

SSTSDS-Vol.4. N1. 117

**Pedagogical leadership: educational leadership to build inclusive,
innovative and transformative learning environments**

***Liderazgo pedagógico: liderazgo educativo para construir entornos de
aprendizaje inclusivos, innovadores y transformadores***

Autores:

María Eugenia Rivera Morocho
Ministerio de Educación
Ambato – Ecuador

maria.riveram@educacion.gob.ec
<https://orcid.org/0009-0009-9315-7755>

Fernando Flores
Ministerio de Educación
Ambato – Ecuador

jorge.floresf@educacion.gob.ec
<https://orcid.org/0009-0002-9556-1080>

Sonia Isabel Sisa Sangucho
Unidad Educativa Francisco Flor
Ambato – Ecuador

soniaisabel766@gmail.com
<https://orcid.org/0009-0006-3488-7019>

Betty Marisol Hidalgo Culqui
Ministerio de Educación
Ambato – Ecuador

marysol-hidalgo@hotmail.es
<https://orcid.org/0009-0006-7877-3371>

Milton Eduardo Vargas Salazar
Investigador independiente
Latacunga – Ecuador

kraken62@gmail.com
<https://orcid.org/0009-0001-4069-329X>

Autor de correspondencia: *María Eugenia Rivera Morocho*, maria.riveram@educacion.gob.ec

Enviado: 14-05-2026
Aceptado: 15-08-2026

Revisado: 18-07-2026
Publicado: 17-08-2026



Cómo citar este artículo:

Rivera Morocho, M. E., Flores, F., Sisa Sangucho, S. I., Hidalgo Culqui, B. M., & Vargas Salazar, M. E. (2026). Liderazgo pedagógico: liderazgo educativo para construir entornos de aprendizaje inclusivos, innovadores y transformadores. *Sage Sphere of Technology, Sciences, Discoveries And Society*, 4(1), 1-33. <https://doi.org/10.63688/fesvam63>

© 2026; Los autores. Este es un artículo en acceso abierto, distribuido bajo los términos de una licencia Creative Commons (<https://creativecommons.org/licenses/by/4.0>) que permite el uso, distribución y reproducción en cualquier medio, siempre que la obra original sea correctamente citada.



RESUMEN

El presente estudio tuvo como objetivo analizar el liderazgo pedagógico como enfoque de liderazgo educativo para la construcción de entornos de aprendizaje inclusivos, innovadores y transformadores. Se realizó una revisión integrativa de la literatura mediante un proceso de búsqueda sistemática, siguiendo las directrices de la declaración PRISMA 2020. La búsqueda bibliográfica se efectuó en Scopus, Web of Science, ScienceDirect, SpringerLink, Taylor & Francis Online, ERIC y Google Scholar. Tras aplicar los criterios de inclusión y exclusión, se seleccionaron 15 estudios científicos. Los resultados evidenciaron que el liderazgo pedagógico contribuye al mejoramiento educativo mediante el fortalecimiento de la calidad de la enseñanza, el desarrollo profesional docente, la colaboración y la participación institucional. Asimismo, los estudios identificaron aportes del liderazgo instruccional, distribuido, transformacional e inclusivo en la autoeficacia docente, el aprendizaje profesional, las prácticas pedagógicas, la inclusión educativa y el cambio organizacional. También se observó que el liderazgo puede favorecer indirectamente el aprendizaje y rendimiento estudiantil mediante el fortalecimiento del desempeño docente y de las condiciones organizacionales. Se concluye que el liderazgo pedagógico posee un importante potencial para construir entornos educativos inclusivos, innovadores y transformadores, siempre que se mantenga orientado a la enseñanza y el aprendizaje, el desarrollo profesional docente, la colaboración y la adaptación de las prácticas de liderazgo al contexto institucional.

Palabras clave: liderazgo pedagógico, liderazgo educativo, liderazgo instruccional, educación inclusiva, innovación educativa.

ABSTRACT

This study aimed to analyze pedagogical leadership as an educational leadership approach for building inclusive, innovative, and transformative learning environments. An integrative literature review was conducted through a systematic search process following the PRISMA 2020 guidelines. The literature search was carried out in Scopus, Web of Science, ScienceDirect, SpringerLink, Taylor & Francis Online, ERIC, and Google Scholar. After applying the inclusion and exclusion criteria, 15 scientific studies were selected.

The findings showed that pedagogical leadership contributes to educational improvement by strengthening teaching quality, teacher professional development, collaboration, and institutional participation. The reviewed studies also identified contributions of instructional, distributed, transformational, and inclusive leadership to teacher self-efficacy, professional learning, pedagogical practices, inclusive education, and organizational change. Leadership was also found to indirectly support student learning and achievement by strengthening teacher performance and organizational conditions.

It is concluded that pedagogical leadership has significant potential to build inclusive, innovative, and transformative educational environments, provided that it remains focused on teaching and learning, teacher professional development, collaboration, and the adaptation of leadership practices to the institutional context.

Keywords: pedagogical leadership, educational leadership, instructional leadership, inclusive education, educational innovation.



1. INTRODUCTION

Educational leadership has become a fundamental component of contemporary education because school improvement increasingly depends not only on administrative management but also on leaders' capacity to influence teaching, learning, professional development, collaboration, and educational change. Within this perspective, pedagogical leadership places the teaching-learning process at the center of school leadership and emphasizes the responsibility of educational leaders to create the conditions that enable teachers and students to develop successfully. Rather than limiting leadership to organizational or managerial functions, pedagogical leadership involves establishing shared educational goals, supporting instructional practices, promoting professional learning, and developing a school culture focused on continuous improvement. Leithwood et al. (2020) argue that successful school leadership has a significant influence on educational improvement, particularly when leaders establish clear directions, develop people, redesign organizational conditions, and focus their actions on improving teaching and learning.

The relevance of pedagogical leadership is closely associated with its capacity to influence student learning through the organizational and instructional conditions created within schools. Although leadership does not always affect student achievement directly, its influence can be observed through teachers' practices, school climate, professional collaboration, and the quality of instructional processes. Wu and Shen (2022), through a meta-meta-analysis of previous research, identified a positive association between principal leadership and student achievement, reinforcing the idea that school leaders contribute to learning outcomes by shaping the conditions in which teaching occurs. Consequently, pedagogical leadership should be understood as a multidimensional process in which leaders guide educational practices while simultaneously creating environments that facilitate both teacher development and student learning.

One of the central dimensions of pedagogical leadership is instructional leadership, which focuses specifically on improving curriculum, teaching practices, assessment, and learning opportunities. Effective instructional leaders establish academic priorities, observe and support teaching, encourage the use of evidence for decision-making, and provide teachers with opportunities to improve their professional competencies. Liu and Hallinger (2018)



found that principals' instructional leadership was positively associated with teachers' professional learning and that teacher self-efficacy played an important mediating role in this relationship. These findings indicate that pedagogical leaders can influence classroom practices not simply by supervising teachers but by strengthening their confidence, professional knowledge, and capacity for continuous learning.

