revista
tempos e espaços
em educação

What the school principal believes: cataloging moral and religious competencies in school management

No que o diretor escolar acredita: catalogando as competências morais e religiosas da gestão escolar

Lo que cree el director de la escuela: catalogando las competencias morales y religiosas en la gestión escolar

Rodrigo Follis[1], Alessandro Custodio Giacomini[1], Carlos Alberto Ferri[1]

[1] Adventist University Center of Sao Paulo, Engenheiro Coelho, São Paulo, Brazil.

Corresponding author:
Rodrigo Follis
Email: rodrigo@follis.com.br

How to cite: Follis, R., Giacomini, A. C., & Ferri, C. A. (2024). No que o diretor escolar acredita: catalogando as competências morais e religiosas da gestão escolar. *Revista Tempos e Espaços em Educação, 17(*36), e22312. http://dx.doi.org/10.20952/revtee.v17i36.22312

ABSTRACT
The National Common Base of Competencies for School Principals (BNCC-Diretor Escolar) was proposed to establish guidelines for the training and performance of principals, with a focus on leadership and school management. However, it presents a gap by not addressing religious competencies. This study examines moral and religious competencies in school management, proposing a complement to principal training. Using an integrative review of recent literature and a systematic analysis (PRISMA) of 33 studies, ethical and moral competencies were addressed, with findings showing that religious aspects are generally excluded in favor of a secular view. The results highlight the importance of ethical leadership and justice and reveal the need for training focused on socially anchored and inclusive management. This study proposes expanding competencies for principals to include ethical, moral, and religious values, aiming to promote welcoming and respectful school environments that honor diversity.
Keywords: School Principal. Moral Competencies. Religious Competencies.

RESUMO
A Base Nacional Comum de Competências do Diretor Escolar (BNCC-Diretor Escolar) foi proposta para estabelecer diretrizes para a formação e atuação dos diretores, com foco em liderança e gestão escolar. No entanto, ela apresenta uma lacuna ao não contemplar competências religiosas. Este estudo examina as competências morais e religiosas na gestão escolar, propondo uma complementação à formação dos gestores. Por meio de uma revisão integrativa da literatura recente e de uma análise sistemática baseada no método PRISMA, abrangendo 33 estudos, foram

abordadas competências éticas e morais, constatando-se que aspectos religiosos são frequentemente excluídos em favor de uma perspectiva secular. Os resultados destacam a importância de liderança ética e justiça e revelam a necessidade de capacitação voltada para uma gestão inclusiva e socialmente ancorada. Este estudo propõe a ampliação das competências para diretores, incluindo valores éticos, morais e religiosos, visando promover ambientes escolares acolhedores e respeitosos à diversidade.
Palavras-chave: Diretor Escolar. Competências Morais. Competências Religiosas.

RESUMEN
La Base Nacional Común de Competencias del Director Escolar (BNCC-Diretor Escolar) fue propuesta para establecer directrices para la formación y actuación de los directores, con énfasis en liderazgo y gestión escolar. Sin embargo, presenta una laguna al no contemplar competencias religiosas. Este estudio examina las competencias morales y religiosas en la gestión escolar, proponiendo una complementación a la formación de los gestores. Mediante una revisión integrativa de la literatura reciente y un análisis sistemático (PRISMA) de 33 estudios, se abordaron competencias éticas y morales, observándose que los aspectos religiosos suelen ser excluidos en favor de una visión secular. Los resultados destacan la importancia del liderazgo ético y la justicia, y revelan la necesidad de una capacitación orientada a una gestión inclusiva y socialmente arraigada. Este estudio propone la ampliación de competencias para directores, incluyendo valores éticos, morales y religiosos, con el objetivo de promover entornos escolares acogedores y respetuosos de la diversidad.
Palabras clave: Director Escolar. Competencias Morales. Competencias Religiosas.

INTRODUCTION

Several studies show that school principals are fundamental for quality education, but there is still little academic production focused on this topic in Brazil and other Latin American countries (Henriques, 2016). Simielli (2022) identified that, of 691 works on school management published between 1989 and 2019 in Brazil, only 40 dealt with the school principal, highlighting the importance of more research focused on this central role. Contin (2016) highlights difficulties in the initial training, selection, and continuing training of principals in Brazil, pointing out that universities responsible for training education professionals were not prepared for teaching focused on professional practice.

Because of this demand, in 2021, the National Education Council approved the Common National Base of Competencies for the School Principal (BNCC-School Principal), with the aim of reconfiguring the role of the principal and developing leadership competencies in line with the current reality (CNE/CP Opinion No. 4, of May 11, 2021). The document aims to set standards for the training, selection, and assessment of principals, serving as a common guideline for all public or private schools (Brazil, 2021). The proposed matrix includes 10 general and 17 specific competencies distributed in four dimensions: political-institutional, pedagogical, administrative-financial, and personal-relational. General competencies include ethical leadership, promoting a productive school environment, and encouraging partnerships with the community. Specific competencies include collaborative leadership, promoting democratic management, and caring for the well-being of students and education professionals, as well as conflict mediation and clear communication (Brazil, 2021).

Although the BNCC-School Director document mentions moral and ethical competencies in different dimensions, it does not directly address the moral and religious dimensions. However, considering Brazil's religious diversity, religious competencies can be relevant, including for school principals. In addition, Article 19 of the National Education Guidelines and Bases Law (Brazil, 1996) allows private or community institutions to qualify as confessional, meeting their specific religious orientations (Law No. 13,868/2019). So, this topic is of great interest to this particular group.

However, despite the secular orientation of public schools, Law 9.475/97 establishes Religious Education as a compulsory subject, of a non-confessional nature and with respect for diversity (Gonçalves, 2023), showing that in addition to ethical issues, the religious approach must be present within schools, maintaining its proper place and space. In this context, it is essential to investigate how moral and religious competencies have been addressed in recent studies on school principals, in order to analyze gaps and propose ways forward. This is the aim of this study. To achieve this, it is first necessary to define the concepts in question more precisely, and then analyze the proposed methodology.

DEFINING WHAT ETHICAL, MORAL, AND RELIGIOUS VALUES ARE

Ethical, moral, and religious values form the backbone of human interactions, guiding not only individual decisions and actions but also the collective dynamics in a society. These values have been widely discussed in academic literature for their essential role in building a society that seeks justice, equity, and the common good (Macintyre, 2021). Ethics, for example, involves universal principles that govern human conduct, such as honesty, integrity, and respect. They are guides that help individuals to act fairly and responsibly, regardless of their context. Ethics, in this sense, transcends the application of rules, demanding a reflective and conscious stance on the implications and whys of each action (Kristjánsson, 2020).

Morality, on the other hand, is more directly related to the set of values and norms specific to a given culture or community. These moral values define what is considered right or wrong within that group and are fundamental to social cohesion. Morality is what allows us to act in accordance with accepted standards of justice and social responsibility, ensuring that our actions are aligned with the collective values that underpin life in society. It is, therefore, a more personal and cultural manifestation of the values that shape choices and behaviors (Narvaez, 2014).

Religiosity, in turn, refers to the spiritual dimension of human values, connected to religious beliefs and practices that shape the identity of individuals and communities. For many, religiosity offers a robust framework for understanding the world and its role in it, acting as a moral guide and providing the basis for ethical concepts based on a belief in the transcendent. These beliefs impact not only individuals' view of themselves, but also how they relate to others and their environment (Esperandio; Corrêa, 2017).

