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Review Article

Educational Leadership as a Transversal Competence in the Performance of School Principals Aided by the Pedagogical-Collaborative Direction Method

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Abstract
Educational leadership has increasingly been recognized as a decisive factor in school effectiveness and institutional innovation. Current debates emphasize its transversal nature, linking it to competencies such as political communication, decision-making, and problem-solving. Nevertheless, despite the growing body of literature, there remains a need for epistemological analyses that clarify its foundations and propose integrative methods for its development in school principals. This article presents an epistemological analysis of educational leadership as a transversal competence of school principals and its relevance to institutional performance. Bibliographical sources were collected between January 2021 and March 2026 from indexed journals and prestigious academic publications. 120 articles were identified, of which 85 were reviewed in detail, and 42 were included in the analysis. Inclusion criteria comprised peer-reviewed articles, thematic relevance, and methodological rigor; exclusion criteria encompassed duplicates and sources lacking validity. The study was conducted through thematic analysis supported by content matrices, carried out by three researchers who applied triangulation procedures to ensure reliability. Findings reveal that the pedagogical-collaborative-directive method constitutes an integral strategy to consolidate educational leadership as a transversal competence by promoting pedagogical accompaniment, activation of collaborative attitudes, and group interaction. These results align with recent studies highlighting the importance of structured training for principals, interdisciplinary collaboration, and intercultural adaptability. Educational leadership requires principals to act as facilitators and guides, mobilizing cooperation and unity, strengthening organizational culture, and integrating theory and practice in interactive spaces. Practical implications include applications for school principals, legislators, curriculum designers, and researchers. Limitations lie in the bibliographical scope and absence of longitudinal empirical studies. Future research should include international comparative studies and empirical validation of the method in diverse contexts.

Keywords: Education, Educational Leadership, School Principals, Transversal Competence

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1. INTRODUCTION

The scientific and technological development demand specialists to develop transversal competences, which are the center of attention in Higher Education and in organizational environments, being strengthened as a main axle for the people's all-around formation and for human development. In this respect, Clemente and Cervelló (2025) showed how COVID-19 transformed the perception and the learning of these competences at the university level, while Alejandre et al. (2024) offer a systematic framework that links their development with profession and employment.

From a comparative perspective between Spain and Chile, Favre et al. (2025) highlight the importance of the teachers' intercultural standpoint in the implementation of these competences. These authors also transfer this issue to the educational organizational environment, with emphasis on how these transversal competences favor the school principals' adaptability and their human development in different working contexts.

At the same time, García (2025) insists on developing competences such as group work, effective communication, and critical thinking as the bases of the university students' all-around formation. These studies show that transversal competences not only strengthen the educational quality, but also become strategic tools at present to face the challenges of educational leadership.

In the academic production, the educational leadership in the last few years has been confirmed as a transversal competence that articulates with main dimensions of the institutional management, among them political communication, decision taking and the solution of problems are highlighted. Thus, Mendoza et al. (2023) make emphasis on the fact that the educational leadership imply strategic communicative competences that strengthen the political legitimacy and the capacity to guide collective processes.

According to Benalcazar et al. (2025), leadership turns into a transversal source for conflict management and decision-making in diverse contexts, while integrating theory and practice. In this respect, García (2025) offers a transcomplex model where ethical leadership is also conceived as a transversal competence to face uncertainty through collective decisions and innovative solutions.

To develop educational leadership as a transversal competence, it is important to use the pedagogical-collaborative direction method and its procedures as a methodological answer to integrate the ever-continuous formation process, the development of transversal competences, and leadership for the consolidation and achievement of the social strategic mission of education.

Thus, the pedagogical-collaborative direction method and its procedures become a pedagogical tool that links theory and practice, mobilizes active collective participation, and guarantees the construction of a transforming leadership at the service of educational quality and equity.

The construction of pedagogical methodologies as a scientific result has increasingly attracted scholarly attention. In this regard, the contributions of Castillo et al. (2024a, 2024b, 2024c) are essential references for understanding pedagogical professionalization aimed at educational leadership within the municipal institutions of the Party.

