



EXPLORING THE LANDSCAPE OF PRE-SERVICE TEACHER LEADERSHIP: A SYSTEMATIC LITERATURE REVIEW

EKSPLORASI LANSKAP KEPEMIMPINAN GURU PRA-JABATAN: SEBUAH TINJAUAN PUSTAKA SECARA SISTEMATIS

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ABSTRACT

More than ever, teachers play a larger and more significant role in society. This change in perspective has recognised pre-service teachers enrolled in teacher preparation programmes as having the capacity to assume leadership roles. Despite the fact that many researchers have conducted research on pre-service teachers' leadership, limited numbers of scholars have attempted to gather and conduct a systematic literature review on the same topic. This article seeks to address the aforementioned issues by compiling a comprehensive literature review of earlier research on pre-service teacher leadership published in English-based journals from 2020 to 2023. Through a theoretical discussion, the study synthesis aimed to uncover emerging research agendas for future research and to generate fresh perspectives on pre-service teacher leadership. The PRISMA writing standard has been used as a guide for this SLR's composition. Two primary databases, Web of Science and Scopus, were utilised to locate articles and relevant materials for this systematic literature review. A total of 22 articles were selected from the original 733 articles identified. Based on the content analysis done, this SLR has identified five main themes, which 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". The findings underscore the evolving nature of teacher education, emphasizing the imperative for programs to prepare pre-service teachers to meet the ever-changing demands of contemporary classrooms and contribute meaningfully to national and societal goals. The implications of the study can guide pre-service teachers to prepare more comprehensive planning and implement leadership in future education field.

Keywords: exploring, leadership, pre-service, teacher

ABSTRAK

Jauh sebelumnya, guru memainkan peran yang penting dan signifikan di dalam masyarakat. Perubahan perspektif ini telah mengakui guru-guru pra-jabatan yang terdaftar dalam program persiapan guru mempunyai kapasitas untuk mengambil peran kepemimpinan. Terlepas dari kenyataan bahwa banyak peneliti telah melakukan penelitian tentang kepemimpinan guru pra-jabatan, sejumlah peneliti telah berusaha mengumpulkan dan melakukan tinjauan literatur sistematis mengenai topik yang sama. Artikel ini membahas masalah-masalah tersebut di atas dengan menyusun tinjauan pustaka yang

komprehensif dari penelitian sebelumnya tentang kepemimpinan guru pra-jabatan yang diterbitkan dalam jurnal berbahasa Inggris dari tahun 2020 hingga 2023. Melalui diskusi teoretis, sintesis penelitian ini bertujuan untuk mengungkap agenda penelitian yang muncul untuk penelitian di masa depan. dan untuk menghasilkan perspektif baru mengenai kepemimpinan guru pra-jabatan. Standar penulisan PRISMA telah digunakan sebagai pedoman komposisi SLR ini. Dua database utama, Web of Science dan Scopus, digunakan untuk menemukan artikel dan materi yang relevan untuk tinjauan literatur sistematis ini. Sebanyak 22 artikel dipilih dari 733 artikel asli yang teridentifikasi. Berdasarkan analisis isi yang dilakukan, SLR ini mengidentifikasi lima tema utama, yaitu "Pengembangan dan Konsepsi Guru", "Kepemimpinan Kurikulum dan Pendidikan Guru", "Perempuan dalam Pendidikan dan Kepemimpinan", "Gaya Kepemimpinan dan Dampak Guru", dan "Gaya Kepemimpinan dan Dampak Guru", dan "Pendampingan dan Pengembangan Profesional". Temuan ini menggarisbawahi sifat pendidikan guru yang terus berkembang, menekankan pentingnya program untuk mempersiapkan guru pra-jabatan agar dapat memenuhi tuntutan ruang kelas kontemporer yang terus berubah dan memberikan kontribusi yang berarti terhadap tujuan nasional dan masyarakat. Implikasi dari penelitian ini dapat memandu guru pra-jabatan untuk mempersiapkan perencanaan yang lebih komprehensif dan menerapkan kepemimpinan di bidang pendidikan masa depan.