These three sets of values - ethical, moral, and religious - do not operate in isolation but overlap and interact, influencing the way people behave and make decisions. Ethics provides a universal basis for human conduct, while morality incorporates a contextual and cultural component, and religiosity adds a spiritual and transcendental dimension. These values together form a complex and rich structure that underpins life in society, especially in educational contexts, where the diversity of experiences and beliefs is prevalent.

When applied to school management, these ethical, moral, and religious values play a fundamental role in the way principals make decisions, lead their teams, and interact with the school community. Ethical management requires integrity and transparency, morality guides human relations within the school, and religious values reinforce or go against the commitment to the educational and spiritual mission of the institution and/or the people involved. By incorporating these values, managers can create learning environments that are fairer, more inclusive, and geared towards everyone's well-being. We'll talk more about this connection below.

THE CONNECTION BETWEEN RELIGIOSITY, ETHICS AND MORALITY IN THE SCHOOL ENVIRONMENT

In the school context, the presence of ethical, moral and religious values creates a space for interactions and decisions that reflect wider social dynamics, but with their challenges. While ethics

provide a common basis for fair and responsible conduct, morality and religiosity bring nuances that can directly affect practices and perceptions within the school. In a diverse society like Brazil's, where a multiplicity of beliefs and values is the norm, school principals face the challenge of leading with respect for diversity and equity, promoting an environment that is welcoming to all, regardless of their personal convictions (although these are also important to consider).

Morality in the school environment can have different implications, depending on whether it is based on a secular or religious perspective. A morality based on widely accepted principles, such as human dignity and social justice, does not currently depend on a specific religious belief to underpin it and serve as a guide for inclusive and equitable behavior (although it could be argued that this morality arose from the Western religious tradition itself). Many argue that in a secular environment, such as public schools, this secular morality should be the only reference (Beatty, 2014). However, this analysis starts from the impossible hypothesis of the neutrality of both religion in society and secular thought (Clouser, 2022). Thus, being secular should not imply excluding religiosity, but rather accepting all religious manifestations (or not) without favor (Machado, 2013). The school principal, in a public institution, plays the role of mediator by welcoming the diversity of beliefs of students, teachers, etc., respecting these manifestations and considering them in their practices and policies, even if they are not the central focus of their management.

In a denominational school, on the other hand, morality may be more closely linked to the religious values of the institution, serving as an explicit guide for pedagogical orientation and school policies. In these schools, religious values guide daily practices more intensely, integrating the mission and spiritual identity of the institution into all aspects of management and promoting an alignment between school practices and the faith professed by the school community (Meslin, 2015).

However, it is important to emphasize that integration between school and society is a responsibility expected of all schools, public or private. According to Art. 12 of the Law of Guidelines and Bases of National Education (LDB), educational establishments are responsible for "articulating with families and the community, creating processes for integrating society with the school". This means that the school, in connecting with society, cannot ignore essential aspects of people's lives, such as their religiosity, since this is part of the identity of many individuals.

In addition, Article 206 of the Brazilian Constitution states that public education must be based on the principle of "democratic management". This principle implies that democracy in the school environment encompasses the inclusion of all, respecting diversity and promoting a space where different perspectives, including religious ones, can coexist in a respectful and integrative way. Thus, although denominational schools have a more explicit religious focus, the Brazilian context encourages all educational institutions to be democratic and inclusive spaces, where cultural and religious diversity can be respected and welcomed. Article 213 of the Constitution, which allows public funding for denominational schools, further reinforces that the line between the secular and the religious is not completely rigid in the Brazilian educational context, emphasizing the importance of an education that welcomes the plurality of society.

Thus, regardless of the context, the combination of these social and educational values requires directors to develop the skills to harmonize different perspectives, especially in conflict situations or on sensitive issues. By recognizing and respecting both religious and secular views, the principal can cultivate an environment that values diversity, strengthens bonds between students, teachers, and the community, and promotes an inclusive and welcoming space.

After considering and delimiting ethics, morality, and religiosity, as well as analyzing issues related to confessionality and the secularity of the state and education, it is possible to move on to the discussion about methodology. This will be fundamental to understanding how the literature has approached these issues and how it can contribute to identifying the competencies expected of school principals in the religious, ethical, and moral spheres.

METHODOLOGY

Ferenhof and Fernandes (2016) identify three types of literature review: (1) narrative, exploratory, and flexible, allowing for the inclusion or exclusion of documents according to the author's perspective; (2) systematic, with scientific rigor in all stages, from identification to analysis; and (3) integrative, which synthesizes research on a topic in a comprehensive manner.

In this study, an integrative review was chosen due to its ability to gather and analyze diverse research, including both experimental and non-experimental studies. This approach is suitable for exploring areas that are developing or have gaps, such as the moral, ethical, and religious competencies of school principals, providing a broad and inclusive view of the topic and generating proposals from different perspectives (Souza, Silva & Carvalho, 2010).

The PRISMA methodology was adopted to ensure transparency and rigor in the selection of articles, involving four stages: identification, selection, eligibility, and inclusion, applied with careful attention. The flowchart organized the process, eliminating duplicates and irrelevant articles. The initial analysis focused on publications from the last three years, capturing current trends and practices in the competencies of school principals, with an emphasis on emerging topics such as ethics, morality, and religiosity in management. This temporal delimitation ensures relevant results that align with the demands of the contemporary educational context.

In this study, ethical, moral, and religious categories are understood as central elements guiding conduct in the school context, where the principal serves as a leader and role model. These categories encompass values such as integrity, responsibility, justice, respect for diversity, and commitment to the educational mission.

In the CHA model (Knowledge, Skills, and Attitudes), competencies are defined as the ability to apply theoretical knowledge and practical skills in real-world situations, aligned with attitudes that promote effective behaviors in the professional environment. The CHA model organizes competencies into three elements: Knowledge, which covers the theoretical foundation of morality and ethics; Skills, focused on the practical application of these concepts, such as moral decision-making; and Attitudes, related to values and ethical behaviors. This model integrates technical knowledge and moral attitudes, serving to analyze the competencies of school principals (Brandão; Bahry, 2005; ENAP, 2019). The findings were organized into tables, allowing for the identification of essential characteristics for leadership and the promotion of an inclusive environment aligned with moral, ethical, and religious values.

The identification of articles occurred in three main platforms: SCIELO, ERIC, and the CAPES Periodicals Portal, covering the last three years. Chart 1 presents the platforms, descriptors, search fields, and the number of articles found.

Chart 1 - Platforms and descriptors used

Platforms	Articles found	Descriptors used in the search strategy		Field
CAPES	26	*"school principal" AND "education" AND "competences"*	"director" *AND* "education" *AND* "skills"	subject
ERIC	26	*"school principal" AND "education" AND "competences"*	"director" *AND* "education" *AND* "skills"	subject
SCIELO	9	*"main school" AND "competences"*	"director" *AND* "education" *AND* "skills"	subject
Total	61			

Source: Prepared by the authors.

