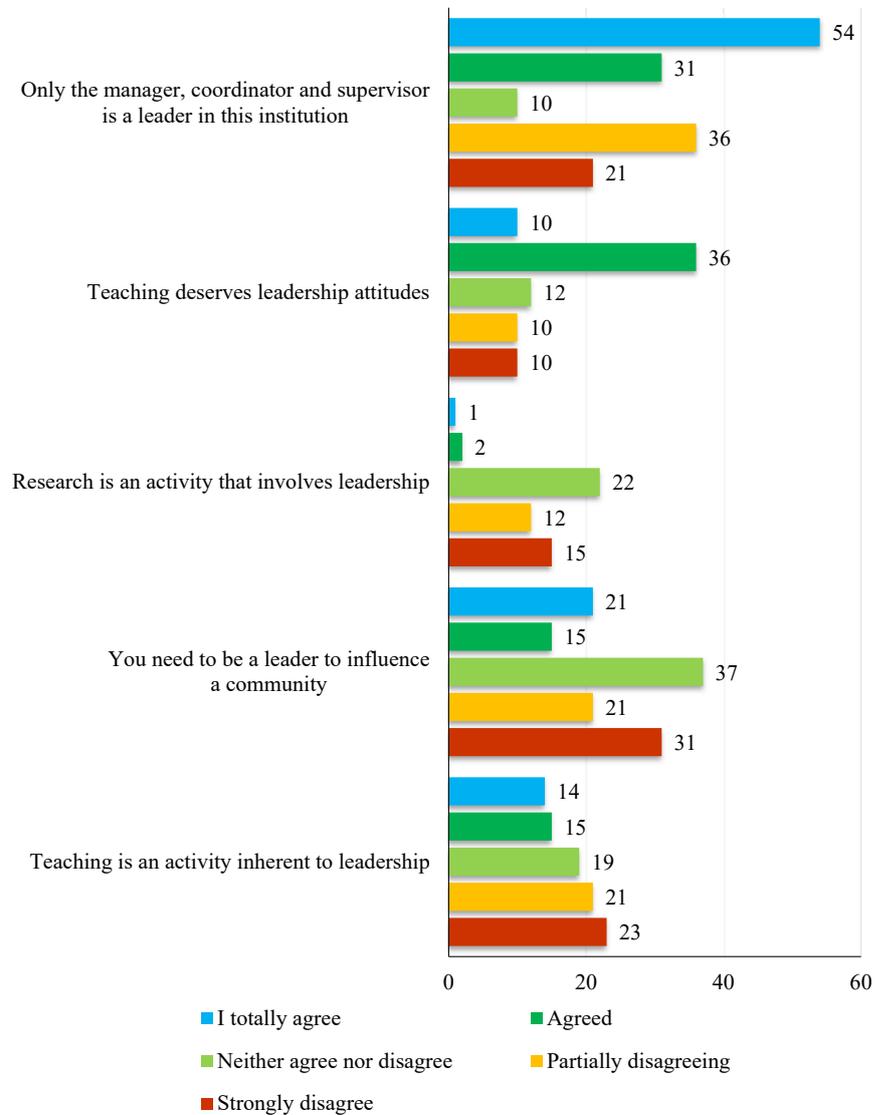

F i g. 2. Survey results: Leadership

In the graph presented, the results show that the teachers surveyed agree and totally agree, in 66% that they recognize themselves as leaders when they are in the classroom, 57% that in the institution the teacher is not assumed as leader and 57% that leadership is only for managers (see Fig. 3). On the other hand, they partially disagree and strongly disagree in 46% that the leadership that they exercise in the institution is not significant, 54% that in the institution the teacher is a protagonist in the processes and in 46% that the Leadership is a concept away from the educational field. What evidences some contradictions regarding the results of the previous graph, placing the institution as a responsible party in the action towards teacher leadership, another contradiction is evidenced regarding the teacher's position in the classroom, he feels like leader, but not It is recognized as such. And regarding the concept of leadership, they mostly consider this to be a concept far from education, which is more associated with the field of management and organizations.