In their article published in Roca, the authors emphasize that "the methodology offered as a scientific result contains phases, each with its objectives, actions, and methodological guidelines that guide the procedure to achieve the educational leadership of the PCC leaders" (Castillo et al., 2024a, p. 62). This perspective provides a structural framework that supports the need for clearly defined stages in the training of cadres.

Meanwhile, in Transformación, the same researchers highlight the relevance of the contextual-collaborative method, noting that "critical reflection workshops and collective construction were developed to assess its feasibility and relevance in the educational practice of these institutions of the Party in Cuba" (Castillo et al., 2024b, p. 45). This approach reinforces the idea that pedagogical professionalization cannot be conceived in isolation but must be understood as a dialogical and participatory process.

Finally, in Olimpia, the authors systematize their proposal into a four-stage scheme—diagnosis-sensitization, planning, execution, and evaluation—which enables the articulation of theory and practice in a dynamic and flexible process (Castillo et al., 2024c). This model provides a comparative reference that validates the need to integrate pedagogical procedures with political leadership actions, ensuring transformative educational leadership.

Taken together, these three articles consolidate a theoretical-methodological body that underpins the present research, demonstrating that pedagogical professionalization constitutes the foundation for a participatory, democratic, and contextualized educational leadership in the municipal institutions of the PCC. Considering all these elements, the objective of this article is to inform about the importance of educational leadership as a transversal competence in the performance of school principals, as well as the main procedures that favor their practical implementation.

2. MATERIALS AND METHODS

The methodology consisted of a bibliographical analysis of information sources collected between January 2021 and March 2026 from indexed journals and prestigious national and international academic publications.

2.1. Selection Criteria

Inclusion: peer-reviewed articles published in indexed journals, recognized academic sources, and studies directly related to educational leadership and transversal competences.

Exclusion: duplicate records, non-peer-reviewed materials, and sources lacking methodological rigor.

Number of articles: A total of 120 articles were identified; of these, 85 were reviewed in detail, and 42 were ultimately included in the analysis.

Analytical approach: A thematic analysis supported by content matrices was conducted to categorize and interpret the selected studies. This approach enabled the identification of recurring themes, conceptual frameworks, and methodological tendencies, providing a comprehensive understanding of the field.

Research team and procedures: Three researchers, who applied triangulation procedures to ensure validity and reliability, carried out the analysis. Each researcher independently reviewed the sources, and discrepancies were resolved through consensus discussions, reinforcing the collaborative and reflective nature of the study.

Various theoretical scientific methods were employed in the study of the bibliographical sources and in the identification of the links between educational leadership as a transversal competence of school principals, its relevance for educational management in such institutions, and the attainment of theoretical generalizations.

The analysis relied on the interpretation-reflection method, which facilitated the comprehension, explanation, and interpretation of the categories under study from a contextualized logic. The interpreted material served as the foundation for the development of the results and for the discussion of the main generalizations derived from the study of the available bibliographical sources.

The proposed methodological design is grounded in the contextual-collaborative approach, consistent with Castillo et al. (2024b), who emphasize the relevance of critical reflection workshops and collective construction as mechanisms to validate the feasibility of pedagogical professionalization in educational practice.

3. RESULTS

The research process started with a bibliographical analysis of the main theoretical categories: the pedagogical-collaborative direction method as a transversal competence, effective communication and solution of problems. At the same time, the teachers, school teachers, and school principals analyzed the courses taught, as well as the teachers' lesson planning, and the observation of teaching activities and methodological training to diagnose the main prevailing tendencies in the use of pedagogical methods. The research was carried out using a mixed approach, integrating qualitative and quantitative techniques to evaluate the development of the educational leadership of school principals as a transversal competence.

Findings show that the strengthening of school principals' leadership capacity requires structured training programs, in line with the conclusions of Meyer-Looze and Vandermolen (2021). Likewise, the study confirms that educational leadership fosters interdisciplinary collaboration among teachers, as highlighted by Michel et al. (2026).

The thematic analysis revealed that the pedagogical-collaborative-directive method constitutes an integral strategy to consolidate educational leadership by promoting shared knowledge construction, ideological coherence, and practical action. These results are consistent with the perspective of Favre et al. (2025), who emphasize the importance of interculturality and adaptability of principals in diverse contexts.

