TRANSFORMATIONAL PEDAGOGICAL LEADERSHIP: INSPIRING TEAMS FOR A BETTER FUTURE

Daniela Paula de Lima Nunes Malta[1], Márcia Cristina Cordeiro Toledo da Silva[2], Elizete Morgana da Silva[3], Lilian Antonia Ninow Dias[4] and Josiane Santos de Souza[5]

ABSTRACT

The article analyzed pedagogical leadership as an essential element for educational transformation in the context of basic education. The objective was to understand how pedagogical leadership and school management can be developed to promote engagement, innovation and inclusive practices in educational institutions. The study addressed issues related to the impact of this leadership on school performance and the creation of a culture of collaborative learning. The methodology adopted was the bibliographic research, which consisted of the organization and analysis of theoretical references and relevant empirical studies, enabling the construction of a broad foundation on the subject. The discussions were organized into four axes: the impact of pedagogical leadership on school engagement; its influence on the improvement of teaching and learning; the transformative practices of school management, with emphasis on democratic management and the use of digital technologies; and strategies to inspire school teams in search of a more collaborative and efficient educational environment. As a conclusion, it was found that pedagogical leadership, when structured in a democratic and inclusive way, has the potential to significantly transform the quality of teaching and promote more equitable and innovative educational results. In addition, the need for future studies that explore the long-term impacts of this approach and its interactions with digital technologies was identified. Thus, the relevance of pedagogical leadership as a strategic tool for overcoming contemporary challenges in basic education was reinforced.

[1] Doctor of Letters
Federal University of Pernambuco (UFPE)
E-mail: malta_daniela@yahoo.com.br
LATTES: http://lattes.cnpq.br/4611103151737660
[2] Doctorate student in Educational Sciences
Inter-American Faculty of Social Sciences (FICS)
E-mail: marciacts@gmail.com
LATTES: http://lattes.cnpq.br/2457750796066824
[3] Doctorate student in Educational Sciences
Inter-American Faculty of Social Sciences (FICS)
E-mail: elizetemorgana@hotmail.com
LATTES: http://lattes.cnpq.br/2561555073805644
[4] Master in Emerging Technologies in Education
MUST University
E-mail: liliandiasbk@gmail.com
LATTES: http://lattes.cnpq.br/8615011596005425
[5] Master in Educational Sciences
Universidad del Sol (UNADES)
E-mail: josisantosjg@gmail.com
LATTES: https://lattes.cnpq.br/5383365123753260

INTRODUCTION

Pedagogical leadership has been widely discussed as one of the fundamental pillars for the promotion of transformative educational practices, especially in the context of basic education. In a scenario marked by growing challenges, such as the need for inclusion, innovation, and adaptation to contemporary demands, understanding the elements that constitute effective school management has become essential. In this sense, the theme of pedagogical leadership stands out for its ability to directly impact school performance, the quality of teaching, and the strengthening of a culture of collaborative learning.

The research sought to understand how pedagogical leadership and school management can be developed to promote transformative practices in basic education. The central question addressed was: 'how can pedagogical leadership stimulate engagement, participation and educational transformation in different contexts?' To answer this question, the study adopted as a methodology the bibliographic research, which allowed to organize, interpret and elaborate the theoretical foundations related to the theme. This approach was conducted based on theoretical and empirical contributions from previous studies, enabling a reasoned analysis.

The discussions were organized into four main axes. In the first, the relationship between pedagogical leadership and the engagement of school teams was analyzed, emphasizing the importance of practices that promote belonging and co-responsibility. In the second axis, the direct impact of pedagogical leadership on the quality of teaching and learning was discussed, highlighting the effectiveness of this model in comparison with other leadership styles. The third axis addressed the transformative practices of school management, emphasizing the relevance of democratic management and the use of digital technologies as tools for innovation and inclusion. Finally, it was explored how school managers can inspire their teams through collaborative and participatory practices, creating an environment favorable to educational transformation.

Therefore, this article was structured to present the contributions and implications of pedagogical leadership in the context of basic education, highlighting results that show its transformative impact and discussing the challenges and possibilities related to the theme. With this, it was sought to contribute to the strengthening of educational practices and stimulate new research that can broaden and deepen the understanding of this field.