Phenomenologically, researchers can argue that the leadership of the professor is reflected only when he or she assumes a managerial position. The characteristics and competencies required to become a director, or a rector are the usual figures representing school leaders, designed by training programmes [25].
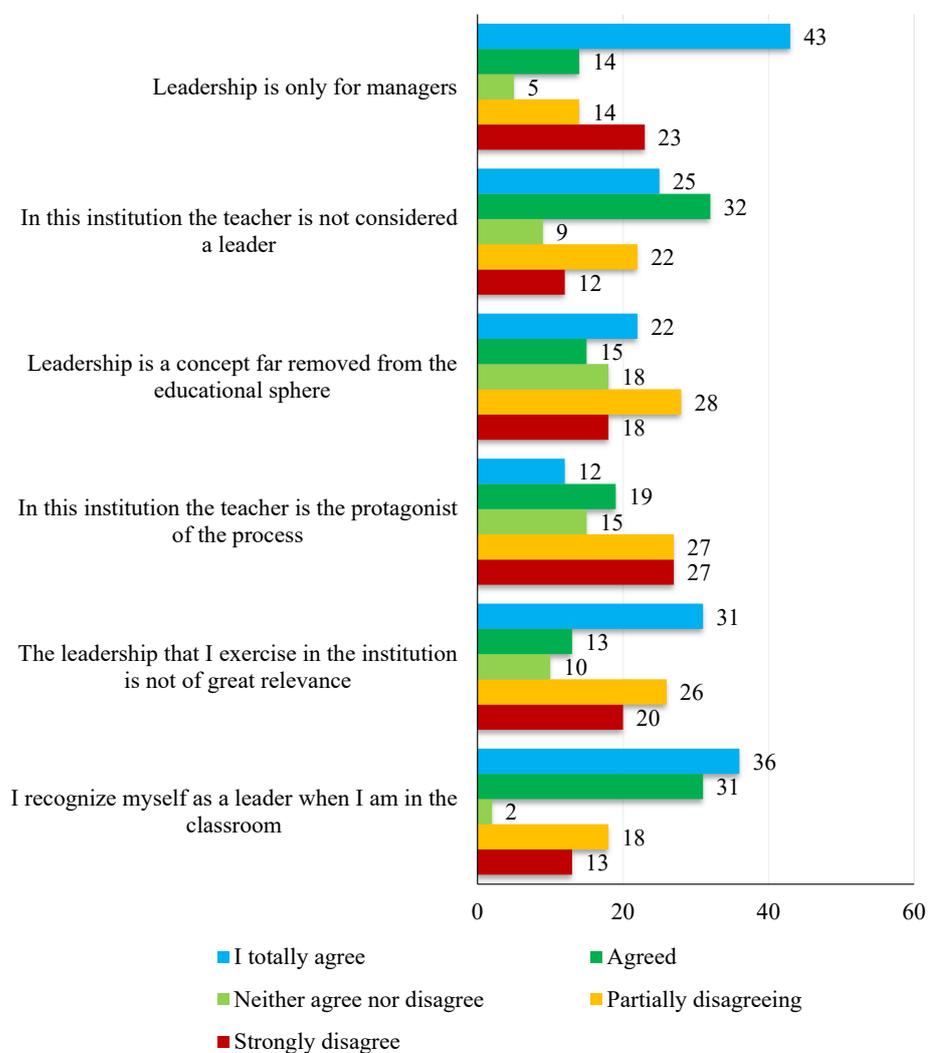

F i g. 3. Survey results, Educational Leadership

However, it is necessary to understand how a teacher can exercise his or her own leadership, as a teacher. This consideration makes its way into approaches to instructional leadership, pedagogical leadership or leadership for learning, shared or distributed. These different types of leadership coincide in considering the teacher as a key instrument for improving teaching and learning, and they maintain that one of the main objectives of their management work is to achieve their professional development.

The growth of autonomy in universities implies a change in the type of leadership [26]. Educational leaders have a higher level of responsibility and accountability. Therefore, it is more necessary than ever to create effective leadership structures at universities. They are capable of promoting and executing university projects efficiently, so that their projection finally reaches the fundamental nucleus of all educational action: the work of the classroom with the students. Teachers are a key element in this process. Promoting the development of teachers is therefore one of the main tasks of managers.

Discussion and Conclusion

In the presentation of the analysis and result of the bibliographic review and the application of the instrument for collecting information and /or data, important findings regarding the teacher's position regarding leadership, certain inconsistencies in the results, product can be visualized. of some related questions that yielded opposite results as partially disagreeing and totally disagreeing that teaching is an activity inherent to leadership and 66% and agree or totally agree, in 66% that they recognize themselves as leaders when they are in the classroom, this inconsistency, among others generated in the course of the investigation, states that the conceptualization of leadership for some teachers is not clear and that for others it has a responsibility that they are not willing to assume, due to the level of commitment they acquire with themselves, the educational process and the institution to which they belong. Similarly, the lack of leadership commitment in the institutions is demonstrated by [27; 28] due to overwork.

In these terms, supported by the researchers' interpretative analyses, one of the factors influencing this position is the fact that a large proportion of the staff of the teachers surveyed serve on a contract basis, which involves a commitment and effort to do their work in the best possible way, but not necessarily an involvement with the institutional processes, which is why the result of the question is justified regarding a 54% disagreement that in the institution the teacher is the protagonist in the processes, because obviously many of them are not identified, of course that to reaffirm this observation, it is necessary to deepen in other related aspects, by way of discussion it is necessary to limit what has been collected on the subject.

On the other hand, 46% disagree that leadership is a concept far from the educational field, many recognize that this meaning can be part of the higher education system, and that, therefore, although there is little recognition of the profession of teaching with him, some of his characteristics are attributable or considered attributable.

Researchers can emphasize three types of leadership present in Ecuadorian university education. Instructional leadership that considers the teacher as a leader, in the classroom and outside it. It influences the creation of a culture that promotes learning and an organisation at the service of learning. Teachers, who are considered leaders because they are experts in teaching and learning, develop learning communities through their work. These teachers inspire practices of excellence and participate with commitment in the promotion of the University.

The second type of leadership is distributed. The distributive leadership modality responds to a context in which organisational changes, attention to the dynamics of social interactions, the configuration of networking, the horizontal and vertical flow of knowledge, information and communication converge. The third type of Leadership is the University one. It stands out as the final point of instructional leadership. It is proposed as a broader vision of the development of learning. Furthermore, it is an ecological perspective in which more subjects are included than students and more issues

than student and teaching results. Learning is related to organization, professionalism and leadership.

As a conclusion, at the present time the participation, commitment and responsibility in the area of competence of the university teacher, the educational leadership represented in the professional of university teaching, it is vitally important to move from discourse to action and active participation in the transformation of the realities, under this perspective it is possible to use all the competences framed in the process of training of the university by the teacher, taking into account an active participation that reflects the multiple options derived from the role in the classroom by of the teacher, in addition to being a key factor in the formation of skills for future professionals who also require specialized conditions beyond knowledge, skills and abilities generating tools to assume a more complex and global world.

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