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## **A COMPREHENSIVE REVIEW OF PRE-SERVICE TEACHER LEADERSHIP: EXAMINING THE CURRENT LANDSCAPE**

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### **ABSTRACT**

In today's society, educators have taken on increasingly vital and expansive role. This shift in perception has led to the recognition that pre-service teachers enrolled in teacher preparation programs possess the potential to assume leadership positions. While numerous researchers have explored, few have undertaken a systematic literature review (SLR) on this subject. This research aims to address this gap by compiling comprehensive review of recent studies on pre-service teacher leadership published in journals between 2020 and 2023. Through theoretical analysis, the study synthesis sought to identify emerging research trends and generate novel insights into pre-service teacher leadership. The PRISMA writing standard (Preferred Reporting Items for Systematic Review and Meta-Analysis) was employed as framework for SLR composition. The review utilized two primary databases, Web of Science and Scopus, to source relevant articles and materials. From initial pool of 733 articles, 22 were ultimately selected for analysis. Content analysis revealed five primary themes: "Teacher Development and Conceptions," "Curriculum Leadership and Teacher Education," "Women in Education and Leadership," "Leadership Styles and Teacher Impact," and "Mentoring and Professional Development." The findings highlight the dynamic nature of teacher education, emphasizing the necessity for programs to equip pre-service teachers with the skills to meet the evolving demands of modern classrooms and contribute meaningfully to national and societal objectives. The study's implications can serve as guide for pre-service teachers in preparing for more comprehensive planning and implementation of leadership in the future educational landscape.

**Keywords:** pre-service teacher, leadership, education

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### **INTRODUCTION**

The educational landscape has evolved, expanding the role and influence of teachers beyond traditional boundaries (Demir-Yıldız 2023). This shift recognizes the leadership potential in preservice teachers during their preparation programs, forming the core of this systematic literature review (SLR). The review examines the concept of "pre-service teacher leadership," exploring its theoretical underpinnings, practical applications, and potential to transform education. In today's educational environment, teachers are expected to be more than just knowledge disseminators; they must be visionary leaders capable of addressing complex issues (O'Doherty & O'Donoghue, 2021). The emerging field of preservice teacher leadership addresses the crucial need to develop teachers' leadership capabilities beyond classroom instruction.

This SLR aims to offer a thorough examination of the growing discourse on preservice teacher leadership, illuminating its conceptualization, the educational strategies employed to nurture leadership in preservice teachers, and its effects on teaching and learning outcomes. The concept of preservice teacher leadership challenges conventional approaches to teacher preparation, which traditionally emphasized pedagogical knowledge and classroom management skills. Recognizing the substantial impact teachers have within the educational system, there is a growing focus on cultivating leadership qualities among preservice teachers (Bond, 2011). This approach reimagines the transition from student to teacher as a transformative journey, emphasizing that educators are not passive recipients of information, but active participants in their own development.

The cultivation of leadership abilities often commences during the pre-service stage, well in advance of educators stepping into their own classrooms. Even as they undergo training, aspiring teachers have the capacity to shape educational policies, introduce groundbreaking teaching strategies, and champion inclusive and diverse learning settings. Thomas and Lefebvre (2020) assert that the importance of preservice teacher leadership cannot be underestimated, as it provides a proactive means to tackle the complex challenges confronting education today, ranging from technological progress to varied student requirements. Moreover, Atikoh (2022) suggests that preservice teacher leadership is a malleable concept applicable to a wide array of educational contexts, spanning from early childhood education to tertiary institutions. Through the showcase of case studies and success narratives from various settings, this journal demonstrates how preservice teacher leadership can manifest in different forms and propel positive transformations. It also critically assesses the hurdles and impediments that may obstruct the growth of preservice teacher leaders, including institutional resistance to change, and the need for a paradigm shift in the preparation of future educators.

In essence, preservice teacher leadership has the potential to revolutionize teacher education and, consequently, the entire educational landscape. This journal seeks to ignite meaningful dialogue among educators, researchers, policymakers, and practitioners regarding the transformative power of preservice teacher leadership. Collectively, we can foster the next generation of educational innovators, equipping preservice teachers to thrive not only in their future classrooms but also as trailblazers melding the future of education itself. In an era of educational metamorphosis where the role of teachers extends far beyond the classroom, preservice teacher leadership is positioned as a catalyst in this transformative journey.

