

3 School Leadership and Educational Quality: A Review of Selected Global Models

Carolina Marlen Luna Perez

Universidad Complutense de Madrid, Spain

Jennifer Ana Domínguez Rodríguez

Universidad Complutense de Madrid, Spain

 © 2025 Carolina Marlen Luna Perez
and Jennifer Ana Domínguez Rodríguez
<https://doi.org/10.26493/978-961-293-504-7.3>

Introduction

Amongst the current global challenges is the need to ensure inclusive, equitable, equal, and quality education, guaranteeing both universal access and the fair distribution of opportunities for all. This goal aligns with the fourth Sustainable Development Goal (SDG 4) of the 2030 Agenda, which aims to improve education systems worldwide and reduce gaps in access and learning (United Nations Sustainable Development, n.d.). To advance toward this objective, it is essential to consider a range of internal and external factors that impact educational development, including each country's context and the commitment of political leaders (Organisation for Economic Co-Operation and Development, 2024).

At the institutional level, one of the key elements in improving educational quality is school leadership, which has a direct impact on student learning outcomes and school management (Hallinger & Heck, 1998; Leithwood et al., 2008). Various studies have demonstrated that school principals significantly influence the organizational culture of educational institutions, teacher motivation, and the implementation of effective pedagogical practices (Day et al., 2009).

In response to this evidence, numerous countries have developed educational leadership regulatory frameworks that establish standards and guidelines to strengthen school leadership teams and their impact on education. These frameworks aim not only to professionalize school management but also to ensure that leadership contributes to equity

and the improvement of learning outcomes in diverse educational contexts (Pont et al., 2008).

This chapter reviews the educational leadership regulatory frameworks implemented in Chile, Canada, Singapore, and Australia, countries that have developed specific models to guide school leaders in managing their institutions. These frameworks define clear criteria in key areas such as pedagogical leadership, resource management, teacher professional development, and engagement with the educational community. Through this analysis, common elements among these regulatory frameworks can be identified, offering a comprehensive perspective on how different countries structure educational leadership to enhance school management and learning outcomes.

Chile, for example, has developed the Framework for Good School Leadership and Management, which aims to professionalize school administration and promote the development of effective leadership teams (Ministerio de Educación República de Chile, 2015). In Canada, the province of Ontario has implemented the Ontario Leadership Framework, which has been key in reducing educational gaps and promoting equity (Ontario Institute for Educational Leadership, 2013). Similarly, Singapore has established the Leaders in Education Programme (LEP), a comprehensive programme that strengthens the training of school leaders to improve student performance (Ng, 2013). Finally, Australia has introduced the Australian Professional Standard for Principals, which sets clear guidelines for leadership development and evaluation in schools (Australian Institute for Teaching and School Leadership (AITSL), 2020).

Despite contextual differences among these countries, they have all adopted a regulatory approach to educational leadership as a key strategy for the continuous improvement of their education systems. This study aims to examine how these frameworks are structured and which leadership dimensions are prioritized in each model.

Thus, this research will help to understand the regulatory framework on public education, providing evidence on the importance of having clear guidelines for school management and their relationship with learning improvement.

Theoretical Framework

Education is a fundamental pillar for the development of societies, and its quality largely depends on the management and leadership of the

school leadership teams. In this regard, educational leadership has been widely studied as a key factor in improving learning, equity, and the efficiency of school systems (Leithwood & Day, 2008). Since school leadership influences multiple dimensions of the educational system, it is necessary to approach its study from a comprehensive perspective. This theoretical framework analyses the fundamental concepts that underpin educational management and leadership in schools, in order to understand the impact of regulatory frameworks in the selected countries: Chile, Canada, Singapore, and Australia. To this end, five key thematic areas are presented: Educational Management, Educational Leadership, Dimensions of School Leadership, Public Administration in Education, and Regulatory Frameworks for Educational Leadership, which we will explain below.

Educational Management

Educational management refers to the processes, strategies, and policies implemented to effectively administer school systems and ensure learning quality. It encompasses the planning, organization, leadership, and evaluation of resources and stakeholders involved in education (Bush, 2020). The quality of education is directly linked to efficient management, which must guarantee access, equity, and excellence in learning outcomes (Fullan, 2020). Strong leadership within educational management translates into better school administration and a positive impact on student achievement (Schleicher, 2021). In this regard, management models vary across countries, depending on factors such as the degree of decentralization and the regulatory framework governing public education.

Educational Leadership

Leadership is understood as the process of motivating and influencing others to define and achieve common goals (Leithwood et al., 2006). This concept recognizes that leadership is not limited to the principal's role but is distributed among different members of the educational community. Furthermore, leadership is closely related to management. Although these two concepts have different meanings and scopes, they complement each other to enhance institutional development.

