

Pedagogical leadership of school managers and teacher's professional development: a systematic review

Alex Moreira Roberto^{iD}

Universidad Diego Portales, Santiago, Chile

Abstract

This study deals with the importance of the role of school managers as leaders of the work carried out in the school, as well as pedagogical leadership as the process of influence in order to improve teaching and learning. To identify managers' contributions and challenges facing professional teacher development, a systematic review was carried out using articles published between 2010 and 2019. Twenty-six studies from 20 different countries were analyzed in journals indexed in Web of Science and Scielo, and the findings were categorized into five themes: system, place, pedagogy, people and personnel. The content analysis highlights from these studies are the influence of public policies; the need for a better balance between administrative and pedagogical demands; the gaps linked to the managers' training; classroom observation as the most widespread strategy; and the importance of trust in the teaching professional development process.

Keywords

pedagogical leadership; school management; teacher professional development; school.

Liderança pedagógica dos gestores escolares e o desenvolvimento profissional docente: uma revisão sistemática

Resumo

Este estudo trata da importância do papel dos gestores escolares como líderes do trabalho realizado na escola, bem como da liderança pedagógica como o processo de influência em função da melhoria do ensino e da aprendizagem. Com o objetivo de identificar as contribuições e desafios dos gestores frente ao desenvolvimento profissional docente, realizou-se uma revisão sistemática de artigos publicados entre 2010 e 2019. Foram analisados 26 estudos de 20 países distintos em revistas de indexação Web of Science e Scielo, e os resultados encontrados foram categorizados em cinco temas: sistema, lugar, pedagogia, pessoas e pessoal. A análise de conteúdo dos estudos ressalta: a influência das políticas públicas; a necessidade de maior equilíbrio entre as demandas administrativas e pedagógicas; as lacunas vinculadas à formação dos gestores; a observação de aula como estratégia mais disseminada; e a importância da confiança no processo desenvolvimento profissional docente.

Palavras-chave

liderança pedagógica; gestão escolar; desenvolvimento profissional docente; escola.

Liderazgo pedagógico de los directivos y el desarrollo profesional docente: una revisión sistemática

Resumen

Este estudio aborda la importancia del papel de los directivos como líderes del trabajo realizado en la escuela, así como el liderazgo pedagógico como el proceso de influencia para mejorar la enseñanza y el aprendizaje. Con el fin de identificar los aportes y desafíos de los gestores ante el desarrollo profesional docente, se realizó una revisión sistemática temática de los artículos publicados entre 2010 y 2019. Se analizaron 26 estudios de 20 países diferentes en revistas indexadas en Web of Science y Scielo, y los resultados encontrados se categorizaron en cinco temas: sistema, lugar, pedagogía, personas y personal. El análisis de contenido de los estudios destaca: la influencia de las políticas públicas; la necesidad de un mejor equilibrio entre las demandas administrativas y pedagógicas; los vacíos vinculados a la formación de los gestores; la observación de clases como la estrategia más extendida y la importancia de la confianza en el proceso de desarrollo profesional docente.

Palabras clave

liderazgo pedagógico; gestión escolar; desarrollo profesional docente; escuela.

1 Introduction

Studies aimed at current school improvement have highlighted the positive effect of school on student learning, as well as the factors that influence more effective educational results (Murillo, 2003). Among the elements that positively influenced the achievement of educational objectives is the presence of managers as school leaders (Barber; Mourshed, 2008; Pont; Nusche; Moorman, 2008) who facilitate teachers's professional development (Bolívar, 2019).

School managers are commonly understood as professionals who work in school management, such as the principal, vice-principal, pedagogical coordinator, and other assistant directors. In separate countries and different educational systems, these professionals have many titles and, to simplify, in this study, they are named school managers.

Even though school leadership has been consolidated in academic production in the last two decades (Fullan, 2017; Goddard *et al.*, 2015) and the pedagogical leadership of managers is considered as one of the main ways to promote student learning (Leithwood *et al.*, 2006; Robinson; Lloyd; Rowe, 2014), it is necessary to recognize that the exercise of this leadership is still a challenge to be overcome in schools and that

there are gaps in academic production to unite this topic to teachers' professional development (Weinstein *et al.*, 2019).

