

Review article

Pedagogical leadership in education: a systematic literature review



El liderazgo pedagógico en la educación: una revisión sistemática de la literatura

Liderança pedagógica na educação: uma revisão sistemática da literatura

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Received: 7/02/2026

Accepted: 16/03/2026

ABSTRACT

Pedagogical leadership has emerged as a transformative element in contemporary education. This systematic review examines the scientific literature published between 2019 and 2024, analyzing 25 empirical studies and systematic reviews on pedagogical leadership. The research implemented the PRISMA 2020 protocol, using specialized databases such as ERIC, Scopus, and Dialnet. The results reveal a significant transformation in the understanding of pedagogical leadership, shifting from an administrative approach to a holistic model centered on learning and educational innovation. The findings indicate that effective pedagogical leadership is characterized by four fundamental dimensions: a shared educational vision, teacher professional development, active curriculum management, and the creation of positive learning environments. Key challenges in implementation are identified, including resistance to change, resource limitations, and cultural barriers. The review highlights the critical importance of systematic and contextualized training for pedagogical leaders, emphasizing effective modalities such as mentoring, communities of practice, and in-service training.

This study contributes to the understanding of pedagogical leadership as a tool for educational transformation and provides practical guidelines for its effective implementation.

Keywords: teacher professional development; educational management; educational innovation; pedagogical leadership.

RESUMEN

El liderazgo pedagógico ha emergido como un elemento transformador en la educación contemporánea. Esta revisión sistemática examina la literatura científica publicada entre 2019 y 2024, analizando 25 estudios empíricos y revisiones sistemáticas sobre el liderazgo pedagógico. La investigación implementó el protocolo PRISMA 2020, utilizando bases de datos especializadas como ERIC, Scopus y Dialnet. Los resultados revelan una transformación significativa en la comprensión del liderazgo pedagógico, desde un enfoque administrativo hacia un modelo integral centrado en el aprendizaje y la innovación educativa. Los hallazgos indican que el liderazgo pedagógico efectivo se caracteriza por cuatro dimensiones fundamentales: visión educativa compartida, desarrollo profesional docente, gestión curricular activa y creación de ambientes de aprendizaje positivos, identificando desafíos clave en la implementación, incluyendo la resistencia al cambio, limitaciones de recursos y barreras culturales, señalando la importancia crítica de la formación sistemática y contextualizada de los líderes pedagógicos, destacando modalidades efectivas como mentorías, comunidades de práctica y formación en servicio. Este estudio contribuye a la comprensión del liderazgo pedagógico como herramienta de transformación educativa y proporciona orientaciones prácticas para su implementación efectiva.

Palabras clave: desarrollo profesional docente; gestión educativa; innovación educativa; liderazgo pedagógico.

RESUMO

A liderança pedagógica emergiu como um elemento transformador na educação contemporânea. Esta revisão sistemática examina a literatura científica publicada entre 2019 e 2024, analisando 25 estudos empíricos e revisões sistemáticas sobre liderança pedagógica. A pesquisa implementou o protocolo PRISMA 2020, utilizando bases de dados especializadas como ERIC, Scopus e Dialnet. Os

resultados revelam uma transformação significativa na compreensão da liderança pedagógica, de uma abordagem administrativa para um modelo holístico centrado na aprendizagem e na inovação educacional. As descobertas indicam que a liderança pedagógica eficaz é caracterizada por quatro dimensões fundamentais: uma visão educacional compartilhada, desenvolvimento profissional docente, gestão curricular ativa e a criação de ambientes de aprendizagem positivos. Os principais desafios na implementação são identificados, incluindo resistência à mudança, limitações de recursos e barreiras culturais. A revisão destaca a importância crítica da formação sistemática e contextualizada para líderes pedagógicos, enfatizando modalidades eficazes como mentoria, comunidades de prática e formação em serviço. Este estudo contribui para a compreensão da liderança pedagógica como uma ferramenta para a transformação educacional e fornece diretrizes práticas para sua implementação eficaz.

Palavras-chave: desenvolvimento profissional de professores; gestão educacional; inovação educacional; liderança pedagógica.

INTRODUCTION

Pedagogical leadership has become a fundamental element for the transformation and improvement of educational quality in the 21st century. Over the last few decades, educational research has shown that the impact of pedagogical leadership transcends mere administrative management, positioning itself as a determining factor in teacher professional development, educational innovation, and, consequently, learning outcomes (Leithwood *et al.*, 2020). In this context, it is crucial to understand how this concept has evolved and what its practical implications are in the current educational landscape.

The relevance of this research rests on three fundamental aspects. First, the need to synthesize and analyze the most recent scientific literature on pedagogical leadership, considering that the period 2019–2024 has been marked by significant transformations in educational models, particularly as a result of the global pandemic and the accelerated digitalization of education. Second, the importance of identifying the key dimensions that characterize effective pedagogical leadership in the contemporary context provides practical guidance for its implementation. Finally, the urgency of understanding the challenges and barriers that educational leaders currently face, in order to develop more effective strategies to overcome them.

As Fonsén *et al.* (2023) point out, pedagogical leadership has undergone a significant evolution, moving from traditional administrative functions toward a more comprehensive approach that encompasses aspects such as a shared educational vision, teacher professional development, and pedagogical innovation. This transformation requires an updated and in-depth understanding of its implications for educational practice.