Different leadership approaches have been identified, including:

- *Transformational Leadership*. This approach motivates and empowers the educational community to achieve institutional goals. It is

Table 3.1 Synthesis of Key Dimensions of Leadership Practices

Synthesis of Key Dimensions of Leadership Practices, according to authors Leithwood et al. (2006)	Synthesis of Key Dimensions of Leadership Practices, according to authors Robinson and Gray (2019)
Setting a direction	Set goals and expectations
Developing staff	Promote and participate in teacher learning and professional development
Redesigning the organization	Obtain and maintain resources strategically
Managing instruction	Plan, coordinate, and evaluate curriculum instruction

NOTES Adapted from *Framework for Good School Leadership and Management* (p. 12), by the Ministerio de Educación República de Chile (2015).

based on a shared vision, the professional development of staff, and the creation of a school environment that fosters academic success (Leithwood & Jantzi, 2006).

- *Distributed Leadership*. In this model, influence and decision-making emerge from the interactions among members of the organization rather than relying solely on individual leadership (Harris, 2008).
- *Instructional Leadership*. This approach focuses on improving teaching and learning. Educational leaders (such as principals and instructional coordinators) ensure that teachers receive the necessary support, resources, and guidance to implement effective classroom strategies and enhance student outcomes (Robinson et al., 2008).

In many countries, educational leadership has been formalized through regulatory frameworks that establish standards and expected competencies for school administrators.

Dimensions of School Leadership

School leadership consists of multiple interrelated dimensions that impact institutional management and student learning outcomes. According to Leithwood et al. (2019), there are five fundamental dimensions of effective school leadership:

1. *Setting Goals and Expectations*. This involves defining clear and achievable objectives that guide the work of the school community and align teaching practices with the institutional vision.

2. *Strategic Allocation of Resources.* This refers to efficiently distributing human, material, and financial resources to optimize teaching and learning processes.
3. *Ensuring Teaching Quality.* This dimension focuses on three key school leadership practices: developing a coherent instructional framework, monitoring the impact of teaching on student outcomes, and evaluating teachers.
 - *Coherent Instructional Framework.* An aligned curriculum, teaching strategies, and assessments ensure consistent instruction and access to relevant content, leading to improved student outcomes.
 - *Monitoring and Use of Evidence.* School leaders should track performance data and foster a culture that promotes trust in evidence-based practices to enhance teaching effectiveness.
 - *Teacher Evaluation.* Teacher assessment should be based on clear evidence of student impact, emphasizing professional development. The most effective evaluations focus on constructive feedback, teacher involvement in the process, and building trusting relationships.
4. *Leading Teacher Learning and Development.* This focuses on providing continuous professional development opportunities for teachers and fostering educational innovation.
5. *Ensuring an Orderly and Safe Environment.* This dimension aims to establish a positive school climate, reduce conflicts, and ensure optimal learning conditions. These dimensions have been identified in multiple studies as key factors in improving educational quality and equity in school systems (Robinson & Gray, 2019).

Public Administration in Education

Public administration in education refers to the management and governance of educational policies within the public sector. It involves the planning, organisation, and supervision of resources and activities necessary to ensure the efficient functioning of educational systems and the effective implementation of policies that promote educational quality. This concept encompasses both administrative management and pedagogical leadership and is essential to ensuring that public policies translate into better educational outcomes for students (Ball, 2008).

According to Gairín Sallán (2024), educational administration within the public framework has evolved toward a distributed leadership model. This approach not only enhances resource management efficiency but also encourages the active participation of all stakeholders, including teachers, parents, and students, in the decision-making process. This model of leadership is essential to ensuring that policies remain adaptable and responsive to the specific needs of each educational community. Furthermore, transformational and collaborative leadership plays a crucial role in fostering continuous improvement, innovation, and sustainable development within educational systems.

In summary, public administration in education involves the governance of educational policies through leadership that integrates both administrative and pedagogical aspects, focusing on equity, inclusion, and continuous improvement. School leaders must be able to adapt policies and educational practices to local needs, manage resources efficiently, and promote the active participation of all members of the school community.

Regulatory Frameworks for Educational Leadership

Regulatory frameworks for educational leadership are official documents or guidelines established by national and international organizations that define the standards, competencies, and responsibilities of school leaders. Their purpose is to guide school management to improve teaching and learning, ensuring quality education based on equity, inclusion, and continuous improvement (Pont et al., 2008). These frameworks not only establish criteria for the training and evaluation of school principals but also provide guidance on how they should manage their institutions to achieve effective and transformative leadership (Hargreaves & Fink, 2006).

Key Characteristics of Regulatory Frameworks for Educational Leadership

According to specialized literature, regulatory frameworks for educational leadership typically include the following key elements:

- *Definition of standards and competencies.* They establish clear criteria regarding what is expected of educational leaders in terms of school management and pedagogical development (Pont et al., 2008).
- *Focus on pedagogical leadership.* They prioritize teaching and learning as the fundamental pillars of school management, promoting evidence-based practices (Leithwood et al., 2017).