## **Literature Review**

The field of teacher education has witnessed a growing emphasis on preservice teacher leadership in recent times. As the teaching profession evolves, there is an increasing need to comprehend the complex nature of pre-service teacher leadership and its effects on teacher preparation programs. This review aims to synthesize key findings from relevant research to offer insights into the various aspects of this concept. A crucial theme in examining pre-service teacher leadership is the complex relationship between external accountability measures and the autonomy of academic leaders. Hulme, Meanwell and Bryan (2023) investigate how audit-based accountability impacts academic leaders in teacher education programs. Their research highlights the difficulties these leaders face in balancing policy requirements with critical reflexive leadership practices and policy activism, stressing the importance of finding equilibrium between adherence and innovation.

Turning to the experiences and capabilities of pre-service teachers, various studies have illuminated their motivations, views on leadership, and obstacles they face. Harms and Knobloch (2005) analysed the relationship between pre-service teachers' career choices and their motivation and leadership behaviours. The results underscore the significance of comprehending pre-service teachers' motives and leadership potential to effectively prepare them for their future roles. Aitken (2008) examined conflicting notions of teacher leadership and investigated pre-service teachers' perceptions of

this concept. This study reveals a range of perspectives on what constitutes teacher leadership, raising important questions about the opportunities and challenges that pre-service teachers encounter in their leadership roles. The importance of developing pre-service teachers as literacy leaders in educational settings is emphasized by Sharp et al. (2018). Their research examines how literacy teacher educators foster leadership skills in pre-service teachers, underscoring the need for teacher education programs to incorporate leadership development in literacy education. Similarly, Wang et al. (2023) accentuated the necessity of nurturing leadership qualities in pre-service teachers during their early training stages. Their findings suggest that providing leadership opportunities to pre-service teachers can help them acquire the skills needed to become exceptional educators in the future, highlighting the value of integrating leadership development into teacher preparation programs.

The synthesis also explores the relationship between transformational leadership and socio-emotional and moral competencies for aspiring educators. Álamo and Falla (2023) illuminate how transformational leadership can drive innovation and positive changes in education. Their study identified key socio-emotional and moral competencies, including self-management, social awareness, and responsible decision-making, which are intertwined with transformational leadership. This research underlines the importance of cultivating these competencies in pre-service teachers to enhance their leadership potential. Another crucial aspect discussed in this synthesis is the challenges faced by pre-service teachers in their efforts to become agents of change. Huang et al. (2023) shed light on the difficulties encountered by pre-service teachers when implementing anti-racist pedagogy. Their research revealed issues related to teacher identities, parental misunderstandings, and insufficient support from educational leadership. These findings underscore the need for comprehensive support systems and training to empower pre-service teachers as effective change agents in promoting social justice within educational contexts.

Furthermore, studies by Meirink et al. (2020) and Acquaro (2019) highlight the potential for involving new teachers in leadership roles and the importance of strengthening leadership-related curricula in teacher education programs. Research by Chaaban and Sawalhi (2020) and Mohamad Izzuan Mohd Ishar and Mohd Khata Jabor (2016) has also provided insights into the development of teacher leadership during practicum experiences, suggesting areas for improvement in understanding and fostering leadership among trainee teachers. Lastly, Khalip Musa et al. (2016) emphasized the effectiveness of teacher leadership in providing essential knowledge to pre-service teachers before they enter the workforce.

In summary, the examination of pre-service teacher leadership has revealed several critical aspects of teacher education and development. As the landscape of teacher education continues to evolve, the collective findings of these studies highlight the multifaceted nature of pre-service teacher leadership and its wide-ranging implications. These studies contribute to a more comprehensive understanding of how pre-service teacher leadership can be nurtured, utilized, and incorporated into teacher education programs. This synthesis underscores the significance of adopting holistic approaches to teacher preparation, encompassing both cognitive and affective dimensions of leadership. Such approaches ensure that future educators are well-prepared to navigate the complexities of their roles and make positive contributions to educational excellence.

## **MATERIAL AND METHODS**

This study employed a systematic review approach to gather as much relevant research as possible pertaining to the research questions, utilizing explicit methods to draw conclusions from the collected studies (Szeto et al., 2015, p. 536). The study aimed to achieve its objectives by describing emerging ideas and synthesizing results. The Preferred Reporting Items for Systematic Review and Meta-analysis (PRISMA) methodology was used to structure this systematic literature review (SLR). PRISMA consists of 27 essential elements for conducting a systematic review and is considered a

standard publication method suitable for social science research (Moher et al., 2010). It aids in developing research questions and provides a precise, accurate, systematic, and reliable overview (Sari et al., 2023). Howard et al. (2019) note that PRISMA offers several benefits, including its ability to reduce various forms of bias and facilitate effective research synthesis. Furthermore, SLRs can enhance empirical evidence and increase transparency (Mallett et al., 2012). To design an SLR, appropriate research questions must be formulated first. Based on the relevant SLR focus, two research questions were developed: (1) What research issues in pre-service teacher leadership have captured scholars' attention since 2020? (2) How do the findings from this emerging literature on pre-service teacher leadership inform future research? The SLR formation process, following the PRISMA methodology, involves several steps: identification, screening, eligibility, article evaluation, and data extraction and analysis.