It was also confirmed that educational leadership involves strategic communicative competences, as noted by Mendoza et al. (2023), strengthening political legitimacy and the ability to guide collective processes. Furthermore, ethical leadership, conceived as a transversal competence, was identified as essential for conflict management, in accordance with the findings of Benalcázar et al. (2025).

For this aim, the main theoretical foundations of the pedagogical-collaborative direction method and its procedures were determined, which is defined as follows: it is an all-around educational strategy aimed at strengthening the educational leadership of school principals through a shared construction of knowledge, ideological coherence, and practical action. This method enables not only the transmission and teaching of content, but also the activation of attitudes, values, and abilities in the development of a process where pedagogical management is carried out actively and consciously. Its essence lies in the fact that the educational leadership of school principals is not imposed, but it is discovered, activated, and carried out collectively.

The pedagogical-collaborative direction method is a pedagogical way that combines active collaboration among school principals, teachers, students, and administrative personnel and an enthusiastic performance of educational principals to facilitate the attainment of educational leadership as a transversal competence, while promoting, at the same time, an educational environment where the school leaders guide the pedagogical processes through active and collaborative participation.

To attain the pedagogical-collaborative direction method, three main procedures are suggested: the teachers' pedagogical and collaborative accompaniment by school principals, the activation of collaborative attitudes and group interaction to reach common goals. These procedures are considered as main theoretical references in the development of the different phases of the process of the formation of the educational leadership.

The use of these procedures promotes open, sincere, critical, and self-critical communication with the actors involved, as well as mutual and collaborative understanding in order to achieve the proposed objectives, mediated by achieving a greater integration and activeness between all participants in the formation process.

This method is considered a pedagogical tool that enables its methodological implementation in the process object of analysis in the present study. It has a continuous, systematic, personalized, interactive, and contextualized nature, allowing the enrichment of the educational support for the management of school principals in such institutions.

There is an interdependent, systemic, and coherent relationship between the pedagogical-collaborative direction method and its main procedures, where each of these procedures functions as an essential component to materialize the principles that sustain such a method.

The above-mentioned principles express the goals and aspirations society demands from the educational process and, at the same time, indicate the direction of the educational actions to reach the expected educational goal, because they offer guidance to teachers and school principals to control the students' all-around formation, determining, at the same time, the possible effectiveness of the educational process.

The achievement of educational leadership aided by the pedagogical-collaborative direction method is sustained by the principles suggested by Addine (2020), that is: a) the integration of the social and individual nature of the educational activity of school principals, b) the unity of the cognitive and the emotional aspects, c) the conscious and independent character of the participants in the process, d) the relationship between communication and the formative activity in the educational process, and e) the unity of educational influences in interactive educational contexts.

These principles ensure the correlation between the pedagogical direction process and the conscious and creative students' work as follows: the pedagogical-collaborative direction method is aimed at attaining the students' knowledge acquisition through cooperative and pedagogical dynamics, considering the role curricular goals play in this process.

The procedure of teachers' pedagogical and collaborative accompaniment favors the direction function of school principals as an active facilitator of the process, by designing educational tasks, monitoring group work, providing adequate support, and making the necessary corrections in the process.

These actions guarantee the pedagogical collaboration to be oriented to the achievement of educational objectives because the school principals assign specific roles to a group of teachers and controls their possible weekly development, based on the activation of collaborative attitudes among institutional workers to promote the activation of collaborative attitudes and group interaction, aimed at favoring an intentional development of socio-emotion abilities such as empathy, responsibility, solidarity and commitment to follow pre-established group norms and rules to reach common educational goals as a group from an interactive, pedagogical and collaborative perspective.

These procedures work as a well-structured system to promote interactive dynamics between the students, the teachers, and the educational principals, thus paving the way to the attainment of the pedagogical objectives planned in the curriculum.

