Chapter 9
Enhancing Teacher Leadership for Collaborative Networks

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ABSTRACT

Currently, among the new challenges of educational organizations in a technological society, there is a drive towards pedagogical or teacher-centered leadership, which brings together collaborative or networked work capable of responding to emerging challenges. Thus, the purpose of this chapter focuses on analyzing the role of this leadership from a theoretical approach, first determining the main roles and competencies within pedagogical leadership, as well as the challenges of organizations in the current digital era, and second, identifying collaborative networks delimiting their main characteristics and highlighting the importance of personal, emotional leadership to promote sustainable organizations, as one of the fundamental axes, delimited in the 2030 Agenda. Finally, it concludes with contributions for teaching improvement and collaborative networks by determining the key points, such as the need to rethink the current management and leadership, as well as the need to enhance the collaborative networking of the centers.

INTRODUCTION

Society is currently experiencing different changes, climate change, and especially the impact of technology (at didactic, organisational and curricular levels), (Türel & Dokumaci, 2022; Çoban & Goksu, 2022). In education, there are fundamental challenges, among which is the transformation of educational institutions to train both teachers and students at all levels of education in digital competence. To achieve this end, it is necessary to establish a relationship between teacher leadership and learning, with teacher leaders being the main actors of change, committed to innovation with the intention of improving educational quality (Castrejón-Reyes & Peña-Estrada, 2019).

With regard to educational leadership, it is an issue that has traditionally had a great relevance in a progressive way in public policies and, in parallel, internationally in educational research (Balda & Guzmán, 2015). It should be taken into account that it should focus on giving meaning to learning and human education, being present in all environments in which it is intended to promote an improved quality of life, both personally and in the workplace, having an ethical basis and valuing resources for future generations (Sierra, 2016).

However, although this is a reality, leadership should not be left aside, since it is presented as a quality factor as stated in the TALIS (Teaching and Learning International Survey) report of the Ministry of Education and Vocational Training (2018) leadership and school climate are emergency issues to be addressed with the intention of improving the effectiveness of education. On the other hand, it has also been defined as a salvific and remedial function, intended as a 'panacea' for any problem (Lorenzo, 2005).

In addition, the educational community must face a good school development, having leadership as a basis, with teachers being the main actors in the improvement of educational quality. Thus, the multiple styles and types of leadership, leadership focused on the improvement of schools or pedagogical leadership is the key to the transformational process of organisations, in order to achieve successful teaching (Contreras, 2016).

Thus, the importance of leadership from a sustainable perspective can also be pointed out, and it is necessary to include an ecosystemic and sustainable vision in the leadership developed by teachers (Hargreaves & Fink, 2004), since there is positive evidence that has an impact on educational management (López-Flores, 2020).

In addition to the organisational sustainability approach, it is also essential to combine the dynamisation of groups in a collaborative, participatory and shared way through networking (Marichal et al., 2020; Sierra & Robles, 2021), where leaders must be characterised by ethical values and institutional commitment (Sierra, 2016). Thus, this networking is identified with the so-called "inter-school cooperation networks", which are acquiring exponential prominence among the educational community, political agents (Azorín & Muijs, 2018), and the accessibility and flexibility of virtual environments (Trujillo et al., 2011).

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However, authors such as Lorenzo (2005), among others, made a synthesis of all the most outstanding contributions, establishing a greater emphasis on the organisational context and the group where leadership is exercised, as a dynamic function oriented towards the same end, rather than on the person who

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