Current literature on pedagogical leadership reflects a constantly evolving field. Recent research (Alexopoulos *et al.*, 2023; Cooke *et al.*, 2023) has highlighted the multidimensional nature of pedagogical leadership and its crucial role in promoting innovative educational practices. However, there is a clear need to synthesize these findings and analyze their implications for contemporary educational practice.

This article describes in detail the methodology used, including the systematic review protocol and the criteria for selecting and analyzing the studies. The results are then presented, organized around the key dimensions of pedagogical leadership identified. Finally, the implications of the findings are discussed, and recommendations for educational practice and future research are proposed.

The overall objective is to analyze the evolution and current state of pedagogical leadership in primary education, through a systematic review of the scientific literature published between 2019 and 2024.

DEVELOPMENT

This research implements a systematic literature review design, rigorously following the PRISMA 2020 protocol (Page *et al.*, 2021). The methodological process was structured in four clearly defined sequential phases.

The investigation was developed through four sequential and systematic phases:

1. **Planning phase:** This phase began with the detailed development of the review protocol, based on the PRISMA 2020 guidelines. During this stage, research questions were formulated to examine the evolution of pedagogical leadership, its impact on teaching practices, and the challenges in its implementation. Eligibility criteria were established through an iterative process that included consultation with three experts in research methodology and educational leadership.

2. Search phase: This phase focused on a systematic literature search. The ERIC, Scopus, and Dialnet databases were selected for their relevance and complementary coverage in the field of education. Search strategies were developed through a process of progressive refinement, which included pilot tests and adjustments based on preliminary results.
3. Analysis phase: This consisted of a rigorous analysis of the selected material. The methodological quality of each study was assessed using an adaptation of the JBI Critical Appraisal tool, considering aspects such as methodological rigor, validity of results, and relevance of conclusions. Data extraction was performed using a standardized matrix, specifically designed to capture both methodological aspects and substantive findings.
4. Synthesis phase: The findings were integrated through a process of narrative meta-synthesis. This process involved the systematic integration of the results, identifying convergent and divergent patterns in the literature. Critical analysis was conducted by triangulating perspectives among the researchers, considering both the similarities and discrepancies found.

Eligibility criteria

The selection of studies for this systematic review was carried out following a rigorous set of inclusion and exclusion criteria.

Inclusion criteria

- Studies published between January 2019 and December 2024.
- Articles submitted for peer review.
- Empirical studies and systematic reviews that provide substantial evidence on pedagogical leadership.
- Research published in Spanish, English, and Portuguese.
- Studies with a specific focus on pedagogical leadership in the context of primary education.

Exclusion criteria

- Non-academic publications (institutional reports, newsletters or popular science articles).
- Grey literature not subjected to peer review processes.
- Purely theoretical studies that lacked an empirical component.
- Research focused exclusively on other educational levels.

- Articles that did not present a clearly defined methodology.

Search strategy

The systematic search was performed in three main databases, selected for their relevance in the educational field and complementary coverage (Table 1).

Table 1. Characteristics of the databases consulted

Database	Selection justification	Temporary coverage	Access type
ERIC	Specialization in education	2019-2024	Institutional access
Scopus	High Impact Index	2019-2024	Institutional subscription
Dialnet	Supplementary coverage	2019-2024	Open access

Boolean search strategy

Specific search equations were developed for each database (Table 2).

Table 2. Search equations by database

Database	Search equation	Filters applied
ERIC	("pedagogical leadership" OR "instructional leadership") AND ("primary education" OR "elementary education")	Date: 2019-2024; Type: Peer-reviewed
Scopus	TITLE-ABS-KEY ("pedagogical leadership" AND "primary education")	Date: 2019-2024; Document: Article
Dialnet	allintitle: "educational leadership" "primary education"	Period: 2019-2024 Journal article

Selection and analysis process of studies

The selection of studies was carried out through a systematic and rigorous process that comprised four sequential stages:

Identification: records were identified in the selected databases, obtaining a total of 342 potentially relevant documents.

Initial screening: A thorough cleanup was performed to remove duplicate records, using EndNote X9 software, resulting in 287 unique documents.

Eligibility assessment: A detailed screening based on titles and abstracts were carried out, where two independent researchers assessed each document according to the established eligibility criteria, reducing the sample to 89 articles.

Final inclusion: A thorough appraisal of the full texts was conducted, leading to the final selection of 25 studies that fully met all inclusion criteria. To ensure the methodological quality of the selected studies, a rigorous adaptation of the JBI Critical Appraisal tool was implemented.

This evaluation was structured around five fundamental dimensions, each scored on a scale of 0 to 2 points: clarity in the formulation of the research objectives, suitability of the methodology used, rigor in the data analysis, relevance of the findings presented, and significant contribution to the field of study. Studies had to achieve a minimum score of 7 out of 10 to be included in the final analysis.

To ensure the reliability of the analysis, several control mechanisms were implemented. Cohen's Kappa coefficient was calculated to assess inter-rater agreement, yielding a value of 0.87, indicating a high level of concordance. Triangulation of the analysis was performed through discussion sessions among the researchers. External experts validated the process and results of the analysis (Figure 1).

