

**ADMINISTRATIVE MANAGEMENT OF INTEGRAL EDUCATION: A REVIEW OF
THE MAIN AUTHORS DISCUSSING THE WHITEAN VISION OF EDUCATION**

***GESTÃO ADMINISTRATIVA DA EDUCAÇÃO INTEGRAL: UMA REVISÃO DOS
PRINCIPAIS AUTORES QUE DISCUTEM A VISÃO WHITEANA DE EDUCAÇÃO***

***GESTIÓN ADMINISTRATIVA DE LA EDUCACIÓN INTEGRAL: UNA REVISIÓN DE
LOS PRINCIPALES AUTORES QUE DISCUTEN LA VISIÓN WHITEANA DE LA
EDUCACIÓN***



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ABSTRACT: School management is a crucial element for the effective functioning of educational institutions, requiring principals to align administrative skills with pedagogical leadership. In the context of the pedagogy proposed by Ellen G. White, management takes on a unique dimension by integrating confessional aspects and Christian principles into educational practices. This article addresses pertinent issues regarding the training of school principals, proposing a taxonomy of competencies based on Whitean pedagogy. Although it serves as the foundation of the Adventist educational network, White's ideas have applicability in various educational contexts, both public and private, due to the universality of many of her principles. Methodologically, the research employed content analysis of fourteen reference works, systematizing competencies into five levels, ranging from leadership to strategic planning. The main findings reinforce the importance of aligning administrative and pedagogical practices with an integral/holistic/redemptive educational mission, promoting not only academic excellence but also ethical, social, moral, and spiritual development.

KEYWORDS: Competencies. Competencies. Competencies. Whitean Pedagogy.

RESUMO: *A gestão escolar é um elemento crucial para o funcionamento eficaz das instituições de ensino, exigindo que os diretores que alinhem habilidades administrativas com liderança pedagógica. No contexto da pedagogia proposta por Ellen G. White, a gestão ganha uma dimensão peculiar ao integrar confessionalidade e princípios cristãos em suas práticas educacionais. Este artigo aborda questões pertinentes acerca da formação dos diretores escolares, propondo uma taxonomia de competências fundamentada na pedagogia whiteana. Apesar de ela ser usada como base da rede adventista de educação, suas ideias possuem aplicabilidade em diversos contextos educacionais, públicos e privados, devido à universalidade de muitos de seus princípios. Metodologicamente, a pesquisa utilizou análise de conteúdo em catorze obras de referência, sistematizando competências em cinco níveis, que vão da liderança ao planejamento estratégico. Os principais achados reforçam a importância de alinhar práticas administrativas e pedagógicas a uma missão educacional integral/holística/redentiva, promovendo não apenas excelência acadêmica, mas também formação ética, social, moral e espiritual.*

PALAVRAS-CHAVE: *Gestão Escolar. Competências. Indicadores. Pedagogia whiteana.*

RESUMEN: *La gestión escolar es un elemento crucial para el funcionamiento eficaz de las instituciones educativas, exigiendo que los directores alineen habilidades administrativas con liderazgo pedagógico. En el contexto de la pedagogía propuesta por Ellen G. White, la gestión adquiere una dimensión particular al integrar la confesionalidad y los principios cristianos en sus prácticas educativas. Este artículo aborda cuestiones relevantes sobre la formación de los directores escolares, proponiendo una taxonomía de competencias basada en la pedagogía whiteana. Aunque esta pedagogía sirve de base para la red educativa adventista, sus ideas tienen aplicabilidad en diversos contextos educativos, tanto públicos como privados, debido a la universalidad de muchos de sus principios. Metodológicamente, la investigación utilizó el análisis de contenido en catorce obras de referencia, sistematizando competencias en cinco niveles, que van desde el liderazgo hasta la planificación estratégica. Los principales hallazgos refuerzan la importancia de alinear las prácticas administrativas y pedagógicas con una misión educativa integral/holística/redentora, promoviendo no solo la excelencia académica, sino también la formación ética, social, moral y espiritual.*

PALABRAS CLAVE: *Gestión Escolar. Competencias. Indicadores. Pedagogía whiteana.*

Introduction

School management plays a fundamental role in the efficient functioning of educational institutions, requiring headteachers who are capable of aligning administrative skills with pedagogical leadership. In an increasingly complex educational context, school managers face challenges such as the need to integrate innovative pedagogical practices, manage resources efficiently and promote inclusive and pedagogically innovative environments.