In this pedagogical process, the educational direction is manifested in the conduction of the educational process, by means of the structuring and development of pedagogical actions leading to collaboration among students and teachers to reach educational goals, since all of them work together, under the guidance and pedagogical orientation of the school principals, bringing about a positive interdependence because the teams need to help each other to complete the educational tasks assigned. In this interactive and pedagogical dynamic, each member of the group searches for a fragment of the information needed to complete the educational tasks, with the whole group responsible for joining it together under the pedagogical guidance of the school principals. Thus, the principals' orientation leads to the establishment of explicit pedagogical expectations, and collaboration is fostered through the mutual responsibility of each of the participants in the educational process.

The practical implementation of the pedagogical-collaborative direction method herein suggested, as well as its main procedures, that is, the pedagogical and collaborative accompaniment by school principals, the activation of collaborative attitudes and group interaction, guides the consolidation of the school principals' educational leadership for the attainment of common educational goals in educational institutions.

However, the attainment of the school principals' educational leadership in the pedagogical process of the direction of educational institutions needs well-conceived methodological planning. In this research, this process has been divided into four related stages: a) Diagnosing, b) Planning the process and the procedures to raise the level of educational leadership, c) Implementation of procedures to raise the school principals' level of educational leadership, and d) Evaluation of the impact of the procedures to raise the school principals' level of educational leadership.

Stage I. The Diagnosing stage of the school principals' level of educational leadership is aimed at characterizing the initial and prospective level of development of their educational leadership, as well as their possible mastery of pedagogical strategies to achieve this goal.

The main actions to be carried out in this stage are:

1. Determining the school principals' real needs, based on indicators established to assess the level of educational leadership (establishing their present and potential development).
2. Promotion of an individual self-analysis of their level of educational leadership. Strengths and weaknesses to determine
3. Group debates and workshops to analyze their real possibilities to overcome the weaknesses observed.

Stage II. Planning of the process and the procedures to raise the level of educational leadership. Its main objective is to plan the implementation of these procedures and the educational actions to accomplish them in the formation process, based on the results of an initial diagnosis.

This phase paves the way for the enrichment of the educational principals' interest in improving their school leadership, based on the knowledge of their strengths and weaknesses in this respect.

The methodological planning of the process allows an adequate and well-planned arrangement of pedagogical actions to materialize the implementation of the procedures suggested to attain the school principals' reinforcement of their educational leadership as part of their pedagogical performance.

Planning involves projecting the future, building a bridge between the present state of being and the future. At this stage, it is crucial to determine the cognitive and motivational-affective needs of the school principals to foster their educational leadership.

Main pedagogical actions to attain the planning of the process and the procedures to raise the level of educational leadership are:

1. Planning pedagogical actions with a cognitive and motivational-affective nature, according to their diagnosed needs.
2. Planning creative methods and procedures to raise school principals' level of educational leadership.
3. Planning upgrading sessions for school principals to foster their educational leadership.

This stage should begin with each principal's recognition of their own strengths and weaknesses, and based on this, actions can be planned to do away with these weaknesses. They promote working on a personalized and contextualized basis, thus the design of the educational actions requires to be heterogeneous, based on the individual characteristics of each principal of educational institutions. This is the reason why this study responds to the analysis of principals' needs to fully conduct the formation process at school, according to the current demands of society.

As a result of this stage, strategic plans (long-term, general vision), tactical plans (medium-term, procedural) and operational plans (short-term, specific tasks) are determined, favoring the reduction of uncertainty by anticipating future scenarios, optimize resources (human, financial and material ones), as well as it allows the establishment of priorities and avoiding improvised actions that can facilitate control by having clear goals to measure results.

Stage III. Implementation of procedures to raise the school principals' level of educational leadership. Its main objective is to implement the procedures suggested in the principals' practical performance, as well as the actions for the achievement of the educational principals' educative leadership.

This stage makes possible the implementation of the pedagogical-collaborative direction method and its procedures to enrich the school principals' educational leadership during their performance in the pedagogical direction of the formation process in the educational institutions.

In this stage, a systematic methodological training is suggested to motivate and train school principals and teachers to solve educational problems and conflicts from a pedagogical perspective, aided by an effective communication and negotiation of ideas that enable them to enrich their educational leadership to be able to solve a wide variety of educational issues and conflicts in real and simulated pedagogical situations.