Pedagogical leadership aims to improve teaching and learning (Bolívar, 2010) to establish and pursue educational objectives, organize the curriculum, evaluate teaching and learning, and promote teachers' professional development (Bolívar, 2019; Robinson; Lloyd; Rowe, 2014; Rodríguez-Molina, 2019). Understood in its restricted sense, it involves leading the educational project and curriculum management. Understood in its broadest sense, it involves building school management based on a climate favorable to learning (Bolívar, 2019).

An important meta-analysis study analyzed the effects of different types of school leadership and concluded that pedagogical leadership has a three to four times greater impact on student learning than transformational leadership and reiterates the need for school leadership practices of managers to be directed towards improving teaching and learning (Robinson; Lloyd; Rowe, 2014). The research also considers that the dimension associated with support and participation in teacher learning is the one that has the greatest effect. The combination of these two central elements, pedagogical leadership, and teacher professional development, allows a powerful articulation for the school to continually increase student learning.

In this situation, it is necessary to expand the production of knowledge on how managers support teachers' learning and what the challenges are. Thus, through a systematic thematic review (Gough; Oliver; Thomas, 2012), this study analyzes 26 investigations published between 2010 and 2019, selected for containing information on the role of managers as school leaders in the face of teachers' professional development. The findings reveal the tensions between the prioritization of pedagogical and administrative work at school; the relevance of trust for the process of teachers' professional development; the challenges faced by school managers associated with the time management tasks demands; and the support offered to teachers in the classroom, through observation of practices and feedback.

As Bolívar (2019) points out, the professional development of teachers comprises the set of activities they carry out throughout their careers to increase their professional competence and improve their experience as teachers. Contemporary perspectives have recognized and valued these efforts in the schools. Based on these premises, the work of

managers gains importance and more relevance, as it makes it possible to create time, spaces, opportunities, and experiences for this process to occur (Bolívar, 2019). Given this, the focus of analysis in this study concurs with the conclusions of previous studies reinforcing that, although many professional development programs can take place outside the school, the most efficient ones take place within it (González, 2011).

2 Methodology: a systematic review

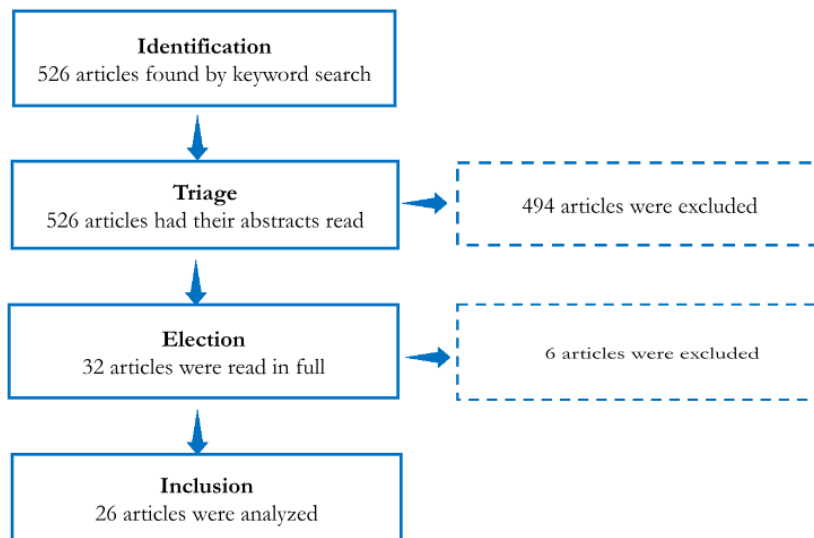
The objective of this study was to identify and analyze scientific productions to answer the following question: what do investigations reveal about the pedagogical leadership of managers in teaching professional development within schools? For this study, the time frame was articles published in the last ten years, between 2010 and 2019, to showcase the most recent research on the topic. The Web of Science and Scielo platforms were used as search bases, both due to the rigor of indexing and the impact of the articles. To conduct the searches, two combinations of keywords were used: “pedagogical leadership, development, teacher”; and “school manager, continued education, teacher”.

Initially, 526 articles were found. Those that did not specifically deal with the topic under investigation in this work were excluded, such as the development of teachers without association with the work carried out by managers or the continued teacher training that took place outside the schools.

To apply the exclusion criteria, the summaries of all articles were read and only those that addressed the topic of interest based on the established research question were selected. The strict approach to the topic, the period of publication as well as the language used, English, Spanish, and Portuguese, were the criteria considered for the selection.