- *Professional development and continuous training.* They provide strategies to enhance the training of school leaders, ensuring that educational leadership evolves in response to educational demands.
- *Accountability and evaluation.* They incorporate mechanisms to measure the performance of school leaders and their impact on the educational community (Hallinger & Heck, 2011).
- *Adaptability to context.* They are designed to respond to the specific needs of each educational system, allowing their implementation in diverse school settings (Hargreaves & Fullan, 2012).

Regulatory frameworks play a crucial role in guiding school principals, establishing practices that strengthen educational quality and foster the continuous improvement of school management processes.

Evaluation of School Leadership in Regulatory Frameworks

The evaluation of school leadership is a fundamental component within regulatory frameworks, as it allows for the monitoring and improvement of school management over time. According to Hallinger and Heck (2011), leadership evaluation should align with school improvement goals, ensuring that educational leaders generate a positive impact on teaching and learning.

Leithwood et al. (2017) argue that regulatory frameworks should evaluate leadership based on its impact on student learning and teacher development, establishing clear performance indicators. On the other hand, Bush (2020) highlights that accountability mechanisms within these frameworks enhance the quality of school leadership and its alignment with educational policies. From a broader perspective, Hargreaves and Fullan (2012) emphasize that leadership evaluation should not be purely punitive but also formative. That is, regulatory frameworks should not only measure outcomes but also support leadership development through feedback processes and continuous support.

In this sense, the evaluation of school leadership in regulatory frameworks contributes to:

- Enhancing the effectiveness of school principals, ensuring they possess the necessary competencies to lead their institutions.
- Strengthening evidence-based decision-making, allowing educational systems to adjust their policies based on real data.
- Ensuring educational equity and quality, guaranteeing that all schools benefit from efficient and learning-oriented leadership.

Therefore, regulatory frameworks that incorporate rigorous leadership evaluation processes directly contribute to improving educational systems and fostering the professional development of school leaders.

School Leadership Evaluation Policies

School leadership evaluation policies establish the criteria, procedures, and tools used to measure the effectiveness and impact of school principals in their institutions. These policies aim to ensure that leadership in schools contributes to the continuous improvement of educational quality, the professional development of leaders, and compliance with established regulatory frameworks (Pont et al., 2008).

The evaluation of school leadership can focus on different aspects, such as:

- *Student learning outcomes.* Analysing the relationship between leadership practices and academic performance.
- *School climate and culture.* Evaluating how leadership influences collaboration, community engagement, and the well-being of students and teachers.
- *Management and leadership practices.* Examining the implementation of pedagogical and organizational leadership strategies.
- *Professional development of school leaders.* Considering ongoing training and the growth of leadership competencies.

According to Murphy et al. (2017), leadership evaluation should be based on professional standards and use multiple sources of information to ensure improvements in both school management and student learning.

At the international level, organizations such as the Organisation for Economic Co-Operation and Development have signed agreements and memoranda to strengthen cooperation in the field of education. One example is the Memorandum of Understanding (MOU) signed on July 10, 2024, between the Organisation for Economic Co-Operation and Development and the I I P E - U N E S C O, aimed at enhancing institutional capacities in countries to monitor and improve the quality of education in the school sector (International Institute for Educational Planning, 2024). These agreements contribute to capacity-building programmes, benefiting a larger number of countries and promoting accountability and evidence-based decision-making.

In this context, school leadership evaluation policies not only seek to measure the effectiveness of school principals but also promote the enhancement of their competencies and their impact on student learning (Darling-Hammond et al., 2022).

Comparison of Regulatory Frameworks in Chile, Canada (Ontario), Singapore, and Australia Based on the Analysed Dimensions

This section will analyse the educational leadership regulatory frameworks of Chile, Canada (Ontario), Singapore, and Australia. The comparison will be based on the key dimensions of educational leadership, highlighting how each country has integrated specific school leadership practices and how these have influenced educational outcomes.

Chile: Framework for Good School Leadership and Management (MBDLE)

In Chile, the ‘Framework for Good School Leadership and Management’ (MBDLE, by its Spanish acronym) has been implemented as a key tool to professionalize school leadership.

This framework establishes that principals must be both pedagogical and strategic leaders, capable of making decisions that impact the improvement of educational outcomes. It promotes leadership as a key factor in educational quality while emphasizing team management and community engagement.

School leaders guide their work based on ethical principles and universal values, as expressed in the Institutional Educational Project. These principles, such as trust and ethical conduct, shape their leadership and management within the school community (Ministerio de Educación República de Chile, 2015).

Objective

The MBDLE aims to provide a conceptual framework that guides the work of school leaders in Chile, promoting effective leadership practices and fostering the continuous improvement of educational institutions.

