

Educational Schizophrenia Leadership for Today's School

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ABSTRACT

Today's educational leadership represents a profound shift from a traditionally administrative and authoritarian role to one that facilitates and shapes **learning conditions**. This modern approach demands a dynamic balance between **technical rigor** (mastery of the curriculum, data-driven decision-making, and regulatory compliance) and a **high degree of human sensitivity** (empathy, assertive communication, and conflict resolution) to mobilize the talent within school communities.

To meet the demands of the 21st-century school system, leaders must fulfill specific legal, educational, and socio-emotional competency requirements that enable them to build cultures of high trust and **psychological safety**. Among their critical functions is fostering collaborative work through the establishment of **Professional Learning Communities (PLCs)** and, as a priority for immediate impact, optimizing **advanced co**

-teaching models (such as parallel or team teaching) within heterogeneous classrooms. This relational and inclusive leadership seeks to break down environmental barriers to ensure the progress and learning of all students, transforming bureaucracy into real opportunities for continuous professional development for the teaching staff.

Keywords: Pedagogical leadership (or School leadership); Co-teaching (or Collaborative work); Educational inclusion (or Diversification of teaching); Psychological safety (or Relational trust); Professional learning communities

INTRODUCTION

An **educational leader** is not just a school administrator; they are the driving force behind transforming learning. Their primary focus is not on paperwork, but on what happens in the classroom and how to empower their teaching team.

To achieve this successfully, you must master a set of basic skills that are divided into three main areas: **pedagogical, human, and management**.

Pedagogical and curricular competencies

This is the essence of the role. A pedagogical leader must know about education in order to guide others.

- **Mastery of curriculum and teaching methods:** A thorough understanding of what should be taught and the best strategies for teaching it. They go beyond theory; they know how to translate that content into real-world classroom practice.
- **Teacher support and mentoring:** Ability to observe classes, give constructive feedback (without it feeling like a punishment) and support the professional development of their teachers.
- **Learning monitoring:** Knows how to analyze data (grades, standardized assessments, dropout rates) to make informed decisions and adjust teaching strategies if students are not learning.

Socio-emotional and relational competencies

Leadership is exercised *with* and *through* people. Without empathy, technical skills are of little use.

- **Assertive communication:** The ability to actively listen to your community and convey ideas,

- goals, and expectations in a clear, respectful, and motivating manner.
- **Empathy and trusting relationships:** Understand the realities of your teachers, students, and families. Create a safe environment where mistakes are seen as learning opportunities, not failures.
- **Conflict resolution:** There are always disagreements in schools. A good leader acts as a neutral mediator, seeking solutions that benefit school life and keep the focus on learning.

Management skills and strategic vision

For pedagogy to flow, order and a clear direction are needed.

- a) **Vision and mobilization:** Ability to project where you want to take the institution (for example, "improve reading comprehension in two years") and spread enthusiasm throughout the community to achieve it.
- b) **Collaborative work and delegation:** She doesn't try to do everything alone. She knows how to create professional learning communities among teachers and delegate responsibilities, empowering other leaders within the school.
- c) **Adaptability and a growth mindset:** The world of education is changing rapidly. A leader must be flexible, open to technological and methodological innovation, and promote a culture where everyone (including themselves) is always learning.

In summary: The ideal pedagogical leader is one who achieves the perfect balance: their **head is** on the data and the curriculum, their **feet are on the ground** in the reality of daily management, and their **heart is** on the well-being of their teachers and students.

Next, we analyze each dimension in depth, detailing the micro-competencies and specific practices that make a difference in current school management:

In-depth study of Pedagogical and Curricular Competencies

This dimension ensures that the institution's focus remains where it should be: in the classroom and in the comprehensive development of students.

CLASSROOM TEACHER SUPPORT (FORMATIVE SUPERVISION)

The competition: Breaking with the old vision of "punitive" or fiscal supervision, transforming it into a **horizontal mentoring process**.

In practice: The leader implements observation and feedback cycles based on trust. This involves:

Co-plan with the teacher before entering the classroom.

Make observations focused on specific criteria (for example, the use of time, the type of questions students asks, or the handling of the weather).

Conduct a **reflective feedback interview**, where through open-ended questions, the teacher identifies their strengths and critical issues, developing a mutual improvement plan.