### Identification

Identification marks the beginning of the article and reference search process for SLR, which can be accomplished through the use of various pertinent search terms. Employing specific keywords during the search enhances the accuracy of finding relevant articles and references for SLR. The author utilizes three main keywords based on the aforementioned research topics: "preservice teacher leadership," "pre-service teacher leadership," and "trainee teacher leadership." To expand the range of potential search terms, synonyms, similar concepts, and variations of the primary keywords are incorporated into the article search. This investigation utilized WoS and SCOPUS databases, along with an online thesaurus, keywords from previous studies, and expert input. The results of this identification process are presented in the table below.

Table 1. The Search Strings

<b>Scopus</b>	TITLE-ABS-KEY (preservice AND teacher* AND leadership AND in AND education) AND PUBYEAR > 2019 AND PUBYEAR < 2024 AND ( LIMIT-TO ( SUBJAREA , "SOC" ) ) AND ( LIMIT-TO ( DOCTYPE , "ar" ) ) AND ( LIMIT-TO ( PUBSTAGE , "final" ) ) AND ( LIMIT-TO ( SRCTYPE , "j" ) ) AND ( LIMIT-TO ( LANGUAGE , "English" ) )
<b>WOS</b>	preservice teacher* leadership in education (All Fields) and Review Article or Early Access (Exclude – Document Types) and 2019 (Exclude – Publication Years) and 2023 or 2022 or 2021 or 2020 (Publication Years) and Article (Document Types) and Book Chapters (Exclude – Document Types) and Spanish (Exclude – Languages)

The article and reference search process utilized the Web of Science (WoS) and Scopus databases, chosen based on the selected keywords. These databases were preferred due to their comprehensive search capabilities, reliable results, and advanced features surpassing other databases (Gusenbauer & Haddaway, 2021). Additional factors included quality control measures, a well-organized indexing system (Martín-Martín et al., 2018), and the ability to search across various academic disciplines and languages. Advanced search techniques were employed within these databases to identify relevant articles and references, making use of key functions such as phrase searching, truncation, wild cards, and field codes (Table 1). The search process yielded 382 articles from WoS and 351 from Scopus using the specified keywords, databases, and search methods. In the next phase of the systematic search approach, each of these articles will undergo a screening procedure.

### Screening

The search process identified 733 articles for initial screening. Specific inclusion and exclusion criteria were established for selecting articles for the Systematic Literature Review (SLR), following

Hayrol Azril Mohamed Shaffril et al. (2020). The primary criterion was the publication date, with articles from 2020 to 2023 chosen, based on Kraus et al. (2020)'s concept of research maturity and the significant developments in educational leadership and preservice teacher focus during this period. Only peer-reviewed journal articles in English were considered for quality assurance. To achieve the SLR's objectives, the review concentrated on empirical studies, excluding review articles. The criteria emphasized papers on leadership skills of preservice teachers, including relevant methods and techniques, while excluding those on in-service teachers' leadership or other leadership skills to ensure relevance (see Table 2). After screening, 553 articles were excluded for not meeting the criteria, and 12 were removed due to duplication, leaving 168 articles for further analysis.

Table 2. The Inclusion Criteria Used

Criterion	Inclusion	Exclusion
<b>Timeline</b>	Studies conducted between 2020 and 2023 (4-year time span)	Studies conducted before 2020
<b>Literature Type</b>	Articles from journals	Conference proceedings, review articles, book chapters, reports
<b>Data Type</b>	Empirical	Review
<b>Publication Stage</b>	Final	In Press
<b>Language</b>	The text was written in English	Text not written in English
<b>Subject Area</b>	Related to preservice teacher leadership	Not related to preservice teacher leadership

### Eligibility

The second round of screening, known as the eligibility process, was applied to the remaining 168 articles to ensure their appropriateness for the Systematic Literature Review (SLR). This step involved examining the titles and abstracts of the selected articles. In cases where relevance couldn't be determined from these elements alone, the methodology, results, and discussion sections were consulted. This process resulted in the exclusion of 146 articles, including scoping reviews and those with topics unrelated to the study's focus. Consequently, only 22 articles progressed to the quality assessment stage. The article selection process, based on the PRISMA method, is depicted in Fig. 1.