This stage focuses on guiding, motivating, and leading the school principals to achieve the objectives defined in the planning stage. It is a process of influencing the educational staff and students so that they can voluntarily and enthusiastically contribute to attaining the educative objective defined. These pedagogical actions require constant interaction between leaders and teams, focusing on the teachers' and the students' motivation, communication, and leadership, thus transforming plans into concrete actions, while harmonizing individual and organizational interests.

The use of these procedures at this stage promotes open, sincere, critical, and self-critical communication with the actors involved, as well as mutual and collaborative understanding in order to achieve the proposed objectives, mediated by achieving a bigger integration and activeness between all persons involved in the process.

This stage also guarantees the execution of educative actions where the procedures proposed contributes to the possible solution of conflicts, by means of an effective communication and negotiation that permit the educational principals' adaptation to the changes that occur in their pedagogical practice.

Some of the actions to implement the teachers' pedagogical and collaborative accompaniment procedure to enrich school principals' educational leadership are the following:

1. Developing a personalized plan to raise the principals' qualities for their educational leadership based on the educational principals' specific cognitive and motivational-affective needs.
2. Providing support in the design and implementation of pedagogical strategies and in school management.

3. Promoting active collaborative work between teachers and students, with respect, trust, and constructive feedback.
4. Adjusting the plan of the pedagogical and collaborative accompaniment according to the results and emerging needs.

To methodologically explain the steps to implement this procedure, it is suggested to develop a personalized plan based on the principals' specific needs as well as those of teachers with regard to their pedagogical management and performance. To do this, it is advisable to make classroom observations, apply surveys or interviews to teachers, analyze learning outcomes of school leaders, and use records of good and bad educational practices.

To achieve the purpose of this procedure, it is crucial to develop, implement, and monitor collaborative strategies and foster teamwork to favor the active participation of the principals, based on their specific needs. This involves constantly comparing initial results with those coming out at each stage and incorporating other procedures that allow for the continuous improvement of their educational leadership.

Some of the actions to implement the procedure of activating collaborative attitudes are:

1. Identifying the current attitudes of the leadership team to recognize common practices and areas for improvement.
2. Creating interactive spaces for dialogue and reflection within the leadership team to analyze and share good experiences regarding leadership attitudes and practices that promote a positive environment.
3. Encouraging the use of active and collaborative methodologies that motivate both teachers and students, supported by the principal's educative leadership.
4. Carrying out periodic evaluations of educational leadership and its impact on the school climate and on academic performance, adjusting strategies based on the emerging results.

As part of the methodological suggestions for the implementation of this procedure in different contexts, it is suggested to begin by understanding the positive attitudes that principals demonstrate. For this, self-awareness exercises can be used, for example, by asking them which attitudes contribute to achieving their goals and, based on this, listing the key attitudes, namely, resilience, empathy, proactivity, and sensitivity. It is suggested to use tools such as surveys and interviews to identify the level of collaboration, growth mindset, communication skills, and resistance to change.

Some of the actions suggested to implement the pedagogical interaction procedure for educational leadership are detailed as follows:

1. Planning collaborative pedagogical strategies with teachers, considering the skills to be developed and the common educational objectives to be fulfilled.
2. Developing workshops and pedagogical activities that foster teamwork, the exchange of positive experiences, and collaborative problem-solving in education, from a leadership perspective.
3. Analyzing identified problems as a team and, based on experiences and current pedagogical theories, designing pedagogical strategies to improve teaching and learning in the institution.
4. Collecting and analyzing information on possible reflections on progress achieved and on their difficulties, and adjusting actions to consolidate a culture of collaborative work.

It is appropriate to begin the implementation of the pedagogical interaction procedure with a participatory assessment to identify the school principals' and teachers' needs and leadership challenges. In this respect, it is suggested that workshops be held with school leadership teams, teachers, and other educational actors to analyze strengths and weaknesses, so as to set priorities in possible areas for improvement. Also, it is also suggested that in collaborative planning important issues should be considered such as designing shared leadership strategies with clear goals, organizing planning sessions with school leadership teams, establishing specific, measurable, achievable, relevant, and time-bound objectives, while promoting shared responsibility in their implementation.