Data Management for Pedagogical Decision Making

- **The competence:** Ability to move from "gut feeling" or intuition to **empirical evidence** to design school improvement plans (SIPs) with real impact.
- **In practice:** Lead data analysis meetings where subject or cycle teams examine not only qualitative and quantitative grades, but also actual curriculum coverage, student progress in inclusion programs, and identified learning gaps. The leader knows how to translate statistical data into immediate remedial action for the classroom.

In-depth study of socio-emotional and relational skills

Pedagogical leadership is, fundamentally, relational leadership. Profound changes in education only occur when the team feels safe to innovate.

Building a Culture of High Trust and Psychological Safety

- **The competition:** To create an environment where the teaching staff and professional team are not afraid to admit weaknesses or propose disruptive ideas for fear of judgment or punishment.
- **In practice:** The leader models vulnerability (acknowledging their own mistakes), validates others' errors as pedagogical input, and eradicates blame dynamics. They promote the embodiment of the institution's hallmarks and the educational project's values in daily interactions, transforming the work environment into a protective factor for teacher well-being.

Mobilization and Inspirational Influence

- **The competence:** Ability to align wills towards a shared purpose, ensuring that the team does not work out of mere administrative obedience, but out of an **ethical and professional commitment**.
- **In practice:** The leader communicates the school's vision so clearly and passionately that every member of the community—from the management team to the education assistants—understands exactly how their particular role contributes to the pedagogical success and future of the students.

In-depth study of Management Skills and Strategic Vision

Pedagogy needs a solid structure to sustain itself. Without strategic management, good pedagogical intentions are diluted by the urgency of daily life.

Promotion and Sustainability of Professional Learning Communities (PLCs)

- **The competition:** To design and institutionalize spaces for **systematic collaboration** among teachers, breaking the traditional isolation of pedagogical practice in the classroom.
- **In practice:** The leader reorganizes the school's schedules and timetables to ensure that teachers can meet to analyze teaching practices, discuss current scientific literature, evaluate the impact of diversified strategies, and exchange successful teaching materials. The leader promotes peer learning among teachers.

CHANGE MANAGEMENT IN THE FACE OF COMPLEXITY AND DIVERSITY

- **The competition:** To lead institutional adaptability in the face of the demands of the regulatory environment, the increase in neurodiversity and sociocultural changes.
- **In practice:** A strategic leader doesn't react to crises, but anticipates the needs of the environment. They know how to design contingency plans, manage material and infrastructure resources flexibly, and prioritize the ongoing training of their team in inclusive methodologies and co-teaching to respond to the diverse realities of their classrooms.

Summary Table: The transition to advanced pedagogical leadership

Basic competence	Advanced leader practice	Impact on the school
Monitor the curriculum	Collectively analyze assessment data to adjust teaching in real time. Develop formative feedback cycles and peer mentoring.	Learning with equity and reducing gaps. Continuous and reflective professional development for teachers.
Instruct	To create a school culture of psychological safety and high relational trust.	Reduction of work-related stress and retention of teaching talent.
Keep order		
Meet administrative goals	Institutionalize professional learning communities (PLCs).	Pedagogical innovation that is sustainable over time.

If I had to choose the priority dimensions to transform the reality of an educational institution today, I would strongly lean towards an approach articulated in two major strategies: **the installation of Professional Learning Communities (PLCs)** and **the strengthening of pedagogical support focused on inclusion and diversification of teaching**.

Both dimensions allow for a direct connection between management and what happens in the classroom, responding to the demands of equity and current regulations.

Below, I propose specific methodologies and strategies to operationalize these dimensions in an institutional context:

Installation of Professional Learning Communities (PLCs)

Teacher isolation ("each teacher in their own classroom") is one of the biggest barriers to innovation. Teacher professional development centers (CAPs) transform traditional meeting spaces into rigorous technical and pedagogical reflection forums.

SPECIFIC STRATEGIES AND METHODOLOGIES

Lesson Study: A methodology of Japanese origin where a group of teachers meticulously plans a public lesson. One teacher delivers the lesson while the others observe student behavior and learning (not the teacher's performance). Afterward, the team meets to analyze the learning evidence, redesign the lesson, and

test it again. It is ideal for standardizing teaching approaches in critical subjects.

Learning Evidence Analysis Protocols: Instead of administrative meetings, dedicated sessions are scheduled where teachers attend with actual samples of their students' work, assignments, or assessments (from high, average, and low performers). Using a structured analysis protocol, the team discusses: *What does this work tell us about the student's understanding? Where is the common confusion? And how will we change our teaching next week to address that confusion?*

Institutionalization of Co-programmatic Times: The pedagogical leader must safeguard and optimize non-teaching times in the school schedule, ensuring that planning and coordination hours (for example, between classroom teachers and support or integration specialists) systematically coincide to allow for real co-design.