Thus, a comprehensive training program is essential to prepare headmasters to lead schools that not only achieve academic excellence, but also contribute to the ethical, social, moral, and spiritual development of students (Alencar; Follis, 2024; Follis; Giacomini; Ferri, 2024). However, there is a gap between the traditional training of school managers and the skills required by contemporary management (Lima, 2021).

In this context, Whitean pedagogy, based on the educational principles of Ellen G. White, emerges as a model that integrates confessional identity and Christian principles into its educational practices. Its application dates back to the 19th century, when Adventist missionaries, following the example of other Protestants, founded schools to offer formal education and promote the Christian faith (Menslin, 2015). These pedagogical assumptions formed Adventist Education, which has consolidated itself as one of the largest independent education systems in the world, applying an educational philosophy that incorporates spiritual, moral and academic aspects (Revista Educação Adventista, 2012). In Brazil, its presence exceeds 500 schools, offering education from pre-school to doctoral level, with the professional programme in education recently approved by Coordination for the Improvement of Higher Education Personnel, a government agency responsible for overseeing and promoting postgraduate education and academic research in Brazil, and which will be offered at UNASP, a renowned university affiliated with the Adventist Church in São Paulo.

The proposal of a Whitean pedagogy, committed to the formation of citizens dedicated to faith and service to the community, is an important characteristic. White's vision in the area is evidenced in her book *Education*. Originally published in 1903, the work is essential for the development of Adventist institutions, serving as a “guide for church decisions” (Stencel; Amorim, 2023, p. 28). It is in the first pages of this work that the most comprehensive definition of what we consider to be integral/holistic/redemptive education appears:

True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come (White, 2021, p. 7).

Based on these realities, this article seeks to address the gap between the training of school headmasters and the demands of contemporary educational management, using the main contemporary articulators of White pedagogy as a reference. The proposal is to develop a taxonomy of competences that aligns theory and practice on the administrative domain, providing support for headmasters to deal with organisational and pedagogical challenges while promoting an environment conducive to the integral/holistic/redemptive education of students.

The proposed taxonomy articulates these dimensions into five levels—spiritual leadership, integrated strategic planning, people management with a holistic approach, community engagement, and ethical resource management—as well as a transversal competence of adaptation and continuous innovation. This structure reflects the essence of the texts and documents analysed, translating them into practical guidelines for school managers working in complex, and challenging contexts.

By focusing on the Adventist education network, which has Whitean pedagogy as its main reference, this article explores an educational model that, although specific in its confessional nature, has universal characteristics that dialogue with common challenges faced by everyone. The integration of efficient administrative management and a pedagogy based on spiritual and ethical values have significant potential for application in other educational contexts, regardless of their philosophical or religious basis.

The relevance of this study lies in the systematisation of competences that connect theory and practice, providing a theoretical framework for educational management. Socially, by proposing solutions that promote the integral/holistic/redemptive formation of students, this study contributes to broader reflections on how schools can align administrative practices with human development, ethics and citizenship objectives, showing that the quest for educational excellence transcends confessional specificities and resonates with society as a whole.

Methodology

This study adopts the content analysis methodology, as proposed by Bardin (1977), widely used in qualitative research to systematise and interpret texts and other symbolic materials. The content analysis follows five main stages: pre-analysis, material exploration, results processing, inference, and interpretation (Bauer; Gaskell, 2012).

Initially, in pre-analysis, relevant materials to the object of study are selected, ensuring that the included texts consistently represent the theories and practices of the topic in question. The exploration stage seeks to identify the central ideas and themes that emerge from the texts, allowing the data to be categorised. Afterwards, the processing of the results organises these categories to facilitate subsequent analysis. Inference and interpretation are the final stages, where the findings are analysed in depth, drawing conclusions about the subject under investigation (Bardin, 1977).

In the first stage of this study, the pre-analysis, we opted for an integrative review seeking to form an overview of the state of the art on the subject (Brandão; Silva; Almeida, 2022). The main criterion for choosing the works analyzed was the authors' affiliation with the ideals expressed by Ellen G. White. It can be said that the authors present here are affiliated with a model of schooling which has integral/holistic/redemptive education as its paradigm. In the Brazilian context, they are the main articulators of White's ideas on the extension and complexity of education (also including those authors who have been translated from other languages but have found fertile ground here).