In Figure 1, the search, exclusion, and inclusion stages of studies are shown, in accordance with the Prisma statement (Moher *et al.*, 2009), which resulted in 26 articles that served as a corpus for analysis.

Figure 1 – Stages of identification, screening, election and inclusion of articles



Source: Authors' own (2019).

After screening, the articles were subjected to content analysis, defined by Bardin (2011) as a set of techniques that provide knowledge about the ideas and meanings expressed in the content of the texts. This form of analysis and categorization allows the identification of the most significant aspects for the research results, a process done through the use of categories.

For categorization, a deductive approach was used based on themes presented in an expanded study by Dempster *et al.* (2018). These categories were chosen due to their strong relationship with the professional work of school managers, namely: I) system; II) place; III) pedagogy; IV) people; and V) personnel.

Table 1 – Articles selected for the systematic review

(to be continued)

Author(s)	Title	Journal	Indexing	Year
Albendea, R. S.; Martín-Cuadrado, A. M.	Diagnosis de la problemática actual de las direcciones escolares	Revista Complutense de Educación, v. 28, n. 4, p. 1193-1210	Scielo	2017
Almeida, M. <i>et al.</i>	Atuar na indução de professores: que implicações para os diretores escolares portugueses?	Revista Portuguesa de Educação, v. 31, n. 2, p. 196-214	Scielo	2018
Altet, M.	A observação das práticas de ensino efetivas em sala de aula: pesquisa e formação	Pesquisa em Educação, v. 47, n. 166, p. 1196-1223	Scielo	2017
Aravena, F. <i>et al.</i>	Liderazgo escolar: una mirada a los criterios de éxito pedagógico de los jefes de unidad técnica pedagógica en Chile	Revista Calidad en la Educación, n. 51, p. 252-280	Scielo	2019

Table 1 – Articles selected for the systematic review

(continuation)

Author(s)	Title	Journal	Indexing	Year
Bøe, M.; Hognestad, K.	Directing and facilitating distributed pedagogical leadership: best practices in early childhood education	International Journal of Leadership in Education, v. 20, n. 2, p. 133-148	Web of Science	2015
Castro, C. S. A. <i>et al.</i>	Competencias de liderazgo que movilizan docentes en puestos directivos escolares de establecimientos educativos particulares subvencionados de la V Región de Chile	Revista Educación, v. 43, n. 2, p. 201-219	Scielo	2019
Cansoy, R. <i>et al.</i>	Factors that limit effective administrative behaviors of school principals: a mixed method study	Journal of History Culture and Art Research, v. 7, n. 1, p. 65-76	Web of Science	2018
Contreras, T. S.	Liderazgo pedagógico, liderazgo docente y su papel en la mejora de la escuela: una aproximación teórica	Propósitos y Representaciones, v. 4, n. 2, p. 231-284	Scielo	2016
Conway, J. M.; Dorothy, A.	A school wide approach to leading pedagogical enhancement: an Australian perspective	Journal of Educational Change, v. 17, n. 1, p. 115-139	Web of Science	2015
Costa, E. <i>et al.</i>	School leaders' insights regarding beginning teachers' induction in Belgium, Finland and Portugal	Eurasian Journal of Educational Research, v. 81, p. 57-78	Web of Science	2019
Dhar, A. P.	Authentic leadership for teacher's academic optimism: moderating effect of training comprehensiveness	European Journal of Training and Development, v. 40, n. 5	Web of Science	2016
García, J. E. <i>et al.</i>	Desarrollo profesional docente y liderazgo escolar en escuelas de Educación Básica	Revista Dilemas Contemporáneos: Educación, Política y Valores, v. 3, n. 2	Scielo	2016
Garcia, P. S.; Miranda, N. A.	A gestão escolar e a formação docente: um estudo em escolas de um município paulista	Revista Ibero-Americana de Estudos em Educação, v. 12, n. 4, p. 2210-2230	Scielo	2017
Kraft, M.; Gilmour, A. F.	Can principals promote teacher development as evaluators? A case study of principals' views and experiences	Educational Administration Quarterly, p. 1-43	Web of Science	2016
Lambersky, J.	Understanding the human side of school leadership: principals' impact on teachers' morale, self-efficacy, stress, and commitment	Leadership and Policy in Schools, v. 15, n. 4, p. 379-405	Web of Science	2016
Liljenberg, M.	Teacher leadership modes and practices in a Swedish context: a case study	School Leadership & Management, v. 36, n. 1, p. 21-40	Web of Science	2016
Méndez, J. L. S.	How Mexican principals deal with teacher underperformance: a study of how public middle school principals in Mexico City manage underperforming teachers	Mexican Law Review, v. 5, n. 2, p. 373-398	Scielo	2013