Advanced Pedagogical Support focused on Co-teaching and Inclusive Learning

In the face of increasingly diverse and heterogeneous classrooms, the leader's support cannot be generalist; it must focus on how the teaching team diversifies teaching to ensure that all students participate and progress.

SPECIFIC STRATEGIES AND METHODOLOGIES

Mentoring Cycles Based on Universal Design for Learning (UDL): Classroom observation is conducted using formative rubrics focused on the three principles of UDL (multiple engagement, representation, and action/extension). Subsequent feedback does not assess "the discipline" itself, but rather how the lesson design broke down environmental barriers for students with diverse learning paces or styles.

Supervision and Optimization of Co-teaching Models: If the institution has pairs of professionals in the classroom (for example, subject teachers and support specialists), the pedagogical leader should observe and provide feedback on the dynamics of that pair. The goal is to move from the model of *"one teacher teaches and the other attends individually at the back of the room"* to advanced models such as:

Parallel teaching: The course is divided into two heterogeneous groups and each professional leads one group with the same learning goal.

Teaching in stations: Different work centers are designed where students rotate, with professionals distributed in the nodes of greater cognitive complexity.

Team teaching: Both professionals actively share the leadership of instruction at the front of the entire group.

Reflective Question-Based Feedback: Replace the quantitative checklist with an inquiry-based formative interview. The leader poses questions such as: *"What evidence did you observe during the class that the student who is usually frustrated was able to engage with the activity?"* or *"If you had to teach this session again, what additional scaffolding would you incorporate at the beginning?"*

MANAGEMENT OF PEDAGOGICAL DATA WITH AN EQUITY FOCUS

The data are not just numbers of overall performance; they are early warnings to prevent exclusion.

Specific Strategies and Methodologies:

- **Interdisciplinary Monitoring Panels:** Create tracking matrices where grades are cross-referenced with indicators of attendance, socio-emotional participation, and reports from the support team.
- **Clinical Case Analysis:** When faced with students who show stagnation in their educational trajectories, the leader convenes a brief but strategic committee (classroom teacher, counselor, and relevant specialists) to develop a personalized curriculum adaptation or enrichment plan, evaluating its impact within a period of no more than three weeks.

If I had to bet on the immediate, concrete and transformative impact for a current teaching team, I would undoubtedly choose **strategies for optimizing co-teaching in heterogeneous classrooms**.

While *Lesson Study* is an extraordinary methodology for medium-term didactic development, co-teaching has a unique power for one key reason: **it happens in real time, every day, and directly impacts equity within the classroom.**

A team that optimizes its co-teaching generates three immediate effects on institutional practices:

Break the isolation where it matters most

Traditionally, training sessions or reflections take place outside the classroom, after which the teacher returns

to teaching alone. Advanced co-teaching transforms the classroom into a live, ongoing professional development workshop. When a classroom teacher and a specialist (such as a special education teacher or educational psychologist) coordinate using a **team or parallel teaching model**, both learn from each other's strategies precisely when needed.

Maximize the use of teaching time (Lower the student-teacher ratio)

When moving from the model of *"one teacher lectures and the other observes or assists only one student at the back of the room"* to **teaching in stations** or **parallel teaching**, the classroom changes completely:

- The course group is divided, reducing by half the number of students in charge of each professional.
- It exponentially increases quality interaction time and personalized monitoring.
- Behavior management problems decrease dramatically because students are more active and supported.

Operationalize Universal Design for Learning (UDL)

Many teams understand the theory of Universal Design for Learning (UDL), but struggle to put it into practice due to excessive workload. Strategic co-teaching is the perfect tool to solve this: while one professional presents information visually and aurally, the other can model the execution with concrete support or manage the different levels of student engagement and motivation. The heterogeneous classroom ceases to be a source of frustration and becomes a manageable space.

major institutional benefit: Optimizing co-teaching doesn't require adding more hours to the contract or hiring more staff; it requires **changing the mindset of how two professionals who are already sharing the same space interact**. That's why its impact is the quickest to be observed in the classroom climate and in student learning.

To take the first step with a team, it's often very effective to start with a simple assessment: **What co-teaching model are we actually using in classrooms today, and what's the next level we want to move to?** Would you like us to review a quick observation guide or specific criteria to evaluate how these pairs are currently performing?