Thus, the titles listed here, whether through original production or translation, are part of the Adventist network's teacher training bibliography through its higher education institutions, being included in the bibliography for undergraduate students, as well as in the process of qualification and continuing education in free and postgraduate programs.

Fourteen works were analyzed. They extensively discuss the purposes and objectives of education from a Whitean perspective. Their content covers philosophical and practical aspects, but does not deal directly with the role of the headmaster. However, their content allows for covering management practices, since it is possible to identify the skills expected of the graduate of integral/holistic/redemptive education. This educational philosophy requires a headmaster who is able to integrate administrative and pedagogical principles in a way that promotes restoration/redemption.

Given that the headmaster plays a crucial role in ensuring that the perspectives of this education are implemented, a question arises: With what actions can they contribute to an education that encompasses moral, spiritual, and academic development? Initially, the educational competencies were identified. They were then related to the competences needed by school leaders. The analysis aims to compose a set of competences to guide the work of school leaders, ensuring that they are able to effectively lead the application of these principles in the educational context. The idea, therefore, is to advocate for a taxonomy of knowledge, skills, and attitudes applied to the administrative axis.

At this point, it is necessary to clarify what we understand by competence. It is here understood as the combination of knowledge, skills, and attitudes (KSA), essential for effective performance in a given area (Behar, 2013a, 2013b). According to Soares and Andrade (2005), competency-based management is a vital issue, particularly in work environments that face uncertainty and change.

These competences are categorised based on KSA and linked to the theoretical and practical knowledge required for effective leadership, with an emphasis on administrative management that integrates faith and learning in order to produce an integral/holistic/redemptive pedagogy.

Each analyzed work has been organized according to a structure that includes the title, the type of study, the instruments used for data collection, the geographical context of application and their main discussions. Table 1 presents a methodological and descriptive summary of the books analysed in this study. The table provides an overview of the different approaches and theories present in the analyzed materials, ranging from the more philosophical and theological texts to those with a more practical and historical focus.

By categorizing, it is possible to identify patterns and trends that recur in discussions about the role of the headmaster and educational management. Thus, it facilitates the comparative analysis between the books and reveals how the different perspectives address central issues such as the integration of faith and learning, servant leadership and the integral/holistic/redemptive formation of students.

Table 1 – Materials selected from the main theorists of Adventist education

1. **Work:** Goigochea (org.) (2024).
Title: *Adventist Pedagogy*.
Type of study: theoretical and descriptive, based on educational principles grounded in Adventist philosophy.
Instruments utilized: analysis of biblical texts, writings of Ellen G. White, and review of Adventist educational practices.
Country: various (the work is applied globally, although it has a strong base in the USA and Latin America, including Brazil).
Main findings: the book *Adventist Pedagogy* (2024) is aligned with the holistic education of the human being, guided by biblical principles and a biblical-Christian spiritual perspective. The book highlights that education is not restricted to intellectual development, but also encompasses physical, emotional, and spiritual aspects. Another important point is the commitment to moral and ethical development, where students are encouraged to live according to Christian values and to serve the community, promoting a spirit of cooperation and respect. The work also emphasizes the integration of faith and learning, indicating that the educational process must always be related to the principles of divine creation and redemption, as guided by the Biblical writings and those of Ellen G. White. These elements become an essential guide for educational practice, promoting education as a process of complete restoration of the human being in harmony with the Christian faith.

2. **Work:** Knight (2012a).
Title: *Philosophy and Education*.
Type of study: theoretical, exploring the philosophical, and theological foundations of Christian education.
Instruments utilised: bibliographical review and conceptual analysis of biblical and philosophical texts, with an emphasis on the writings of Ellen G. White and other Christian educators.
Country: United States (applied to an international context within the Adventist school network).
Main findings: the text addresses the philosophical foundations of education, highlighting the need for a solid foundation centered on Christian values. It emphasizes a holistic view of students, treating them as complete beings who should be educated in their spiritual, emotional, and physical dimensions. The role of the educator is described as that of a spiritual and moral guide, in addition to an academic instructor, being essential for the complete formation of the student. The main goal of education, according to the text, is not only to prepare students for professional life, but also for a life dedicated to serving God and the community. Additionally, contemporary challenges are proposed, offering guidance on how to apply the principles of Christian education in a world that is constantly changing.