Ramdhani, Ramdhani, and Amin (2014) highlight that in emerging or new topics, the review can provide preliminary conceptualizations. Given the identified gaps and the limited number of national articles, the search was expanded to other educational and business contexts to integrate insights and concepts from various fields to address the gaps identified in the first phase of the research. Three additional platforms were included: the Brazilian Digital Library of Theses and Dissertations, Google Scholar, and Spell, with the search extended to the last five years, in order to encompass relevant articles on the BNCC-School Principal, and broader descriptors, as shown in Chart 2.

Chart 2 - Platforms and descriptors for national searches

Platforms	Number of articles found	Descriptors used in the search strategy	Field
BDTD	8	*"school director" AND "competencies"*	subject
GA	7	*"school director" AND "competencies"*	subject
SPELL	84	*"Skills"*	subject
Total	99		

Source: Prepared by the authors.

The two searches on the five platforms resulted in 160 articles, dissertations or theses, which were stored and managed using Mendeley (www.mendeley.com). With the help of this tool, 10 articles were excluded due to duplication and five due to unavailability of access. The other reasons for exclusion, 90 of which were made after reading the abstracts, and 27 after reading the studies in full, can be seen in Figure 1. Thus, 33 studies were validated for this study.

RESULTS AND DISCUSSION

Of the 33 studies selected for analysis, 24 were conducted in Brazil, with 11 classified as theoretical or national context studies, and 13 as case studies or applications in specific institutions or agencies of the federative entities. The qualitative approach predominated in the type of study, with 20 occurrences. Only two studies were quantitative, and 11 were mixed-methods. For in-depth discussion, the selected studies were grouped into blocks according to the theme and/or research objective.

Competencies of the school principal in crises such as the COVID-19 pandemic

Three international articles from the first phase addressed the competencies of school principals in crises, such as the COVID-19 pandemic. Ngabiyanto *et al.* (2022) analyzed five dimensions of performance (managerial, supervisory, entrepreneurial, social, and personal), emphasizing the impact of ethical leadership on the school climate and teacher performance. Al Hadrami (2022) highlighted essential crisis management competencies, such as leadership, communication, organization, and ethical decision-making, to ensure safety. Brion and Kiral (2022) emphasized communication skills, relationships, and collaboration to maintain a positive school climate.

Studies investigated the relationship between school principals' competencies and school management's quality. Laela, Hanafi, and Sudadio (2023) emphasized ethical leadership and the creation of a safe environment as key factors for educational quality. Yavas (2022) identified that administrators' self-efficacy influences sustainable leadership, structured around managerial, instructional, and ethical/moral dimensions. This leadership promotes ethical behaviors and ensures administrative, economic, cultural, and social sustainability. Chart 3 indicates that principals' belief in their instructional and ethical-moral competencies is a strong predictor of

sustainable practices, recommending the strengthening of these beliefs through ethical and moral development programs.

Chart 3 - Relationship between leadership and self-efficacy beliefs

Subdimension	Relationship with self-efficacy
Administrative sustainability	Affected by instructional and ethical/moral self-efficacy.
Economic sustainability	Related to, but not significantly affected by, self-efficacy.
Cultural sustainability	Positively influenced by instructional self-efficacy
Social sustainability	Not significantly affected by self-efficacy

Source: Prepared by the authors based on the study by Yavas (2022).

Matrix of competencies for the school principal

Seven articles discussed the creation or regulation of competency frameworks for school principals. Four of them were propositional (Souza; Silva; Carvalho, 2023; Santos Junior, 2018; Vuuren; Bank, 2023; Fischer *et al.*, 2017), while three critiqued the framework proposed for the BNCC – School Principal (Molina *et al.*, 2021; Botelho; Silva, 2022; Morgan, 2023). Souza, Silva, and Carvalho (2023), in research for the Ministry of Education (MEC), analyzed the legislation of 53 federative entities and found that many states and municipalities lack clear responsibilities for school principals, with the term "competencies" absent in 57% of the texts and little emphasis on leadership. The study also highlights the ethical and moral competencies of principals, as presented in Chart 4.

Chart 4 - Moral and ethical aspects raised for the BNCC-director

Moral or Ethical Aspect	Description
Responsibility for safety and integrity	Providing security and physical, psychological, and moral integrity for students.
Democratic management and transparency	Ensure democratic and participatory school management, promoting a healthy learning environment; implement processes that demonstrate transparency in school management.
Promoting dialog and inclusion	Articulate with families and the community, aiming for participatory work in the educational process; promote the integration of the educational unit with the community.
Commitment to inclusive education	Ensuring an educational environment in the school that respects differences, based on values; carrying out actions that promote the improvement of the school's quality and commitment to promoting students' learning from the perspective of inclusive education.
Ethical and legal management	Complying with and enforcing legislation; participating, together with the team, in the definition and implementation of educational standards.
Responsibility and accountability	Responsible for the finances and accountability of the funds received; submitting the financial plan and accounts to the board.

Source: Based on the study by Souza *et al.* (2023).

Although the study revealed significant gaps in the training of school principals in Brazil, particularly regarding competencies, it does not directly propose a moral or ethical classification. Santos Junior (2018) and Fischer *et al*. (2017) mention ethical aspects such as transparency, accountability, democratic management, and commitment to educational quality, but without categorizing them as specific competencies. Among the propositional studies, Vuuren and Bank (2023) stand out for directly addressing competencies with moral and ethical implications in their framework for school principals in South Africa, as listed in Chart 5.

Chart 5 - Ethical and moral behavioral competencies for directors

Competence	Ethical and Moral Aspects
Leading with compassion	Show concern and solid interpersonal skills. Recognizing and valuing individuals, showing concern for the aspirations, needs, values, and feelings of students and staff.
Building trust through integrity	Practice what you preach, demonstrate fairness, be consistent in procedures, have humor and self-control, and avoid harsh treatment.
Demonstrate decisiveness and courage	Confront corruption and problems; disagree openly; know how to make unpopular decisions; make personal sacrifices for the school.
Being student-centered	Promote a physically and psychologically safe environment.
Create inclusion and unity	Promoting the appreciation of all; Protecting and recognizing the value of minority groups; Promoting reconciliation after conflicts.
Show resilience	Demonstrate positivity, perseverance, and dedication during adversity and uncertainty; Be able to withstand negative criticism.
Demonstrate focus and dedication	Treat your work as primary, showing passion for it.
Influence and communicate	Communicate relevant information clearly; Motivate and inspire stakeholders; Promote debates on different points of view.

Source: Prepared by the authors based on the study by Vuuren and Bank (2023).

Articles opposing the BNCC-Director

Molina *et al.* (2021), Botelho and Silva (2022), and Morgan (2023) criticize the National Common Competency Framework for School Principals (BNCC-Diretor), proposed in 2021, arguing that it is generalist and privatized, prioritizing efficiency and measurable outcomes at the expense of holistic and democratic management. Molina *et al.* (2021) criticize "*neotechnicism*" and the pedagogy of competencies as factors of exclusion and domination. Botelho and Silva (2022) criticize the excessive accountability placed on principals, advocating for competencies such as empathy, dialogue, and valuing diversity as essential for ethical and inclusive management, while Morgan (2023) warns about the dangers of commodifying education. These critiques emphasize the importance of moral and ethical aspects, such as community participation, inclusive management, and holistic formation, in the competencies of school principals.