Similarly, pedagogical leadership is strengthened when leadership responsibilities are shared among members of the educational community. Contemporary schools increasingly require collaborative forms of leadership in which principals, teachers, coordinators, and other educational actors contribute to decision-making and school improvement. Bellibaş, Gümüş, et al. (2021) demonstrated that instructional and distributed leadership can influence instructional quality through factors such as teacher collaboration and job satisfaction. From this perspective, effective pedagogical leadership moves beyond an exclusively hierarchical model and promotes collective responsibility for improving educational processes. Teacher participation in decision-making can facilitate the exchange of pedagogical knowledge, strengthen professional relationships, and create greater commitment to institutional goals.

Teacher professional development constitutes another essential element of pedagogical leadership. Schools that aim to improve learning outcomes require educators who continuously update their knowledge, reflect on their teaching practices, and develop new instructional strategies according to students' changing needs. School leaders therefore play an important role in creating opportunities for professional learning and ensuring that teacher development is directly connected to instructional improvement. He et al. (2024) found significant relationships between principals' instructional leadership and teachers' professional development, particularly highlighting the importance of providing professional learning opportunities. Pedagogical leadership can therefore contribute to educational quality by creating a professional culture in which teachers receive guidance, resources, feedback, and opportunities for continuous growth.

Collaboration is also particularly relevant in the development of innovative learning environments. Educational innovation requires more than the incorporation of new technologies or teaching methodologies; it also depends on organizational conditions that allow educators to experiment, exchange knowledge, evaluate results, and collectively improve their practices. Meyer et al. (2023) found that school principals can



promote teacher collaboration and organizational change by providing resources, developing collaborative structures, establishing common goals, and supporting teachers throughout improvement processes. Thus, pedagogical leaders function as facilitators of innovation by creating school environments in which teachers have sufficient professional autonomy and institutional support to explore new approaches to teaching and learning.

Pedagogical leadership is equally important for the development of inclusive educational environments. Inclusive education requires schools to respond effectively to learner diversity and guarantee meaningful learning opportunities for students with different abilities, backgrounds, characteristics, and educational needs. Leadership plays an essential role in establishing inclusive values, coordinating support mechanisms, promoting teacher collaboration, and encouraging instructional practices adapted to learner diversity. Lambrecht et al. (2022) found that transformational and instructional leadership practices were associated with the implementation of inclusive education, particularly through structures related to individualized educational planning. These findings demonstrate that inclusion is not solely the responsibility of individual teachers; rather, it requires leadership practices capable of integrating inclusive principles into the culture, organization, and pedagogical processes of schools.

From this perspective, pedagogical leadership can also be connected with transformational leadership, particularly when educational institutions face social, technological, and pedagogical changes. Transformational educational leaders encourage members of the school community to develop shared visions, challenge established practices, strengthen professional motivation, and participate actively in processes of change. Leithwood et al. (2020) emphasize that effective leaders adapt their practices to the characteristics of their educational contexts while maintaining a strong focus on developing people and improving organizational conditions. Such leadership becomes particularly important in contemporary education, where schools are expected to respond to technological innovation, diversity, new teaching methodologies, changing learner needs, and increasing demands for educational quality.

The relationship between leadership, teacher performance, and student achievement has also received increasing attention in recent educational research. Papadakis et al. (2024) examined leadership for learning through meta-analytic structural equation modeling and



emphasized the important role of teacher performance in the relationship between leadership and student achievement. This perspective reinforces the idea that educational leaders influence learning primarily by improving the professional and instructional conditions experienced by teachers. Therefore, pedagogical leadership requires continuous attention to curriculum development, teacher competencies, professional collaboration, instructional innovation, and the systematic evaluation of educational practices.

At the same time, effective pedagogical leadership depends on the creation of organizational conditions that encourage teacher agency and collective efficacy. Leadership practices that promote professional collaboration allow teachers to exchange experiences, reflect jointly on instructional difficulties, develop solutions, and assume shared responsibility for educational improvement. Research has shown that principal leadership can strengthen teacher collaboration and contribute to organizational change when leaders provide adequate time, resources, guidance, and support for collaborative work (Meyer et al., 2023). Likewise, the positive relationship between instructional leadership, teacher self-efficacy, and professional learning suggests that school improvement is more sustainable when educators perceive themselves as capable participants in pedagogical decision-making and innovation (Liu & Hallinger, 2018).

Recent evidence further demonstrates that pedagogical leadership cannot be analyzed through a single leadership model. Rather, contemporary leadership for learning integrates characteristics of instructional, transformational, and distributed leadership to influence both teacher practices and student outcomes. Papadakis et al. (2024) explain that leadership for learning incorporates different leadership approaches that converge around the improvement of teaching and learning. Bellibaş, Gümüş, et al. (2021) emphasize that leadership influences instructional quality through organizational and professional mechanisms, indicating that the effectiveness of leadership depends on the interaction between leaders, teachers, school structures, and contextual conditions. Therefore, pedagogical leadership should be considered a dynamic and context-sensitive process rather than a fixed set of administrative behaviors.

Despite the growing recognition of pedagogical leadership, important challenges remain regarding its implementation in educational institutions. School leaders frequently need to balance administrative responsibilities with instructional priorities while



responding to diverse student needs, technological transformations, accountability requirements, teacher professional development, and organizational constraints. Furthermore, leadership practices that are effective in one context may not produce identical outcomes in another because educational systems differ in culture, resources, policies, teacher preparation, and institutional structures. For this reason, research increasingly emphasizes the importance of examining not only whether leadership influences educational outcomes, but also the mechanisms and contextual conditions through which this influence occurs (Wu & Shen, 2022; Leithwood et al., 2020).

Consequently, the increasing complexity of contemporary education makes pedagogical leadership particularly relevant for building schools that are inclusive, innovative, collaborative, and transformative. Existing research indicates that effective educational leadership can contribute to student achievement, teacher professional learning, instructional quality, collaboration, organizational change, and the implementation of inclusive practices (Bellibaş et al., 2021; He et al., 2024; Lambrecht et al., 2022). However, further analysis is necessary to understand how these different dimensions of leadership interact and which practices are most effective for developing learning environments capable of responding to current educational demands. Therefore, the present study aims to analyze pedagogical leadership as an educational leadership approach for building inclusive, innovative, and transformative learning environments, identifying its principal characteristics, contributions, challenges, and implications for contemporary educational practice.

2. THEORETICAL FRAMEWORK

Pedagogical leadership is an educational approach focused on improving teaching and learning through the guidance, support, and professional development of teachers. Unlike leadership models centered mainly on administrative functions, pedagogical leadership places instructional quality, student learning, and continuous school improvement at the core of institutional decision-making. Liu and Hallinger (2018) indicate that instructional leadership can strengthen teacher self-efficacy and professional learning, showing that school leaders influence educational quality by creating appropriate conditions for teachers to improve their practice.



An important component of pedagogical leadership is teacher professional development. Educational leaders are responsible for encouraging reflection, collaboration, training, and the implementation of effective teaching strategies. He et al. (2024) found that instructional leadership significantly contributes to teachers' professional development, particularly when leaders provide learning opportunities, pedagogical support, and guidance. Therefore, leadership becomes a mechanism for strengthening teacher competencies and improving classroom practices.