3. **Work:** Suárez (2012).
Title: *Redenção, Liberdade e Serviço*.
Type of study: theoretical, based on biblical and pedagogical principles applied to Adventist education.
Instruments utilised: bibliographical review, analysis of biblical texts and the writings of Ellen G. White, with a focus on Adventist educational theology.
Country: Brazil.
Main findings: Suárez (2012) highlights redemption as an continuous process of spiritual and moral transformation, guided by divine grace. Freedom, in turn, is understood as the ability to choose the good, a natural result of redemption, and an expression of God's will. Service, presented as a practical manifestation of faith, is central, with the focus on the joy of serving God and one's neighbors. These fundamental concepts are applied in the educational context with the aim of transforming the lives of students. The author explores the practical implications of these ideas for the construction of a strong Christian identity and the holistic formation of the individual, providing an education that transcends academic knowledge and promotes spiritual and moral development.

4. **Work:** Suárez (org.) (2015).

Title: *Manual do Educador: princípios para integrar a fé e o ensino-aprendizagem.*

Type of study: theoretical and practical, with guidance on applying Adventist educational principles to school management.

Instruments utilised: analysis of official Adventist Church documents, biblical texts and the writings of Ellen G. White, as well as pedagogical guidelines for Adventist education.

Country: Brazil (applicable internationally).

Main findings: the work highlights the fundamental principles that should guide pedagogical practice. The purpose of education is the holistic formation of the student, comprising physical, mental, social, and spiritual aspects, with the mission of shaping character and preparing the student for eternal life. The mission of education is to create citizens committed to serving God and the community, in accordance with Christian principles. The book presents the teacher not only as an academic instructor, but also as a spiritual and moral guide, being an example of biblical values and promoting the complete development of the students. With regard to school management, the manual presents clear guidelines for leadership based on Christian values, emphasizing the importance of a manager who includes the school community in decision-making processes and promotes an environment of collaboration and mutual growth. These principles emphasize the vision of education as a spiritual and academic journey, aimed at the integral formation of the individual for present and future life.

5. **Work:** Standish e Standish (2012).

Title: *Uma Visão Adventista de Educação.*

Type of study: theoretical, based on Adventist educational philosophy and biblical principles.

Instruments utilised: analysis of biblical texts, review of Adventist Church documents and the writings of Ellen G. White, as well as applied pedagogical practices.

Country: Brazil (with international application).

Main findings: addresses educational philosophy. Education is based on the belief in God as Creator and in redemption through Jesus Christ. The aim is to form complete individuals, covering intellectual, emotional, social, and spiritual aspects. The book emphasizes the importance of understanding and respecting God's divine creation. Education should prepare students not only for earthly life, but also for eternal life. In addition, education is seen as a tool to serve the community and promote the common good.

6. **Work:** Knight (2012b).

Title: *Educating for Eternity.*

Type of study: theoretical and descriptive.

Instruments utilised: bibliographical review of Biblical and Christian pedagogical texts, based on the writings of Ellen G. White and Adventist theology.

Country: United States.

Main findings: education should integrate the physical, mental, social and spiritual development of students, preparing them for eternal life. Thus, the book presents the importance of developing students in an holistic way. He argues that the educational process should involve physical, mental, social and spiritual growth, preparing students not only for their present lives but, more importantly, for eternal life. The author maintains that education grounded in Christian values is essential for the formation of citizens who reflect these principles in all areas of life, from the personal to the professional. In addition, the book reinforces the transformative mission of education, which aims not only to transmit knowledge, but also to transform society through service to God and the community. The book highlights the role of the educator as a spiritual, moral and academic guide, committed to the mission of teaching and shaping individuals who are ready to serve and lead according to Christian principles.

7. **Work:** Sutherland (2016).

Title: *Studies in Christian Education.*

Type of study: theoretical.

Instruments utilised: bibliographical review and analysis of biblical and Christian educational principles.

Country: United States.