Below, I present a proposed **Quick observation guide for co-teaching**, designed to be applied in short classroom visits (20 to 30 minutes) and structured under the classic co-teaching models of Cook and Friend.

Quick Observation Checklist: Dynamics of the Pair in the Classroom Date: _
Course / Subject: _____

Team Members: _____

Identification of the Predominant Co-teaching Model

(Mark with an X the configuration observed during most of the session)

- **One teaches, one observes:** One teacher leads the instruction while the other records specific data on student performance or behavior.
- **One teaches, the other supports:** One teacher carries the weight of the class and the other circulates offering individual and silent assistance.
- **Parallel teaching:** The class is divided into two heterogeneous groups and each teacher delivers the same content simultaneously to increase participation.
- **Station-based teaching:** Students rotate through different independent work nodes, with teachers located at the most complex stations.
- **Alternative teaching:** One teacher works with the vast majority of the group, while the other takes a small group to level, deepen or provide feedback.
- **Team Teaching : Both** teachers energize the class at the same time, dialoguing, modeling together and sharing the responsibility of instruction in a fluid manner.

Formative Assessment Criteria

(Rating Scale: **L** = Achieved | **EP** = In Process | **PL** = To Be Achieved | **NO** = Not Observed)

Dimension / Observable Behavior	Specific Notes / Evidence
	Assessment
1. Symmetry and Parity in Presence Both professionals are presented and act before the group with the same pedagogical authority (passive or "assistant" roles are avoided). Both teachers actively use the physical space of the classroom (they move around the entire room).	L / EP / PL / NO L / EP / PL / NO
2. Instruction Management and DUA There is an equitable distribution of speaking time and interaction with students. The pair offers multiple ways of representing or expressing the content in a coordinated manner (	L / EP / PL / NO L / EP / PL / NO
e.g. , one explains verbally while the other exemplifies on the board or uses visual aids).	L / EP / PL / NO
3. Classroom Monitoring and Climate Teachers intervene in a coordinated manner to maintain focus of attention or regulate disruptive behaviors, without contradicting each other. It is evident that both professionals manage the students' progress and respond with timely scaffolding to the doubts that arise.	L / EP / PL / NO L / EP / PL / NO

Key Questions for the Feedback Interview

The true value of this guideline emerges in the post-class conversation. As an instructional leader, I suggest you avoid telling them "what they did wrong" and instead open the dialogue with these three thought-provoking questions:

Initial reflection: "When planning this class, what was the co-teaching model you had planned to implement and how did you feel it flow in the reality of the classroom?"

Impact analysis: "What pedagogical or participatory advantages did you observe in your students when working in a coordinated manner today compared to when only one teacher works?"

Projection of the next level: "If we were to move from the current model (e.g. , one teaches, another supports) to one with a greater distributed impact (e.g. , parallel or team teaching), what support or time commitment would you need from me to coordinate it?"

Implementation tip: Use your initial observations with this guideline not to evaluate teachers, but to map the school's current state of practice. You'll be surprised to see how simply knowing you're observing their *collaboration* immediately raises the level of preparation for their co-teaching sessions.

To summarize and structure the complete profile, the core competencies of a leader—especially in the educational and team management fields—are grouped into **four fundamental pillars**. These skills enable them to inspire others, manage processes efficiently, and drive the organization toward continuous improvement.

Strategic and Visionary Competencies

These are the ones that allow the leader to see "the big picture" and anticipate the future.

- **Vision and alignment:** Ability to define clear long-term goals and communicate them in a way that ensures the entire team shares the same purpose.
- **Evidence-based decision making:** The ability to analyze data, identify underlying problems, and choose the best course of action in an informed manner, not by intuition.
- **Change management:** Ability to lead transitions, innovate and adapt the organization to new contexts or current regulations.

Relational and Socio-emotional Competencies

Leadership is not exercised in isolation; it is based on the quality of the bonds that the leader builds with their team.

- **Assertive communication and active listening:** The ability to convey expectations clearly and respectfully, but also to genuinely listen to the needs and arguments of others.
- **Empathy and relational trust:** The ability to put oneself in another's shoes and build a safe environment (psychological safety) where the team is not afraid to make mistakes or propose new ideas.
- **Conflict resolution and mediation:** Ability to address the natural frictions of workplace coexistence in a neutral manner, seeking constructive solutions that strengthen the group.