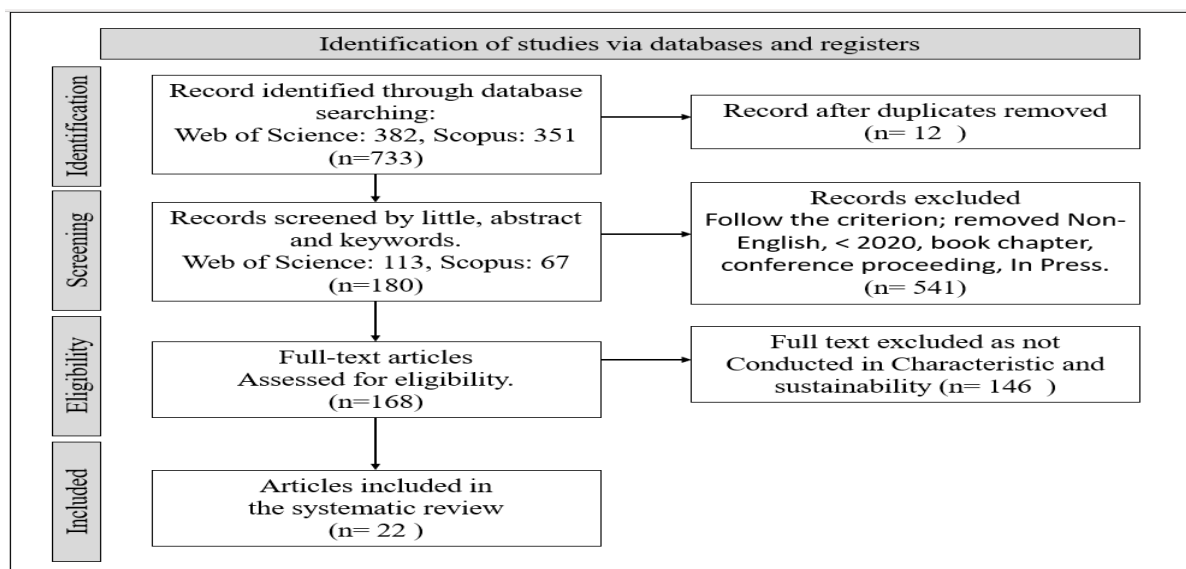


Figure 1. Flow diagram of the proposed searching study (Moher D, Liberati A, Tetzlaff J, 2009)

## Data Abstraction and Analysis

Data extraction from quality-assessed publications involved two researchers and focused on the abstract, results, and discussion sections due to their relevance to the systematic literature review (SLR) on preservice teacher leadership skills, approaches, methods, and techniques. When necessary, additional sections with similar information were reviewed. The data were organized into a table for analysis. Given the integrative nature of this review, encompassing various research designs (quantitative, qualitative, and mixed methods), qualitative synthesis was deemed most suitable (Whittemore and Knafl 2006). A thematic analysis, recommended by Flemming et al. (2019) for diverse study designs, was employed to identify patterns by comparing and contrasting findings. Each finding was analysed individually to determine the appropriate theme, with similar findings grouped together under suitable themes. This process resulted in five main themes: "Teacher Development and Conceptions," "Curriculum Leadership and Teacher Education," "Women in Education and Leadership," "Leadership Styles and Teacher Impact," and "Mentoring and Professional Development." The validity of these themes was examined and confirmed by two experts, one specializing in SLR methodology and the other in content, who both agreed on their appropriateness and relevance to the research questions.

## RESULT AND DISCUSSION

This section addresses RQ1 by examining preservice teacher leadership articles published between 2020 and 2023. The analysis identifies five key themes that highlight current trends and potential research gaps. These themes, which will be critically examined in turn, are: "Teacher Development and Conceptions," "Curriculum Leadership and Teacher Education," "Women in Education and Leadership," "Leadership Styles and Teacher Impact," and "Mentoring and Professional Development."