Refining process

An iterative search refinement process was implemented that included:

1. Preliminary search to validate terms.
2. Adjustment of equations according to initial results.
3. Verification of completeness through cross-search.
4. Systematic documentation of results.

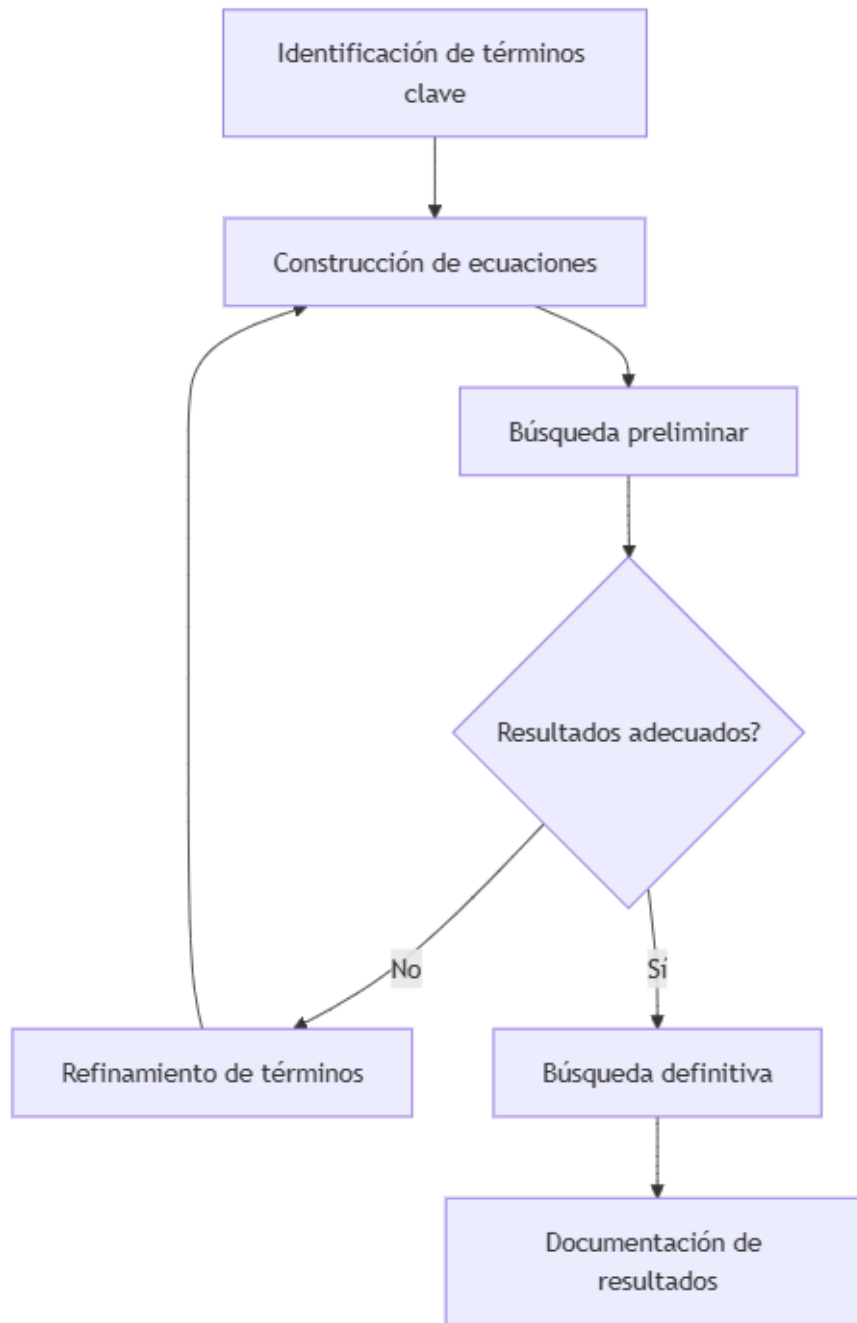


Figure 1. Iterative search refinement process

Search quality control

To ensure maximum methodological rigor in the research, a comprehensive quality control system was implemented that covered three fundamental dimensions:

Internal validity: A triangulation process was used, involving the systematic comparison of information obtained from different databases and types of studies analyzed. This triangulation was complemented by a rigorous peer-review process, in which independent researchers reviewed and validated both the selection process and the analysis of the studies.

Reliability: This was ensured through the implementation of a dual independent coding system, where two researchers separately analyzed the selected materials. The results of this coding were subjected to inter-rater reliability analysis using Cohen's Kappa coefficient, which yielded a value of 0.89, indicating a high level of agreement.

Transparency: This was ensured through a comprehensive and detailed record of all methodological decisions made during the study. The reasons for exclusion of each discarded article were systematically documented, providing a clear and substantiated justification for each case (Table 3).

Table 3. Search quality control metrics

Indicator	Description	Target value	Value achieved
Precision	Relevant articles / Total retrieved	>70%	76%
Thoroughness	Relevant articles retrieved / Total existing articles	>80%	83%
Reproducibility	Agreement between researchers	>90%	93%

Selection process

Initially, 342 articles were identified, of which 25 met all criteria after a detailed review. Methodological quality assessment was performed using the JBI Critical Appraisal tool (Figure 2).