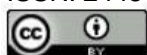


Table 1 – Articles selected for the systematic review

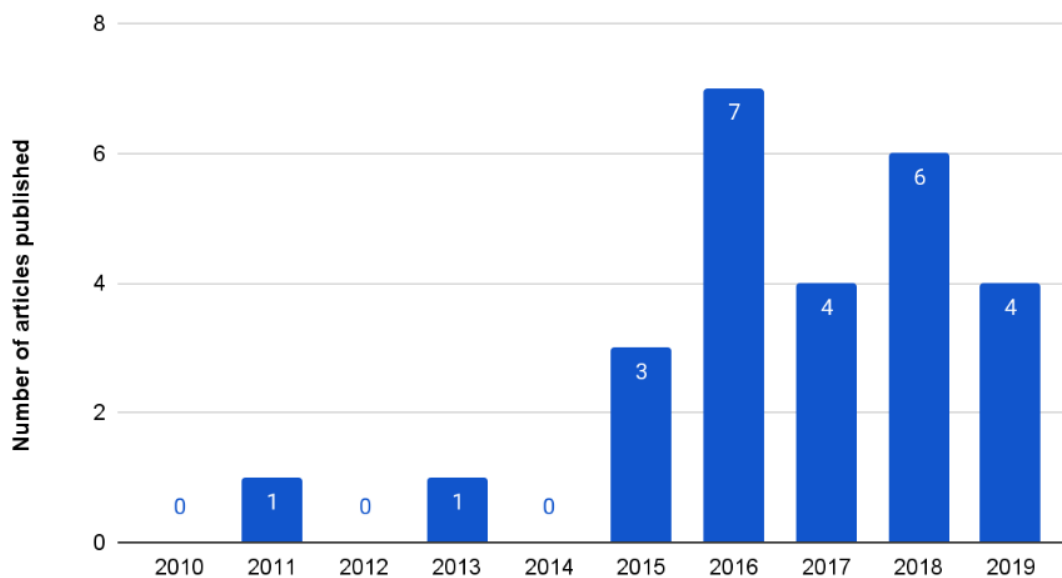
(conclusion)

Author(s)	Title	Journal	Indexing	Year
Nguyễn, H. <i>et al.</i>	Assessing and strengthening patterns of instructional leadership among primary school principals in Vietnam	International Journal of Educational Management, v. 32, n. 3, p. 396-415	Web of Science	2018
Piyaman, P. <i>et al.</i>	Addressing the achievement gap: exploring principal leadership and teacher professional learning in urban and rural primary schools in Thailand	Journal of Educational Administration, v. 55, n. 6, p. 717-734	Web of Science	2017
Quiroga, M.; Aravena, F.	¿Qué tipo de datos recolectan los directores? Consecuencias para la elaboración de planes de mejora	Revista Páginas de Educación, v. 11, n. 2, p. 24-39	Scielo	2018
Sato, T. <i>et al.</i>	Japanese elementary teachers' professional development experiences in physical education lesson studies	Physical Education and Sport Pedagogy, v. 25, n. 2, p. 137-153	Web of Science	2019
Sentočnik, S. <i>et al.</i>	Educational reform in Georgia: recommendations for building leadership capacity as a critical success factor for instructional change	International Journal of Leadership in Education, v. 21, n. 6, p. 651-668	Web of Science	2016
Tapia-Gutiérrez, C. P. <i>et al.</i>	Liderazgo de los directivos docentes en contextos vulnerables	Educación y Educadores, v. 14, n. 2, p. 389-409	Scielo	2011
Ulf, L.	Professional norms guiding school principals' pedagogical leadership	International Journal of Educational Management, v. 4, n. 29, p. 461-476	Web of Science	2015
Wieczorek, D. <i>et al.</i>	Principals' instructional feedback practices during race to the top	Leadership and Policy in Schools, v. 18, n. 3, p. 357-381	Web of Science	2018
Wind, S. A. <i>et al.</i>	Principals' use of rating scale categories in classroom observations for teacher evaluation	School Effectiveness and School Improvement, v. 29, n. 3, p. 485-510	Web of Science	2018

Source: Authors' own (2019).