Table 3. Teacher Development and Conceptions

Title/ Researchers/ Year	Findings
Uncovering Preservice Teachers' Conceptions of Achievement and Accountability: Evidence from a Framed Field Experiment Jennings, Austin S. 2023	Preservice teachers frequently give their lowest-achieving pupils different teaching resources. Preservice instructors are under pressure to be accountable, therefore they direct resources towards children who are getting close to proficiency and success standards.
Reshaping the Preservice Preschool Teachers' Curriculum to Give the Emphasis to the Managerial Domain Savluk H.; Dovbnia S.; Tsvietkova H.; Olefirenko T.; Voityuk I. 2022	A beneficial change in the abilities of the students, including mentorship, long-term planning, vision communication, emotional regulation, and micromanagement. After the intervention, move your management skills from the basic to the intermediate level. Positive feedback from students regarding the managerial component's integration.
Experience of mentors and beginner primary school teachers in applying the principles of shared leadership during the school adaptation period: The case of Lithuania Jakavonytė-Staškuvienė D.; Ignatavičiūtė L. 2022	As a result of the revised curriculum, observers' reports showed appreciation for the students' work. Mentors with leadership skills and pedagogical expertise help newcomers overcome obstacles in hands-on activities. Administrative work, parent-student contact, and conflict resolution are among the difficulties. The study highlights the mentor's role in helping pre-service teachers transition to practical teaching by helping them acquire practical skills, developing personally, and offering counselling and emotional support.
Teacher Candidates' Perceptions of Emergent Teacher Leadership in Clinically Based Teacher Education Rutten L.; Doyle S.L.; Wolkenhauer R.; Schussler D.L.	Future teacher leadership goals were stated by potential teachers, struggled with doubts about the PDS's aspirations and a sense of illegitimacy as leaders, exhibited leadership behaviors when participating in decision-making processes and, by taking the initiative and working with others, created

2022	their own possibilities.
Leading from the start: preservice teachers' conceptions of teacher leadership Sheppard M.; Wolfinger M.E.; Talbert R. 2021	The scope of teacher leadership was generally defined by novice teachers as being around classes and schools. Teacher leaders made decisions about curriculum and instruction, collaborated with peers, and took other important actions. Administrators and legislators were most frequently blamed for impediments to teacher leadership. The overarching goal of teacher leadership was to use educational reform to address social disparities.
Student teachers' perspectives towards teacher leadership Sawalhi, R; Chaaban, Y & Chaaban, 2022	Enhancement in the ways that student teachers define, recognize, and use teacher leadership. The student teachers' perception of their activities as being only focused on leadership was incomplete.

The initial theme, focusing on Teacher Development and Conceptions, highlights the complex issues preservice educators encounter in resource distribution, influenced by external factors. The study suggests utilizing preservice teachers' ideas to cultivate diverse skills, meeting the changing educational requirements. Curriculum enhancements, overseen by interim leadership, reveal a qualitative improvement in students' organizational abilities, stressing the potential for change through customized strategies and the vital impact of mentorship. These discoveries shed light on the complex nature of teacher growth and stress the importance of flexible methods in tackling emerging challenges.

Table 4. Curriculum Leadership and Teacher Education

<b>Title/ Researchers/ /Year</b>	<b>Finding</b>
Curriculum leadership and the enhancement of teacher education programs: A case study in a Mainland Chinese normal university Xiong X.B.; Lim C.P.; Liu S.Q. 2020	The procedures of teacher education programmed creation, execution, and assessment in China are greatly impacted by curriculum leadership.
Integrating phenomenography with discourse analysis to study Hong Kong prospective teachers' conceptions of curriculum leadership Wan, SWY; Leung, S, 2022	Study found and explained qualitative differences in ideas about curriculum leadership. Utilized classification schemes to clarify and contrast these differences.

Studies on Curriculum Leadership and Teacher Education highlight the crucial role of curriculum leadership in enhancing teacher-training programs in China. The engagement of curriculum leaders significantly influenced program processes, showcasing the considerable effect of well-designed curriculum strategies. The diverse interpretations of curriculum leadership among teacher candidates underscore the complexity of understanding within teacher education, emphasizing the necessity to modify practices to encompass various perspectives. This area of study accentuates the essential role of curriculum leadership in shaping effective teacher education programs and fostering inclusivity.

Table 5. Women in Education and Leadership

<b>Title/ Researcher/ /Year</b>	<b>Finding</b>
Women's role in nation building: socializing Saudi female preservice teachers into leadership roles	In accordance with the principles of Saudi Arabia's national development plan, Vision 2030, this leadership role should be expanded to include nation building. The study concludes with suggestions for an aligned curriculum that would expose Saudi

McGregor S.L.T.; Hamdan Alghamdi A.K. 2022	female PSTs to educational leadership for nation building during their university years.
Preparing Saudi women educators for teacher leader roles in accord with societal expectations of Islamic leadership Alghamdi A.K.H.; El-Hassan W.S.; Alattiq M. 2022	Study emphasizes the significance of educating female educators for leadership positions in accordance with the objectives of national development. suggests a curriculum framework to develop teacher leaders who would support Vision 2030 in Saudi Arabian preservice teacher education programmed.