Kata kunci: eksplorasi, guru, kepemimpinan, pra-jabatan

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INTRODUCTION

In the dynamic realm of education, teachers now hold a broader and more influential role than ever before (Demir-Yıldız, 2023). This paradigm shift acknowledges the leadership potential of preservice teachers undergoing teacher preparation programs and serves as the focal point of this systematic literature review (SLR). The review explores the concept of "preservice teacher leadership," delving into its theoretical foundations, practical implications, and its capacity to reshape the future of education. Within the contemporary educational landscape, teachers are no longer confined to the traditional role of knowledge transmitters but are expected to be visionary leaders capable of navigating complex challenges (O'Doherty & O'Donoghue, 2021). As a promising field of study and application, preservice teacher leadership addresses the pressing need to give aspiring teachers leadership abilities that go beyond the classroom.

This SLR aims to provide a comprehensive analysis of the evolving discourse surrounding preservice teacher leadership, shedding light on its conceptualization, the pedagogical approaches used to foster leadership in preservice teachers, and its impacts on teaching and learning outcomes. Preservice teacher leadership challenges the traditional notions of teacher preparation, which historically focused on pedagogical knowledge and classroom management skills. In recognition of the significant influence teachers have within the educational system, there is an increasing emphasis on cultivating leadership qualities in preservice teachers (Bond, 2011). This concept reimagines the journey from student to teacher as a transformative process, underscoring that educators are not passive recipients of knowledge but active contributors to its evolution.

It is acknowledged that leadership skills often begin to develop during the preservice phase, well before educators enter their own classrooms. Even during their training, preservice teachers possess the potential to impact educational policies, pioneer innovative teaching methods, and advocate for inclusive and diverse learning environments. According to Thomas and Lefebvre (2020), the significance of preservice teacher leadership cannot be overstated, as it offers a proactive approach to addressing the multifaceted challenges facing education today, from technological advancements to diverse student needs. Furthermore,

Nur Atikoh (2022) claims that preservice teacher leadership is a flexible concept applicable to various educational contexts, spanning from early childhood education to higher education. Through the presentation of case studies and success stories from diverse settings, this journal illustrates how preservice teacher leadership can manifest in various forms and drive positive change. It also critically examines the challenges and obstacles that may hinder the development of preservice teacher leaders, including institutional resistance to change and the necessity for a paradigm shift in how future educators are prepared.

In summary, preservice teacher leadership has the potential to revolutionize teacher education and, in turn, the entire educational landscape. This journal aims to stimulate a meaningful discourse among educators, researchers, policymakers, and practitioners concerning the transformative power of preservice teacher leadership. Together, we can nurture the next generation of educational innovators, empowering preservice teachers to excel not only in their future classrooms but also as pioneers shaping the future of education itself. In an era of educational evolution, where the role of teachers extends far beyond the classroom, preservice teacher leadership is positioned to be a driving force in this transformative journey. Based on the relevant SLR focus, there are two research questions that are constructed, namely: (1) What research issues in pre-service teacher leadership have drawn the attention of scholars since 2020? and (2) How do the findings in this emerging literature on pre-service teacher leadership illuminate future research?

Literature Review

In recent years, the concept of pre-service teacher leadership has gained significant traction in the evolving landscape of teacher education. The profession's changing demands and challenges have ignited a growing interest in understanding the multifaceted nature of pre-service teacher leadership and its implications for teacher education. This review aims to provide insights into the concept's diverse dimensions by synthesizing key findings from relevant studies. One fundamental theme in the exploration of pre-service teacher leadership is the intricate interplay between external accountabilities and the autonomy of academic leaders. Hulme, Meanwell and Bryan (2023) delve into the impact of audit-based accountability on academic leaders in teacher education programs. Their study underscores the challenge faced by academic leaders in reconciling policy directives with critical reflexive leadership practice and policy activism, emphasizing the need for a delicate balance between compliance and innovation.