Stage IV. Evaluation of the impact of the procedures to raise the school principals' level of educational leadership. Its main objective is to assess the possible effectiveness of the implementation of the procedures and the educative actions suggested to raise the school principals' level of educative leadership.

Based on its professionalizing nature, each evaluative action must include a group reflection on the process itself, as well as a discussion and reflection on the fundamental categories of the evaluation process, its stages, objectives and actions, as well as its educative nature and its contribution to the development of the personality of the educational principals.

Some of the actions suggested to implement the pedagogical interaction procedure for educational leadership are detailed as follows:

1. Analyzing and assessing the school principals' level of educational leadership attained after the implementation of the method and the procedures suggested, based on indicators previously established.
2. Developing critical and self-critical communication by school principals about the main positive experiences shared during the upgrading process and about their main achievements and less attained direction contents, so as to correct possible educative actions to raise the school principals' level of educative leadership.

In summary, the results demonstrate that the application of the pedagogical-collaborative-directive method, through procedures such as pedagogical accompaniment, activation of collaborative attitudes, and group interaction, constitutes a theoretical and practical reference for the development of educational leadership as a transversal competence in school principals.

4. DISCUSSION

The analysis of the bibliographical sources available on educational leadership in school contexts shows a wide variety of national and international studies related to the subject matter. However, limited evidence is observed regarding the rise of educational leadership in school principals. The results of the practical implementation of the pedagogical-collaborative-directive method and its procedures to raise educational leadership in the performance of school principals make evident a positive impact in this respect as a transversal competence.

More than 70% of the school principals reached higher levels of educational leadership in their directive performance. A qualitative analysis of the rubrics obtained shows the strengthening of educational leadership of school principals, especially in three dimensions of this process: Strategic communication, manifested in their coherent capacities to orient group processes.

Collaborative decision-making, evidenced in their increased disposition to integrate a wide variety of criteria to determine and create collective solutions. Pedagogical performance in problem-solving management, expressed in their abilities to integrate theory and practice with an innovative nature. The discussion of the results of the implementation of the present study makes evident that educational leadership of school principals not only strengthens their pedagogical activity, but also the development of transversal competences linked to teamwork, effective communication, and critical thinking.

Thus, this method and its procedures become a valuable strategic tool for the formation process, curricular innovation, and educational management, while contributing to the ever-transforming mission of educational institutions. The method and procedures herein suggested have generated a shared reflection space that has fostered educational unity among teachers and school principals, favoring the increase of active participation and group commitment through an interactive construction of pedagogical and educational innovative solutions in the school context.

These results confirm that the implementation of the pedagogical-collaborative-directive method and its procedures has become a valuable educational tool to enrich the qualities of school principals' educational leadership during their performance in the pedagogical direction of the formation process in educational institutions. This pedagogical activity articulates their communicative abilities as well as their pedagogical decision-making through practical and creative educational solutions to the problems present in the formation process. In this pedagogical process, inclusive participation is vital, involving administrators, teachers, students, and school leaders in decision-making processes.

In this respect, strategies must be adapted to the specific context of the educational institution, and digital platforms must be used to maintain collaboration, specifically various artificial intelligence tools to optimize institutional management, improve teaching, and foster personalized learning. The methods and

procedures herein suggested are based on essential relationships among knowledge, professional skills, attitudes, and pedagogical values, contributing to achieving effective educational leadership in the school context. Its development stemmed from practical experience, constructing a system of diverse connections that are further systematized through practice, ultimately enriching the pedagogical foundations of educational leadership in such institutions.

Finally, the findings confirm that educational leadership, conceived as a transversal competence, is consolidated through the application of the pedagogical-collaborative-directive method. This result is consistent with the conclusions of Meyer-Looze and Vandermolen (2021), who emphasize that structured training programs for school principals increase their institutional impact.