Another relevant aspect is collaborative and distributed leadership. Contemporary educational institutions require leadership responsibilities to be shared among principals, teachers, and other members of the school community. Distributed leadership promotes participation, shared decision-making, professional collaboration, and collective responsibility for school improvement.

In addition, collaborative leadership practices can strengthen teachers' collective efficacy and encourage greater participation in professional decision-making processes (Hsieh et al., 2023).

Amzat et al. (2022) highlight that distributed and instructional leadership can positively contribute to teachers' professional development by encouraging participation and collaborative professional practices.

Pedagogical leadership also plays an important role in the development of inclusive learning environments. Inclusion requires schools to respond to student diversity through flexible teaching practices, equal learning opportunities, and institutional support. School leadership is particularly relevant in this process because management teams can promote institutional cultures that support participation, equity, and learning opportunities for all students (Barrero Fernández et al., 2023). Lambrecht et al. (2022) found that instructional and transformational leadership practices can facilitate the implementation of inclusive education by strengthening organizational structures and individualized educational planning. Thus, inclusive education depends not only on classroom teachers but also on leadership capable of promoting equity and participation throughout the institution.

Furthermore, school leaders' attitudes and commitment toward inclusion can influence the effective implementation of inclusive educational practices within schools (Opoku et al., 2023).



In addition, pedagogical leadership contributes to innovation and educational transformation. Innovative learning environments require leaders who support new teaching methodologies, collaboration, experimentation, and adaptation to educational and technological changes. Sustainable educational innovation also depends on leadership practices that promote collective learning, shared responsibilities, and the continuous development of teachers' professional competencies (De Jong et al., 2022). Meyer et al. (2023) emphasize that school leaders can promote organizational change by establishing common goals, providing resources, and creating collaborative structures that support teachers during improvement processes.

Finally, effective pedagogical leadership integrates instructional, collaborative, inclusive, and transformational practices. These dimensions allow educational leaders to strengthen teacher development, promote innovation, respond to student diversity, and create learning environments focused on continuous improvement. Consequently, pedagogical leadership can be considered a key strategy for building inclusive, innovative, and transformative educational environments in which leadership is directly connected with teaching quality and meaningful learning.

3. METHODOLOGY

This study was conducted as an integrative literature review with a systematic search process to analyze the contribution of pedagogical leadership to the development of inclusive, innovative, and transformative learning environments. This methodological approach allowed empirical studies, quantitative and qualitative research, meta-analyses, and theoretical reviews related to educational leadership to be examined within a common analytical framework.

A qualitative descriptive-analytical approach was used to organize and interpret the selected publications. The analysis considered pedagogical leadership, instructional leadership, distributed leadership, transformational leadership, teacher professional development, instructional quality, inclusion, professional collaboration, educational innovation, organizational change, and student learning.

The literature search focused primarily on publications published between 2018 and 2024. This period was established to prioritize recent evidence on pedagogical leadership and



contemporary educational practices. The search cutoff at 2024 corresponded to the period defined during the development of the review. Robinson et al. (2008) was additionally retained because of its theoretical and empirical relevance to the relationship between leadership practices and student outcomes.

The final corpus consisted of 15 unique publications related to pedagogical, instructional, distributed, transformational, and inclusive educational leadership.

Information Sources and Search Strategy

The bibliographic search was conducted using Scopus, Web of Science, ScienceDirect, SpringerLink, Taylor & Francis Online, ERIC, and Google Scholar.

The final literature search was conducted on 22 July 2026.

Searches combined terms related to educational leadership, teaching and learning, inclusion, innovation, and school improvement through the Boolean operators AND and OR.

The principal search equation was:

("pedagogical leadership" OR "instructional leadership" OR "distributed leadership" OR "transformational leadership" OR "school leadership") AND ("inclusive education" OR "teacher professional development" OR "instructional quality" OR "educational innovation" OR "school improvement" OR "transformative learning environments")

The general search strategy was adapted to the characteristics and search fields available in each information source. The following search expressions were applied:

Scopus: TITLE-ABS-KEY(("pedagogical leadership" OR "instructional leadership" OR "distributed leadership" OR "transformational leadership" OR "school leadership") AND ("inclusive education" OR "teacher professional development" OR "instructional quality" OR "educational innovation" OR "school improvement" OR "transformative learning environments"))

Web of Science: TS=(("pedagogical leadership" OR "instructional leadership" OR "distributed leadership" OR "transformational leadership" OR "school leadership") AND ("inclusive education" OR "teacher professional development" OR "instructional quality" OR "educational innovation" OR "school improvement" OR "transformative learning environments"))

ERIC: ("pedagogical leadership" OR "instructional leadership" OR "distributed leadership" OR "transformational leadership" OR "school leadership") AND ("inclusive



education" OR "teacher professional development" OR "instructional quality" OR "educational innovation" OR "school improvement" OR "transformative learning environments")

ScienceDirect: ("pedagogical leadership" OR "instructional leadership" OR "distributed leadership" OR "transformational leadership" OR "school leadership") AND ("inclusive education" OR "teacher professional development" OR "instructional quality" OR "educational innovation" OR "school improvement")

SpringerLink: ("pedagogical leadership" OR "instructional leadership" OR "distributed leadership" OR "transformational leadership" OR "school leadership") AND ("inclusive education" OR "teacher professional development" OR "instructional quality" OR "educational innovation" OR "school improvement")

Taylor & Francis Online: ("pedagogical leadership" OR "instructional leadership" OR "distributed leadership" OR "transformational leadership" OR "school leadership") AND ("inclusive education" OR "teacher professional development" OR "instructional quality" OR "educational innovation" OR "school improvement")

Google Scholar: Searches were conducted using combinations of the principal terms, including "pedagogical leadership", "instructional leadership", "distributed leadership", "transformational leadership", "inclusive education", "teacher professional development", "instructional quality", "educational innovation", and "school improvement".

Publication-year filters were applied to prioritize studies published between 2018 and 2024, according to the options available in each information source.

Complementary searches were performed using narrower combinations such as:

"instructional leadership" AND "teacher professional development"

"school leadership" AND "inclusive education"

"distributed leadership" AND "teacher collaboration"

"leadership for learning" AND "student achievement"

"school leadership" AND "organizational change"

"transformational leadership" AND "instructional practice"

These complementary searches were used to increase search sensitivity and identify potentially relevant publications that might not have been retrieved through the principal



search equation. The same publication-period criterion and eligibility requirements were applied to the records identified through these complementary searches.

The retrieved references were organized in a Microsoft Excel matrix. Duplicate records were identified by comparing author names, titles, publication years, journals, and DOI information.

Inclusion and Exclusion Criteria

Studies were included when they:

1. Examined pedagogical, instructional, distributed, transformational, or inclusive leadership in educational contexts.
2. Addressed teaching and learning, teacher professional development, instructional quality, inclusion, collaboration, educational innovation, organizational change, or student achievement.
3. Corresponded to empirical studies, systematic or theoretical reviews, meta-analyses, or quantitative and qualitative investigations relevant to the research objective.
4. Presented sufficient methodological or analytical information.
5. Were published in peer-reviewed academic journals.
6. Had a DOI or another verifiable academic identifier.
7. Contributed directly to understanding how educational leadership affects teaching, learning, inclusion, or school improvement.