Shifting our focus to the experiences and potential of pre-service teachers, several studies shed light on their motivations, perspectives on leadership, and the challenges they encounter. Harms and Knobloch (2005) examine the motivation and leadership behaviors of pre-service teachers concerning their career choices. The findings emphasize the importance of understanding the motives and leadership potential of pre-service teachers in effectively preparing them for the teaching profession. Aitken (2008) explores competing conceptions of teacher leadership and delves into pre-service teachers' representations of teacher leadership. This study uncovers diverse perspectives on what constitutes teacher leadership, raising critical questions about the possibilities and challenges that pre-service teachers face in leadership roles.

Furthermore, Sharp *et al.* (2018) discuss the significance of preparing pre-service teachers to be literacy leaders in their classrooms and schools. The study investigates how literacy teacher educators cultivate literacy leadership among pre-service teachers, highlighting the necessity for teacher education programs to nurture leadership skills in the context of literacy education. Additionally, Wang *et al.* (2023) stress the importance of cultivating pre-service teachers as future teacher leaders from the early stages of their training. Their study suggests that by providing opportunities for pre-service teachers to engage in leadership roles, they can develop the skills and qualities necessary for becoming outstanding future teachers. This study underscores the integration of leadership

development into teacher education programs.

Another facet explored in this synthesis relates to transformational leadership and its connection to socio-emotional and moral competencies in future educators. Álamo and Falla (2023) shed light on the significance of transformational leadership as a catalyst for innovation and positive change in education. Their research identifies specific socio-emotional and moral competencies, such as self-management, social awareness, and responsible decision-making, that intertwine with transformational leadership. This underscores the importance of nurturing these competencies in pre-service teachers to foster leadership capabilities. The struggles faced by pre-service teachers as they strive to become change agents are a crucial aspect discussed in this synthesis. Huang *et al.* (2023) illuminate the challenges encountered by pre-service teachers when implementing anti-racist pedagogy. Their study highlights concerns related to teacher identities, parental misconceptions, and limited support from educational leadership. It underscores the necessity for comprehensive support structures and training to empower pre-service teachers as effective change agents in promoting social justice within educational settings.

Moreover, research by Meirink *et al.* (2020) and Acquaro (2019) highlights the potential for new teacher involvement in leadership roles and the importance of bolstering leadership-related curricula in teacher education programs. Additionally, studies by Chaaban and Sawalhi (2020) as well as Mohamad Izzuan Mohd Ishar and Mohd Khata Jabor (2016) shed light on the development of teacher leadership during practicum experiences, suggesting opportunities for improvement in understanding and fostering teacher leadership among trainee teachers. Finally, research by Khalip Musa *et al.* (2016) underscores the effectiveness of teacher leadership in providing essential knowledge to pre-service teachers before they enter the workforce.

In conclusion, the exploration of pre-service teacher leadership has illuminated several critical facets in the realm of teacher education and development. In the ever-evolving landscape of teacher education, the collective findings from these studies emphasize the multifaceted nature of pre-service teacher leadership and its far-reaching implications. On top of that, these studies collectively contribute to a deeper understanding of how pre-service teacher leadership can be nurtured, harnessed, and integrated into teacher education programs. The synthesis emphasizes the importance of holistic approaches to teacher preparation, encompassing both cognitive and affective dimensions of leadership. This ensures that future teachers are well-equipped to navigate the complexities of their roles and contribute positively to educational excellence.