The third theme, focusing on Women in Education and Leadership, highlights the crucial need to expand leadership opportunities for women in line with Saudi Arabia's Vision 2030. This study acknowledges the essential role of women and the importance of aligning educational curricula with Islamic principles. It proposes proactive strategies, such as curriculum alignment, to equip female educators for leadership positions. The concept of "Teachers as leaders" is emphasized, supporting Vision 2030's objectives and reinforcing the transformative impact of educators and the significance of gender-inclusive leadership. This theme underlines the complex importance of leadership that includes all genders and the proactive steps required to harmonize education with the broader national vision.

Tabel 6. Leadership Styles and Teacher Impact

<b>Title/ Reseacher/ /Year</b>	<b>Finding</b>
Job Satisfaction as a Mediator between Leadership Styles and Organizational Commitment of Teachers in Malaysia Norhaily Abdul Halim,; Aminuddin Hassan; Ramli Basri; Aminuddin Yusof; Seyedali Ahrari, 2021	According to the study, job satisfaction acted as a partial mediating factor in the negative relationship between teachers' commitment to their organization and the passive-avoidant leadership style. Transformational leadership and organizational commitment were positively correlated, and this link was completely mediated by job satisfaction. Likewise, among teachers, the association between transactional leadership and organizational commitment was totally mediated by work satisfaction. Teachers who expressed great job satisfaction credited transactional leadership for their dedication to their school.
Transformational leadership and its relationship with socio-emotional and moral competencies in pre-service teachers Alamo M.; Falla D. 2023	Aspiring educators showed strong socio-emotional and moral competencies in addition to a high transformational leadership score. There were gender differences as well, with female participants scoring higher than male participants. Certain socio-emotional and moral competencies, like motivation, self-management, social awareness, responsible decision-making, and transformational leadership, have been found to be related to one another.
Using Transformational Leadership to Create Brave Space in Teaching Multicultural Education Brazill S.; Ruff B. 2022	Students' understanding of identity, relational trust, and their implicit values are facilitated by instructors who employ transformational leadership techniques, such as modelling the way, questioning the status quo, and nurturing the heart. It emphasizes how transformational leadership plays a crucial role in fostering an atmosphere that is conducive to important discussions about identity within the framework of multicultural education.
Preparing Principal Candidates to Be Instructional Leaders Through Virtual Coaching Preservice Teachers Jones K.D.; Ringler M.C. 2020	Through the practice of instructional coaching with teacher candidates, principal candidates enhanced their coaching abilities. It offered suggestions for improving principal preparation, particularly within the framework of a course on instructional supervision and in conjunction with a teacher education programmed to offer field experiences for simulated coaching. The effectiveness of practicing coaching with teachers through video classes or in-person observations did not significantly differ.
Leadership that matters: creating cultures of academic optimism that support teacher learning in	The findings support the notion that principal leadership can significantly impact teachers' professional development both directly and indirectly. By establishing a connection between



Thailand  
Kulophas D.; Hallinger P. 2020

'Destroying barriers to critical thinking' to surge the effect of self-leadership skills on electronic learning styles  
Durnali, M. 2022

Adoption of social media-based knowledge-sharing behavior and authentic leadership development: evidence from the educational sector of Pakistan during COVID-19

Asghar, MZ; Barbera, E; Rasool, SF; Seitamaa-Hakkarainen, P; Mohelská, H. 2023

Engaging faculty in data use for program improvement in teacher education: How leaders bridge individual and collective development  
Davis, SC. 2023

learning-centered leadership and academic optimism, the study builds on earlier research by emphasizing the part played by school leadership in maintaining an academic optimism culture. School leadership uses Academic Optimism as a mediator to enhance teacher professional development.

The study's findings show many connections between the variables being examined: Electronic learning approaches are favorably correlated with self-leadership abilities. Critical thinking barriers are negatively correlated with self-leadership. Electronic learning styles are adversely correlated with impediments to critical thinking.

The study discovered a strong and favorable relationship between SMKIs and ALD. It further verified that the connection between SMKIs and ALD is strongly and favorably mediated by SMKB. According to the study's findings, aspiring instructional leaders are prepared to embrace knowledge sharing via social media.