Studies were excluded when they focused exclusively on administrative management, lacked a clear relationship with teaching and learning, did not examine educational leadership as a central variable, presented insufficient methodological information, or did not contribute directly to the objective of the review.

Evidence Classification and Synthesis

The selected publications were classified into five principal analytical categories:

1. Pedagogical and instructional leadership.
2. Teacher professional development and instructional quality.
3. Collaborative and distributed leadership.
4. Inclusive educational leadership.
5. Innovation, organizational change, and transformative learning environments.



The evidence was analyzed descriptively and thematically. This approach made it possible to identify recurrent relationships between leadership practices, teacher development, instructional improvement, inclusion, professional collaboration, and student outcomes.

A statistical meta-analysis was not conducted because the selected studies differed considerably in their research designs, samples, educational contexts, leadership models, analytical procedures, and dependent variables. Therefore, the evidence was synthesized descriptively.

Publication Selection Process

The publication-selection process followed the identification, screening, eligibility, and inclusion stages established by PRISMA 2020 (Page et al., 2021).

A total of 112 potentially relevant records were identified through the seven academic information sources:

- Scopus: $n = 21$
- Web of Science: $n = 17$
- ScienceDirect: $n = 16$
- SpringerLink: $n = 15$
- Taylor & Francis Online: $n = 14$
- ERIC: $n = 11$
- Google Scholar: $n = 18$

Before screening, 22 duplicate records were removed. An additional 5 records were removed for other reasons: incomplete or unverifiable bibliographic information ($n = 2$), non-academic publication type ($n = 2$), and publication clearly unrelated to the established educational context ($n = 1$).

Consequently, 85 records remained for title and abstract screening.

During title and abstract screening, 49 records were excluded because they did not sufficiently address educational leadership, teaching and learning, inclusion, teacher professional development, innovation, or school improvement.

A total of 36 reports were sought for retrieval. Three full-text reports could not be accessed, leaving 33 publications for eligibility assessment.

During full-text evaluation, 18 publications were excluded for the following reasons:

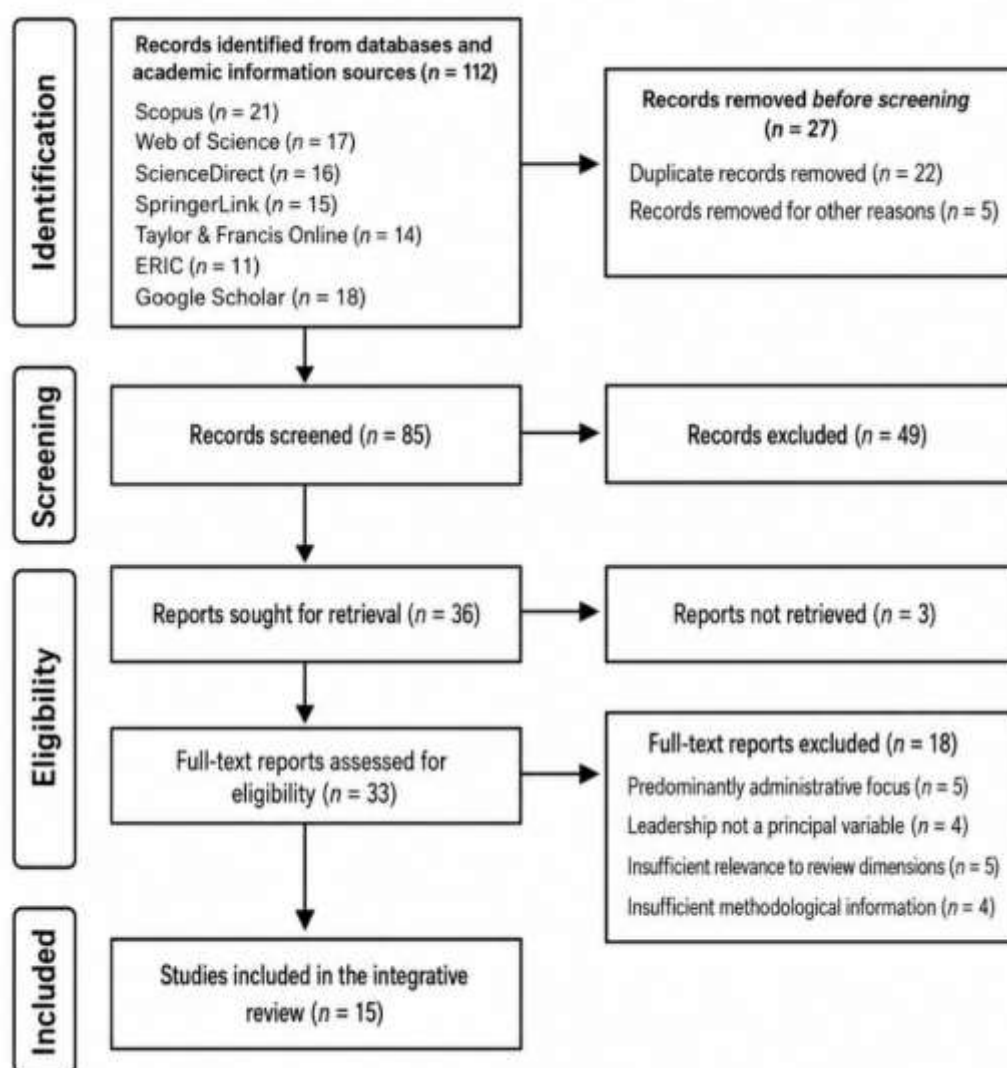


- Predominantly administrative or managerial focus without pedagogical implications: $n = 5$
- Educational leadership was not a principal variable: $n = 4$
- Insufficient relationship with inclusion, innovation, teacher development, instructional quality, or school improvement: $n = 5$
- Insufficient methodological or analytical information: $n = 4$

Consequently, 15 unique publications met the eligibility criteria and were included in the final integrative review.

Figure 1

PRISMA 2020 Flow Diagram of the Publication-Selection Process



Note. The selection process followed the identification, screening, eligibility, and inclusion stages established by PRISMA 2020 (Page et al., 2021). A total of 112 records were initially identified. After removing 22 duplicates and five records for other reasons, 85 records were screened by title and abstract. Forty-nine records were excluded, leaving 36 reports sought for retrieval. Three reports could not be accessed; therefore, 33 full-text publications were evaluated. Eighteen publications were excluded during eligibility assessment, and 15 unique publications constituted the final review corpus.

Data Extraction

A standardized matrix was used to extract the following information:

- Author and publication year.
- Type of publication.
- Educational context.
- Participants or analyzed evidence.
- Leadership approach.
- Research design.
- Principal variables.
- Main findings.
- Reported limitations.
- Contribution to educational improvement.
- DOI or academic identifier.

Methodological Quality Assessment

A descriptive reporting-quality assessment was conducted to examine the transparency and completeness with which the 15 selected publications reported their theoretical and methodological characteristics. This assessment was intended to describe reporting completeness across heterogeneous study designs and was not designed to constitute a formal methodological quality or risk-of-bias assessment.