MATERIAL AND METHODS

The systematic review approach was used in this study to locate "as much as possible of the research relevant to the research questions, and use explicit methods to draw conclusions from the body of studies" (Szeto *et al.*, 2015, p. 536). By describing emerging ideas and putting the results together, this paper tried to fulfil the objectives. This SLR is formed using PRISMA methodology or known as Preferred Reporting Items for Systematic Review and Meta-analysis. It comprises 27 elements that must be followed in order to produce a systematic review. PRISMA is a standard publication that is appropriate for use in the field of social science (Moher *et al.*, 2010) due to the fact that it may aid in the development of research questions and present a precise, accurate, systematic, and trustworthy picture. In reality, according to Howard *et al.* (2019), among PRISMA's many advantages are, its capacity to lessen bias in a variety of forms and facilitate the effective synthesis of research. On top of that, a SLR can promote empirical evidence and boost transparency (Mallett *et al.*, 2012). In order to design SLR, proper research questions must first be created.

Identification

The initial step in the process of looking for articles and references for SLR is identification, which can be done by utilising a variety of relevant keywords. By employing exact keywords during the search process, the articles and references required for SLR can be found with greater precision. Based on the previously mentioned study subjects, the author uses three primary keywords: "preservice teacher leadership," "pre-service teacher leadership," and "trainee teacher leadership." Based on the selected keywords, the WoS (Web of Science) and Scopus databases are employed in the article/reference search process. Many factors led to the selection of this database, including its strengths in conducting extensive searches, producing more dependable search results, offering more sophisticated search features than other databases (Gusenbauer & Haddaway, 2021), having quality control and an organised indexing system (Martín-Martín et al., 2018), and conducting searches across a range of academic subjects and languages.

Screening

The identification method had obtained 733 articles which then will be followed by the screening procedure. A total of 382 WoS articles and 351 Scopus articles were successfully acquired using the keywords, databases, and search methods utilised. Inclusion and exclusion criteria are established during the screening phase, which is used to choose articles that suit the SLR that will be created (Hayrol Azril Mohamed Shaffril et al., 2020). The year of publishing is the first factor considered in this SLR, and publications from the recent four years (2020 to 2023) were chosen. This time frame was chosen because it adheres to the idea of research maturity as mentioned by Kraus *et al.* (2020). After screening process, a total of 553 articles were removed because they did not meet the set criteria, 12 articles were overlapped, and this made the remaining articles available for the next process, which is 168 articles.

Eligibility

The eligibility process will serve as the second round of screening for the remaining 168 articles that have been chosen. This procedure is intended to make sure that all of the articles chosen are correct and suitable for use in this SLR. The methodology section, findings, and discussion of the article will be consulted in order to confirm the selection of the article. A total of 146 articles were made public as a result of this process, including scoping review articles and articles whose topic did not match the study's. Finally, just 22 papers have been chosen to move on to the quality evaluation phase of the process.

Data Abstraction and Analysis

The data extraction procedure will concentrate on the three main sections of the article, including the abstract, research results, and research discussion, because the topic of this SLR is connected to the review of prior research findings related to preservice teacher leadership skills, approaches, methods and techniques. The optimal analysis for this SLR is a qualitative synthesis because it is an integrative review that integrates different research designs (quantitative + qualitative + a combination of both) (Whittemore & Knafl, 2006). Thematic analysis is one of the best qualitative synthesis approaches for examining results from a variety of study designs, according to Flemming *et al.* (2019), which arranged the analyses available for use in qualitative synthesis.

RESULT AND DISCUSSION

In this section, RQ1 will be addressed. Based on reviewing preservice teacher leadership related articles from 2020 to 2023, this section summarized five themes that revealed the developmental trend and potential gaps, including "Teacher Development and Conceptions", "Curriculum Leadership and Teacher Education", "Women in Education and Leadership", "Leadership Styles and Teacher Impact", and "Mentoring and Professional Development" which will be critically discussed, respectively.