The results highlight the significance of concurrently addressing relational, structural, and motivational supports for encouraging collaborative data utilization. All three programmers' leaders are using bridging techniques to emphasize the value and applicability of collaborative data use. When it comes to using data for programmed improvement, these techniques assist in bringing individual and group motivations, knowledge, accountability, and agency into alignment.

The fourth theme explores the complex interplay between leadership approaches, teacher dedication, and job contentment. This research underscores the significance of transformational and transactional leadership in shaping job satisfaction and commitment, emphasizing the need to cultivate these skills in aspiring educators. By examining instructional coaching and the connection between Learning-Centered Leadership and Academic Optimism, the study offers a deeper comprehension of leadership styles and their effects on the teaching field. These findings contribute valuable perspectives on enhancing educational quality.

Table 7. Mentoring and Professional Development

<b>Title/ Reseachers/ /Year</b>	<b>Finding</b>
Physical Activity Leadership Development Through a Physical Education Teacher Education Service-Learning Course Egan C.A.; Merica C.B.; Karp G.G.; Orendorff K.; McKown H.B. 2023	There were three main themes that surfaced, each with a few subthemes. The first theme was practical experience, the second was developing leadership skills, and the third was service-learning. A service-learning course's practical format helped students gain leadership experience in PA and gave them the knowledge and assurance they needed to carry out future expansions of PA programmers. One practical choice for PA leadership training in teacher education programmers is to use service-learning courses.
Mentoring as Professional Development for Mentors Szymańska-Tworek, A, 2022	In Poland, mentoring is the primary means of professional development for mentor teachers. Being a mentor improves their ability to reflect on themselves and has a beneficial effect on their leadership abilities, self-assurance, eagerness, and dedication to teaching. Mentors often view working with student teachers as an inspiring and beneficial experience, even though they do not believe they learn directly from them.
Collaboratively designing a national, mandated teaching performance assessment in a multi-university consortium: Leadership, dispositions and tensions.	Particular personality traits and collaborative leadership are important factors in the TPA design process. These components give the design team the ability to recognize, analyse, and resolve conflicts and difficulties that come up when creating a high-stakes evaluation. The study emphasizes the value of teamwork and essential character traits in

McGraw A.; Keamy R.; Kriewaldt J.; Brandenburg R.; Walker R.; Crane N. 2021

guaranteeing the reliability and equity of the TPA.

Leadership for inclusion and special education: Novice teachers walking the walk.  
King F.; Logan A. 2022

According to the examination of the data, these inexperienced instructors were able to work with people both inside and outside of their schools and demonstrate leadership in their own classes. The study adds to our understanding of how new teachers' experiences and practices shape pre-service educators' leadership development. The field of pre-service teacher training and teacher educators should take note of the study's consequences.

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The fifth theme, Mentoring and Professional Development, reveals important discoveries about teacher leadership and growth in the research. The effectiveness of service-learning courses for developing leadership abilities is highlighted in Practical Experience, demonstrating their potential. Leaders' learning illustrates how mentorship can profoundly influence professional development, stressing its mutual and growth-focused nature. Service-learning explores the vital roles of collaborative leadership and individual dispositions in creating high-stakes assessments. These insights illuminate key aspects of teacher leadership and professional advancement, providing practical applications for training pre-service educators.

## Discussion

This segment addresses RQ2 by examining the themes derived from RQ1's findings in Section 4. The previous section identified five key themes: "Teacher Development and Conceptions," "Curriculum Leadership and Teacher Education," "Women in Education and Leadership," "Leadership Styles and Teacher Impact," and "Mentoring and Professional Development." These themes serve as the foundation for proposing future research directions.

Studies on teacher development and conceptions highlight the complex challenges preservice teachers face when allocating instructional resources under external accountability pressures. Alamri and Alfayez (2023) stress the importance of teacher preparation programs harnessing preservice teachers' conceptions and fostering diverse competencies to meet the changing educational landscape's demands. Moreover, curriculum enhancements guided by interim leadership significantly impact students' management skills, emphasizing the need to align academic content with practical application. Magaña and Méndez (2021) emphasize the internship's value as a period for applying knowledge gained during initial teacher training, noting the necessity of addressing axiological issues in curriculum design. Future research could explore innovative approaches in teacher preparation programs to tackle evolving educational needs. Additionally, investigating the long-term effects of mentorship on new teachers, as proposed by Rakap and Balikci (2023), and examining how tailored educational strategies suggested by Hoon et al. (2022) can better prepare preservice teachers for contemporary challenges would enhance our understanding of teacher development dynamics.