Structure and Content

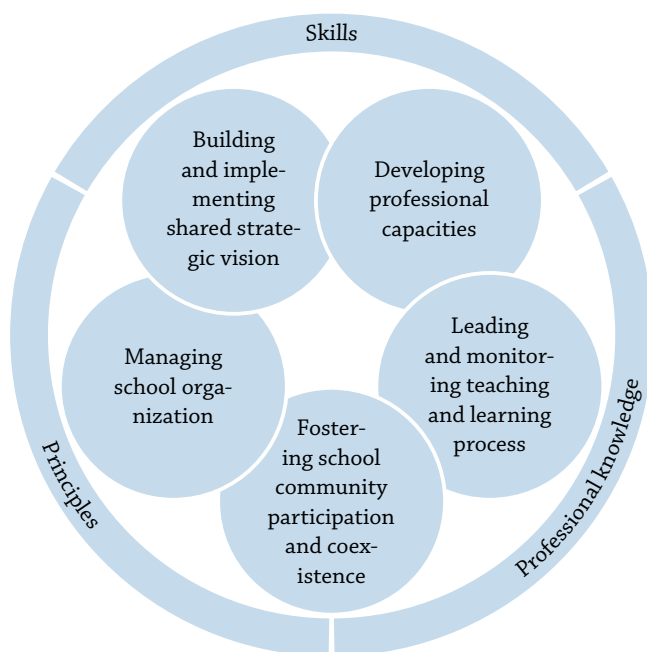
The Framework for Good Leadership and School Management (MBDLE) is organized around three fundamental components:

- *Skills*. Practical competencies essential for school leadership.

Figure 3.1

MBDLE
Dimensions
Diagram

NOTES Adapted
from Ministerio
de Educación
República de Chile
(2015, p. 19).



- *Principles*. Ethical values and foundations that guide decision-making.
- *Professional Knowledge*. Theoretical and technical foundation in leadership and school management.

Based on these components, the MBDLE defines five key dimensions for effective school leadership:

- *Shared Strategic Vision*. Focused on building a common direction that unifies the efforts of the educational community.
- *Professional Capacity Development*. Centred on promoting professional learning and strengthening pedagogical leadership.
- *Leadership in Teaching and Learning*. Related to teacher support and the continuous improvement of pedagogical processes.
- *Management of School Climate and Participation*. Aimed at promoting a positive, inclusive, and participatory school environment.
- *Institutional Management and Organization*. Concerning the efficient administration of resources and institutional development.

These elements help guide the training, selection, and evaluation of leadership teams by establishing clear criteria.

Associated Programmes

- *Training and Professional Development.* The MBDLE guides initial training and ongoing professional development for school leaders, defining key competencies and promoting effective leadership skills.
- *Selection and Evaluation of School Leaders.* This serves as a reference for selection and evaluation processes, ensuring that the criteria align with the leadership practices defined in the framework.

Canada (Ontario): Ontario Leadership Framework (OLF)

Ontario has been recognized as a global leader in educational reforms, known for its focus on capacity building and the implementation of strategies aimed at improving teaching. These reforms have been designed and driven with the active participation of professionals within the education system, ensuring their relevance and effectiveness (Mori-coni & Bélanger, 2015). School principals are responsible for leading teams, engaging the school community, and developing a shared vision. This approach highlights the importance of pedagogical leadership that is inclusive and fosters learning improvement through the participation of all educational stakeholders.

Objective: To provide a comprehensive guide for school and system leaders in Ontario, establishing effective leadership practices and the personal resources necessary to promote student success and school improvement.

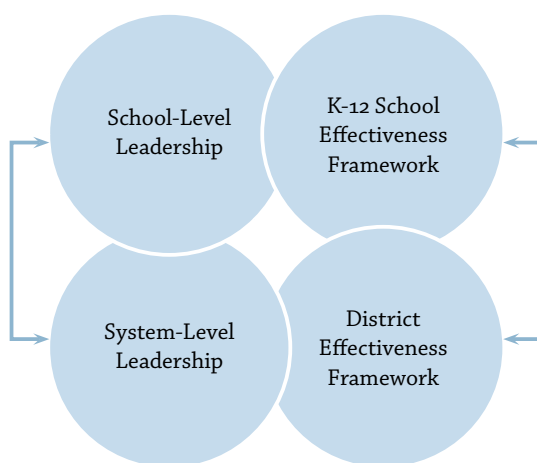


Figure 3.2

OLF Leadership Levels Diagram

NOTES Adapted from the Ontario Ministry of Education (2013, p. 7).