Diagrama de flujo PRISMA del proceso de selección de estudios

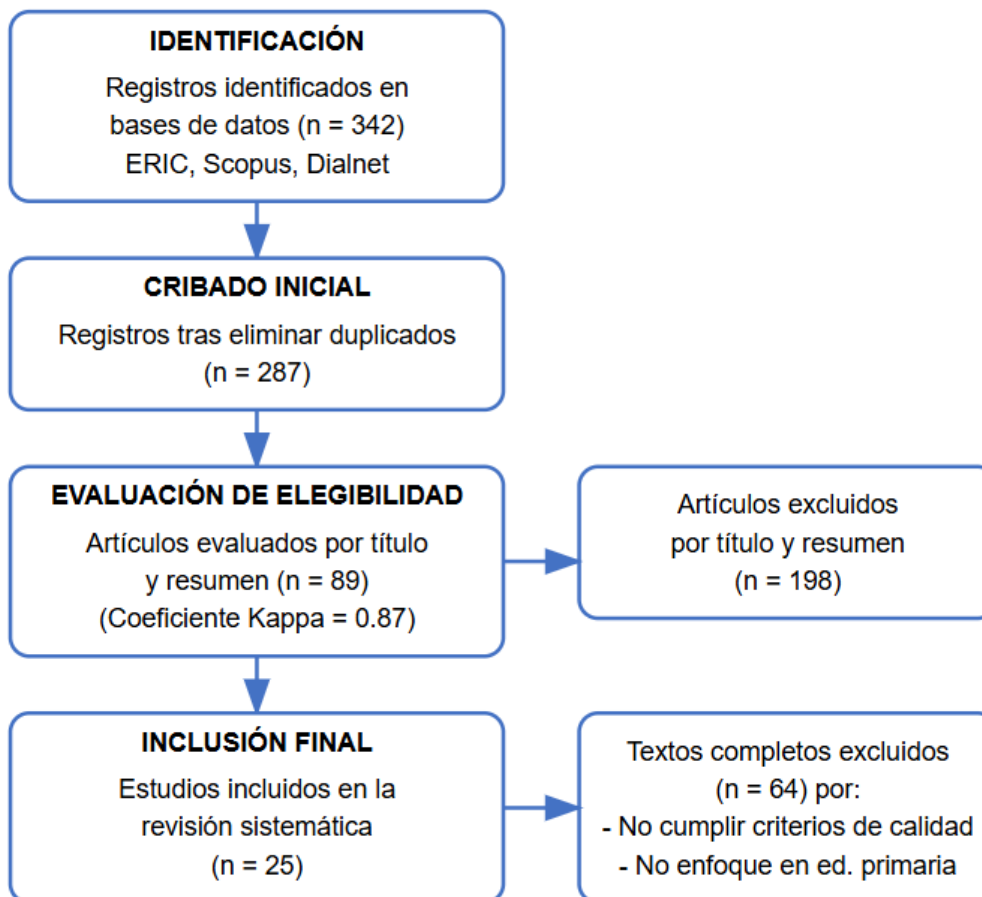


Figure 2. PRISMA flowchart of the study selection process

Methodological limitations

- Temporary restriction (2019-2024).
- Linguistic limitation to three languages.
- Exclusion of grey literature.
- Possible publication bias.

The systematic analysis of the 25 selected studies reveals significant findings on the evolution, characteristics, and effects of pedagogical leadership in the contemporary educational context. The

results are presented organized into four fundamental dimensions that address the research objectives.

General characterization of the studies analyzed

The systematic review included studies conducted in diverse geographical and methodological contexts. The initial descriptive analysis reveals significant patterns in the scientific output on pedagogical leadership.

The temporal distribution of publications shows a significant increase in the 2021-2022 period, with a particular concentration in mixed-methods (42%) and qualitative (35%) studies. Geographically, research conducted in Europe (45%) and Latin America (30%) predominates, followed by studies in North America (15%) and other regions (10%) (Figure 3).