Competencies of the Principal in Confessional Schools

Only one article directly addresses school leadership in confessional schools. Miller, Noble, and McQuillan (2022) examine the challenges faced by Catholic parochial schools and propose "adaptive change" as a leadership approach. Although they do not focus directly on competencies, these can be inferred from the data on principals' roles. The adaptive complexity model recognizes schools as dynamic systems that require continuous adaptation. Principals must promote collaboration, flexibility, innovation, and resilience, aligned with the school's mission and values. The moral and ethical competencies are detailed in Chart 6.

Chart 6 - Morals and ethics in adaptive complexity

Competence	Description
Relational trust	Relational trust is fundamental to managing adaptive change. This trust is based on the school's Catholic identity and mission.
Shared leadership	Distribute authority and empower others in the team, promoting an environment in which everyone shares responsibility for change.
Respect and inclusion	Demonstrate respect for the opinions and needs of others, creating a welcoming environment for all members of the school community.
Justice and fairness	Making fair and equitable decisions, ensuring that all students and staff are treated equally and with respect.

Integrity	Acting with integrity in actions and decisions, maintaining the trust of the community and promoting an environment of transparency and honesty.
Ethical and moral leadership	Promote ethical and moral values in all leadership actions, guiding the school community with a strong sense of moral responsibility.

Source: Prepared by the authors based on the article by Miller et al. (2022).

The study by Miller *et al.* (2022) highlights the importance of these ethical and moral aspects for promoting a healthy and collaborative environment. Additionally, the article is the only one that identifies competencies within the religious dimension or allows for their inference. Among these are relational trust, grounded in the school's Catholic identity, ethical and moral leadership aligned with Catholic values, and the promotion of a united community that embodies Catholic culture. These competencies can be adapted for principals of other religious denominations, respecting each institution's identity, culture, and mission.

Empathy and Moral Competence in the School Climate

The study by Pacca (2022) was the only one to explicitly address "moral competence," investigating its relationship with empathy in the school climate of a medical course. According to Pacca, moral competence involves the ability to make decisions based on ethical principles and reflect on their consequences for the well-being of others, which is fundamental to ethical practice. Chart 7 below reflects this adaptation of moral competence to the CHA model, as discussed by Pacca (2022).

Chart 7 - Moral competence adapted to the CHA model

Competence	Knowledge	Skills Attitudes	Attitudes
Moral Competence	- Ethical and moral principles; - Theories of moral development (e.g., Kohlberg).	- Capacity for critical reflection on decisions and actions; - Applying moral principles in practical situations; - Fair and ethical conflict mediation.	- Empathy; - Commitment to justice and equality; - Social responsibility; - Transparency and honesty.

Source: Prepared by the authors based on the study by Pacca (2022).

Second phase of the integrative review - overview of competencies

In view of the gap identified in the first phase of the research, regarding the moral and religious competencies of school principals, a second search for studies was carried out in order to broaden the review. Although these studies do not focus directly on the role of the school principal or basic education, nineteen studies were selected to provide an overview of competencies at a national level, identifying possible references to moral and religious competencies in other contexts and professional areas, and checking whether the same gap occurs in other fields. Of these studies, two are conceptual, five are in the university context, and twelve are in the business area.

Conceptual studies or general theorizing on competencies

Two conceptual or theoretical studies were analyzed to understand the subject of competencies. Bravo *et al.* (2022) reviewed the evolution of competency studies at EnANPAD, highlighting that the topic has remained relevant over the last decade and is based on knowledge, skills, and attitudes that add value to the organization and the individual. The study identifies specific and transversal competencies, which may include ethical and moral competencies, although these are not explicitly mentioned. Freitas and Odelius (2018) reviewed the literature on managerial

competencies, emphasizing categories such as attitudes and values, including ethics. This study is relevant to the possible identification of ethical and moral competencies in the context of the school principal.

Five studies were conducted in the area of competency-based management in higher education, one in a private university and four in public universities. Grazziotin *et al.* (2018) emphasized the importance of ethical competencies such as justice, honesty, and social-environmental responsibility, while Sousa and Barbosa (2018) and Mendes, Tosta, and Dalmau (2019) focused on the gap between the competencies required and the training provided, including professional integrity and ethics. Chart 8 summarizes the competencies.

Chart 8 - Skills gaps in administrative positions at UFSC

Competencies	Gap Description
Professional ethics	There is a need for courses on ethics and professional posture, highlighting the importance of acting with integrity and responsibility
Respect for diversity	Gaps in the ability to respect diversity, suggesting the need for greater sensitivity and respect in interactions.
Ethical leadership	Developing leaders recognized for their integrity and ethical behavior. Need for additional support and training.
Ethical decision-making	Ability to make ethical decisions. Significant gaps indicate the need for training to strengthen this skill.
Accountability and transparency	Emphasis on social responsibility and transparency in the actions of managers. Need for clear policies and training.
Ethical communication	Improvements in communication to ensure the ethical and responsible transmission of information. The importance of specific training.
Conflict management	Ability to manage conflicts in a fair and ethical manner, ensuring that everyone feels treated fairly and with respect.

Source: Based on the study by Mendes, Tosta and Dalmau (2019).

The research on university management, particularly the study by Mendes and Tosta (2019), identified gaps in the training of middle managers at PRODEGESP, especially regarding moral and ethical competencies such as conflict management and professional ethics. Amorim *et al.* (2020) reinforced the relevance of impartiality, ethics, and proactivity for internal auditors at federal higher education institutions (IFES). These studies demonstrate that competency-based management is feasible in public administration, although it requires specific adjustments, and highlight the limited emphasis placed so far on moral and ethical dimensions in the educational context.

The six studies selected in the business sector presented diverse approaches that can inspire the development of new competencies for school principals, especially in the moral and religious dimensions. The need for innovation and digital transformation in schools, both curricula and management, reflects challenges similar to those faced by other sectors. Santos and Pedron (2019) identified 90 competencies for managers of innovation projects, including transparency, empathy, and commitment. Bandeira, Schiavi, and Momo (2023) emphasized integrity and conduct as key competencies for accountants in digital transformation. Despite belonging to distinct contexts, these studies offer valuable insights for adapting ethical, moral, and innovative competencies to the educational setting.

Amorim *et al*. (2018) analyzed the competencies of controllers in Recife, comparing European and American perspectives on the concept of competence. The European perspective, influenced by Le Boterf, adopts a holistic approach that integrates education and work, emphasizing continuous adaptation and the application of knowledge in various contexts. In contrast, the American perspective, based on behavioral theories, prioritizes measurable performance and specific outcomes, focusing on practical skills and efficiency.

These perspectives can enrich the analysis of school principals' moral and religious competencies. By its integrative nature, the European approach more easily encompasses ethical and moral issues, while the American approach, with its focus on measurable standards, facilitates the definition of specific ethical behaviors, such as responsibility and honesty. Both can be applied to religious leadership: the European approach promotes community values and solidarity, and the American approach reinforces individual responsibility.

Other studies contribute to the reflection on moral and religious competencies. Barreto, Nóbrega, and Araújo (2020) analyzed how essential competencies can generate competitive advantage, applicable to confessional schools, where principals can develop competencies aligned with religious mission and distinctive values. Fernandes Bittencourt and Comini (2021) highlight the importance of aligning individual competencies with organizational strategies, emphasizing greater conceptual rigor and customization in Competency Management Models (MGC). These studies reinforce that competencies, particularly those of a moral and ethical nature, should align with the organization's values and strategies. For principals of confessional schools, this integration is crucial to building a school environment that reflects their religious values and ensures sustainable competitive advantage.