Structure and Content

The OLF outlines effective leadership practices and sets clear expectations for educational leaders in the province. It identifies four levels of leadership:

- School-Level Leadership
- System-Level Leadership
- District Effectiveness Framework
- K-12 School Effectiveness Framework

It is worth mentioning that Level No. 1, ‘School-Level Leadership,’ establishes five fundamental dimensions that describe effective school leadership practices:

1. *Setting Directions.* Develop and communicate a shared vision that promotes high expectations and clear goals for student success.
2. *Building Relationships and Developing People.* Foster positive relationships and support the continuous professional growth of educational staff.
3. *Developing the Organization to Support Desired Practices.* Create a school culture and organizational structures that support effective teaching and learning.
4. *Improving the Instructional Programme.* Continuously monitor and enhance teaching practices to improve student performance.
5. *Securing Accountability.* Take responsibility for student success and ensure that staff do the same by using data and assessments to inform decisions.

These dimensions are designed to guide school leaders in the continuous improvement of education and learning within their institutions.

Associated Programmes

- *Continuous Professional Development* (OLF) serves as the foundation for training and professional development programmes for educational leaders in Ontario, emphasizing the importance of continuous improvement and evidence-based learning.
- *Evaluation and Reflection* provides tools for self-assessment and professional reflection, helping leaders identify areas of strength and opportunities for growth.

Singapore: Leaders in Education Programme (LEP)

Singapore, through the Leaders in Education Programme (LEP), has a highly specialized educational management strategy focused on the continuous training of school leaders. The model is based on a high level of specialization and adaptability among school administrators, who must efficiently manage resources and promote academic excellence within their school communities. The LEP ensures that principals have a direct impact on improving teaching and learning, which is a key factor in the success of Singapore's education system. The Leaders in Education Programme (LEP) is a 6-month full-time programme designed to prepare highly capable vice principals and ministry officers in Singapore for principalship (Jayapragas, 2016). The programme places a strong emphasis on pedagogical leadership, viewing principals not only as resource managers but also as facilitators of high-quality learning. School leaders are expected to serve as role models of excellence, implementing pedagogical best practices and also driving change and innovation within the education system.

The LEP is built upon educational policies that prioritize continuous improvement in education quality. The structured leadership development policies align with the regulatory and political frameworks described by Ball (2008), which address the impact of public policies on education.

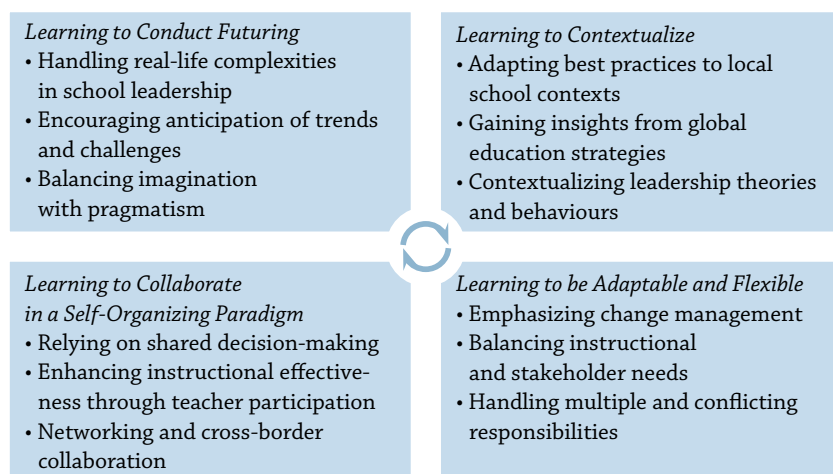


Figure 3.3 Leaders in Education Programme Diagram

NOTES Based on Jayapragas (2016).

Objective

To develop highly skilled school leaders capable of managing change and improving educational quality through strategic and effective leadership.

Structure and Content

The educational leadership model in Singapore is based on the continuous training of school administrators and the development of key competencies in:

- Learning to conduct futuring
- Learning to contextualize
- Learning to be adaptable and flexible
- Learning to collaborate in a self-organizing paradigm

Associated Programmes

- *Leaders in Education Programme International (LEPI)*. Building on the success of the LEP, the Leaders in Education Programme International (LEPI) was introduced in 2005 to extend its impact globally. This programme offers school principals and education officers worldwide the opportunity to explore contemporary approaches to educational leadership and gain first-hand experience in Singaporean schools, observing successful practices and innovative strategies in action (National Institute of Education, 2015).
- *Management and Leadership in Schools (MLS)*. Training for current school leaders, with an emphasis on management and instructional leadership.

Australia: Australian Professional Standard for Principals

In Australia, the Australian Professional Standard for Principals provides a framework for the continuous improvement of school leadership, focusing on pedagogical management, the professional development of principals, and fostering a culture of ongoing enhancement. This framework emphasizes the autonomy of principals in managing their schools while adhering to clear professional standards aimed at improving student learning outcomes (AITSL, 2020).