CULTIVATING SCHOOL LEADERSHIP AND ENGAGEMENT

Transformational pedagogical leadership emerges as an essential force for the consolidation of an effective learning culture in educational institutions. According to Roberto and Weinstein (2023, p. 5), "pedagogical leadership plays a central role in creating a culture of learning within schools". This perspective highlights the relevance of collaborative practices that involve managers, teachers, and the entire school community, promoting a continuous learning environment. In this sense, understanding the dynamics of this leadership requires the analysis of processes that integrate democratic management and educational policies.

In this context, Souza (2009, p. 125-126) states that

> [...] Democratic management is understood here, then, as a political process in which the people who work in/about the school identify problems, discuss, deliberate and plan.

This definition places pedagogical leadership as a key element for collective engagement, ensuring that decisions are based on dialogue and the active participation of the entire school community. Thus, the ability to inspire and mobilize teams is not limited to managerial functions, but takes on a transformative role that positively impacts pedagogical practices and educational outcomes.

In addition, Santos and Castro (2020, p. 6) point out that

> Considering that school management is an educational policy, it is essential to analyze the historical and political characteristics contained in the official documents that regulate it.

Such a perspective reinforces the need for leadership that goes beyond normative interpretation, seeking to implement educational guidelines in a contextualized and coherent way with the specificities of the school community. In this sense, transformational pedagogical leadership connects directly with the critical analysis of these legal frameworks, promoting practices aligned with the challenges and opportunities of the contemporary educational scenario.

In addition, Roberto and Weinstein (2023, p. 5) reinforce that transformational pedagogical leadership has the power to "inspire teachers and other members of the school community by promoting a collective vision of the future". This type of leadership fosters a sense of belonging and co-responsibility, driving the development of innovative

practices and the strengthening of bonds between team members. Thus, school managers, by adopting inclusive and participatory strategies, expand the possibilities of educational transformation.

Finally, by integrating these aspects, it is evident that transformational pedagogical leadership is an indispensable component for the success of educational institutions. Its impact lies in its ability to align institutional objectives with the demands of a diverse and constantly changing school community. In this way, by creating a learning culture centered on dialogue, critical analysis, and cooperation, pedagogical leadership not only transforms the school environment but also contributes significantly to the advancement of society as a whole.

PEDAGOGICAL LEADERSHIP AND ITS IMPACT ON TEACHING AND LEARNING

Pedagogical leadership stands out as a key approach to promoting the quality of teaching and learning in schools. Bolívar (2010, p. 45) emphasizes that "pedagogical leadership aims to improve teaching and learning", emphasizing its central role in the transformation of educational practices. This vision reflects the need for management focused not only on administrative functioning, but also on strengthening the teaching and learning process. Therefore, studies show that the effectiveness of this form of leadership can be even more relevant when compared to other leadership styles.

In this sense, Robinson, Lloyd and Rowe (2014) highlight, based on a meta-analysis, that pedagogical leadership has three to four times greater impact on student learning than transformational leadership. This conclusion shows how focusing on direct pedagogical practices, such as class supervision and continuous support for teachers, can generate more significant results. In addition, the authors suggest that the active involvement of educational leaders in the processes of pedagogical planning and monitoring is essential to achieve such results.

However, the implementation of pedagogical leadership practices faces significant challenges, especially due to the organizational complexity of schools. Roberto and Weinstein (2023, p. 9) note that "the organizational complexity of schools significantly affects the implementation of pedagogical leadership practices". This finding highlights how structural and cultural factors can hinder the application of leadership strategies that are effective and integrated into the school context. Thus, it is essential to create collaborative spaces that favor communication and coordination among team members.

In addition, collective meetings have proven to be valuable instruments for strengthening pedagogical leadership practices. According to Roberto and Weinstein (2023), these moments are recognized by teachers as important spaces for support and guidance, in which pedagogical decisions can be discussed and refined collectively. This approach not only fosters a more collaborative work environment but also encourages teacher autonomy and engagement in the search for effective educational solutions.