The study by Pérides Vilela *et al.* (2020) highlights how the Brazilian steel company Gerdau adapted its organizational culture and people management during a financial crisis. Through the Gerdau 2022 Project, the company defined cultural attributes with four main priorities: openness, simplicity, and austerity, leaders developing leaders, and autonomy with responsibility. These attributes were translated into behaviors, symbols, systems, values, and beliefs, facilitating the implementation of changes, as illustrated in Chart 9.

Chart 9 - *Four main attributes of Gerdau culture*

Attribute	Behaviors, Symbols and Systems	Values and Beliefs
Opening	Active and genuine listening; dealing with difficult conversations	We don't know everything; truth and respect, not false harmony
Simplicity and austerity	Focus on a few relevant goals; simplification of processes	Focus on a few critical issues; one solution does not fit all
Leaders developing leaders	Investment in leadership development; rigorous appointment to key positions	Differentiated leaders make the difference; person vs. position mismatch causes low performance
Autonomy with responsibility	Autonomy to make decisions; responsibility for results	Trust is essential; giving autonomy is necessary for competitiveness

Source: Prepared by the authors based on the study by Pérides et al. (2020).

A Competency Management Model was customized, identifying seven essential individual competencies to support the attributes of the new culture: active listening, addressing difficult conversations, focusing on relevant goals, process simplification, leadership development, rigor in leader appointments, and autonomy with responsibility. The study emphasizes the importance of aligning individual competencies valued by the organization with organizational competencies and the values it seeks to promote.

Studies on Competencies in Public Administration

Studies on competencies in public administration address the conceptualization and application of the topic. Tamada and Cunha (2022), in an integrative review (2010-2019), identified challenges similar to those in private administration, such as the lack of studies on the diagnosis and development of competencies and the need to adapt private sector models to the public sector.

They highlighted ethical competencies such as ethical attitude, responsibility, political competence, and interpersonal relationships.

Barros and Hoffman (2022) also identified gaps in national research and proposed a glossary of competencies for public administration, emphasizing commitment, ethics, empathy, and resilience. Montezano and Isidro (2020) suggested a multi-level theoretical model for competency management, with a focus on innovation, highlighting ethical leadership and integrity as essential for innovative processes.

Bergue (2022), in a philosophical essay, discussed ethics as a competency, arguing that it transcends adherence to moral values and requires critical-reflective thinking. The CHA (Knowledge, Skills, and Attitudes) model presents ethics as a competency that combines critical reflection and ethical judgment, as described in Chart 10.

Chart 10 - Ethics as a competence in the CHA model

Ethics as a competence		
Knowledge	**Skills**	**Attitudes**
- Philosophical principles of ethics, including the Aristotelian, utilitarian and deontological strands. - Distinction between morals and ethics. - Understanding of ethical values in the public sector (responsibility, integrity, transparency, fairness).	- Make critical and reflective ethical judgments. - Integrating different ethical strands to support complex decisions. - Converting ethical values into concrete actions in public management.	- Commitment to integrity and transparency. - Willingness to engage in continuous critical reflection. - Sensitivity to balancing interests and values in situations of moral and ethical tension.

Source: Based on the study by Bergue (2022).

Moral competence, in this approach, involves the ability to act in accordance with ethical values and principles, going beyond simple compliance with moral norms. It implies a reflexive judgment that justifies actions based on a deep understanding of the values involved and their implications in the context of public administration, which can, of course, be transposed to other administrative contexts.

Case study and challenges to overcome

Two case studies exemplify the application of competency-based management (CBM) in public administration, revealing challenges and good practices that can also be applied to the context of the school principal. The study by Andrade and Ckagnazaroff (2018) analyzed the process of selecting and monitoring commissioned positions, identifying a common problem in the implementation of MGCs: effective selection but inadequate monitoring. In this case, the selection of Public Entrepreneurs (PEs) was successful, but the Work Plan failed to adequately measure the results and align the actions with the government's strategy.

The second study, by Nascimento, Souza, and Correio (2020), confirms the applicability of CGM in specific public organizations, such as the Military Police. This study developed and validated the Professional Competencies Scale for Police Officers (PCS), which had a two-dimensional structure: behavioral competencies (including empathy, ethics, and teamwork) and technical competencies (such as the use of weapons, legislation, and conflict management). This two-dimensional approach can be adapted to the development of moral, ethical, and religious competencies of the school principal.

In addition, Nascimento et al. (2020) bring a third theoretical strand on competencies, represented by Gonczi, which combines the American (McClelland) and French (Le Boterf) approaches. Gonczi defines competence as the combination of personal attributes and the context

in which they are applied, i.e. competence is demonstrated by performance in real work situations, considering both the behaviors adopted and the results obtained. This integrated view broadens the understanding of competencies, suggesting that they are not just CHAs (Knowledge, Skills, and Attitudes), but how these elements manifest themselves in daily work.

Summary of results

As discussed in the studies selected in the first phase of the integrative review, the Chart below summarizes the competencies highlighted in each study, the dimensions to which they relate, and a brief description. Throughout the study, the term "ethics" was incorporated, taking into account its greater frequency in relation to the term "morals", with which it is associated. See more in Chart 11.

Chart 11 - Summary of skills from the first search

Study	Competence	Dimension	Description
Al-Hadrami (2022)	Ethical Leadership	Moral/ Ethics	Ability to lead based on ethical principles during crises, promoting a safe and stable environment.
Brion Kiral (2022)	Transparent communication	Ethics	The importance of clear and frequent communication to maintain a positive school climate.
Laela *et al.* (2023)	Effective Management	Ethics	Ethical responsibility in creating a high-quality educational environment.
Yavas (2022)	Ethical/Moral Self-Efficacy	Moral/ Ethics	Ability to promote ethical behavior, resolve conflicts and develop a positive school culture.
Vuuren Bank (2023)	Leading with Compassion	Moral/ Ethics	Showing concern and support, valuing all individuals and promoting justice and equity.
	Integrity	Moral/ Ethics	Demonstrate fairness, consistency and self-control, avoiding harsh treatment.
	Decision and Courage	Moral/ Ethics	Facing corruption, making unpopular decisions and making personal sacrifices in the best interests of the school.
	Inclusion and Unity	Moral/ Ethics	Promoting the appreciation of all and protecting minorities, guaranteeing an environment of respect.
Miller *et al.* (2022)	Relational Trust	Moral/ Ethics	Base trust on the school's confessional identity and mission.
	Shared leadership	Moral/ Ethics	Distributing authority and promoting a collaborative environment.
	Respect and Inclusion	Moral/ Ethics	Show respect and create a welcoming environment.
	Justice and Fairness	Moral/ Ethics	Make fair and equitable decisions.
Pacca (2022)	Moral Competence	Moral	Ability to make decisions based on ethical principles of justice and equality.

Source: Prepared by the authors based on the findings.