Eight criteria were considered:

C1: Clarity of objectives.

C2: Adequacy of the theoretical foundation.

C3: Methodological transparency.



C4: Appropriateness of the research design.

C5: Description of participants, sample, or analyzed evidence.

C6: Clarity of the analytical procedures.

C7: Correspondence between findings and conclusions.

C8: Acknowledgment of limitations.

Each criterion was scored as:

- 0: Criterion not met or not sufficiently reported.
- 1: Criterion partially met.
- 2: Criterion clearly met.

The maximum possible score was 16 points.

Publications obtaining 80% or more were classified as having high descriptive reporting quality, scores between 60% and 79% represented moderate reporting quality, and scores below 60% represented low reporting quality.

Table 1

Descriptive Reporting-Quality Assessment of the Included Publications

Study	Type of publication	C1	C2	C3	C4	C5	C6	C7	C8	Score	Quality
Robinson et al. (2008)	Meta-analysis	2	2	2	2	2	2	2	1	15/16	High
Liu & Hallinger (2018)	Quantitative mediated-effects study	2	2	2	2	2	2	2	2	16/16	High
Leithwood et al. (2020)	Theoretical/evidence review	2	2	1	1	1	2	2	2	13/16	High
Bellibaş, Gümüş, et al. (2021)	Quantitative empirical study	2	2	2	2	2	2	2	1	15/16	High
Bellibaş et al. (Bellibaş, Kılınç, et al. (2021))	Cross-sectional SEM study	2	2	2	2	2	2	2	1	15/16	High
Veletić & Olsen (2021)	Multilevel methodological study	2	2	2	2	2	2	2	1	15/16	High
Amzat et al. (2022)	Quantitative SEM study	2	2	2	2	2	2	2	1	15/16	High



Lambrecht et al. (2022)	Quantitative inclusive-education study	2	2	2	2	2	2	2	1	15/16	High
Wu & Shen (2022)	Meta-meta-analysis	2	2	2	2	2	2	2	2	16/16	High
Barrero Fernández et al. (2023)	Inclusive leadership study	2	2	2	2	2	1	2	1	14/16	High
Meyer et al. (2023)	Longitudinal multiple-case study	2	2	2	2	2	2	2	2	16/16	High
Opoku (2023)	Inclusive leadership study	2	2	1	2	1	2	2	1	13/16	High
Hsieh et al. (2023)	Multilevel quantitative study	2	2	2	2	2	2	2	1	15/16	High
He et al. (2024)	Quantitative empirical study	2	2	2	2	2	2	2	1	15/16	High
Papadakis et al. (2024)	Meta-analytic structural equation modeling	2	2	2	2	2	2	2	2	16/16	High

Note. C1 = clarity of objectives; C2 = adequacy of the theoretical foundation; C3 = methodological transparency; C4 = appropriateness of the research design; C5 = description of participants, sample, or analyzed evidence; C6 = clarity of analysis; C7 = correspondence between findings and conclusions; and C8 = acknowledgment of limitations. The assessment refers to reporting completeness and transparency and should not be interpreted as a formal risk-of-bias evaluation.

Interpretation of the Reporting-Quality Assessment

The descriptive assessment showed that the 15 publications were classified as having high reporting quality, although the scores ranged from 13/16 to 16/16. These scores reflect differences in reporting completeness and transparency across study designs and should not be interpreted as direct indicators of methodological rigor or risk of bias.

Liu and Hallinger (2018), Wu and Shen (2022), Meyer et al. (2023), and Papadakis et al. (2024) obtained the highest score of 16/16 because their studies clearly described their objectives, theoretical foundations, methodological procedures, analytical strategies, findings, and limitations.



Liu and Hallinger (2018) employed an empirical mediated-effects model to examine the relationships between principal instructional leadership, teacher self-efficacy, and professional learning. Wu and Shen (2022), in contrast, used a meta-meta-analytic approach to synthesize evidence concerning the association between principal leadership and student achievement. These methodological characteristics provide a clear analytical structure for examining direct and indirect relationships between leadership and educational outcomes.

Meyer et al. (2023) also obtained 16/16 because their longitudinal multiple-case design provided detailed information regarding leadership practices, teacher collaboration, organizational change, and the development of school improvement initiatives. Papadakis et al. (2024) similarly presented extensive methodological transparency through meta-analytic structural equation modeling focused on leadership for learning, teacher performance, and student achievement.

A score of 15/16 was assigned to Robinson et al. (2008), Bellibaş, Gümüş, et al. (2021), Bellibaş et al. (Bellibaş, Kılınç, et al. (2021)), Veletić and Olsen (2021), Amzat et al. (2022), Lambrecht et al. (2022), Hsieh et al. (2023), and He et al. (2024). These publications provide detailed and transparent methodological reporting but present comparatively less detail in at least one criterion, particularly the explicit discussion of methodological limitations.

For example, Amzat et al. (2022) conducted a quantitative study involving 430 participants from schools in Jakarta and analyzed the relationships between instructional leadership, distributed leadership, and teacher professional development through structural equation modeling. Veletić and Olsen (2021) analyzed TALIS 2013 information from 10,688 teachers distributed across 676 schools in Nordic countries through multilevel structural equation modeling. These studies provide detailed methodological procedures but also rely primarily on cross-sectional or secondary survey data, which limits causal interpretation.

Barrero Fernández et al. (2023) obtained 14/16. The study provides valuable evidence concerning actions implemented by school management teams to promote inclusion and learning for all students, although its analytical and limitation reporting is less extensive than that of the large-scale quantitative and meta-analytic investigations.

Leithwood et al. (2020) obtained 13/16 because the publication is principally an evidence-based theoretical review rather than a conventional empirical investigation. Consequently, criteria such as participant description and empirical research design are less



directly applicable. Nevertheless, the publication remains important because it synthesizes evidence regarding successful school leadership and educational improvement.

Opoku (2023) also obtained 13/16. The study contributes directly to understanding inclusive school leadership and identifies challenges and leadership initiatives associated with developing inclusive learning environments. However, compared with large quantitative investigations, some methodological and participant-reporting components are less extensive.

The differences in scores therefore reflect characteristics of the publications rather than arbitrary variation. A meta-analysis, a theoretical review, a longitudinal case study, and a cross-sectional quantitative investigation cannot reasonably be expected to report exactly the same methodological elements.

The assessment should nevertheless be interpreted cautiously. A score of 16/16 does not indicate that a study is free from methodological bias, nor does a score of 13/16 indicate poor methodological rigor. The values represent only the completeness and transparency of reporting according to the eight criteria established for this integrative review and should not be interpreted as a formal risk-of-bias assessment.

4. RESULTS

The thematic synthesis identified five main categories related to pedagogical leadership and its contribution to educational improvement: instructional leadership and teaching quality; teacher professional development and self-efficacy; distributed leadership and professional collaboration; inclusive educational environments; and innovation, organizational change, and student learning.

Overall, the reviewed evidence showed that pedagogical leadership does not influence educational outcomes through a single mechanism. Rather, its effects occur through interconnected processes involving instructional guidance, teacher development, collaboration, organizational conditions, inclusive practices, and shared educational goals. Meta-analytic evidence has also shown a positive association between principal leadership and student achievement, although much of this influence is indirect and mediated by teaching and organizational processes (Robinson et al., 2008; Wu & Shen, 2022).