Table 3. Teacher Development and Conceptions

	Title/ Researchers/ /Year	Finding
1	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.
2	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. As a result of the revised curriculum, observers' reports showed appreciation for the students' work.
3	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	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.
4	Teacher Candidates' Perceptions of Emergent Teacher Leadership in Clinically Based Teacher Education Rutten L.; Doyle S.L.; Wolkenhauer R.; Schussler D.L. 2022	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 behavior's when participating in decision-making processes and, by taking the initiative and working with others, created their own possibilities.
5	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.
6	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 first theme, Teacher Development and Conceptions, underscores the nuanced challenges faced by preservice teachers in resource allocation, shaped by external pressures. The research advocates for leveraging preservice teachers' conceptions to unstill multifaceted competencies, addressing the evolving demands of education. Curriculum upgrades, guided by interim directorship, highlight a qualitative shift in students' management skills, emphasizing the transformative potential of tailored approaches and the crucial role of mentors. These findings illuminate the multifaceted nature of teacher development and emphasize the need for adaptable practices in response to evolving challenges.

Table 4. Curriculum Leadership and Teacher Education

	Title/ Researchers/ /Year	Finding
1	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 program creation, execution, and assessment in China are greatly impacted by curriculum leadership.
2	Integrating phenomenography with discourse analysis to study Hong Kong	Study found and explained qualitative differences in ideas about curriculum leadership.

prospective teachers' conceptions of curriculum leadership
Wan, SWY; Leung, S. 2022

Utilized classification schemes to clarify and contrast these differences.

In Curriculum Leadership and Teacher Education, the study emphasizes the pivotal role of curriculum leadership in enhancing teacher education programs in China. The engagement of curriculum leaders significantly impacts program processes, showcasing the profound influence of well-designed curriculum strategies. Prospective teachers' diverse conceptions of curriculum leadership underscore the complexity of interpretation within teacher education, emphasizing the importance of tailoring practices to accommodate varied perspectives. This theme highlights the critical role of curriculum leadership in shaping effective teacher education programs and fostering inclusivity.

Table 5. Women in Education and Leadership

	Title/ Researchers/ Year	Finding
1	Women's role in nation building: socializing Saudi female preservice teachers into leadership roles McGregor S.L.T.; Hamdan Alghamdi A.K. 2022	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 female PSTs to educational leadership for nation building.
2	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 program.

Women in Education and Leadership, the third theme, accentuates the necessity of expanding leadership roles in alignment with Saudi Arabia's Vision 2030. Recognizing women's pivotal role and aligning curriculum with Islamic values, the study advocates for proactive measures, such as an aligned curriculum, to prepare female educators for leadership roles. The emphasis on "Teachers as leaders" aligns with Vision 2030's goals, reinforcing the transformative role of educators and the importance of gender-inclusive leadership. This theme underscores the multifaceted significance of gender-inclusive leadership and the proactive measures needed to align education with broader national visions.

Table 6. Leadership Styles and Teacher Impact

	Title/ Researchers/ Year	Finding
1	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.
2	Transformational leadership and its relationship with socio-emotional and moral competencies in pre-service teachers Álamo 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.
3	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 the framework of multicultural education.

4	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 program 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.
5	Leadership that matters: creating cultures of academic optimism that support teacher learning in Thailand Kulophas D.; Hallinger P. 2020	The findings support the notion that principle leadership can significantly impact teachers' professional development both directly and indirectly. By establishing a connection between 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.
6	'Destroying barriers to critical thinking' to surge the effect of self-leadership skills on electronic learning styles Durnali, M. 2022	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.
7	Adoption of social media-based knowledge-sharing behavior and authentic leadership development: Asghar, MZ; Barbera, E; Rasool, SF; Seitamaa-Hakkarainen, P; Mohelská, H. 2023	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.
8	Engaging faculty in data use for program improvement in teacher education: How leaders bridge individual and collective development Davis, SC, 2023	The results highlight the significance of concurrently addressing relational, structural, and motivational supports for encouraging collaborative data utilization. All three program leaders are using bridging techniques to emphasize the value and applicability of collaborative data use. When it comes to using data for program improvement, these techniques assist in bringing individual and group motivations, knowledge, accountability, and agency into alignment.