Main findings: the book reviews the history of Christian education and presents the dangers and challenges surrounding it, as well as discussing the divine plan for education. He emphasizes the

importance of a solid philosophical basis for education, centered on Christian values. The work addresses the need to view the student as a whole being, encompassing spiritual, emotional, and physical aspects. The role of the teacher is seen as a spiritual and moral guide, as well as an academic instructor. Education should prepare students not only for professional life, but for a life of service to God and the community. He also discusses how to apply these principles in a changing world.

8. **Work:** Menslin (2015).

Title: *Educação Adventista: 120 anos de Escolas Paroquiais a uma Rede de Ensino – Permanências e Rupturas de um Ideário Educacional.*

Type of study: theoretical-historical.

Instruments utilised: bibliographical review, documentary analysis of historical archives and interviews.

Country: Brazil.

Main findings: the book documents the transformation of Adventist education in Brazil, from parochial schools to a consolidated network. It highlights the continuity of the founding principles and the necessary changes to adapt to the contemporary educational scenario. It examines the evolution of the network over 120 years, pointing out how schools began as small parochial institutions and grew into a vast global education network. The book discusses the continuities and ruptures in educational ideas, showing how certain principles and values have been maintained over time, while others have been adapted to meet contemporary needs. The work also explores the challenges and opportunities faced by the network, highlighting the importance of maintaining a strong Christian identity while adapting to an constantly changing world.

9. **Work:** Sales (2024).

Title: *50 Anos do Curso de Pedagogia IAE.*

Type of study: historical-descriptive.

Instruments utilised: documentary review, interviews with teachers and analysis of teaching curricula.

Country: Brazil.

Main findings: the book portrays the development of the Pedagogy course at the Adventist Institute of Education over five decades, highlighting curricular changes, methodological innovations and adaptation to the new educational demands. Thus, it celebrates half a century of the Pedagogy Course at the Adventist Faculty of Education (Faculdade Adventista de Educação), which is now UNASP. The course is dedicated to the holistic education of its students, promoting the integration of mind, body and spirit. In addition to academic development, there is also a significant focus on care of physical, mental, and spiritual health. The book revisits the history of the institution, highlighting the significant contributions of various people over the years. It values the involvement and dedication of teachers, students and managers who, together, have helped shape the course's trajectory. The main mission has been to train teachers and managers to work in education with an integral and Christian vision, fulfilling this role with a positive impact on the educational community.

10. **Work:** Menslin (2009).

Title: *Gestão Escolar: Para Quem é, Está ou Será Gestor.*

Type of study: theoretical and practical.

Instruments utilised: bibliographical review and analysis of case studies in educational management.v

Country: Brazil.

Main findings: the book addresses the challenges and responsibilities of those who hold or aspire to hold school management positions, offering a complete overview of the practice of educational management in the Brazilian context. The work emphasizes the importance of the school manager acting in a balanced way between administrative and pedagogical responsibilities, suggesting that school management should be collaborative and include the school community in the decision-making process. Among the main findings, the author discusses strategic planning as an essential tool for effective school leadership. He suggests that the manager should be a visionary leader, capable of anticipating problems and developing creative solutions to the challenges of the educational environment. People management, effective communication and the ability to

manage finances in a responsible way are seen as key competences. In addition, the book explores challenges such as the inclusion of new technologies, changes in educational policies and diversity in schools. Finally, it is emphasised that the continuous development of managers is essential in order to deal with these changes and improve the quality of teaching. The author argues that managers should promote the physical, mental, emotional and spiritual development of students, acting as a link between the school, the family and the community, strengthening the participation of all in the educational process. Translated with www.DeepL.com/Translator (free version)

11. **Work:** Gross (2021).

Title: *Lições do Mestre Jesus*.

Type of study: qualitative and theoretical.

Instrument utilised: biblical analysis and pedagogical application of Jesus' teachings.

Country: Brazil.

Main findings: the book analyses leadership based on the teachings of Jesus, with an emphasis on service to others and an educational focus guided by Christian principles. It reinforces the importance of example in leadership and the promotion of spiritual growth. The book also analyses the teachings of Jesus, exploring their application in education and school management, with a focus on servant leadership. One of the main results of the work is the emphasis on leadership based on service to others, following the example of humility and dedication demonstrated by Jesus. The author emphasises that Jesus' teaching method was not limited to the transmission of knowledge, but mainly involved living by example, showing that the educator must embody the values they teach.