3 Results and discussion

92% of the 25 articles were published in the last five years, which shows the emergence of greater intensity in academic production on the subject. No publication, book, policy, or international research was identified that would justify this increase in publications from 2015 onwards. Figure 2 shows the number of articles published per year

Figure 2 – Number of publications per year.

Source: Authors' own (2019).

The articles analyzed cover studies in 20 countries, 16 of which were written in English, seven in Spanish, and three in Portuguese, which reiterates the need to expand research on the topic in Portuguese. The analysis perspective used by researchers, for the most part, is qualitative research: 69%; followed by quantitative studies: 23%; and semi-qualitative studies: 8%.

Even though the findings of this review are organized based on the categories proposed by Dempster *et al.* (2018), the prominence of some themes that appear transversally in several categories is explicit, they are: the tensions experienced by managers to balance demands connected to administrative and pedagogical work; the relevance of trust to the professional development process; time management; and the prominence of class observation and feedbacks.

Reality is complex, dynamic, and multifactorial. Therefore, organizing what was found in themes is a way of systematizing recently accumulated knowledge and is not intended to determine that these findings belong exclusively to a single category, as it is recognized that the results found may go beyond the categories to which they are associated.

3.1 System: about the education system

The systematic review highlights how the policies proposed by the systems in which schools are inserted contribute and/or challenge the pedagogical leadership of managers regarding teachers' professional development. Wieczorek *et al.* (2018), when dealing with the classroom observation process in the United States, argue that educational systems need to provide managers and teachers with clear, formative guidelines. The use of rubrics, for example, makes it possible to develop constructive feedback capable of producing conversations that more specifically support teachers in their needs.

In general, studies emphasize the need to create policies that support the training of managers. Among the themes highlighted as relevant to this training process are access, production, management, and interpretation of data (Quiroga; Aravena, 2018) and the development of skills aimed at improving interpersonal relationships and building trust (Albendea; Martín-Cuadrado, 2017).

The theme of administrative responsibilities appears across the different categories of this review. Kraft and Gilmour (2016) reinforce the need to hire specialist teachers in the United States to train other school teachers in subject-specific content. Still on this subject, Liljenberg (2016) reinforces the need for educational systems to provide a professional who is responsible for teacher training at the institution, and Aravena *et al.* (2019) report that the excess of external demands, aimed at accountability, has strained the exercise of pedagogical leadership by Chilean managers, highlighting, in addition to the topic of administrative demands, aspects connected to school accountability policies.

Regarding time management, studies carried out in Vietnam and Brazil show that principals reveal the need to increase time in their working day so that they can be able to interact with teachers and support them (Garcia; Miranda, 2017; Nguyễn *et al.*, 2018). Furthermore, Méndez (2013) suggests that Mexican managers need to reduce the time spent on bureaucratic tasks by delegating them more to the school's administrative team. The different perspectives on the topic present in these studies reveal how managers are coordinating time management in their work routine and show the need to understand

better the relationship between excessive administrative demands, the organization of time management, and the decentralization of tasks.

Nguyễn *et al.* (2018) mention that in Vietnam, when hiring managers, selecting a candidate who is politically acceptable and “fits” the party’s political expectations is more relevant than academic training and mastery of professional skills. This aspect highlights the need for systems to review their recruitment and selection processes for school managers, to prioritize technical-pedagogical skills.

The findings connected to the configuration of education systems reinforce the relevance of educational policies formulated for the contexts in which they are implemented, and the analysis of the results presented cannot lose sight of this. Still, even in different realities, the results highlight the influence of policies that direct and strengthen teachers’s professional development.

Along with this, as an important challenge to be overcome, the need to formulate policies that support managers to train school teachers and provide guidance and preparation for carrying out this task is evident. Another point is the need for balance/prioritization between administrative and pedagogical demands. This constant tension has hindered acting in support of the development of the teachers.

3.2 Place: about the context in which one works

Although the relationship between the context in which one works, whether it is more related to the school or the neighborhood where the school is located, and pedagogical leadership concerning the development of teachers may seem less explicit, the findings reveal that this context can exert influence on the pedagogical demands made by managers.