On the other hand, Silva and Alves (2012, p. 678) point out that

> The dissemination of managerial principles in the management and organization of school work reinforces the deconcentration of tasks and the reduction of autonomy in the effective decision-making process.

This critical analysis points to the risks associated with excessively bureaucratic management, which can limit the autonomy of educators and compromise the ability of pedagogical leadership to positively influence student learning. Thus, it is necessary to balance the decentralization of tasks with the promotion of an environment that values shared decision-making.

Therefore, pedagogical leadership, when implemented in a strategic and collaborative manner, has the potential to significantly transform school dynamics and improve educational outcomes. Its impact is amplified through practices such as class observation, constructive *feedback,* and the promotion of spaces for dialogue and reflection. However, its effectiveness depends on overcoming organizational challenges and creating an environment that values the autonomy and active participation of all actors involved in the educational process.

SCHOOL MANAGEMENT AND LEADERSHIP: TRANSFORMATIVE PRACTICES IN BASIC EDUCATION

School management plays a key role in promoting effective educational outcomes, especially when combined with engaged and reflective leadership. Oliveira, Pato, Santos and Pereira (2023, p. 2) point out that "considering the centrality of school management for school results, this article presents a survey of articles involving the concepts 'school management' and 'school leadership'". This survey allows us to identify the conceptual nuances that guide management and leadership practices, offering theoretical subsidies for practical application in the context of basic education.

Based on a "topographic review", as described by the authors, the objective was to map the national academic production and highlight the methodological and thematic trends of 70 articles analyzed (Oliveira *et al.*, 2023, p. 2). The analysis revealed that topics such as democratic management and participation in schools are among the most explored, highlighting the need to create spaces for inclusion and dialogue in the school environment. In this way, management practice in basic education can benefit from approaches that integrate participatory methodologies into the school routine, encouraging the engagement of teachers, students and the community.

In addition, the articles analyzed also addressed conceptual themes in the field of school management, exploring positions of approximation or distancing in relation to central concepts (Oliveira et al., 2023, p. 9). Such conceptual reflections are essential to support the pedagogical practice, since they contribute to the adaptation of management strategies to the specificities of the school environment. Thus, by aligning theory with practice, managers can implement more coherent and effective educational policies.

In the context of digital technologies, Narciso *et al. (*2024, p. 405) point out that "digital technologies offer significant opportunities to improve the quality of life of autistic people, allowing them to express themselves and connect in innovative ways". This point highlights the transformative potential of technology as a tool for inclusion, which can also be incorporated into school planning to promote both socialization and cognitive development of students with specific needs. In this way, school leaders have the opportunity to apply technological resources not only as pedagogical tools, but also as catalysts for inclusive and equitable education.

At the same time, Moran (2004, cited in Santana *et al.,* 2021, p. 2090) highlights that "society needs innovative people, who adapt to new challenges, possibilities, jobs, and situations". From this perspective, it is up to school leadership to encourage practices that stimulate creativity and innovation among students and teachers. By implementing strategies that combine democratic management and the use of digital technologies, managers can promote an educational culture aligned with contemporary demands, preparing students to face the challenges of the future.

Therefore, the analysis carried out by Oliveira *et al.* (2023) offers a valuable overview of the theoretical and practical paths of school management and leadership. Combined with the benefits brought by digital technologies, as highlighted by Narciso *et al.* (2024), educational management can be transformed into a powerful instrument to foster

engagement and inclusion in the school environment. Thus, leadership in basic education should be seen as a continuous process of learning and adaptation, in which theory and practice complement each other to transform the educational reality.

INSPIRING TEAMS FOR A BETTER FUTURE

Inspiring teams in the educational context is a challenge that requires strategic planning, efficient leadership, and a clear vision of the impact of actions on the future of the school and society. The *School Management of Excellence and That Transforms* program, promoted by the State Department of Education of Piauí (Seduc), exemplifies how the training of managers can be structured to develop skills aligned with innovative and inclusive management (Melo, 2024). This initiative, by integrating pedagogical and administrative practices, seeks to create leaders capable of transforming basic education in a significant way.