In the realm of curriculum leadership and teacher education, further investigation is needed to explore the complex understandings that prospective teachers have regarding curriculum leadership. The emphasis placed by Kikas et al. (2023) on involving curriculum leaders reflects the significant impact that well-crafted curricula and educational approaches can have on the quality and effectiveness of teacher training. Gaining insight into the diverse comprehension and viewpoints among aspiring teachers could inform the creation of more inclusive curriculum leadership practices. These understandings are multifaceted and encompass a range of perspectives, as noted by Buleshkaj and Koren (2022). Future research might also examine the enduring effects of curriculum enhancements guided by temporary leadership on students' managerial abilities, highlighting the necessity for sustainable practices and ongoing improvement in teacher education programs. Sellami et al. (2023)

argue that curriculum leadership doesn't require a new framework, but rather should concentrate on leadership for learning and action. It is essential to establish a supportive environment that enables leaders to foster teacher leadership and empower educators by developing an ecosystem that prioritizes teacher and student well-being and agency.

Gender inequity remains a global challenge and serves as a barrier to the professional fulfilment of female academics (Adewale & Potokri, 2023). The focus on women in education and leadership underscores the importance of gender-inclusive leadership and proactive measures to align education with national objectives. Future studies could examine the lasting impact of aligned curricula in preparing female educators for leadership positions and investigate how the integration of Islamic values into educational leadership frameworks contributes to educational outcomes. Arifin et al. (2018) have shown that the intensity of leadership and application of Islamic values have benefited the improvement of school organizational culture. Additionally, exploring the broader societal implications of gender-inclusive leadership and its role in promoting societal development is a valuable avenue for research. López-Yáñez and Sánchez-Moreno (2009) note that female leaders possess an exceptional ability to navigate changes smoothly, significantly maintaining social cohesion and a positive work environment.

Regarding leadership style and teacher impact, findings highlight the crucial role of leadership approach in influencing teacher commitment and job satisfaction within educational institutions. Tran et al. (2023) confirm the positive influence of leadership styles on teachers' organizational commitment and job satisfaction, emphasizing the need to cultivate diverse leadership competencies in pre-service teachers and administrators. Consequently, future research could explore the long-term effects of diverse leadership competencies on pre-service teachers and administrators. Investigating how gender differences in leadership competencies influence the socio-emotional and moral skills of future teachers can contribute to a comprehensive approach to leadership development. Furthermore, examining the evolving role of instructional coaching and its adaptability to changing educational landscapes could provide valuable insights into effective leadership strategies, as suggested by Hashim (2020).

Future research opportunities in mentoring and professional development are suggested by the themes explored. Chow and Lam (2015) note that service-learning and leadership education programs have aided students in developing leadership skills and becoming socially responsible leaders for the 21st century. Consequently, examining the long-term efficacy of service-learning courses in fostering leadership abilities, particularly in specific educational settings, could inform program improvements. Additional research into the collaborative relationships between mentor teachers and student teachers may reveal further factors contributing to mentorship's transformative impact. Miller and Otcu-Grillman (2023) advocate for teacher professional development and recommend mentorship within the program. They also highlight the importance of establishing support networks for teachers during and after their training. Moving forward, research on mentoring and professional development should continue to provide practical insights for enhancing pre-service teacher education and developing effective educators.

## **CONCLUSION**

The synthesis of findings across various themes in teacher education and leadership offers a comprehensive view of its multifaceted nature. These themes include teacher development and conceptions, women in education and leadership, leadership styles and teacher impact, and mentoring and professional development. The intricate dynamics of instructional resource allocation, influenced by external factors, underscore the need to provide preservice teachers with professional development opportunities beyond subject expertise. Curriculum enhancements, supervised interim leadership, and challenge-based learning highlight the transformative potential of customized educational approaches, emphasizing the need for flexible practices in response to technological progress. Mentors are crucial

in supporting preservice and novice teachers by facilitating their transition from theoretical knowledge to practical skills. Research on leadership styles reveals the subtle interplay between leadership, teacher commitment, and job satisfaction, stressing the importance of cultivating transformational and transactional leadership abilities. The themes related to women in education emphasize the need to expand leadership roles, align curricula with national objectives, and acknowledge female educators' significant contributions to societal development. Collectively, these findings highlight the dynamic nature of teacher education, emphasizing the need for programs to equip educators to meet the evolving demands of modern classrooms and make meaningful contributions to national and societal goals.

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