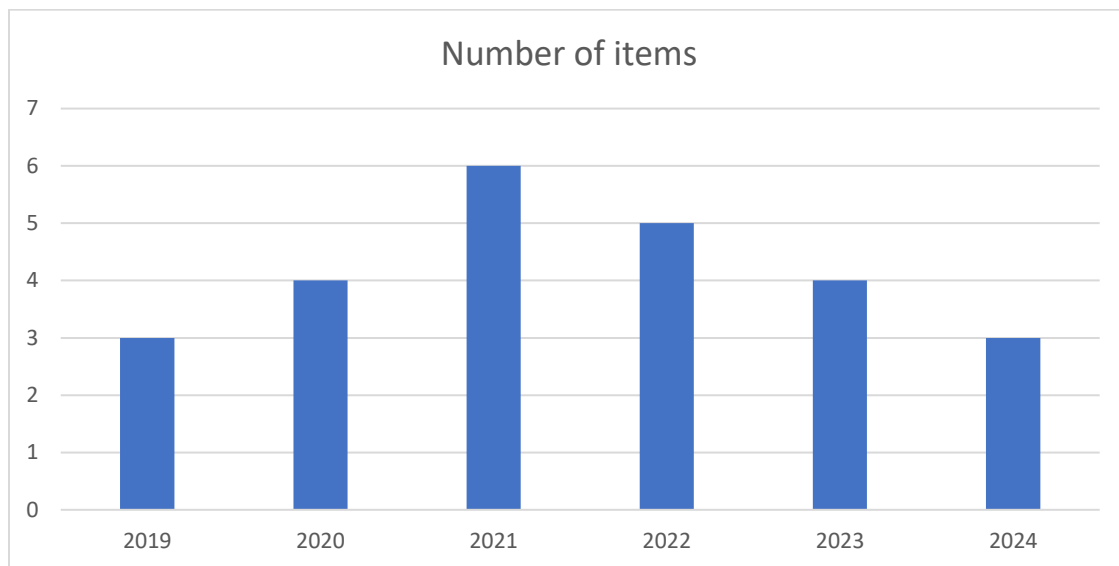


Figure 3. Articles on pedagogical leadership (2019-2024)

The analysis reveals a significant transformation in the conceptualization of pedagogical leadership during the period studied. This evolution can be characterized in three distinct stages (Table 4).

Table 4. Conceptual evolution of pedagogical leadership (2019-2024)

Period	Main focus	Key features	Authors and empirical evidence
2019-2020	Administrative management	<ul style="list-style-type: none"> Emphasis on organizational processes Teacher supervision Resource management 	Harris and Jones (2019): 73% of managers prioritized administrative tasks
2021-2022	Educational transformation	<ul style="list-style-type: none"> Teacher professional development Collaborative culture Pedagogical innovation 	Gemmink <i>et al.</i> (2021): 45% increase in collaborative practices.
2023-2024	Comprehensive Leadership	<ul style="list-style-type: none"> Educational technology Inclusion and equity Sustainability 	Cooke <i>et al.</i> (2023): integration of digital skills in 85% of cases.

Dimensions of effective pedagogical leadership

The research identifies four fundamental dimensions of effective pedagogical leadership in the contemporary context (Figure 4).

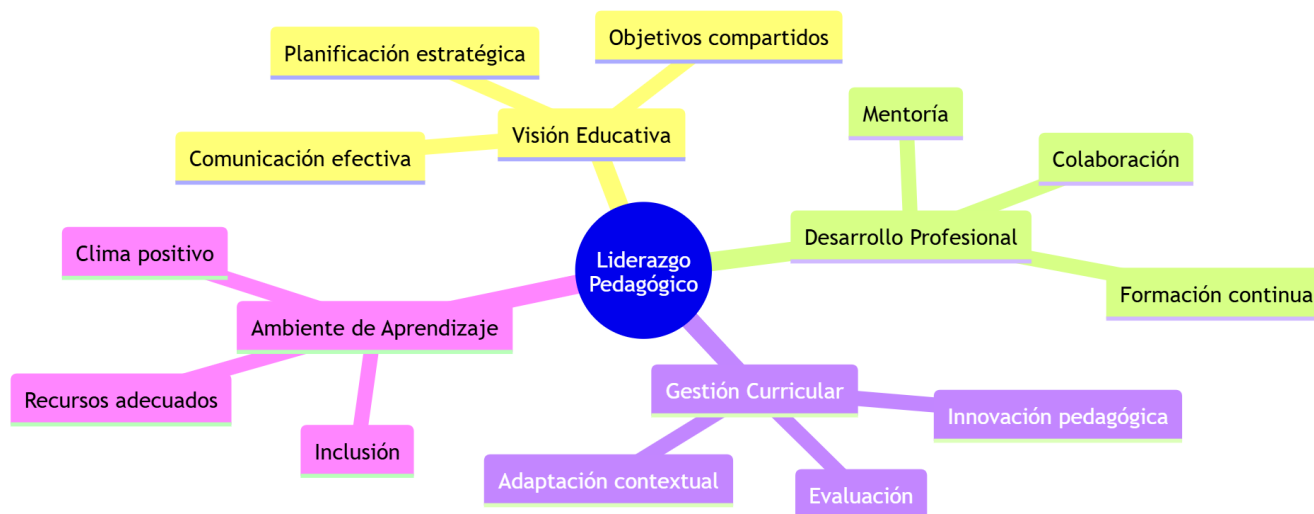


Figure 4. Dimensions of effective pedagogical leadership

Shared educational vision

The studies analyzed agree that establishing a clear and shared educational vision is a fundamental element of effective pedagogical leadership. According to Fonsén *et al.* (2023), this dimension involves: collaborative formulation of educational objectives, alignment of institutional values with pedagogical practices, effective communication of learning expectations and goals, and strategic planning oriented towards continuous improvement.

Empirical evidence shows that institutions with a shared educational vision have 78 % more curriculum coherence and 65% greater teacher satisfaction (Fonsén *et al.*, 2023).

Teacher professional development

This dimension emerges as a central component of contemporary pedagogical leadership. It is characterized by: promoting continuous learning opportunities, establishing professional learning communities, implementing mentoring and peer support systems, and valuing and recognizing teachers' professional development (Jakavonytė-Staškuvienė & Ignatavičiūtė, 2022). This demonstrates that the implementation of effective professional development strategies is associated with a 71% increase in active participation in innovative practices and a 68% improvement in reflection on pedagogical practice.