Pedagogical and Talent Development Competencies

In educational or high-performance environments, the leader must be a trainer of trainers.

- **Training support and mentoring:** Ability to observe the performance of collaborators (such as teaching pairs in the classroom) and offer feedback based on reflective questions that trigger professional growth.
- **Promoting collaborative work:** Ability to design structures that break isolation, installing dynamics such as Professional Learning Communities (PLCs) or advanced co-teaching strategies.
- **Mobilizing learning:** A permanent focus on the comprehensive development and progress of all people under your care.

MANAGEMENT AND OPERATIONAL SKILLS

Strategy and empathy need a solid structure to sustain them on a daily basis.

- **Effective organization and delegation:** Knows how to distribute responsibilities by empowering other team members, avoiding overload and micromanagement.
- **Resource optimization:** Ability to manage time, space and budgets flexibly and focused on what truly generates impact.
- **Resilience and self-management:** Ability to maintain pedagogical focus and calm under pressure, modeling a constructive attitude towards complexity.

Key focus: Today's leader is no longer an authoritarian figure who controls administrative processes; he is a **facilitator of conditions** who combines technical rigor with high human sensitivity so that his team can unleash its full potential.

You've absolutely hit the nail on the head with that key approach. That transition you describe—from an **administrative controller** to a **facilitator of conditions**—defines the evolution of the modern leader's role, especially in the school and educational sphere.

When leadership is understood from this perspective, the "role" ceases to be a position in the organizational chart and is transformed into a series of dynamic and strategic functions:

The leader's role as facilitator of conditions

For the team to reach its full potential, the current leader must embody five essential roles in their daily work:

The Role of "Architect of Safe Spaces" (Psychological Safety)

Technical rigor and human sensitivity converge here. A leader cannot demand innovation, advanced co-teaching, or self-criticism if teachers fear being judged or punished for their mistakes.

- **Their function:** To design a school culture where mistakes are seen as a valuable learning and educational resource. Their role is to listen, validate classroom difficulties, and ensure that proposing new ideas is safe for everyone.

The Role of "Guarantor of Resources and Time" (The Facilitator)

Good pedagogical intentions are often thwarted by a lack of time. A facilitator of conditions understands that time is a teacher's most valuable resource.

Their function: To manage the organizational structure (schedules, calendars, meetings) so that collaboration doesn't become an overload. Their role is to eliminate unnecessary bureaucracy so that co-teaching pairs have real space for planning and the teaching staff can meet without rushing.

The Role of "Reflective Mirror" (The Mentor)

Today's leader no longer gives textbook answers ("what you have to do is this"); instead, they ask the right

questions so that the professional can discover the path.

Their role is to support classroom practice (through behavioral and formative observation guidelines) and to engage in reflection with the teacher. Their function is to provide the team with an objective view of their performance, celebrating strengths and addressing critical issues.

The Role of "Strategic Designer" (Technical Rigor)

Human sensitivity without technical rigor risks becoming complacent but ineffective leadership. The leader must know where the ship is headed.

- **Its function:** To translate the school's data (attendance, learning gaps, curriculum coverage, inclusion needs) into clear and achievable goals. Its role is to connect educational policies and laws with the school's identity and reality.

The Role of "Talent Articulator" (Distributed Leadership)

The facilitative leader assumes that they do not have (nor should they have) all the answers. They know that expert knowledge is distributed throughout their community.

- **Their function:** To empower head teachers, grade-level coordinators, special education teachers, and specialists. Their role is to coordinate this knowledge so that it directly impacts the heterogeneous classroom, enabling others to also exercise leadership.

The essence of the new role: While the old leader wondered: *How can I get my team to do what I ask of them?* the facilitator leader asks every day: **What tools, time, or support does my team need today to do their job with excellence?**

By assuming this facilitator role, the leader ensures that technical rigor is not felt as a cold imposition, but as the quality standard that the community deserves, supported by a deep human care towards those they educate. Today's schools operate within a **highly complex, diverse, and constantly changing regulatory environment**. Therefore, the requirements for a modern educational leader are no longer limited to possessing a degree or internal management skills; they must comprehensively address **legal, technical, and diversity management demands**.