12. **Work:** Knight (2010).

Title: Myths in Adventism

Type of study: qualitative and theoretical.

Instrument utilised: bibliographical review and historical analysis of Adventist education.

Country: United States.

Main findings: the book deconstructs entrenched myths in education, such as rigidity in pedagogical practices and the separation between faith and teaching. Knight (2010) proposes a more balanced and flexible vision, aligned with the original principles of educational philosophy. One of the main findings of the book is its criticism of rigidity in certain pedagogical practices that are not necessarily aligned with the original principles of educational philosophy. Knight (2010) also emphasises that the focus of education should be on the holistic formation of the student, promoting both academic and spiritual growth, but stresses that this approach should not be limited by inflexible or outdated methods. He also addresses the importance of adapting educational methods to the current context, recognising contemporary challenges and suggesting that education should be more flexible and open to innovations, without losing sight of its fundamental values. Finally, Knight (2010) reflects on the role of the educator, suggesting that the teacher should be more than a content instructor, also acting as a spiritual mentor who guides students in their integral development. By debunking certain 'myths' about education, the book proposes a return to the philosophical roots of education, while encouraging adaptation to modern demands and challenges.

13. **Work:** Cadwallader (2006).

Title: Principles of Education in the Writings of Ellen G. White

Type of study: theoretical.

Instrument utilised: bibliographical review and philosophical analysis of Adventist education.

Country: United States.

Main findings: the book discusses the philosophical foundations of education, highlighting the emphasis on the holistic development of the human being. It explores how education should be based on spiritual principles, drawing from a doctoral research that translates Ellen G. White's writings on education, the book emphasises that education operates under supreme divine direction and is guided by the vision and spirit of mission. In doing so, it emphasises the importance of implementing and applying biblical philosophical principles to guide all pedagogical practices.

14. **Work:** Menslin (2013).

Title: *O que Esperam de Mim Como Professor da Rede Adventista: Uma Visão Panorâmica das Funções na Educação Adventista, da Administração Escolar ao Serviço de Apoio.*

Type of study: theoretical and descriptive.

Instrument utilised: bibliographical review and functional analysis of educational practices.

Country: Brazil.

Main findings: presents a comprehensive view of the roles and responsibilities of education professionals, including the teacher's role, school administration and the support service, highlighting the expectations and competences required to fulfil the educational mission. The book offers an panoramic view of roles and responsibilities, from school administration to support services. In addition to discussing the expectations and challenges faced, it emphasises the importance of integrating Christian principles into pedagogical practice. It highlights the need for a continuous commitment to the holistic formation of students, promoting spiritual, moral and academic values. The book also addresses the importance of professional and personal development for educators, encouraging them to be role models and spiritual guides for their students.

Source: Elaborated by the authors (2024).

As can be seen in the table above, the findings and inferences from studies on education emphasise the importance of school management that goes beyond traditional administration and is deeply committed to an integral/holistic/redemptive approach. The main works analysed indicate that education seeks not only the academic development of students, but an integral formation, which includes spiritual, emotional and social dimensions. From here, we can more appropriately address the taxonomy of skills needed by the headmaster.

Proposed taxonomy based on the authors studied

The redemptive educational philosophy, as advocated by White, requires a headmaster capable of integrating administrative and pedagogical principles to promote the complete restoration of the human being. One of the central findings in these studies is the emphasis on holistic and spiritual leadership. School managers need to be more than just efficient administrators. He must act as a spiritual leader who inspires both staff and students to live according to Christian values. This competence is in line with inferences regarding the importance of an education that transforms character, not just intellect. The headmaster, therefore, leads not only towards academic success, but also towards the formation of individuals who express the principles of service and love of neighbour.

The findings also emphasise the need for integrated strategic planning, where the headmaster must consider spiritual, academic and social aspects in the decision-making process. This planning enables the school to adapt to the challenges and changes of the

contemporary world, ensuring that integral/holistic/redemptive education occurs in a manner consistent with the biblical principles of education. This strategic approach is in line with the idea that education must constantly evolve to meet current demands, without neglecting its philosophical and spiritual roots.