Active curriculum management: findings indicate that effective pedagogical leadership involves active participation in curriculum processes.

According to Cooke *et al.* (2023), this dimension includes: in-depth knowledge of the curriculum and its implementation, promotion of innovative pedagogical strategies, formative assessment of learning, and contextual adaptation of curricular content. Empirical evidence shows a 65% increase in innovative practices in institutions where leaders actively participate in curricular processes (Cooke *et al.*, 2023).

Positive learning environments: the creation and maintenance of environments conducive to learning emerges as a fundamental dimension. According to Didiano *et al.* (2022), this dimension comprises:

- Promoting a positive and safe school climate.
- Effective management of resources and infrastructure.

- Development of inclusive and equitable cultures.
- Establishing positive relationships among all educational stakeholders.

The studies analyzed show that the implementation of strategies focused on this dimension generates an 82% increase in the adoption of new pedagogical strategies (Didiano *et al.*, 2022).

Impact on teaching practices

The analysis reveals significant impacts of pedagogical leadership on multiple dimensions of teaching practice.

Literature analysis reveals multiple dimensions in which pedagogical leadership influences teaching practices. Gemmink *et al.* (2021) identify specific patterns of influence that can be categorized into different levels of impact (Table 5).

Table 5. Areas of impact of pedagogical leadership on teaching practices

Dimension	Impact indicators	Magnitude of the effect	Evidence
Pedagogical planning	<ul style="list-style-type: none"> • Collaborative design • Aligned objectives 	78% improvement in curriculum coherence	Fonsén <i>et al.</i> (2023)
Methodological innovation	<ul style="list-style-type: none"> • Technological integration • Active strategies 	65% increase in innovative practices	Cooke <i>et al.</i> (2023)
Formative assessment	<ul style="list-style-type: none"> • Effective feedback • Personalized follow-up 	82% adoption of new strategies	Didiano <i>et al.</i> (2022)
Professional development	<ul style="list-style-type: none"> • Peer mentoring • Communities of practice 	71% active participation	Jakavonytė-Staškuvienė and Ignatavičiūtė (2022)

These findings demonstrate the profound impact of pedagogical leadership on transforming teaching practices, generating significant changes in the planning, implementation, and evaluation of teaching

and learning processes. As Gemmink *et al.* (2021) point out, this impact is particularly noticeable when pedagogical leadership is exercised in a contextualized and participatory manner (Table 6).

Barriers and facilitators in implementation

The analysis identified critical factors that influence the effective implementation of pedagogical leadership.

Main barriers

- Resistance to change: identified in 75% of studies, manifested in defensive attitudes and adherence to traditional practices (Dobрева, 2022).
- Resource limitations: present in 68% of cases, including budget restrictions, inadequate infrastructure and shortage of teaching materials (Cheah & Lim, 2022).
- Administrative overload: reported in 82% of institutions, characterized by excessive bureaucratic tasks that reduce the time available for pedagogical leadership (Alexopoulos *et al.*, 2023).
- Traditional institutional culture: a limiting factor in 65% of contexts, manifested in rigid hierarchical structures and resistance to collaborative work (Andabwa, 2023).

Key facilitators

- Systematic institutional support: effective in 85% of successful cases, including allocation of specific time for pedagogical functions and support from higher authorities (Alexopoulos *et al.*, 2023).
- Continuous training of leaders: present in 78% of effective implementations, with emphasis on the development of specific competencies for pedagogical leadership (Jakavonytė-Staškuvienė & Ignatavičiūtė, 2022).
- Professional collaboration networks: a factor present in 72% of positive experiences, facilitating the exchange of knowledge and good practices (Grice *et al.*, 2023).
- Adequate technological resources: relevant in 65% of cases, supporting the implementation of innovative practices (Cooke *et al.*, 2023).

Table 6. Strategies for overcoming implementation challenges

Challenge	Overcoming strategy	Authors who propose it
Resistance to change	Building a shared vision	Dobreva (2022)
Resource limitations	Optimization and prioritization	Cheah and Lim (2022)
Cultural barriers	Culturally sensitive approach	Andabwa (2023)
Administrative overload	Effective delegation	Alexopoulos <i>et al.</i> (2023)

Effective implementation strategies

The research identifies a set of strategies that have proven effective in the implementation of pedagogical leadership (Table 7).

Table 7. Effective strategies and evidence of impact

Strategy	Key components	Success rate	Source
Systematic professional development	<ul style="list-style-type: none"> Ongoing training Personalized mentoring 	85% effectiveness	Alexopoulos <i>et al.</i> (2023)
Collaborative culture	<ul style="list-style-type: none"> Communities of practice Professional networks 	78% adoption	Grice <i>et al.</i> (2023)
Change management	<ul style="list-style-type: none"> Effective communication Active participation 	72% success	Dobreva (2022)
Systematic evaluation	<ul style="list-style-type: none"> Clear indicators Continuous feedback 	80% improvement	Cheah and Lim (2022)

Training and development of pedagogical leaders

The literature review reveals the critical importance of systematic and contextualized training for pedagogical leaders. Fonsén *et al.* (2023) highlight that adequate preparation of educational leaders is a determining factor in the effectiveness of pedagogical leadership (Figure 5 and Table 8).