The training offered by Seduc highlights the political-institutional dimension of school management as a central element, covering aspects such as leadership, planning and organization. This approach dialogues with what Oliveira *et al.* (2023) identify as fundamental in their studies on school management: the strengthening of democratic and participatory practices. By creating a space for exchange between managers with diverse experiences, the program promotes a collaborative environment in which successful strategies can be shared and adapted to different school realities. This dynamic encourages the construction of joint solutions, increasing team engagement and consolidating democratic management.

Another relevant aspect is the use of planning and evaluation tools to support school leadership. The Seduc program, by emphasizing the importance of organization and evaluation in the educational context, demonstrates alignment with contemporary trends that highlight the need for data and indicators to guide decision-making. These practices dialogue directly with the observations of Narciso *et al.* (2024), which advocate the use of technologies as a means to enhance processes and expand communication. In this sense, the use of digital technologies in the scope of school management not only helps in planning, but also promotes a more dynamic and adaptable environment to the demands of the present.

In addition, the initiative reflects the importance of training managers with the ability to inspire their teams to face the challenges of the current educational scenario. This

perspective is in line with Moran's (2004, cited in Santana *et al.,* 2021) understanding of the need to prepare innovative individuals, capable of adapting to changes and proposing creative solutions. Thus, by integrating transformative management practices with the continuous training of leaders, the program contributes to a broader view of the role of the school manager as an agent of change.

Therefore, by developing skills focused on leadership, planning, and innovation, initiatives such as Seduc's demonstrate how structured school management can inspire teams and transform educational realities. The exchange of experiences between managers and the practical application of theoretical concepts strengthen the foundations for a more democratic and inclusive education, pointing out clear paths for the future of basic education.

RESULTS AND DATA ANALYSIS

The table presented organizes the authors and their theoretical contributions, facilitating the visualization of the fundamentals that support this study on pedagogical leadership and transformative school management. This structure provides a clear and accessible view of the topics covered and how each author contributes to the construction of a cohesive approach. Its relevance lies in the fact that it allows the connection between theoretical concepts and practical applications, in addition to offering a reference for future discussions.

Table 1 - Relevance of the theoretical frameworks

Author(s)	Year of Publication	Research Subject	Relevance to the Study
Roberto e Weinstein	2023	Pedagogical leadership and impact on the creation of a culture of learning in schools.	It highlights the central role of pedagogical leadership in school transformation.
Souza	2009	Democratic management and participatory processes in the identification and solution of school problems.	It emphasizes the importance of collective participation in educational management.
Santos and Castro	2020	Historical and political analysis of the characteristics of school management in official documents.	It reinforces the connection between school management and educational policies.
Silva and Alves	2012	Impacts of bureaucratic management on the decentralization of tasks and autonomy of educators.	It warns of the risks of excessively bureaucratic management.

Bolivar	2010	Pedagogical leadership as a strategy for the improvement of teaching and learning.	It provides a conceptual basis for the strategic role of pedagogical leadership.
Robinson, Lloyd e Rowe	2014	Comparison between the impacts of pedagogical and transformational leadership on learning.	It highlights the effectiveness of pedagogical leadership compared to other styles.
Oliveira, Pato, Santos and Pereira	2023	Mapping of methodological and thematic trends in school management and leadership.	It provides data on contemporary practices in school management in Brazil.
Narciso *et al.*	2024	Positive impacts of digital technologies on the inclusion and cognitive development of autistic people.	It presents technologies as inclusive and transformative tools in the school environment.
Moran (citado em Santana *et al.*)	2004	Need to train innovative individuals capable of adapting to contemporary challenges.	It relates innovation and adaptability to the demands of the current educational environment.
Melo	2024	Seduc initiative to train school managers and promote transformative practices.	It exemplifies the practical application of leadership and transformative management in basic education.

Source: author himself.

The present study revealed that transformational pedagogical leadership plays an essential role in creating a collaborative and inclusive learning culture within educational institutions. In addition, it was found that pedagogical leadership, by focusing directly on educational practices and continuous support for teachers, has a greater impact on student learning than other leadership styles, such as transformational. These findings corroborate studies by Robinson, Lloyd and Rowe (2014), which highlight the effectiveness of pedagogical leadership in improving school performance.