Table 2



Primary Empirical Studies on Pedagogical Leadership and Educational Improvement

Study	Context or participants	Leadership approach	Educational outcome	Main contribution
Liu & Hallinger (2018)	Teachers in Chinese schools	Instructional leadership	Teacher self-efficacy and professional learning	Instructional leadership supported professional learning directly and indirectly through teacher self-efficacy.
Bellibaş, Gümüş, et al. (2021)	School teachers	Instructional and distributed leadership	Instructional quality	Leadership influenced classroom practice through professional and organizational mechanisms.
Bellibaş et al. (Bellibaş, Kılınç, et al. (2021))	616 teachers in primary and secondary schools in Turkey	Integrated instructional and transformational leadership	Professional learning and instructional practice	Combining leadership approaches strengthened conditions for teacher learning and classroom improvement.
Veletić & Olsen (2021)	TALIS school and teacher data	Instructional leadership	Shared instructional leadership	Demonstrated that instructional leadership can be understood as a school-level shared construct rather than only an individual principal behavior.
Amzat et al. (2022)	Teachers in Jakarta schools	Instructional and distributed leadership	Teacher professional development	Both leadership approaches contributed to professional development through shared and instructional practices.
Lambrecht et al. (2022)	Inclusive school contexts	Transformational and instructional leadership	Individualized educational planning and collaboration	Leadership contributed to inclusive education partly through structures that



				supported teacher collaboration.
Meyer et al. (2023)	Three school improvement initiatives	Principal leadership	Teacher collaboration and organizational change	Leadership supported change by providing resources, establishing common goals, and facilitating collaboration.
Barrero Fernández et al. (2023)	School management teams	Inclusive school leadership	Inclusion and participation	Leadership actions contributed to the development of inclusive organizational practices and opportunities for participation.
Opoku (2023)	School leadership in an inclusive context	Inclusive leadership	Inclusive school development	Identified leadership as an important mechanism for translating inclusion into organizational and pedagogical practices.
Hsieh et al. (2023)	Teachers in Taiwan using TALIS data	School leadership	Teacher professional collaboration	Leadership was associated with stronger professional collaboration among teachers.
He et al. (2024)	School teachers	Instructional leadership	Teacher professional development	Principals' instructional leadership significantly predicted opportunities for professional teacher development.

Note. This table summarizes primary empirical studies examining pedagogical, instructional, distributed, transformational, and inclusive leadership. The comparison focuses on educational context, leadership approach, principal outcome, and contribution to school improvement.

Table 3
Secondary and Synthesis Publications Used for Theoretical and Contextual Support



Study	Type of publication	Main focus	Contribution to the review
Robinson et al. (2008)	Meta-analysis	Leadership practices and student outcomes	Demonstrated that leadership practices focused more directly on teaching and teacher learning were associated with stronger effects on student outcomes.
Leithwood et al. (2020)	Evidence-based theoretical review	Successful school leadership	Identified key leadership practices related to direction setting, developing people, organizational redesign, and improvement of teaching and learning.
Wu & Shen (2022)	Meta-meta-analysis	Principal leadership and student achievement	Confirmed an overall positive association between school leadership and student achievement across previous meta-analytic evidence.
Papadakis et al. (2024)	Meta-analytic structural equation modeling	Leadership for learning, teacher performance, and achievement	Showed that teacher performance represents an important mechanism connecting leadership for learning with student achievement.

Note. These publications were used as higher-level evidence to interpret the empirical findings. They support the view that educational leadership mainly affects student outcomes through instructional, professional, and organizational mechanisms.

Table 4
Thematic Synthesis of the Main Findings

Thematic category	Studies supporting the category	Main findings
Instructional leadership and teaching quality	Liu & Hallinger (2018); Bellibaş, Gümüş, et al. (2021); Veletić & Olsen (2021); He et al. (2024)	Leadership centered on curriculum, instruction, feedback, and professional support contributed to stronger teaching practices and instructional improvement.
Teacher professional development and self-efficacy	Liu & Hallinger (2018); Bellibaş et al. (Bellibaş, Kılınç, et al. (2021)); Amzat et al. (2022); He et al. (2024)	Leadership promoted professional learning by creating opportunities for training, reflection, pedagogical support, and greater teacher confidence.



Thematic category	Studies supporting the category	Main findings
Distributed leadership and professional collaboration	Bellibaş, Gümüş, et al. (2021); Amzat et al. (2022); Meyer et al. (2023); Hsieh et al. (2023)	Shared leadership responsibilities strengthened teacher collaboration, collective participation, and organizational capacity for improvement.
Inclusive educational environments	Lambrecht et al. (2022); Barrero Fernández et al. (2023); Opoku (2023)	Inclusive leadership contributed to collaboration, individualized educational planning, participation, and institutional responses to learner diversity.
Innovation, organizational change, and student learning	Robinson et al. (2008); Leithwood et al. (2020); Meyer et al. (2023); Wu & Shen (2022); Papadakis et al. (2024)	Leadership supported organizational change and student outcomes mainly through indirect mechanisms involving teachers, instructional quality, school structures, and professional learning.

Note. The thematic categories are not mutually exclusive because several studies addressed more than one leadership dimension or educational outcome.

Instructional Leadership and Teaching Quality

A central finding of the review concerns the relationship between instructional leadership and teaching quality. Instructional leadership places teaching and learning at the center of school leadership by emphasizing curriculum coordination, instructional support, professional expectations, and improvement of classroom practices.

Liu and Hallinger (2018) found that instructional leadership was related to teacher professional learning and self-efficacy. Bellibaş, Gümüş, et al. (2021) also showed that instructional and distributed leadership were associated with instructional quality through professional and organizational mechanisms. These findings reinforce the view that school leadership can improve classroom practice when leaders remain actively involved in pedagogical processes.

Teacher Professional Development and Self-Efficacy

Teacher professional development emerged as another important pathway through which pedagogical leadership contributes to educational improvement. Leadership practices can create opportunities for professional learning, reflection, collaboration, and the development of instructional competencies.



He et al. (2024) identified instructional leadership as a predictor of teacher professional development, while Liu and Hallinger (2018) demonstrated that teacher self-efficacy can mediate the relationship between leadership and professional learning. These findings indicate that leadership should not be understood simply as supervision; it can also strengthen teachers' professional confidence and capacity for continuous improvement.

Distributed Leadership and Professional Collaboration

The review also showed that pedagogical leadership becomes more effective when responsibilities are distributed among members of the school community. Distributed leadership allows teachers to participate in decision-making, school improvement, and professional collaboration rather than concentrating all leadership functions in the principal. Bellibaş, Gümüş, et al. (2021) found that distributed leadership was connected with instructional quality, while Meyer et al. (2023) showed that school leaders can promote teacher collaboration and organizational change by providing resources, collaborative structures, and common goals. This indicates that professional collaboration represents an important bridge between leadership and sustainable school improvement.