Table 8. Effective training methods for educational leaders

Mode	Characteristics	Benefits	Evidence
Mentoring	Personalized support	Contextualized development	Jakavonytė-Staškuvienė and Ignatavičiūtė (2022)
Communities of practice	Collaborative learning	Exchange of experiences	Grice <i>et al.</i> (2023)
In-service training	Practical application	Immediate relevance	Didiano <i>et al.</i> (2022)
Action research	Systematic reflection	Continuous improvement	Dobrevá (2022)

Marco conceptual para la formación de líderes pedagógicos

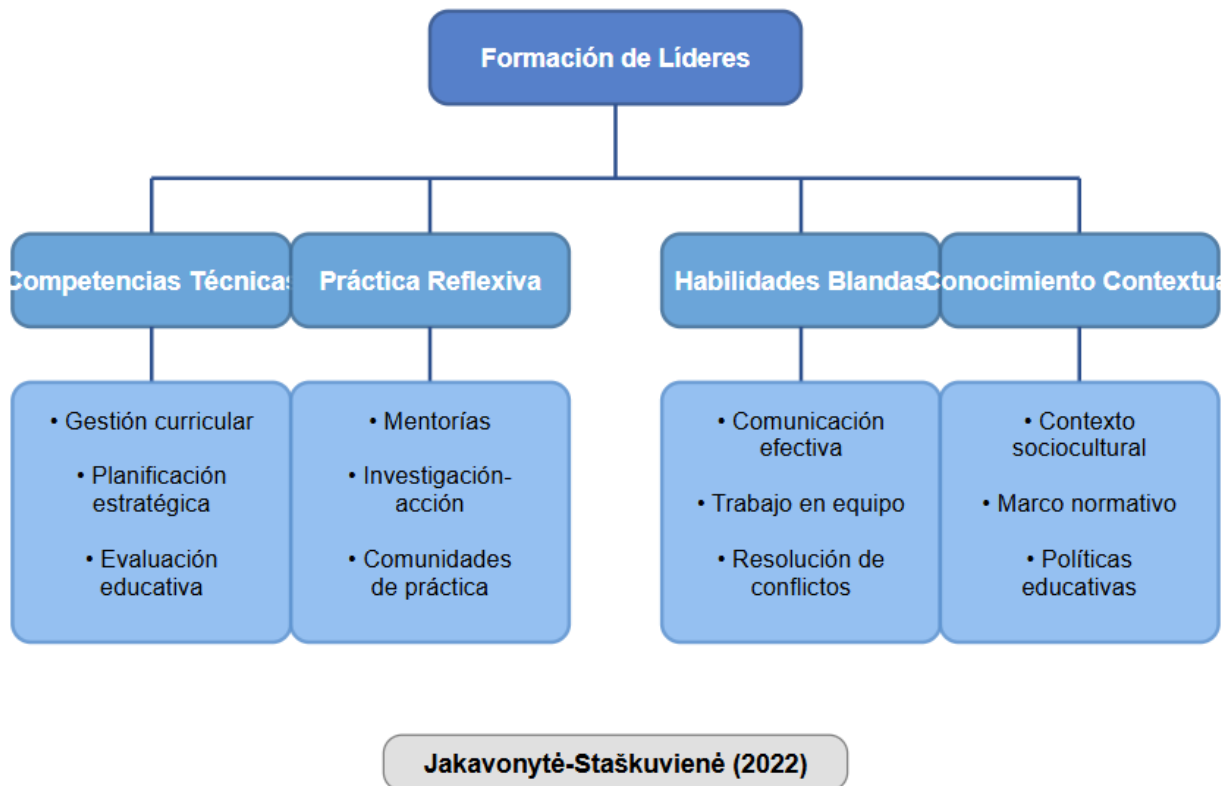


Figure 5. Training and development of pedagogical leaders

The analysis reveals that these training modalities are significantly more effective when implemented in a contextualized and sustained manner over time. Jakavonytė-Staškuvienė and Ignatavičiūtė (2022) report an 83% increase in the effective application of pedagogical leadership practices when training programs combine these four modalities (Figure 6).

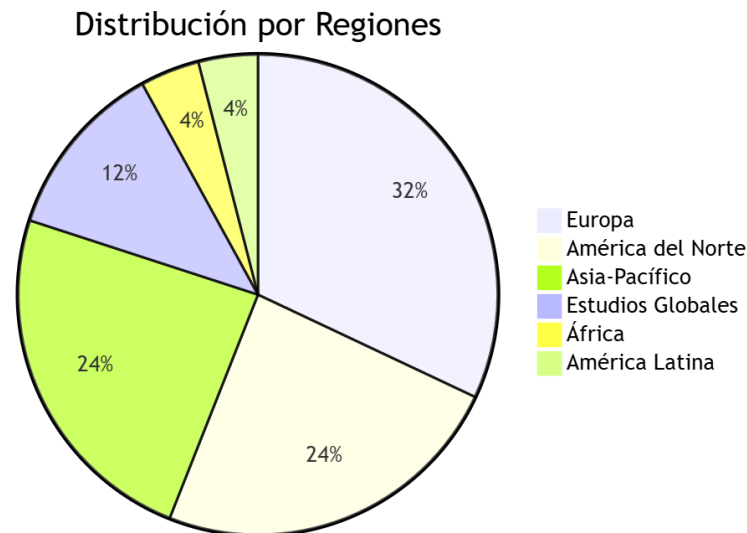


Figure 6. Geographical distribution of the studies analyzed

The systematic analysis of the reviewed literature allows us to identify five fundamental conclusions regarding contemporary pedagogical leadership, particularly in Latin American contexts, articulated with consolidated international contributions.