Tapia-Gutiérrez *et al.* (2011) highlight that, in vulnerable contexts, Spanish managers value teachers’ commitment more and less the difficulties they speak about. This situation occurs because managers recognize the importance of this dedication in places where psychosocial and affective challenges affect students more severely. This data points to the specificities of interpersonal relationships that are established in schools located in more vulnerable social contexts, with greater complexity and inequality.

About the size of schools and their location, Nguyễn *et al.* (2018) report no significant differences between small, medium, and large schools, nor between urban and rural schools considering the leadership patterns of Vietnamese managers about teacher learning. In contrast, Piyaman *et al.* (2017) point out that, in Thailand, in the perception of the teachers, principals of urban schools have greater leadership than those of rural schools. The Thai study also suggests that, over time, the gap between differences in teachers' qualifications and learning grows and leads to a gap in rural teachers.

Quiroga and Aravena (2018), when dealing with the data collection in schools by Chilean principals, reveal that there are no significant differences in the amount of data that is collected in relation to the size of the school, disputing statements that the larger size generates more challenges concerning the process of collecting information that can support decision making.

Liljenberg (2016) points out in his Swedish research that secondary schools with a strong tradition of work focused on developing subject content, were identified as having more difficulties in adopting a collective culture of teacher learning, which reveals that the segmentation focused on content makes it difficult to develop teaching staff based on needs that are more collective and general.

Between convergences and divergences in the size and location of schools and the pedagogical work, something that draws attention is the low number of findings that link the theme of managers' leadership concerning teachers' professional development and the context in which schools are located. Perhaps because this relationship may be less obvious and less explicit. In a way, this reveals the need to strengthen studies in this area that connect the conditions and characteristics of the school and the context in which it is inserted with the role of managers in the development of teachers.

3.3 Pedagogy: about teaching and learning

Within the pedagogy category, which represents elements of teaching and learning, it is clear that, even in different contexts, there were recurring findings regarding the use of class observation and feedback as ways in which the manager can support teachers' professional development. The thematic recurrence reinforces the dissemination of this practice in recent years.

Regarding class observation, Sato *et al.* (2019) point out that Japanese teachers learn more when having their classes observed by someone who then offers them a moment to reflect on it. Furthermore, they highlight that the rubrics help effectively, as they allow for significant variability in criteria for analysis of what was observed. In addition to class observation, studies also point out other important aspects, such as the need for continuous monitoring of teachers' teaching, without judgment and carried out collaboratively (Wieczorek *et al.*, 2018).

Regarding feedback, the study carried out by Costa *et al.* (2019) presents three suggestions for the professional development of teachers in Belgium, Finland and Portugal: I) conduct instructive conversations that provide recommendations to teachers with advice and/or suggestions; II) provide professional development, with aimed at innovation and provision of necessary resources; e III) encourage teachers' pedagogical reflection through dialogue (Costa *et al.*, 2019).

Regarding the teaching-learning process, the study carried out by Sato *et al.* (2019) addresses the importance of managers knowing about Andragogy. Such knowledge makes it possible to carry out a more assertive teaching training process, focused on problems and the use of strategies that encourage the search for deeper levels of self-reflection regarding teaching.

Turkish principals point to the provision of tools and materials to teachers that support the improvement of the quality of classes, which reiterates the importance of paying attention to the availability of these resources (Cansoy *et al.*, 2018). Regarding the use of a virtual environment, Garcia and Miranda (2017), Brazilian scholars, highlight that this is a space that can contribute to the interaction and development of teachers.

Regarding the challenges encountered, Aravena *et al.* (2019) show that there is a low repertoire among Chilean leaders regarding which elements impact student learning. This factor not only makes it difficult to support teacher professional development but also reflects the results of the study by Sentočnik *et al.* (2016). The latter asserts that Georgia principals lack a solid understanding of teaching and learning theory and are generally unable to identify effective teaching practices in the classroom.

Still, about the training process of managers, a recurring aspect in the study results is the need to develop pedagogical leadership (Almeida *et al.*, 2018; Cansoy *et al.*, 2018; Costa *et al.*, 2019; Liljenberg, 2016). The report of a Turkish teacher reinforces

this aspect by pointing out that the school director normally uses his time only for administrative tasks and that, when he visits classrooms, these appear to be aimed at control, and not at professional development (Cansoy *et al.*, 2018).