Although the main objective of the second search phase of the review was to build a conceptual basis for the development and application of competencies for the school principal, in order to fill the gaps identified in the previous phase, it was possible to list competencies that could be incorporated or adapted into a model aimed at this professional. The following are the competences in the moral and ethical dimensions of the second phase, which were not mentioned in the first phase or which differ from those covered previously:

***Chart 12** - Summary of competences from the second review*

Study	Competence	Dimension	Description
Sousa and Barbosa (2018)	Respect for Diversity	Ethics	Demonstrate sensitivity and respect in interactions, valuing diversity.
Mendes *et al.* (2019)	Conflict Management	Moral/ Ethics	Identify, address and resolve disputes fairly and efficiently.
Santos and Pedron (2019)	Transparency and Honesty	Ethics	Demonstrate transparency and honesty in innovation project management activities.
Bandeira *et al.* (2023)	Integrity and Conduct	Ethics	Maintain an ethical attitude and solve organizational problems with integrity.

Source: Prepared by the authors based on the findings.

The combination of competencies in Chats 11 and 12 can serve as a basis for drawing up a matrix or *framework* of competencies for the director, in the moral and ethical dimensions, paving the way for the definition of specific or essential competencies.

Charts 13 - Moral and ethical competences of directors derived from the studies analyzed

Competence: Ethical leadership.
Description: Ability to lead based on ethical principles during crises, promoting a safe and stable environment.
Knowledge: In-depth understanding of codes of ethics, fundamental values and the application of ethical principles in challenging contexts.
Skills: Ability to make difficult decisions under pressure, maintain ethical consistency, and protect the integrity of the institution.
Attitudes: Commitment to moral uprightness, courage to face ethical dilemmas and commitment to the safety and well-being of the school community.
Competence: Transparent communication.
Description: Clear and frequent communication is important to maintain a positive school climate.
Knowledge: Knowledge of assertive communication strategies, feedback channels, and awareness of clarity and honesty.
Skills: Ability to convey information openly, accurately and sensitively, approaching difficult issues with empathy.
Attitudes: Valuing honesty and transparency, commitment to building trust and sensitivity to the community's need for understanding.
Competence: Effective Management.
Description: Ethical responsibility in creating a high-quality educational environment.
Knowledge: Familiarity with educational management methodologies and quality standards, and the interconnection between ethics and organizational excellence.
Skills: Ability to manage resources and teams fairly and efficiently, promoting high-quality standards.
Attitudes: Responsibility for achieving and maintaining quality, commitment to justice and dedication to the continuous improvement of the educational environment.
Competence: Ethical/Moral Self-Efficacy.
Description: Ability to promote ethical behavior, resolve conflicts and develop a positive school culture.
Knowledge: Understanding the concepts of self-efficacy, conflict resolution and moral norms that underpin organizational culture.
Skills: Ability to positively influence ethical behavior, strengthening trust and collective responsibility.
Attitudes: Commitment to personal and collective development in ethics, willingness to lead by example and foster morality in the school community.
Competence: Leading with Compassion.
Description: Show concern and support, value all individuals, and promote justice and equity.
Knowledge: Knowledge of the principles of compassion, empathy and inclusive practices in leadership.
Skills: Ability to listen to and support the needs of others, promoting an environment of respect and fairness.

Attitudes: Commitment to empathy and compassion, valuing each individual and promoting a supportive and caring environment.
Competence: Integrity.
Description: Demonstrate fairness, consistency and self-control, avoiding harsh treatment.
Knowledge: In-depth understanding of the principles of integrity and self-control, and their application in school management.
Skills: Ability to apply integrity consistently in daily decisions and interactions, maintaining high standards of fairness.
Attitudes: Commitment to honesty, self-control and valuing justice in all interactions and decisions.
Competence: Decision and courage.
Description: Facing corruption, making unpopular decisions and making personal sacrifices in the best interests of the school.
Knowledge: Knowledge of ethical decision-making processes and risk analysis in challenging situations.
Skills: Ability to make courageous and well-founded decisions, even under pressure or opposition.
Attitudes: Courage to stand up for what is right, commitment to integrity and resilience to face external pressures.
Competence: Inclusion and Unity.
Description: Promoting the appreciation of all and protecting minorities, guaranteeing an environment of respect.
Knowledge: Knowledge about diversity, inclusion and practices that promote unity in the school community.
Skills: Ability to implement inclusive policies and practices that promote a sense of belonging for all.
Attitudes: Commitment to valuing diversity, respect and willingness to create a culture of inclusion.
Competence: Relational trust.
Description: Building trust in the school's identity and mission.
Knowledge: Understanding of the institutional mission and strategies for building relationships of trust.
Skills: Ability to build and sustain relationships based on trust, in line with the school's mission and identity.
Attitudes: Commitment to authenticity and transparency, valuing the institutional mission and vision.
Competence: Shared leadership.
Description: Distributing authority and promoting a collaborative environment.
Knowledge: Knowledge of shared leadership practices and collaborative team dynamics.
Skills: Ability to delegate responsibilities and empower other team members.
Attitudes: Valuing collaboration, respect for the contribution of others and willingness to share power.
Competence: Respect and Inclusion.
Description: Show respect and create a welcoming environment.
Knowledge: Understanding the principles of mutual respect and welcome in the school community.
Skills: Ability to create an environment where everyone feels valued and included.
Attitudes: Commitment to respecting everyone, regardless of their differences, and promoting a welcoming environment.
Competence: Justice and Fairness.
Description: Make fair and equitable decisions.
Knowledge: Knowledge of the principles of justice, equality and fair practices in school management.
Skills: Ability to assess situations and make fair, impartial and equitable decisions.
Attitudes: Commitment to fairness, sensitivity to the need for justice and willingness to act impartially.
Competence: Moral Competence.
Description: Ability to make decisions based on ethical principles of justice and equality.
Knowledge: Deep understanding of the moral and ethical foundations that underpin justice and equality.
Skills: Ability to apply moral principles in everyday decisions and school actions.
Attitudes: Moral responsibility towards the school community and commitment to equality.
Competence: Respect for Diversity.
Description: Demonstrate sensitivity and respect in interactions, valuing diversity.
Knowledge: Knowledge about diversity and inclusion practices in education.
Skills: Ability to interact sensitively and respectfully with different cultures and perspectives.
Attitudes: Inclusion and valuing diversity, promoting a plural and respectful school environment.

Competence: Conflict management.
Description: Identify, address and resolve disputes fairly and efficiently.
Knowledge: Knowledge of mediation and conflict resolution techniques in educational contexts.
Skills: Ability to deal with conflicts in a fair and objective manner, promoting peaceful resolution.
Attitudes: Commitment to justice, impartiality and willingness to mediate conflicts in an ethical manner.
Competence: Transparency and honesty.
Description: Demonstrate transparency and honesty in management activities.
Knowledge: Understanding transparent and honest practices in school administration.
Skills: Ability to act transparently in all activities.
Attitudes: Commitment to truth and transparency, promoting trust in the school community.
Competence: Integrity and Conduct.
Description: Maintain an ethical attitude and solve organizational problems with integrity.
Knowledge: In-depth knowledge of organizational ethics and integrity in the education sector.
Skills: Ability to apply ethical practices and deal with organizational dilemmas honestly.
Attitudes: Commitment to personal and organizational integrity, responsibility and transparency.

Source: Prepared by the authors based on the findings.

CONCLUSION

The analysis of the reviewed studies reveals a significant focus on ethical and moral competencies, as evidenced in Charts 11 and 12, and consolidated in Chart 13. The identified competencies address aspects such as ethical leadership, justice, inclusion, and responsibility, which are fundamental to school management. However, there is an observed absence of discussions regarding competencies related to religiosity, highlighting a gap in the approach to the competencies of school leaders.