Inclusive Educational Environments

Inclusive education represented another consistent theme in the reviewed evidence. Pedagogical leaders can influence inclusion by establishing collaborative structures, supporting teachers, allocating resources, and ensuring that institutional practices respond to student diversity.

Lambrecht et al. (2022) found that transformational and instructional leadership practices were related to the implementation of individualized educational planning, with collaboration playing an important mediating role. Barrero Fernández et al. (2023) and Opoku (2023) further emphasize that school leadership contributes to inclusive cultures when leaders actively promote equity, participation, and organizational practices that support learning for all students.

Innovation and Organizational Change

Leadership also contributed to educational innovation and organizational transformation. The evidence suggests that innovation is not limited to introducing technologies; rather, it involves changes in professional practices, collaboration, institutional culture, and teaching processes.



Meyer et al. (2023) found that principal leadership can support organizational change by facilitating teacher collaboration, developing common goals, and providing appropriate resources. This finding indicates that innovation is more likely to become sustainable when teachers receive institutional support and participate collectively in the improvement process.

Leadership and Student Learning

The relationship between leadership and student outcomes was supported primarily by synthesis studies. Robinson et al. (2008) showed that leadership practices closely connected with teaching and teacher professional learning have stronger effects on student outcomes than leadership approaches focused more generally on organizational transformation.

Wu and Shen (2022) similarly identified a positive overall association between principal leadership and student achievement through their meta-meta-analysis. Papadakis et al. (2024) further showed that teacher performance can mediate the relationship between leadership for learning and student achievement. These findings suggest that leadership affects students primarily by improving the professional and instructional conditions in which teaching takes place.

Summary of the Results

Overall, the reviewed literature shows that pedagogical leadership contributes to educational improvement through several interconnected mechanisms. The strongest evidence concerns instructional quality, teacher professional development, collaboration, inclusive practices, organizational change, and indirect effects on student achievement.

The findings also demonstrate that no single leadership model fully explains educational improvement. Instructional leadership contributes a strong focus on teaching and learning, distributed leadership encourages professional collaboration and shared responsibility, transformational leadership supports organizational change, and inclusive leadership strengthens equity and participation.

Therefore, pedagogical leadership can be understood as an integrated approach capable of supporting inclusive, innovative, and transformative learning environments, particularly when leaders combine instructional guidance, teacher development, collaboration, inclusion, and organizational improvement rather than relying primarily

5. DISCUSSION



The findings of this integrative review indicate that pedagogical leadership can contribute significantly to the development of inclusive, innovative, and transformative learning environments, although the strength and nature of the evidence vary across studies. The most direct evidence comes from empirical research examining instructional leadership, teacher professional development, instructional quality, collaboration, inclusion, and organizational change. Studies such as Liu and Hallinger (2018), Bellibaş, Gümüş, et al. (2021), Lambrecht et al. (2022), Meyer et al. (2023), He et al. (2024), and Hsieh et al. (2023) provide stronger support for the relationship between leadership practices and educational improvement.

One of the clearest findings is that pedagogical leadership influences educational quality mainly through teachers. Instructional leadership can strengthen teacher self-efficacy, professional learning, and instructional practices, while distributed leadership can promote collaboration and shared responsibility. Liu and Hallinger (2018) showed that instructional leadership was associated with teacher professional learning and self-efficacy, whereas Bellibaş, Gümüş, et al. (2021) identified relationships between instructional and distributed leadership and instructional quality. These findings suggest that school leaders improve teaching not only through supervision, but also by creating professional conditions that support teacher development.

Teacher professional development also emerged as an important mechanism. He et al. (2024) found that principals' instructional leadership significantly predicted professional development opportunities, while Amzat et al. (2022) emphasized the contribution of instructional and distributed leadership to teachers' professional growth. Therefore, leadership that encourages reflection, collaboration, training, and pedagogical support may strengthen teachers' capacity to respond to changing educational needs.

The reviewed evidence also highlights the importance of collaboration and shared leadership. Meyer et al. (2023) showed that school leaders can promote organizational change by establishing common goals, providing resources, and creating structures that facilitate teacher collaboration. Hsieh et al. (2023) similarly identified a relationship between school leadership and professional collaboration. These findings indicate that pedagogical leadership becomes more sustainable when responsibility for educational improvement is shared across the school community rather than concentrated exclusively in the principal.



Another relevant finding concerns inclusive education. Lambrecht et al. (2022) demonstrated that transformational and instructional leadership can support the implementation of inclusive educational practices, particularly through structures related to individualized educational planning and collaboration. Barrero Fernández et al. (2023) and Opoku (2023) also emphasize the importance of school leadership in creating inclusive cultures and promoting participation. These findings suggest that inclusion is not only a classroom responsibility but also an organizational process that requires leadership commitment, coordination, and institutional support.

The evidence also shows that pedagogical leadership is closely related to innovation and educational transformation. Meyer et al. (2023) found that leadership can facilitate organizational change by supporting teachers throughout improvement initiatives. However, innovation should not be understood only as the incorporation of new technologies. It also includes changes in teaching practices, professional collaboration, curriculum, decision-making, and institutional culture. In this sense, pedagogical leadership can create the conditions necessary for schools to adapt to social, technological, and educational changes. Another important finding is that leadership and student achievement should not be treated as a simple direct relationship. Meta-analytic and synthesis studies indicate that leadership usually affects student outcomes indirectly through teacher performance, instructional quality, school organization, and professional learning. Robinson et al. (2008) found that leadership practices more closely connected to teaching and teacher learning produced stronger effects on student outcomes. Similarly, Wu and Shen (2022) identified a positive association between principal leadership and student achievement, while Papadakis et al. (2024) showed that teacher performance can mediate the relationship between leadership for learning and student achievement.

The heterogeneity of the included studies also limits direct comparison. The publications differed in educational contexts, participant characteristics, leadership models, research designs, analytical procedures, and outcomes evaluated. Some studies focused on instructional leadership, while others examined distributed, transformational, inclusive, or integrated leadership. This diversity broadens the understanding of pedagogical leadership but prevents the findings from being interpreted as evidence of a single leadership model producing identical effects in all educational contexts.



The distinction between empirical and synthesis evidence is also relevant. Empirical studies provided direct evidence regarding teachers, schools, collaboration, inclusion, and professional development, whereas meta-analyses and theoretical reviews such as Robinson et al. (2008), Leithwood et al. (2020), Wu and Shen (2022), and Papadakis et al. (2024) provided broader interpretations of leadership effects. These publications support the general patterns identified in the review but should not be interpreted in the same way as studies that directly examined specific school contexts.

Pedagogical mediation and contextual adaptation therefore remain essential. Leadership practices cannot be applied identically in every institution because schools differ in resources, organizational cultures, teacher preparation, student diversity, and educational policies. Effective pedagogical leadership requires leaders to adapt instructional, collaborative, inclusive, and transformational practices according to the needs of their educational communities.

This review also presents several limitations. The final corpus consisted of 15 publications, and the included studies were methodologically heterogeneous. In addition, the studies were conducted in different national and institutional contexts, which may limit generalizability. The review also combined empirical studies, meta-analyses, and theoretical publications, requiring careful interpretation of the evidence. Future research should therefore examine pedagogical leadership through longitudinal designs, larger and more diverse samples, and direct measures of teacher practice, inclusion, innovation, and student learning.