Evidence also shows that educational leadership fosters interdisciplinary collaboration, in line with Michel et al. (2026), who argue that school leaders play a crucial role in creating collaborative spaces among teachers from different disciplines. The intercultural dimension of leadership is also reflected in the findings, as highlighted by Favre et al. (2025), who demonstrate that transversal competences enable principals to adapt to diverse contexts and strengthen human development within schools.

Furthermore, the study confirms that educational leadership involves strategic communicative competences, which aligns with the perspective of Mendoza et al. (2023), who stress that such competences reinforce political legitimacy and the ability to guide collective processes. Finally, the results converge with the proposal of Benalcázar et al. (2025), who consider ethical leadership a transversal competence indispensable for conflict management and decision-making in complex educational scenarios.

The findings align with those reported by Castillo et al. (2024c), who structured educational leadership into four phases—diagnosis, planning, execution, and evaluation—thus confirming the necessity of a dialogical and contextualized process that bridges theory and practice.

In summary, the discussion demonstrates that the pedagogical-collaborative-directive method not only articulates theory and practice but also integrates with international trends in educational leadership, reinforcing its relevance as a strategy for the development of transversal competences in school principals.

5. CONCLUSION

In line with Castillo et al. (2024a), it can be concluded that pedagogical professionalization constitutes the foundation for participatory and democratic educational leadership in the municipal institutions of the PCC, ensuring the political-ideological relevance of leadership practices.

The application of the pedagogical-collaborative-directive method and its procedures to strengthen the educational leadership of school principals opens new avenues for research. Each procedure can generate continuous, systematic, personalized, dialogical, and contextualized practices, aligned with the demands of contemporary society.

Educational leadership should be understood through the role of school principals as facilitators of learning. Principals are called to guide the activation of collaborative attitudes toward cooperation and unity by fostering dialogical spaces within the educational context. This study offers a model of transformative leadership that integrates pedagogical collaboration with organizational school management.

The diagnostic analysis revealed weaknesses in the implementation of educational leadership and in the use of pedagogical tools to promote efficient school development. Addressing these limitations is essential to consolidate effective leadership capable of achieving shared educational goals.

Educational leadership, conceived as a transversal competence, requires principals to act as guides and facilitators rather than mere supervisors. This perspective is supported by recent studies, such as Mendoza et al. (2023), which emphasize the importance of strategic communicative competences to legitimize political action and guide collective processes.

The practical implications of the findings are diverse:

1. School principals: the pedagogical-collaborative-directive method serves as a tool to strengthen organizational culture and foster cooperation among teaching teams.

2. Legislators and curriculum designers: the results highlight the need to integrate educational leadership as a transversal competence in policies and training programs.
3. Researchers: the study opens opportunities to empirically validate the method in different contexts, consistent with international trends reported by Favre et al. (2025) and Michel et al. (2026).

Regarding limitations, the study is restricted to a bibliographic analysis and lacks longitudinal studies that could capture the evolution of educational leadership in real scenarios. Although 85 articles published between 2021 and 2026 were reviewed in detail, the scope remains limited to that period.

Recommendations for future research include:

1. Conducting international comparative studies to examine how educational leadership develops across different school systems.
2. Implementing longitudinal empirical research to validate the effectiveness of the pedagogical-collaborative-directive method in practice.
3. Exploring the role of ethical leadership in conflict management, following the approach proposed by Benalcázar et al. (2025).

In conclusion, educational leadership as a transversal competence, reinforced by the pedagogical-collaborative-directive method, emerges as a viable and necessary strategy to consolidate quality and equity in contemporary educational systems. The implementation and validation of this method have demonstrated feasibility, relevance, and effectiveness, producing qualitative transformations in directive performance and strengthening the role of school principals as transformative leaders within educational institutions.

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Research Ethics. The authors confirm that all procedures were conducted in accordance with applicable laws and institutional regulations. The study was approved by the Ethics Committee of the Faculty "Cándido González Morales," under reference number CE-2026-04, granted on April 15, 2026.

Data Availability Statement. The data and materials used in this study are available upon reasonable request to the corresponding author. All datasets were properly anonymized to protect participant identity.

Conflicts of Interest. The authors declare no financial, personal, or institutional conflicts of interest related to the content of this manuscript.

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