Regarding the training of teachers in Canada, the study carried out by Lambersky (2016) highlights the frustration of participants in meetings for group evaluation, which are considered unnecessary, as they cover material already understood. This idea is also observed in Garcia and Miranda's (2017) analysis of the documentation process of one of the schools investigated in Brazil, where there is a lack of in-depth concern with teacher training.

The findings concerning the topic of pedagogy point to the dissemination of classroom observation and feedback practices as the most present in the development of teachers. However, the results of these studies show that one of the challenges is the tension between the large number of teachers to be observed, the frequency of these observations, and the low number of managers to carry out this work.

Furthermore, there are few reports on how to develop teachers in collective actions, to consider the school as a professional learning community (Bolívar, 2019), which reinforces the need for advances in qualitative studies of how this development can be more efficiently.

3.4 People: about who you work with

This category includes results connected to the people with whom school managers work, including teachers themselves, and how this relationship/interaction occurs from a teacher professional development perspective. The study by Méndez (2013) indicates that Mexican managers use relationships with students to obtain data on teachers' performance, considering them as important sources of information. The study also points out that, faced with inappropriate conduct on the part of teachers, principals generally opt for informal measures, as they rarely use the legal measures existing in the school.

In contrast to the study by Méndez (2013), which addresses strategies for dealing with inappropriate conduct by teachers, Tapia-Gutiérrez *et al.* (2011) highlight the importance of being close to teachers to build a relationship based on trust. The study

highlights that allowing the intense participation of Spanish teachers in the school's agenda increases the feeling of belonging and commitment to the institution's mission.

Outside of the individual field of relationships, for a more community-oriented perspective, in another Spanish study, Contreras (2016) points out that when managers allow teachers to share what they learned, this contributes to collective learning. From this same perspective, the study by Costa *et al.* (2019) deals with the importance of creating learning communities among Belgian, Portuguese, and Finnish teachers, in which they can create support networks. Garcia and Miranda (2017) indicate that, in the case of Brazil, managers recognize the need to create opportunities for teachers, at the beginning of their careers, to work collaboratively with more experienced colleagues.

The importance of building a trusting relationship is also addressed by Sentočnik *et al.* (2016), who highlight the importance of managers in Georgia demonstrating confidence and belief in the desired change concerning teachers' work to build coalitions and provide safety nets for teachers so that they can try new approaches in their work. From the perspective of this study, it is necessary to avoid making judgments or exercising vertical control. In the Thai context, Piyaman *et al.* (2017) point out that trust can positively influence the engagement of co-workers in collaborative activities that promote shared learning and people's empowerment during decision-making process.

About the challenges found in the studies analyzed, Quiroga and Aravena (2018) point out that the leadership work carried out by Chilean managers, in reality, is much more based on a process of control than of influence, and that, for example, these are more concerned with what students' parents do than with what teachers teach. On this topic, Contreras (2016) indicates that principals in Spain need to be more present in the relationship with teachers. This would enable the strengthening of an essential function, which is supporting teachers in their learning process.

In Swedish schools, where, in addition to principals, there are teacher leaders, the study carried out by Liljenberg (2016) reports that these leaders claim that principals and teachers transfer their responsibilities to them and that they often end up acting as interlocutors between the director and teachers.

Regarding the influence of managers on teachers' emotions, the Canadian study reports that teachers state that there is little positive reinforcement from principals concerning the work done (Lambersky, 2016). The study also points out that, to

demonstrate “best teaching practices”, principals end up verbalizing in a way that makes it seem to other teachers that some teach classes in a superior manner and the tone with which they do this, sometimes, makes teachers feeling less on the self-efficacy.

The findings related to the category "people" point to the importance of building collective work with a community spirit based on relationships of trust. Furthermore, the studies highlight points of attention linked to the relationships established between principals and intermediate leaders at the school, to produce reflections on how this distribution of power and functions can be productive for teachers' professional development. In addition, the research reinforces the need to maintain a harmonious climate based on good interpersonal relationships.

3.5 Personnel: about school managers

Regarding the "personnel" category, aspects more related to managers, their characteristics, values, and beliefs are addressed. A variable that had an impact on the leadership work carried out by Chilean directors is gender. The study by Castro *et al.* (2019) demonstrates that women have a more positive impact than men on the leadership work carried out by the school.