Another significant conclusion refers to the importance of democratic management for the strengthening of relationships within the school environment. The active participation of different actors, such as managers, teachers and the community, proved to be essential for shared decision-making, as pointed out by Souza (2009). The inclusion of technological tools in the management process also stood out as a relevant factor for the promotion of innovative and inclusive educational practices, in line with the contributions of Narciso *et al.* (2024) on the positive impact of digital technologies on education.

THE SIGNIFICANCE OF THESE FINDINGS

These findings reinforce the relevance of pedagogical leadership as a central element for the transformation of educational practices. Leadership that promotes engagement, belonging, and co-responsibility in educational teams has the potential to impact not only learning outcomes, but also the quality of the school environment as a whole. In addition, the connection between democratic management and the use of digital technologies suggests that participatory and innovative practices can be decisive in addressing the contemporary challenges of basic education.

HOW THESE FINDINGS RELATE TO WHAT OTHERS HAVE DONE

The results of this study are in line with the analyses of Oliveira *et al.* (2023), which identified trends in academic production related to school management and leadership. The authors highlighted the importance of participatory and collaborative practices, aligning themselves with the conclusions about the positive impact of democratic management. Similarly, Moran (cited in Santana *et al.,* 2021) stressed the need to train innovative and adaptable individuals, which dialogues directly with the use of digital technologies to foster inclusion and learning in schools.

LIMITATIONS OF FINDINGS

Although this study has generated relevant perspectives, some limitations should be highlighted. First, the empirical data analyzed are based on previous reviews and studies, which limits the possibility of generalization to all educational contexts. As pointed out by Santos and Castro (2020), the analysis of official documents does not always contemplate the real dynamics of the schools, which can impact the practical application of the guidelines discussed. In addition, the inclusion of digital technologies in the school environment, as suggested by Narciso *et al.* (2024), still lacks longitudinal studies that assess its long-term impact.

AN EXPLANATION FOR SURPRISING, UNEXPECTED, OR INCONCLUSIVE RESULTS

An unexpected point identified in the study was the emphasis of pedagogical leadership on transformational leadership in terms of direct impact on student learning, as presented by Robinson, Lloyd, and Rowe (2014). One explanation for this result may lie in the fact that pedagogical leadership focuses directly on classroom practices and ongoing

support for teachers, while transformational leadership often emphasizes broad organizational changes that may take longer to reflect concrete improvements in school performance. This difference in focus may explain the disparity in the observed impacts.

SUGGESTIONS FOR FURTHER RESEARCH

Based on the results and limitations identified, it is suggested that future research investigate the long-term effects of pedagogical leadership in different educational contexts, considering variables such as socioeconomic status and school infrastructure. Empirical studies are also needed to evaluate the integration of digital technologies in school management, exploring not only their impacts on inclusion, but also on administrative and pedagogical aspects. Finally, future research could examine how different leadership styles interact with participatory practices to identify combinations that maximize educational outcomes in varied settings.

CONCLUSION

This article explored the role of pedagogical leadership in transforming educational practices and creating a more collaborative and effective learning culture in the context of basic education. The study achieved the proposed objectives by highlighting the relevance of democratic management, the impact of digital technologies and the importance of pedagogical leadership as central elements for the improvement of school practices.

The analysis showed that pedagogical leadership, by focusing on direct support to educational practices and collective participation, presents more expressive results in school performance compared to other leadership styles. In addition, the study showed how the use of technological tools can enhance inclusion and educational development, promoting a more dynamic and adaptable environment to contemporary demands. These factors, combined with democratic management, contribute to strengthening the role of the school as an agent of social transformation.

However, it is recognized that limitations related to the analysis of specific contexts and the absence of longitudinal data point to the need for future studies. Further research could broaden the understanding of the long-term impacts of pedagogical leadership in different settings, as well as assess the effective integration of technologies in the school environment.

Thus, this study reinforces the importance of transformative educational practices, highlighting the fundamental role of pedagogical leadership and democratic school management. Therefore, it is encouraged that new research be carried out, exploring diverse perspectives and integrating different theoretical and practical approaches, in order to contribute to the construction of a more inclusive, equitable and innovative education.