Research has shown that effective school leadership directly impacts teaching quality and student performance (Leithwood et al., 2008). In this regard, Fullan (2020) argues that educational leaders must act as

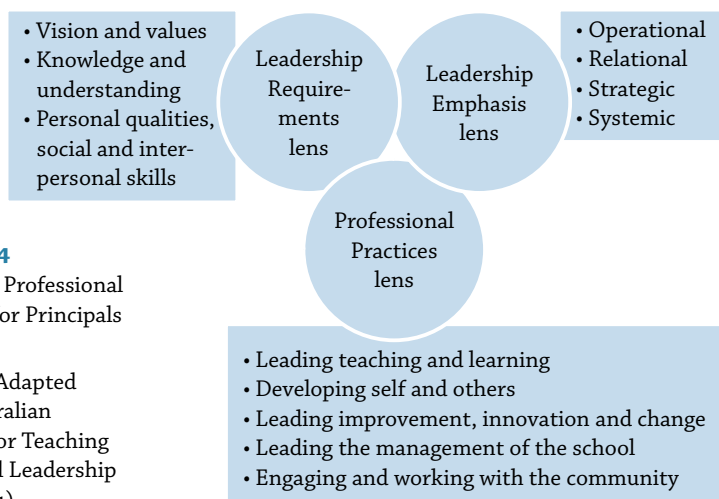


Figure 3.4

Australian Professional Standard for Principals Diagram

NOTES Adapted from Australian Institute for Teaching and School Leadership (2020, p. 11).

agents of change, promoting innovation and continuous improvement within schools.

Objective

To define the essential competencies and practices for educational leadership in the country, ensuring effective and equitable school management.

Structure and Content

The Australian Professional Standard for Principals programme establishes three key areas of leadership:

- *Educational Leadership.* Improvement of teaching and learning within the school.
- *Organizational Leadership.* Management of resources and administrative processes.
- *Community Leadership.* Connection with families and the school community.

Associated Programmes

- *Training and Professional Development for Principals.* Based on the national standard, aimed at the enhancement of school leaders.
- *Self-assessment and Professional Reflection.* A framework used by principals to evaluate their strengths and areas for improvement.

Summary of School Leadership Approaches and Dimensions

Table 3.2 and table 3.3 provide a comparative view of the educational leadership frameworks in the analysed countries. The first table summarizes the general approaches adopted by each country in relation to the five key pillars of school leadership, such as educational management, pedagogical leadership, and public administration. The second table, meanwhile, provides a detailed breakdown of the specific dimensions addressed by each school leadership programme, such as staff professional development, resource management, and engagement with the educational community. Together, they serve as a visual synthesis of the approaches and dimensions discussed earlier, allowing for a more direct comparison between the regulatory frameworks of the different countries.

These tables offer a clear and concise representation of educational

Table 3.2 Summary of Regulatory Frameworks by Country

Axis	Chile	Canada	Singapore	Australia
Educational Management	Focus on strategic management for continuous improvement. Use of data and self-evaluation to adjust pedagogical practices.	Promotes resource management to support student performance improvement through collaboration.	Management oriented towards resource efficiency, with an emphasis on continuous educational improvement.	Encourages principals' autonomy in school management under clear national standards.
Educational Leadership	The MBDE guides principals as pedagogical and strategic leaders.	The OLF establishes collaborative and pedagogical leadership, focusing on learning improvement.	The LEP fosters integral leadership, emphasizing teaching and learning improvement.	The APS promotes pedagogical leadership centred on learning and continuous improvement.
Dimensions of School Leadership	Pedagogical leadership, management of teaching teams, and relationships with the educational community.	Leadership in school direction, staff development, and performance improvement.	Promotion of pedagogical leadership, strengthening of the school community, and organizational management.	Leadership in teaching, organizational management, and development of relationships with the school community.

Continued on the next page

Table 3.2 *Continued from the previous page*

Axis	Chile	Canada	Singapore	Australia
Public Administration in Education	Alignment with national public policies for educational improvement. Promotion of equity in access to education.	Linked to provincial and federal policies, focusing on inclusion and educational equity.	Direct insertion of educational policies aimed at continuous improvement and educational quality.	Clear standards aligned with national education quality policies and principals' responsibility.
Regulatory Frameworks for Educational Leadership	The MBDLE establishes standards and criteria for evaluating and training school leaders.	The OLF guides the development of leadership practices effectively.	The LEP provides guidelines for the training and development of educational leaders.	The APS defines key competencies and practices for school leaders.

Table 3.3 Dimensions of School Leadership in the Programmes of Each Country

Dimensions	Chile	Canada	Singapore	Australia
Pedagogical Leadership	Emphasizes effective pedagogical management, ensuring that leadership is focused on the quality of teaching.	Promotes a collaborative approach to pedagogical leadership to improve learning.	Highlights the importance of pedagogical leadership in improving educational outcomes.	Focuses on the capacity of principals to improve pedagogical processes and school performance.
Resource Management	Focuses on the efficient allocation of resources to support teaching and learning.	Highlights the management of human and material resources to optimize school performance.	Emphasizes efficient resource management in schools, ensuring students have access to what they need.	Establishes clear guidelines for managing resources, ensuring they contribute to ongoing improvement.