About some of the characteristics and values of managers, the study carried out in India indicates that the director's less defensive attitude towards the environment and existing situations can increase the optimism and commitment of the teaching staff (Dhar, 2016). Swedish school leaders, in turn, form their conceptions of responsibility about school activities based on two central aspects: I) their beliefs and values about what they can and should do; and II) the individual responsibilities and values that define the organization in which they work (Ulf, 2015).

Complementing the profile of managers, Albendea and Martín-Cuadrado (2017) reveal that Spanish managers have little training focused on management. According to these authors, 73% of the managers investigated reported that the training provided was a single 60-hour course. Still regarding the lack of training, the study carried out by Kraft and Gilmour (2016) expresses the concern of American principals that they do not feel capable of providing feedback that can support teachers' individual professional growth.

The Canadian study indicates that a lack of empathy on the part of principals has a negative impact on teacher morale and job satisfaction. Approximately one-third of the teachers investigated in the study report that their directors often did not recognize them as individuals. They report feeling just like “numbers” and emphasize that the leadership role requires you to have sensitivity, compassion, and emotional intelligence (Lambersky, 2016). Still regarding the characterization of principals, something that draws attention in Garcia and Miranda's study (2017) is that the Brazilian principals interviewed report that they do not consider themselves responsible for teacher training, that is, they do not understand this as part of their professional identity. This identity perception can produce unproductive tensions for teacher learning in schools.

4 Final considerations

The content analysis of the studies highlighted the influence of public policies in directing management work, as well as the need for a better balance between administrative and pedagogical demands since the numerous responsibilities of managers have made it difficult to act more focused on teachers' development. Regarding this aspect, Bolívar (2019) indicates that, if we wish to change the roles played in organizations, instead of proclaiming them, it is preferable to create structures and contexts that support and promote the desired practices. In other words, it is necessary to build educational systems that truly have pedagogical issues at the center of the debate.

Class observation and feedback are the most widespread strategies addressed by studies about teacher development, bringing the need for advancement in research that provides alternatives for the professional development of teachers as a whole, and not just individually. Regarding this aspect, Bolívar (2019) argues that management via individual supervision is unrealistic and corresponds to what Fullan (2017) calls micromanagement dementia, that is, the belief that directors can observe classes and offer individual feedback to all teachers concomitantly with the performance of other functions.

It is also noted the recurring presence of a discourse of deprofessionalization and unpreparedness of managers, especially the director, concerning the process of teachers' professional development. More critical analyses could advance in understanding the

agendas to which these narratives are connected and what the effects are on the identity and professionalization of managers as leaders in the schools.

As it is a study that considered in its corpus investigations produced in different social, political, and economic contexts, one of its limitations is that the results presented need to be used taking these contexts into account, although, despite the different contexts of production, it is necessary to consider the confluent conclusions reached by the studies and which were presented in this review, which allows a broader view at the international level to contribute to the construction of a state of knowledge on the subject.

Another factor to consider is that many of the studies used were influenced in their production by local policies that were being implemented in the countries during the investigation and which were not the direct objects of analysis in this review. It is important to highlight that a better understanding of the specific results of each study used in this review may require a deeper understanding of these policies. Still, even in different realities, many of the findings proved to be recurrent and similar.

Finally, it is important to note the advances produced and the extensive accumulated knowledge available to be used by the works analyzed. This review was therefore based on the premise that issues related to teaching and learning are the responsibility of all participants in the school process and that this work needs to be widely supported by a management team that needs to see itself involved in this mission. Without pedagogical leaders in school management and well-prepared teachers in classrooms, there are few possibilities for improving student learning. This conclusion is based on the assumptions that show that the school establishment is the most favorable space for this development to happen.

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Alex Moreira Roberto, Universidad Diego Portales

 <https://orcid.org/0000-0003-4282-5441>

PhD candidate in Education from Universidad Diego Portales and Universidad Alberto Hurtado in Santiago, Chile. Masters in Management and Evaluation of Public Education from Universidade Federal de Juiz de Fora (UFJF, 2013), MBA in Leadership, Innovation and Management 3.0 from Pontifícia Universidade Católica do Rio Grande do Sul (PUC-RS, 2019), specialist in History, Society and Culture from Pontifícia Universidade Católica de São Paulo (PUC-SP, 2011) and in Educational Guidance for Elementary and Secondary Education and a degree in Pedagogy (2007).

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Lattes: <http://lattes.cnpq.br/2559821932352440>

E-mail: alexmoreiraroberto@gmail.com

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