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ADMINISTRATIVE INFORMATION

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Review Stage at time of this submission - Data analysis.

Conflicts of interest - None declared.

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Amendments - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 08 March 2024 and was last updated on 08 March 2024.

INTRODUCTION

Review question / Objective Examines the current state of leadership practices for teacher professional development in secondary vocational-technical schools.

1. What is the relationship between the methods used by principals and the professional development of teachers in secondary technical training centers?
2. What school leadership practices or strategies promote teacher professional development in secondary technical schools?

Rationale There is ample evidence of the indirect influence of school leadership on student learning and on educational improvement in general, through the work that principals do with teachers, ensuring conditions, motivating them and developing their capacities. Teachers have a direct

effect on student learning through their practice, and leadership is fundamental for teachers' professional development.

On the other hand, in technical education there are multiple challenges for teachers in their pedagogical practices and for principals in their management, related to the specific characteristics of this type of training and the needs of students. Technical professional education has a high socio-educational complexity, so the necessity emerges to inquire about the school leadership practices that promote teachers' professional development, for the improvement of TVET students' learning.

Condition being studied Condition object of study To address the relationship between leadership practices that favor teacher professional development in secondary technical-professional training centers, to provide justifications that generate greater interest for the scientific

community and to explore recommendations and directions for further development and research.

METHODS

Search strategy The consulted databases will be: Web of Science (WOS), SCOPUS, SCIELO and ERIC.

The search terms will be use are "vocational educational training", "vocational education", "VET" , "teacher professional development", "leadership", "leadership practices" y "secondary education" combined using Boolean operators "and" and "or."

Participant or population Principals and secondary teachers in TVET contexts. It will not be restricted by gender, age, experience, or ethnicity.

Intervention Interventions focused on school leadership practices and teacher professional development in TVET.

Comparator There will be no comparison.

Study designs to be included Articles published in journals, with qualitative, quantitative or mixed-methods designs.

Eligibility criteria 1. Articles that address the topic of school leadership practices and teacher professional development in TVET. 2. Articles published in journals, with qualitative, quantitative or mixed-methods designs. 3. Studies that address at least one research question . 4. Publications from the year 2014 to 2024. 5. Spanish or English. 6. Studies published in the field of social sciences.

Information sources An exhaustive and systematic computerized search of the electronic databases Scopus, Web of Science, Scielo and ERIC.

Main outcome(s) The main expected outcome is to describe the current state of school leadership practices related to TVET teacher professional development in relation to the initially posed questions. The aim is to obtain results that allow diagnosing the current situation, justifying the importance of further research on the subject, and providing recommendations on how to improve leadership practices that strengthen pedagogical practice in the field of technical secondary education. Additionally, there is an expectation to advance research in the area and to serve as a precedent for future investigations.

Quality assessment / Risk of bias analysis The risk of bias of the studies will be reviewed by reading their key components such as authorship, participants, disciplines involved, methodology, the way in which the surveys are applied and the context in which the intervention is administered.

Strategy of data synthesis This review will adhere to the PRISMA 2020 statement as a general strategy, explicitly stating keywords, the search strategy, boolean operators used, and inclusion and exclusion criteria, aiming to fulfill all elements outlined in this protocol.

Subgroup analysis Nothing planned.

Sensitivity analysis All aspects related to research ethics will be respected when analyzing the data and writing the systematic review.

Language restriction The articles included will be in Spanish and English.

Country(ies) involved Chile.

Keywords technical and vocational education and training; TVET; vocational education; teacher professional development; school leadership; leadership practices; secondary education.

Contributions of each author

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