REFERENCES

1. Bolívar, A. (2010). Liderazgo educativo para el aprendizaje. Madrid: Ediciones SM.

2. Melo, P. (2024). Gestores escolares da Seduc iniciam primeiro módulo do curso Gestão Escolar de Excelência e que Transforma. Secretaria da Educação, 28 nov. 2024. Disponível em: https://www.seduc.pi.gov.br/noticias/noticia/12339/gestores-escolares-da-seduc-iniciam-primeiro-modulo-do-curso-gestao-escolar-de-excelencia-e-que-transforma. Acessado em 05 de dez de 2024.

3. Moran, J. (2004). A contribuição das tecnologias para uma educação inovadora. Itajaí: Contrapontos. In Santana et al., 2021) Santana, A. C. de A., Pinto, E. A., Meireles, M. L. B., Oliveira, M. de, Munhoz, R. F., & Guerra, R. S. (2021). Educação & TDIC's: Democratização, inclusão digital e o exercício pleno da cidadania. Revista Ibero-Americana de Humanidades, Ciências e Educação, 7(10), 2084–2106. Disponível em: https://doi.org/10.51891/rease.v7i10.2748. Acessado em 05 de dez de 2024.

4. Narciso, R., Soares, L. da S., Chiquera, D., Corrêa, L. L., Oliveira, F. P. das C., & Silva, W. A. da. (2024). Conexões digitais no espectro autista: explorando potencialidades e promovendo inclusão. Revista Ibero-Americana de Humanidades, Ciências e Educação, 10(4), 404–418. Disponível em: https://doi.org/10.51891/rease.v10i4.13496. Acessado em 05 de dez de 2024.

5. Oliveira, A. C. P. de, Pato, C., Santos, A., & Pereira, R. (2023). Gestão e liderança escolar: tendências dos artigos publicados no período 2010-2020. Revista Brasileira de Política e Administração da Educação, 39(1). Disponível em: https://doi.org/10.21573/vol39n12023.127337. Acessado em 05 de dez de 2024.

6. Roberto, A. M., & Weinstein, J. (2023). Liderança pedagógica e complexidade da gestão escolar: um estudo em escolas de São Paulo, Brasil. SciELO Preprints, submetido em 10 nov. 2023. Disponível em: https://doi.org/10.1590/SciELOPreprints.7353. Acessado em 05 de dez de 2024.

7. Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2014). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. Educational Administration Quarterly, 44(5), 635-674.

8. Santana, A. C. de A., Pinto, E. A., Meireles, M. L. B., Oliveira, M. de, Munhoz, R. F., & Guerra, R. S. (2021). Educação & TDIC's: Democratização, inclusão digital e o exercício pleno da cidadania. Revista Ibero-Americana de Humanidades, Ciências e Educação, 7(10), 2084–2106. Disponível em: https://doi.org/10.51891/rease.v7i10.2748. Acessado em 05 de dez de 2024.

9. Santos, S. M. M., & Castro, S. B. D. de. (2020). Gestão Escolar em Feira de Santana: análise dos textos oficiais. Educação & Realidade, 45(1). Disponível em: https://www.scielo.br/j/edreal/a/P7LqhzKWVMkYGskpfGvsYCN/. Acessado em 05 de dez de 2024.

10. Silva, L. G. A. da, & Alves, M. F. (2012). Gerencialismo na escola pública: contradições e desafios concernentes à gestão, à autonomia e à organização do trabalho escolar. Revista Brasileira de Política e Administração da Educação, 28(3), 665-681. Disponível em: https://seer.ufrgs.br/index.php/rbpae/article/view/39833. Acessado em 05 de dez de 2024.

11. Souza, A. R. (2009). Explorando e construindo um conceito de gestão escolar democrática. Educação em Revista, 25(3), 123-140. Disponível em: https://www.scielo.br/j/edur/a/fF53XWVkxxbhpGkqvcfkvkH/?format=pdf&lang=pt. Acessado em 05 de dez de 2024.