Based on policies for strengthening school leadership and updates to the *Framework for Good School Management and Leadership (MBDLE)*, the essential requirements are structured into three key dimensions:

Legal and Professional Qualification Requirements

To exercise leadership in today's establishments (whether through Senior Public Management, Local Education Services or the subsidized private system), mandatory basic conditions must be met:

- **Professional Title:** Be an education professional (teacher) or possess a legalized related university degree.
- **Classroom Experience:** Generally, demonstrate a minimum of **4 years of classroom teaching experience** (or advanced stages of professional teacher development, such as those required in the public career).
- **Moral and Administrative Suitability:** Not having convictions with afflictive punishment or disqualifications to work with minors, in addition to strictly complying with the principle of public probity.
- **Specialization in School Management:** Although it varies depending on the sponsor, current application profiles strongly prioritize candidates with **Postgraduate Diplomas or Master's degrees in Leadership, Educational Management or Strategic Management**.

Technical and Management Practice Requirements (Based on the School Framework)

According to current Ministries of Education standards for good leadership, a leader must demonstrate mastery in four major practical areas:

- **Building a Shared Strategic Vision:** Ability to lead the updating of the Institutional Educational Project (PEI) and the School Improvement Plan (PME), ensuring that the institutional seals and values are not just a document, but the daily guide of the school.
- **Professional Skills Development:** A requirement for talent management. Leaders must be able to establish and maintain spaces for systematic collaboration, such as **Professional Learning**

- **Communities (PLCs)** , and coordinate interdisciplinary work.
- **Teaching and Learning Monitoring:** Technical capacity to enter the classroom, evaluate advanced **co-teaching models**, analyze curriculum coverage data and provide formative (not punitive) feedback to teachers.
- **Coexistence and Participation Management:** Ability to build a climate of high relational trust and psychological safety for the team, students and families.

Key Requirements for the Current Context of Schools

Today's classrooms face challenges that weren't as urgent a decade ago. Modern leaders must respond to criteria of **inclusion, diversity, and well-being**.

- **Universal Design for Learning (UDL) Approach:** Solid knowledge of inclusion regulations and attention to neurodiversity (such as autism spectrum disorder). The leader must be trained to manage support resources and ensure that instructional design breaks down learning barriers in heterogeneous classrooms.
- **Digital Literacy and Innovation Management:** Ability to safely and pedagogically integrate new technologies and automation tools into management and the classroom.
- **Distributed Leadership:** The ability to move from the "conductor of the orchestra" who decides everything alone, towards an articulator who empowers cycle teams, support coordinators and pedagogical pairs, distributing decision-making.

The fundamental requirement for a leader in today's schools is the **ability to articulate the technical rigor of the regulations with a deep human sensitivity**, transforming administrative bureaucracy into real conditions for the teaching team to work calmly and for all students to learn.

Final Executive Summary: Pedagogical Leadership in Today's School

Modern pedagogical leadership is defined as the ability to shift from a traditionally administrative and punitive management style to one that **facilitates the** fundamental conditions for learning. Its core function lies in a dynamic balance between **technical rigor** —characterized by mastery of the curriculum, the use of institutional data for decision-making, and adherence to current regulatory frameworks—and a **high degree of human sensitivity** focused on the well-being and development of the institution's professional staff.

DIMENSIONS AND CRITICAL REQUIREMENTS

The profile of today's leader rests on four key competency pillars: strategic, socio-emotional, operational, and pedagogical. For its effective implementation, a leader must combine basic legal and educational qualifications (teacher training, classroom experience, and postgraduate studies in management) with critical soft skills aimed at building environments based on **psychological safety** and relational trust. An effective leader does not assume absolute control but rather promotes **distributed leadership**, empowering cycle teams, coordinators, and support professionals.

Impact and Inclusion Strategies

To respond to the complexity of today's heterogeneous classrooms and the challenges of neurodiversity, the pedagogical leader must institutionalize practices that break down teacher isolation:

- **Professional Learning Communities (PLCs):** Systematic spaces for collaboration in the analysis of learning evidence and methodologies such as *Lesson Study*.
- **Optimization of Advanced Co-teaching:** An immediate impact tool in the classroom that maximizes equity and operationalizes Universal Design for Learning (UDL) through configurations such as parallel, station-based or team teaching, enabling two professionals to share parity and pedagogical authority in real time.

Regulatory and Scientific Support

This vision aligns directly with the standards of the *Framework for Good School Management and Leadership* and current inclusion policies (such as Law 20.422 on equal opportunities and Law 21.545 on comprehensive care for people on the autism spectrum). The classic international literature (Cook & Friend), along with recent Ibero-American research, reaffirms that profound and sustainable changes in schools occur only when school leadership systematically focuses on improving the classroom climate and continuously strengthening teaching practices.

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