Finally, the ability to adapt to contemporary changes is a clear inference from the studies, indicating that the headmaster needs to be flexible and proactive in responding to current challenges, such as the integration of new technologies and cultural changes. This is essential if education is to remain relevant and effective, preparing students to face the challenges of the present and future, without losing focus on eternity.

Table 2 was developed based on a systematic analysis of the selected materials, based on the KSA methodology and the findings presented in the selected bibliography. Its construction followed a categorisation logic that organises the competences necessary for school management into five interdependent levels, each addressing essential aspects for the effective performance of school managers in the context of education. This classification of competences contributes to a more accurate view of the skills needed by headmasters to handle organisational and pedagogical challenges in the context of comprehensive/holistic/redemptive education for students.

The structure reflects an integrated view of leadership, strategic planning, people management, community engagement and ethical administration, while also emphasising a transversal competence of adaptation and innovation. It is important to highlight that, although the framework offers a significant contribution to reflection on educational management processes, it still lacks empirical validation through field research that could verify its applicability and effectiveness. Even so, it already proves to be useful as a starting point for thinking about management practices, providing a structured basis to guide headmasters and managers in applying the transformative principles of whitean pedagogy.

As already clearly defined, the research presented here focuses on the administrative axis of school management, recognising the importance of effective organisational practices for the functioning and impact of an educational institution. However, this approach cannot neglect the spiritual, moral and pedagogical aspects that are intrinsic to educational philosophy.

Transformative spiritual leadership, present as the first level of the taxonomy, influences all the other competences, ensuring that administrative decisions, planning strategies, and people and resource management practices are conducted ethically. What this means, above all, is that the pedagogical experience of education is only possible if it is associated with the

management of that practice. Without management, there is no guarantee that what the school is delivering is truly what it aims to deliver based on its pedagogical discourse. It is from this point that the other areas/levels can exist and coexist, with planning, people management, relationships with the school community, resource management and continuous adaptation and innovation falling beneath the level of spiritual leadership.

Table 2 – Proposed taxonomy based on the findings of this study

LEVEL 1 - SPIRITUAL LEADERSHIP

Description: The school manager must act as a spiritual leader who inspires and guides the school community towards holistic growth, following biblical principles and values. This leadership must be exercised in a way that goes beyond the academic environment, influencing the personal and spiritual lives of those involved.

Competences:

spiritual guidance: leading devotionals, guiding Bible studies and supporting the spiritual growth of students and teachers. This involves the continuous integration of biblical values into the school curriculum.

christian exemplarity: living Christian principles in practice, displaying integrity and coherence between speech and action. The manager must be a model of Christian life, showing the fruits of the Spirit in their actions.

promotion of holistic development: encouraging activities that contemplate physical, mental, emotional and spiritual growth, in order to promote a complete education that values both academic knowledge and moral character.

LEVEL 2 – INTEGRATED STRATEGIC PLANNING

Description: involves the manager's ability to align school objectives with the educational mission, planning and implementing strategies that address the academic, spiritual and social needs of students. Planning must be flexible and adaptable to changes, guaranteeing effective execution.

Competences:

strategic vision: developing plans that combine academic development with spiritual principles, setting clear and achievable goals that promote holistic growth.

use of data for decision-making: evaluating quantitative and qualitative information, such as academic performance and spiritual participation, to adjust strategies and achieve educational goals.

flexibility and adaptability: adjusting plans and approaches according to changes in the educational context, maintaining fidelity to biblical principles and the ability to respond to new demands.

LEVEL 3 – PEOPLE MANAGEMENT WITH A HOLISTIC/COMPLEX APPROACH

Description: The manager must lead the school team in a way that promotes not only the teachers' professional development, but also their personal and spiritual growth. This is in line with the principle that educators are co-creators of the learning environment, exerting a positive influence on students.

Competences:

professional and spiritual development: providing opportunities for continuous training that include both pedagogical and spiritual aspects, preparing the team to perform with academic excellence and Christian leadership.

mentoring and individual support: serving as a mentor to teachers and staff, providing individualised support and guidance for holistic growth.

promotion of holistic well-being: encouraging practices that care for the mental, physical and spiritual health of staff, recognising the impact this has on the quality of the school environment.