The fourth theme, Leadership Styles and Teacher Impact, delves into the intricate relationships between leadership styles, teacher commitment, and job satisfaction. Highlighting the impact of transformational and transactional leadership on job satisfaction and commitment, the study emphasizes the importance of instilling these competencies in pre-service teachers. The findings on instructional coaching and the link between Learning-Centered Leadership and Academic Optimism deepen the understanding of leadership styles and their implications for the teaching profession, contributing valuable insights to the quality of education.

Table 7. Mentoring and Professional Development

	Title/ Researchers/ Year	Finding
1	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 program. One practical choice for PA leadership training in teacher education program is to use service-learning courses.
2	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.

<p>3 Collaboratively designing a national, mandated teaching performance assessment in a multi-university consortium: Leadership, dispositions and tensions McGraw A.; Keamy R.; Kriewaldt J.; Brandenburg R.; Walker R.; Crane N. 2021</p>	<p>Particular personality traits and collaborative leadership are important factors in the TPA design process. These components give the design team the ability to recognize, analyze, 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 guaranteeing the reliability and equity of the TPA.</p>
<p>4 Leadership for inclusion and special education: Novice teachers walking the walk. King F.; Logan A. 2022</p>	<p>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.</p>

In Mentoring and Professional Development, the fifth theme, the research unveils significant findings on teacher leadership and growth. Practical Experience underscores the efficacy of service-learning courses, indicating their viability in nurturing leadership skills. Learning to be Leaders showcases the transformative impact of mentorship on professional development, emphasizing the reciprocal and growth-oriented nature of mentorship. Service-Learning delves into collaborative leadership and personal dispositions, emphasizing their crucial roles in high-stakes assessment design. These findings shed light on critical aspects of teacher leadership and professional growth, offering practical implications for pre-service teacher training.

Discussion

In this section the RQ2 will be addressed according to themes based on the findings of RQ1 in section 4. In previous section, there are five themes emerging from the current review: the "Teacher Development and Conceptions", "Curriculum Leadership and Teacher Education", "Women in Education and Leadership", "Leadership Styles and Teacher Impact", and "Mentoring and Professional Development". Based on the five themes, the discussion will identify research agendas for future.

The research on teacher development and conceptions reveals nuanced challenges faced by preservice teachers in allocating instructional resources, influenced by external accountability pressures. Alamri and Alfayez (2023) emphasizes the need for teacher preparation programs to leverage preservice teachers' conceptions and instill multifaceted competencies, addressing the evolving demands of the educational landscape. Furthermore, the impact of curriculum upgrades, guided by interim directorship, is substantial, showcasing a qualitative shift in students' management skills and emphasizing the importance of aligning academic content with practical application. Magaña and Méndez (2021) underline the benefits of the internship as a period of practical application of the knowledge acquired during the teachers initial training, where the axiological issue needs to be addressed within the curricular design. Future research agendas could explore innovative approaches within teacher preparation programs to address evolving educational demands. Additionally, investigating the sustained impact of mentorship as suggested by Rakap and Balikci (2023) on novice teachers and how tailored educational approaches suggested by Hoon *et al.* (2022) can better equip preservice teachers for contemporary challenges would enrich the understanding of teacher development dynamics.

In the theme of curriculum leadership and teacher education, research could delve deeper into the multifaceted conceptions of prospective teachers regarding curriculum leadership. Kikas *et al.* (2023) emphasis on the involvement of curriculum leaders echoes the profound influence that well-designed curriculum and educational strategies can have on the quality and efficacy of teacher education. Understanding the variations in comprehension and perspectives among prospective teachers can inform the development of more inclusive curriculum leadership practices. These conceptions are multifaceted and span a spectrum of understanding as agreed

by Buleshkaj and Koren (2022). Future studies might also explore the long-term effects of curriculum upgrades guided by interim directorship on students' management skills, emphasizing the need for sustainable practices and continuous improvement within teacher education programs. According to Sellami *et al.* (2023), curriculum leadership do not require a new framework but they need to focus on leadership for learning and leadership for action. Along the way, there is a need to provide a supportive environment that enables leaders to promote teacher leadership and empower teachers through developing an ecosystem that involves teacher and student well-being and agency.