Continued on the next page

leadership approaches and practices in Chile, Canada (Ontario), Singapore, and Australia, to facilitate a visual comparison.

Conclusions

This study has focused on a comparative review of the regulatory frameworks for educational leadership in Chile, Ontario (Canada), Singapore,

Table 3.3 *Continued from the previous page*

Dimensions	Chile	Canada	Singapore	Australia
Professional Development	Emphasizes ongoing training and professional development of teaching staff.	Stresses the importance of staff training and professional development, including principals and teachers.	Highlights comprehensive leader training, with an emphasis on continuous professional development.	Promotes the continuous professional development of school leaders as a key driver for educational improvement.
Change Management	Addresses the need to manage organizational and pedagogical change by adapting to student needs.	Emphasizes leading change through collaboration and adapting to evolving demands.	Highlights managing educational change in response to societal shifts and changes in the educational environment.	Establishes that leaders should be agents of change, promoting innovation and continuous improvement within schools.
School Community Development	Emphasizes active participation from the educational community, including parents and the broader community.	Promotes strong connections with the school community and parents.	Stresses the importance of collaboration with the school community to foster a supportive learning environment.	Encourages collaborative work with the educational community, parents, and other stakeholders to improve the school climate.
Evaluation and Reflection on Performance	Incorporates internal evaluation and reflection practices to improve leadership.	Promotes self-assessment and evaluation of school leaders' performance.	Emphasizes ongoing evaluation of leadership and the impact of school leaders.	Includes continuous reflection on leadership practices to ensure consistent school performance improvement.

NOTES Author's own elaboration.

and Australia, aiming to understand how these countries have structured school leadership to contribute to the improvement of educational quality. As stated in the introduction, educational leadership has a significant impact on student learning outcomes and school management (Hallinger & Heck, 1998; Leithwood et al., 2008). In this regard, the regulatory frameworks implemented in each country seek not only to strengthen school management but also to professionalize leader-

ship roles and promote equity and continuous improvement in education systems (Pont et al., 2008).

The five key areas that guided this analysis – Educational Management, Educational Leadership, Dimensions of School Leadership, Public Administration in Education, and Regulatory Frameworks for Educational Leadership – allowed for a structured comparison and a better understanding of how each country addresses these essential aspects of school leadership. Throughout this analysis, it has been observed that, although the frameworks vary in their approach and context, they all agree on the need for strong pedagogical leadership, effective resource management, continuous professional development for teaching staff, the ability to manage change, and alignment with public education policies.

Pedagogical leadership has been a constant element across all the analysed frameworks. As argued by Leithwood et al. (2008), educational leaders play a key role in improving student learning outcomes. This is clearly reflected in Singapore's approach, where the Leaders in Education Programme (LEP) emphasizes the importance of comprehensive pedagogical leadership in enhancing student performance (Tan, 2023), as well as in Canada's Ontario Leadership Framework, which promotes collaborative and pedagogical leadership to achieve better results (Moriconi & Bélanger, 2015).

Educational management and resource management also stand out as essential components for the success of education systems. As Fullan (2020) notes, efficient resource management is crucial for achieving substantial improvements in schools. In all the studied countries, the regulatory frameworks emphasize the need for the efficient allocation of both material and human resources to ensure equitable access to quality education.

Professional development for school staff is identified as another fundamental pillar, particularly in countries like Canada and Australia, where the continuous training of principals and teachers is considered crucial for educational improvement (Australian Institute for Teaching and School Leadership, 2020; Moriconi & Bélanger, 2015). In this regard, school leadership frameworks provide clear guidelines for fostering a culture of lifelong learning among education professionals.

Additionally, change management is a recurring aspect across all the frameworks analysed, as school leaders must be capable of effectively leading both organizational and pedagogical changes. This skill involves

not only adapting to new structures but also fostering innovation and addressing resistance to change within educational institutions. This is evident in the frameworks of Singapore and Australia, which emphasize adaptability and innovation within educational institutions (Jayapragas, 2016; Australian Institute for Teaching and School Leadership, 2020). However, Singapore's programme also underscores that the diverse values shaping school leadership are not always aligned, highlighting the need for further research into the sources of tension within school leadership (Tan, 2023).

Finally, public educational administration and leadership regulatory frameworks highlight the crucial role of public policies in the success of education systems. As Ball (2008) and Pont et al. (2008) conclude, aligning leadership frameworks with national and local policies is essential for educational improvement. This link is evident in the cases of Chile and Canada, where regulatory frameworks are aligned with national public policies, ensuring that school leadership responds to social and educational expectations.