Overall, pedagogical leadership shows considerable potential to improve educational environments by strengthening instructional quality, teacher professional development, collaboration, inclusion, organizational change, and student learning. However, its effectiveness depends on leadership practices being connected to teaching and learning, supported by collaboration, adapted to contextual needs, and focused on continuous educational improvement.

6. CONCLUSIONS

The review indicates that pedagogical leadership represents an important educational approach for building inclusive, innovative, and transformative learning environments.



The findings show that instructional, distributed, transformational, and inclusive leadership practices can contribute to teacher professional development, instructional quality, collaboration, organizational improvement, and more inclusive educational practices.

Teacher development emerged as one of the most important mechanisms through which leadership contributes to educational improvement. Leaders who provide professional support, encourage collaboration, and establish clear pedagogical priorities can strengthen teachers' capacity to improve classroom practice.

The review also identified the importance of shared leadership and professional collaboration. Educational improvement is more sustainable when teachers participate in decision-making, professional learning, and institutional change rather than functioning only as recipients of administrative decisions.

Inclusive and transformative learning environments also require leadership that promotes equity, participation, innovation, and adaptation to changing educational needs. Therefore, pedagogical leadership should go beyond administrative management and remain directly connected to teaching, learning, and professional development.

In conclusion, pedagogical leadership has considerable potential to strengthen educational quality and support the creation of inclusive, innovative, and transformative learning environments. Nevertheless, further research is required to determine how different leadership approaches interact across educational contexts and which practices produce the most sustainable effects on teachers, institutions, and student learning.

BIBLIOGRAPHIC REFERENCES

- Amzat, I. H., Yanti, P. G., & Suswandari, S. (2022). Estimating the effect of principal instructional and distributed leadership on professional development of teachers in Jakarta, Indonesia. *SAGE Open*, 12(3), 1–19. <https://doi.org/10.1177/21582440221109585>
- Barrero Fernández, B., Mula-Falcón, J., & Domingo, J. (2023). What do school management teams do to make their schools inclusive? *School Leadership & Management*, 43(1), 50–69. <https://doi.org/10.1080/13632434.2022.2144201>



- Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2021). Does school leadership matter for teachers' classroom practice? The influence of instructional leadership and distributed leadership on instructional quality. *School Effectiveness and School Improvement*, 32(3), 387–412. <https://doi.org/10.1080/09243453.2020.1858119>
- Bellibaş, M. Ş., Kılınç, A. Ç., & Polatcan, M. (2021). The moderation role of transformational leadership in the effect of instructional leadership on teacher professional learning and instructional practice: An integrated leadership perspective. *Educational Administration Quarterly*, 57(5), 776–814. <https://doi.org/10.1177/0013161X211035079>
- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352. <https://doi.org/10.1080/14780887.2020.1769238>
- De Jong, L., Meirink, J., & Admiraal, W. (2022). Teacher learning in the context of teacher collaboration: Connecting teacher dialogue to teacher learning. *Research Papers in Education*, 37(6), 1165–1188. <https://doi.org/10.1080/02671522.2021.1931950>
- He, P., Guo, F., & Abazie, G. A. (2024). School principals' instructional leadership as a predictor of teacher's professional development. *Asian-Pacific Journal of Second and Foreign Language Education*, 9, Article 63. <https://doi.org/10.1186/s40862-024-00290-0>
- Hsieh, C. C., Chen, Y. R., & Li, H. C. (2023). Impact of school leadership on teacher professional collaboration: Evidence from multilevel analysis of Taiwan TALIS 2018. *Journal of Professional Capital and Community*, 9(1), 1–18. <https://doi.org/10.1108/JPCC-01-2023-0002>
- Lambrecht, J., Lenkeit, J., Hartmann, A., Ehlert, A., Knigge, M., & Spörer, N. (2022). The effect of school leadership on implementing inclusive education: How transformational and instructional leadership practices affect individualised education planning. *International Journal of Inclusive Education*, 26(9), 943–957. <https://doi.org/10.1080/13603116.2020.1752825>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>



- Liu, S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in China: Testing a mediated-effects model. *Educational Administration Quarterly*, 54(4), 501–528. <https://doi.org/10.1177/0013161X18769048>
- Meyer, A., Hartung-Beck, V., Gronostaj, A., Krüger, S., & Richter, D. (2023). How can principal leadership practices promote teacher collaboration and organizational change? A longitudinal multiple case study of three school improvement initiatives. *Journal of Educational Change*, 24(3), 425–455. <https://doi.org/10.1007/s10833-022-09451-9>
- Opoku, M. P. (2023). Inclusive school leadership in developing context: What are the levers of change? *Journal of Research on Leadership Education*, 18(3), 378–403. <https://doi.org/10.1177/19427751221087731>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., et al. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Papadakis, S., Kanadlı, S., Kardaş, A., Tülübaş, T., Karakose, T., & Polat, H. (2024). Investigating the relationship between leadership for learning and student achievement through the mediation of teacher performance: A meta-analytic structural equation modeling (MASEM) approach. *Education Sciences*, 14(12), 1320. <https://doi.org/10.3390/educsci14121320>
- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635–674. <https://doi.org/10.1177/0013161X08321509>
- Veletić, J., & Olsen, R. V. (2021). Developing a shared cluster construct of instructional leadership in TALIS. *Studies in Educational Evaluation*, 68, 100942. <https://doi.org/10.1016/j.stueduc.2020.100942>
- Whittemore, R., & Knafl, K. (2005). The integrative review: Updated methodology. *Journal of Advanced Nursing*, 52(5), 546–553. <https://doi.org/10.1111/j.1365-2648.2005.03621.x>



Wu, H., & Shen, J. (2022). The association between principal leadership and student achievement: A multivariate meta-meta-analysis. *Educational Research Review*, 35, 100423. <https://doi.org/10.1016/j.edurev.2021.100423>

CONFLICTO DE INTERESES

No existe.

FINANCIAMIENTO

Ninguno.

CONTRIBUCIÓN DE AUTORÍA

Conceptualización: María Eugenia Rivera Morocho, Fernando Flores, Sonia Isabel Sisa Sangucho, Betty Marisol Hidalgo Culqui, Milton Eduardo Vargas Salazar.

Metodología: María Eugenia Rivera Morocho, Fernando Flores, Sonia Isabel Sisa Sangucho, Betty Marisol Hidalgo Culqui, Milton Eduardo Vargas Salazar.

Investigación: María Eugenia Rivera Morocho, Fernando Flores, Sonia Isabel Sisa Sangucho, Betty Marisol Hidalgo Culqui, Milton Eduardo Vargas Salazar.

Redacción – borrador original: María Eugenia Rivera Morocho, Fernando Flores, Sonia Isabel Sisa Sangucho, Betty Marisol Hidalgo Culqui, Milton Eduardo Vargas Salazar.

Redacción – revisión y edición: María Eugenia Rivera Morocho, Fernando Flores, Sonia Isabel Sisa Sangucho, Betty Marisol Hidalgo Culqui, Milton Eduardo Vargas Salazar.