One obstacle to the professional fulfilment of women academics is gender inequity, which is still a global problem (Adewale & Potokri, 2023). The theme of women in education and leadership highlights the importance of gender-inclusive leadership and proactive measures for aligning education with national visions. Future research could focus on the sustained impact of aligned curricula in preparing female educators for leadership roles, investigating how Islamic values integrated into educational leadership frameworks contribute to educational outcomes. Arifin *et al.* (2018) have demonstrated the improvement of the school organizational culture benefited from the intensity of the leadership and application of Islamic values. Additionally, exploring the broader societal implications of gender-inclusive leadership and its role in fostering societal development would be a valuable research avenue. According to López-Yáñez & Sánchez-Moreno (2009), female leaders have an exceptional capacity to navigate through these kinds of changes with ease, significantly retaining social cohesiveness and a positive work environment.

In the realm of leadership styles and teacher impact, the findings underscore the pivotal role of leadership styles in shaping teacher commitment and job satisfaction within educational institutions. Tran *et al.* (2023) affirm the positive influence of leadership styles on teachers' organizational commitment and job satisfaction, emphasizing the need to instill diverse leadership competencies in pre-service teachers and administrators. Hence, future research agendas could delve into the long-term effects of diverse leadership competencies on pre-service teachers and administrators. Investigating how gender differences in leadership competencies influence socio-emotional and moral skills in future teachers can contribute to a comprehensive approach to leadership development. Moreover exploring the evolving role of instructional coaching and its flexibility in adapting to changing educational landscapes could provide valuable insights for effective leadership strategies as suggested by Ayesha Hashim (2020).

The theme of mentoring and professional development suggests several future research directions. According to Chow and Lam (2015), service-learning and leadership education initiatives help students develop their leadership abilities and become responsible, socially conscious leaders for the twenty-first century. Therefore, exploring the sustained effectiveness of service-learning courses in nurturing leadership skills, especially in specific educational contexts, can guide program enhancements. Further investigations into the cooperative experiences between mentor teachers and student teachers could uncover additional elements contributing to the transformative impact of mentorship. Miller and Otcu-Grillman (2023) emphasise professional development for teachers and suggest including mentorship into the programme. They also stress the significance of creating support networks for teachers both during and after teacher training. Overall, future research in mentoring and professional development should continue to contribute practical insights to refine pre-service teacher training and cultivate effective educators.

CONCLUSION

In conclusion, the synthesized findings offer a comprehensive understanding of the multifaceted nature of teacher education and leadership. The complex dynamics of instructional resource allocation, which are impacted by outside factors, emphasise the necessity of providing preservice teachers with professional development opportunities beyond subject matter competence. Curriculum upgrades, guided interim directorship, and challenge-based learning underscore the transformative potential of tailored educational approaches, emphasizing the necessity for adaptable practices in response to technological advancements. Mentors play a pivotal role in

supporting preservice and novice teachers, facilitating their transition from academic knowledge to practical expertise. The research on leadership styles reveals the nuanced relationship between leadership, teacher commitment, and job satisfaction, emphasizing the importance of fostering transformational and transactional leadership competencies. The themes surrounding women in education stress the necessity of expanding leadership roles, aligning curriculum with national visions, and recognizing the vital contribution of female educators to societal development. Collectively, these findings underscore the evolving nature of teacher education, emphasizing the imperative for programs to prepare educators to meet the ever-changing demands of contemporary classrooms and contribute meaningfully to national and societal goals.

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