In summary, the comparison of educational leadership frameworks in these four countries demonstrates that, despite contextual differences, all agree on the importance of strong pedagogical leadership, efficient resource management, continuous professional development, effective change management, and alignment with public policies. This study, in alignment with the objectives of the 2030 Agenda (United Nations Sustainable Development, n.d.), offers a comprehensive perspective on how leadership regulatory frameworks enhance educational quality and help reduce access and learning gaps. It reinforces that effective leadership is essential for the transformation and enhancement of global education systems.

References

- Australian Institute for Teaching and School Leadership. (2020). *Australian professional standard for principals*.
- Ball, S. J. (2008). *The education debate: Policy and politics in the twenty-first century*. Policy.
- Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). Sage.
- Darling-Hammond, L., Schachner, A. C. W., Wojcikiewicz, S. K., & Flook, L. (2022). Educating teachers to enact the science of learning and development. *Applied Developmental Science*, 28(1). <https://doi.org/10.1080/10888691.2022.2130506>

- Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., Brown, E., Ahtaridou, E., & Kington, A. (2009). *The impact of school leadership on pupil outcomes: Final report*. University of Nottingham.
- Fullan, M. (2020). *Leading in a culture of change* (2nd ed.). Jossey-Bass.
- Gairín Sallán, J. (Ed.). (2024). *Dirección y liderazgo de los centros educativos: naturaleza, desarrollo y práctica profesional*. Narcea and Universidad Camilo José Cela.
- Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980–1995. *School Effectiveness and School Improvement*, 9(2), 157–191.
- Hallinger, P., & Heck, R. H. (2011). Exploring the journey of school improvement: Classifying and analyzing patterns of change in school improvement processes and learning outcomes. *School Effectiveness and School Improvement*, 22(1). <https://doi.org/10.1080/09243453.2010.536322>
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. Jossey-Bass.
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- Harris, A. (2008). Distributed leadership: According to the evidence. *Journal of Educational Administration*, 46(2), 172–188.
- International Institute for Educational Planning. (2024). *IIEP-UNESCO, OECD sign Memorandum of Understanding to enhance global education cooperation*. UNESCO.
- Jayapragas, P. (2016). Leaders in education program: The Singapore model for developing effective principal-ship capability. *Current Issues in Comparative Education*, 19(1), 92–108.
- Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). *Successful school leadership: What it is and how it influences pupil learning*. University of Nottingham.
- Leithwood, K., & Day, C. (2008). The impact of school leadership on pupil outcomes. *School Leadership and Management*, 28(1). <https://doi.org/10.1080/13632430701799718>
- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27–42.
- Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. *School Leadership and Management*, 40(1), 5–22.
- Leithwood, K., & Jantzi, D. (2006) Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, 17(2), 201–227.
- Leithwood, K., Sun, J., & Pollock, K. (2017). *How school leaders contribute to student success: The four paths framework*. Springer.

- Ministerio de Educación República de Chile. (2015). *Marco para la Buena Dirección y el Liderazgo Escolar*.
- Moriconi, G., & Bélanger, J. (2015). *Supporting teachers and schools to promote positive student behaviour in England and Ontario (Canada): Lessons for Latin America*. Organisation for Economic Co-Operation and Development.
- Murphy, J., Louis, K. S., & Smylie, M. (2017). Positive school leadership: How the professional standards for educational leaders can be brought to life. *Phi Delta Kappan*, 99(1), 21–24.
- National Institute of Education. (2015). *Leaders in education programme international*.
- Ng, P. T. (2013). Developing Singapore school leaders to handle complexity in times of uncertainty. *Asia Pacific Education Review*, 14, 67–73.
- Ontario Institute for Educational Leadership. (2013). *Ontario leadership framework: A school and system leader's guide to putting Ontario's leadership framework into action*. Government of Ontario.
- Organisation for Economic Co-Operation and Development. (2024). *Education at a glance 2024: OECD indicators*.
- Pont, B., Nusche D., & Moorman H. (2008). *Improving school leadership: Volume 1 Policy and practice*. Organisation for Economic Co-Operation and Development.
- 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.
- Robinson, V., & Gray, E. (2019). What difference does school leadership make to student outcomes? *Journal of the Royal Society of New Zealand*, 49(2), 171–187.
- Schleicher, A. (2021). *World class: How to build a 21st-century school system*. Organisation for Economic Co-Operation and Development.
- Tan, C. Y. (2023). Understanding Singaporean educational leadership: A socio-cultural perspective. In P. Liu & L. M. Thien (Eds.), *Educational leadership and Asian culture* (pp. 170–190). Routledge.
- United Nations Sustainable Development. (n.d.). *Sustainable development goals: 17 Goals to transform our world*.