Although the literature reviewed covers the moral and ethical dimensions, albeit briefly and in less detail compared to other discussions, the lack of integration of religious competencies limits a full understanding of the needs of school leaders in contexts where cultural and religious diversity is a reality. Thus, the discussion chooses to follow a more secular perspective on ethics and religion, relegating the existence of religiosity and its necessary transcendence to outside the field of analysis. Religiosity, as a significant part of many individuals' personal and social identity, cannot be ignored in the school environment, although it should not be the main pillar of educational articulation in public schools. This point is reinforced by Brazilian educational legislation, which encourages integration between school and community, as described in Art. 12 of the LDB, which highlights the importance of "creating processes for integrating society with the school". This process of integration requires an understanding of and respect for religious diversity, since religiosity directly influences the outlook, values and behavior of the entire school community.

Furthermore, the principle of democratic management, laid down in Article 206 of the Brazilian Constitution, implies the inclusion of all views and perspectives in the school environment, covering both secular and religious beliefs. This suggests that school principals, in developing competencies, should also be able to deal with religious diversity in a sensitive and inclusive way. Although religious competencies are absent in the studies analyzed, they could contribute to more empathetic and respectful management, ensuring that everyone, whatever their beliefs, feels welcome.

Thus, when summarizing the results, it is clear that ethical and moral competencies are recognized as essential, although they still need further development within the logic of the proposed CHA model. However, religious competencies still lack adequate recognition and development in the literature, which points to a disconnect between recommended practices and the cultural and spiritual reality of schools and their students. Incorporating religiosity as a dimension of principals' competencies could enrich the inclusive and democratic approach expected of school management, promoting a leadership practice that is more representative of social

plurality and aligned with society's legal and cultural demands. In the context of denominational schools, this approach can also encourage the study and development of strategic and essential competencies, which would put them in an outstanding position in relation to the competition.

In this way, this study highlights the need to broaden the concept of competencies for school principals, including religiosity as an element that can strengthen management practice. With an approach that integrates ethical, moral, and religious values, managers will be better prepared to face the challenges of a diverse society, promoting school management that values equity and respect for all beliefs and cultures represented in the school community.

Authors' Contributions: Follis, R.: conception and design, acquisition of data, analysis and interpretation of data, drafting the article, critical review of important intellectual content; Giacomini, A. C.: conception and design, acquisition of data, analysis and interpretation of data, drafting the article, critical review of important intellectual content; Ferri, C. A.: conception and design, acquisition of data, analysis and interpretation of data, drafting the article, critical review of important intellectual content. All authors have read and approved the final version of the manuscript.

Ethics Approval: Not applicable.

Acknowledgments: Not applicable.

REFERENCES

Al-Hadrami, A. (2022). The competences of managing educational crises for principals of basic education schools in Sultanate of Oman. *Journal for Educators, Teachers and Trainers, 13*(4), 37-50. https://doi.org/10.47750/jett.2022.13.04.006

Amorim, T., Oliveira, A., Manzi, S., & Bemfica, M. (2018). Perfil e competências do "Controller" em empresas no Recife. *Revista Mineira de Contabilidade, 19*(3), 52-63. https://doi.org/10.21714/2446-9114RMC2018v19n3t05

Amorim, T., Paula, J., & Oliveira, R. (2020). Competências dos auditores internos: Um estudo em instituições federais de ensino superior no Brasil. *Perspectivas em Gestão & Conhecimento, 10*(2), 82-100. https://doi.org/10.21714/2236-417X2020v10n2p82

Andrade, C., & Ckagnazaroff, I. (2018). Seleção e monitoramento de empreendedores públicos à luz da gestão por competências. *Revista de Administração Pública, 52*(3), 469-485.

Bandeira, A., Schiavi, G., & Momo, F. (2023). Competências do profissional contábil para atuação no processo de transformação digital: Percepções de contadores de uma holding familiar do sul do Brasil. *Pensar Contábil, 25*(86), 18-25.

Barreto, M., Nóbrega, K., & Araújo, P. (2020). Competências essenciais como vantagem competitiva: O desafio das micro e pequenas empresas (MPE's). *RAUnP - Revista Eletrônica do Mestrado Profissional em Administração da Universidade Potiguar, 12*(1), 35-46.

Barros, A., & Hoffmann, V. (2022). Competências: Proposta de um glossário para a administração pública a partir da produção científica nacional. *Revista do Serviço Público, 73*(3), 403-425. https://doi.org/10.21874/rsp.v73.i3.6369

Beatty, D. M. (2014). A essência do Estado de Direito. São Paulo: Martins Fontes.

Bergue, S. (2022). Ética como competência: Interseções entre a administração e a filosofia. *Revista Gestão & Planejamento, 23*(1), 73-87.

Botelho, G., & Silva, L. (2022). Matriz nacional comum de competências do diretor: O trabalho do diretor escolar em análise. *Jornal de Políticas Educacionais, 16*, e83899.

Bravo, C., Moraes, M., Nobre, A., Pitombeira, S., & Paiva, L. (2022). Estudos sobre competências: Uma análise dos artigos publicados nos Enanpads. *Reuna, 27*(1), 84-103.

Brion, C., & Kiral, B. (2022). Creating and sustaining positive school climate during COVID-19 pandemic. *Journal of Educational Leadership and Policy Studies, 6*, 1275.

Clouser, R. (2022). O mito da neutralidade religiosa: Um ensaio sobre a crença religiosa e seu papel oculto no pensamento teórico. Brasília: Editora Monergismo.

Contin, C. (2016). Desafios da educação no Brasil, como enfrentá-los. In: Henriques, H. (Org.), Caminhos para a qualidade da educação pública: Gestão escolar. São Paulo: Instituto Unibanco.

Esperandio, M., & Corrêa, M. (2017). O papel da espiritualidade/religiosidade no fenômeno da drogadicção: Uma revisão integrativa de literatura. *Revista Rever, 17*(2), 73-98. https://doi.org/10.23925/1677-1222.2017vol17i2a5

Ferenhof, H., & Fernandes, R. (2016). Desmistificando a revisão de literatura como base para redação científica: Método SFF. *Revista ACB, 21*(3), 550-563.

Fernandes, B., Bittencourt, C., & Comini, G. (2021). Competence management models in leading Brazilian organizations. *Revista de Administração da UFSM, 14*(3), 458-477. https://doi.org/10.5902/1983465935598

Fischer, S., Feuerschütte, S., Mendoza, M., & Oliveira, B. (2017). Competências do diretor escolar para uma gestão autônoma e democrática em escolas públicas: Estudo na educação básica em município catarinense. *Diálogo, 36*, 25-39. https://doi.org/10.18316/dialogo.v0i36.3481

Freitas, P., & Odelius, C. (2018). Competências gerenciais: Uma análise de classificações em estudos empíricos. *Cadernos EBAPE.BR, 16*(1), 35-49.

Gonçalves, A. (2023). O ensino religioso no Brasil: Desafios contextuais para a formação docente. *Revista Científica Multidisciplinar Núcleo do Conhecimento, 8*(3), 78-88.