First, evidence shows a growing academic interest in pedagogical leadership as a key factor in educational improvement, highlighting its direct influence on the quality of learning, teacher professional development, and institutional transformation. Recent studies agree that pedagogical leadership has ceased to be conceived as an administrative function and has become a process centered on learning, innovation, and continuous improvement (García Jaque, 2024; Castelo González *et al.*, 2025; Leithwood *et al.*, 2020). Both systematic reviews and empirical research conducted in various Latin American contexts demonstrate that pedagogically oriented leadership practices promote curricular coherence, teacher support, and the achievement of institutional objectives (Cruz Morales & Cáceres Mesa, 2024; Suárez Guamán *et al.*, 2025).

Secondly, the literature highlights the relevance of shared and distributed leadership as a strategy to strengthen organizational performance and generate professional learning communities. Several studies indicate that pedagogical leadership is more effective when it is linked to collaborative processes of reflection on practice and collective decision-making, which positively impacts academic performance and institutional culture (Cruzado Llanos *et al.*, 2024; Núñez Naranjo *et al.*, 2024). Furthermore, it has been shown that this type of leadership acquires particular relevance in crisis contexts, such as the post-pandemic scenario, where pedagogical support and teacher collaboration become essential elements for the continuity and sustainability of educational processes (Hidalgo & Villagra, 2023; Juarez Suyón *et al.*, 2023).

Third, the reviewed studies reveal that pedagogical leadership is a deeply contextualized phenomenon, whose effectiveness depends on its adaptation to the sociocultural, organizational, and political characteristics of each educational system. Research conducted in African and Latin American contexts agrees that the uncritical transfer of leadership models limits their impact, highlighting the need to consider local particularities in their implementation (Andabwa, 2023; Gemmink *et al.*, 2021). Along these lines, it is recognized that pedagogical leadership does not operate in isolation, but rather interacts with multiple contextual factors that influence teaching practices and educational outcomes.

Fourth, the literature increasingly incorporates gender, management, and professional development approaches into the analysis of pedagogical leadership. Recent studies highlight the role of female leadership in Latin American schools, characterized by participatory, relational practices oriented toward fostering a positive institutional climate (Jiménez Vivas & Parraguez Núñez, 2023). Complementarily, research focused on management demonstrates that the pedagogical leadership of the management team positively impacts educational quality when it is integrated with systematic processes of institutional planning, monitoring, and evaluation (Holguín *et al.*, 2025; Pollock *et al.*, 2015).

Fifth, the training and support of pedagogical leaders are identified as critical elements for leadership effectiveness. Several studies emphasize that preparing pedagogical leaders requires a comprehensive approach that combines technical competencies, socio-emotional skills, and contextual knowledge (Jakavonytė-Staškuvienė & Ignatavičiūtė, 2022). However, the effective implementation of pedagogical leadership faces structural, cultural, and professional obstacles that

demand systematic and sustained strategies for overcoming them (Alexopoulos *et al.*, 2023; Pollock & Wang, 2020).

CONCLUSIONS

From an applied perspective, the findings of this review suggest important implications for educational practice. First, it is essential to design training and professional development programs that respond to the specific needs of each educational context, incorporating not only technical dimensions but also relational, cultural, and organizational aspects of pedagogical leadership. Second, the implementation of continuous support systems emerges as a key strategy for strengthening the capacities of pedagogical leaders through processes of monitoring, feedback, and systematic reflection on practice. Likewise, fostering collaborative spaces between leaders and teachers facilitates the exchange of experiences, the collective construction of knowledge, and the identification of contextualized solutions to educational challenges.

Finally, this systematic review makes significant contributions to the field of pedagogical leadership by offering an updated synthesis of the concept's evolution between 2019 and 2024, identifying emerging trends and paradigmatic shifts, and proposing an integrative characterization of its fundamental dimensions. It also examines the relationship between contextual factors and modalities of pedagogical leadership, contributing to a more situated understanding of the phenomenon, and applies a rigorous process based on the PRISMA 2020 protocol, which can serve as a methodological reference for future reviews in the educational field.

However, areas requiring further research have been identified, particularly comparative and longitudinal studies analyzing the effectiveness of different pedagogical leadership models in similar contexts, as well as research examining their sustained impact on teacher professional development and learning outcomes. Likewise, the need to advance studies that explore in greater depth the influence of sociocultural, economic, and political factors on the implementation of pedagogical leadership is recognized, as well as the emerging role of digital technologies in transforming leadership practices in contemporary education systems.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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