Grazziotin, I., Schmidt, S., Froehlich, C., & Engelman, R. (2018). Competências para inovação colaborativa: Um estudo entre alunos de graduação. *Revista Brasileira de Gestão e Inovação, 5*(3), 121-144. https://doi.org/10.18226/23190639.v5n3.06

Kristjánsson, K. (2020). Aristotelian character friendship as a 'method' of moral education. *Studies in Philosophy and Education, 39*, 349-364. https://doi.org/10.1007/s11217-020-09717-w

Laela, S., Hanafi, S., & Sudadio, S. (2023). The nexus between principal competence, learning leadership, facility feasibility, and public elementary school quality in Cikande, Serang District, Indonesia. *International Journal of Advanced and Applied Sciences, 10*(9), 158-164. https://doi.org/10.21833/ijaas.2023.09.018

Lei n. 9.394, de 20 de dezembro de 1996. (1996, 20 de dezembro). Diretrizes e Bases da Educação Nacional (LDB). Brasília: MEC.

Machado, J. E. M. (2013). Estado constitucional e neutralidade religiosa: Entre o teísmo e o (neo)ateísmo. Livraria do Advogado Editora.

MacIntyre, A. (2021). Depois da virtude: Um estudo sobre teoria moral. Vide.

Mendes, M., & Tosta, K. (2019). Competências requeridas às chefias intermediárias da PRODEGESP/UFSC: Do mapeamento à capacitação. *REAd: Revista Eletrônica de Administração, 25*(1), 83-115.

Mendes, M., Souza, G., Tosta, K., & Dalmau, M. (2019). Mapeamento e desenvolvimento de competências: Um estudo de caso nos cargos administrativos do departamento de cultura e eventos da UFSC. *RACE: Revista de Administração, Contabilidade e Economia, 18*(2), 299-320. https://doi.org/10.18593/race.17627

Meslin, D. J. (2015). Educação Adventista: Das escolas paroquiais a uma rede de ensino: Permanências e rupturas de um ideário educacional (1970-2010) [Tese de Doutorado]. Pontifícia Universidade Católica do Paraná, Curitiba.

Miller, A., Noble, A., & McQuillan, P. (2022). Understanding leadership for adaptive change in Catholic schools: A complexity perspective. *Journal of Catholic Education, 25*(1), 54-83. https://doi.org/10.15365/joce.2501032022

Molina, M., Pereira, M., & Brito, M. (2021). A práxis de egressos(os) da LEdoC UnB na gestão das escolas do campo: Caminhos para resistência à Matriz Nacional Comum de Competências do Diretor Escolar. *Revista Brasileira de Educação do Campo, 6*, e12965.

Montezano, L., & Isidro, A. (2020). Proposta de modelo multinível de competências para gestão pública inovadora. *Future Studies Research Journal: Trends and Strategies, 12*(2), 355-378. https://doi.org/10.24023/FutureJournal/2175-5825/2020.v12i2.491

Morgan, K. (2023). Concepções privatistas na esfera pública estatal: Uma análise da "matriz nacional comum de competências do diretor escolar". *Education Policy Analysis Archives, 31*(57), 1-27. https://doi.org/10.14507/epaa.31.7714

Narvaez, D., & Bock, T. (2014). Developing expertise and moral personalities. In: Nucci, L., & Narvaez, D. (Eds.), Handbook of moral and character education. Routledge.

Nascimento, T., Souza, E., & Correio, B. (2020). Escala de competências profissionais para policiais: Evidências de sua adequação psicométrica. *Revista de Administração Pública, 54*(1), 99-120. https://doi.org/10.1590/0034-761220180285

Ngabiyanto, Nurkhin, A., Mukhibad, H., Saputro, I., & Pramono, D. (2022). Analysis of the principal's performance during COVID-19 pandemic: It's impact on teacher's performance. *Pegem Journal of Education and Instruction, 13*(1), 50-59. https://doi.org/10.47750/pegegog.13.01.06

Pacca, F. (2022). Empatia, competência moral e clima escolar–investigação em uma escola de medicina [Tese de Doutorado]. Universidade Estadual Paulista "Júlio de Mesquita Filho", Marília, SP.

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., Stewart, L. A., Thomas, J., Tricco, A. C., Welch, V. A., Whiting, P., & Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ, 372*(71), 1-9.

Parecer CNE/CP n. 4. (2021, 11 de maio). Base Nacional Comum de Competências do Diretor Escolar (BNC-Diretor Escolar). http://portal.mec.gov.br/docman/junho-2021-pdf/191151-pcp004-21/file

Pérides, M., Vilela, N., Sousa, C., Dutra, J., & Casado, T. (2020). Cultura organizacional e gestão por competências: Caso Gerdau. *Revista de Administração FACES Journal, 19*(3), 26-46.

Ramdhani, A., Ramdhani, M., & Amin, A. (2014). Writing a literature review research paper: A step-by-step approach. *International Journal of Basic and Applied Science, 3*(1), 47-56.

Santos, T., & Pedron, C. (2019). As competências do gerente de projetos de inovação: Uma revisão sistemática da literatura. *Revista Brasileira de Gestão e Inovação, 7*(1), 159-181. https://doi.org/10.18226/23190639.v7n1.08

Santos, Y., & Junior, A. (2018). Proposta de melhorias para a matriz de competências do diretor escolar de uma secretaria estadual de educação embasadas na identificação de melhores práticas administrativas em gestão escolar. Anais da70ª Reunião Anual da SBPC. UFAL, Maceió. https://www.sbpcnet.org.br/livro/70ra/trabalhos/resumos/1550_1bc7e9bc3084b31f356c9777d366de618.pdf

Simielli, L. (2022). Revisão sistemática da literatura brasileira sobre diretores escolares. *Cadernos de Pesquisa, 52*, e08984. https://doi.org/10.1590/198053148984

Sousa, M., & Barbosa, M. (2018). A aplicação da gestão por competências nos processos de gestão de pessoas: Um estudo com os servidores técnico-administrativos no Centro de Ciências Jurídicas e Sociais/UFCG. *Reunir: Revista de Administração, Contabilidade e Sustentabilidade, 8*(3), 31-46. https://doi.org/10.18696/reunir.v8i3.828

Souza, A., Oliveira, A., & Carvalho, C. (2023). Como os estados e os municípios capitais no Brasil regulamentam as competências do diretor escolar. *Práxis Educativa, 18*. https://doi.org/10.5212/praxeduc.v.18.21069.030

Souza, M., Silva, M., & Carvalho, R. (2010). Revisão integrativa: O que é e como fazer. *Einstein, 8*, 102-106.

Tamada, R., & Cunha, I. (2022). Gestão por competências na administração pública brasileira: Uma revisão integrativa da literatura. *Revista do Serviço Público, 73*(3), 426-450. https://doi.org/10.21874/rsp.v73.i3.5055

Vuuren, J., & Bank, F. (2023). The development of a behavioural competency framework for school principals. *SA Journal of Industrial Psychology, 49*, 2050. https://doi.org/10.4102/sajip.v49i0.2050

Yavas, T. (2022). The effect of self-efficacy beliefs of school administrators on sustainable leadership characteristics. *Education Quarterly Reviews, 5*(2), 306-320. https://doi.org/10.31014/aior.1993.05.02.491

Received: March 3, 2024 | **Accepted:** October 2, 2024 | **Published:** December 31, 2024

This is an Open Access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.