LEVEL 4 – ENGAGEMENT AND RELATIONSHIP WITH THE SCHOOL COMMUNITY

Description: The school headmaster needs to promote a collaborative and inclusive relationship with the entire school community, including parents, the church and society in general. The school should be seen as an extension of the home and the church, where biblical values are reinforced and practiced.

Competences:

open and inclusive communication: establishing clear and efficient communication channels with the school community, allowing the active participation of parents and students in the life of the school.

partnerships with the church and the community: promoting integration with the local church and other community organisations, organising missionary and social projects that reinforce Christian values.

promotion of a collaborative environment: fostering community participation in decision-making and the development of school activities, creating a sense of belonging and shared responsibility.

LEVEL 5 – ETHICAL RESOURCE MANAGEMENT AND SUSTAINABILITY

Description: involves managing financial, material and human resources with efficiency and integrity, ensuring that the school operates in a sustainable and transparent manner. This management must be guided by ethical principles that ensure the proper use of resources for the common good.

Competences:

responsible financial planning: developing realistic budgets that prioritise activities essential to the school's mission and aim for sustainability.

transparency in resource management: maintaining clarity and integrity in financial management and resource allocation, providing accountability to the school community.

environmental and social sustainability: implementing practices that minimise environmental impact and promote community well-being, aligning school management with principles of Christian stewardship.

TRANSVERSAL LEVEL – ADAPTATION AND CONTINUOUS INNOVATION

Description: this transversal competence encompasses all the others, highlighting the need for constant updating and the ability to innovate. Education must be dynamic, capable of integrating new technologies and pedagogical approaches while remaining faithful to Christian principles.

Competences:

educational innovation: incorporating contemporary methodologies and technologies that improve the teaching-learning process without compromising the fundamental values of education.

resilience in the face of change: demonstrating the ability to face and overcome challenges, adapting to the new demands of the educational environment.

pursuit of continuous improvement: staying updated on educational, theological and administrative trends to ensure the relevance of the school and the effectiveness of its management.

Source: Elaborated by the authors (2024).

After defining each level and the competences directly derived from them, it was possible to create the proposal in Table 3 below, in which the KSA model is fulfilled through a detailed description of the knowledge, skills and attitudes expected of headmasters in each of the competences catalogued in the literature analysed here.

Table 3 – KSA of competences listed on the basis of the literature analysed

LEVEL 1 - SPIRITUAL LEADERSHIP	
1. Spiritual guidance	<p>knowledge: biblical doctrines and principles, theology of education, methods of biblical study and discipleship, foundations of Christian spirituality.</p> <p>skills: leading devotional moments, organising Bible studies, integrating biblical values into the school curriculum, spiritually guiding students and teachers.</p> <p>attitudes: demonstrate commitment to the faith, seek continuous spiritual growth, being available for spiritual counselling.</p>
2. Christian exemplarity	<p>knowledge: Christian ethical principles, the fruits of the Spirit, biblical morality applied to daily life.</p> <p>skills: demonstrating coherence between speech and practice, cultivating an authentic Christian testimony, managing conflicts based on Christian values.</p> <p>attitudes: acting with integrity and transparency, maintaining humility and service, seeking constant spiritual growth.</p>
3. Promotion of Integral Development	<p>knowledge: developmental psychology, integral education, theories of moral and spiritual growth.</p> <p>skills: creating programmes that integrate physical, mental, emotional and spiritual development, encouraging healthy and reflective practices among students and teachers.</p> <p>attitudes: prioritising the holistic formation of the student, valuing education as a means of social and spiritual transformation.</p>
LEVEL 2 - INTEGRATED STRATEGIC PLANNING	
1. Strategic vision	<p>knowledge: educational planning, school management, curriculum guidelines, principles of Christian administration.</p> <p>skills: setting clear goals and indicators, aligning planning with the institutional mission, anticipating challenges and opportunities.</p> <p>attitudes: critical and innovative thinking, commitment to the school's mission, willingness to make reasoned decisions.</p>
2. Use of data for decision-making	<p>knowledge: educational data analysis, assessment tools, academic and spiritual performance indicators.</p> <p>skills: interpreting reports and statistics, applying diagnostic assessments, using data to improve processes.</p> <p>attitudes: valuing transparency in decision-making, commitment to continuous improvement.</p>
3. Flexibility and adaptability	<p>knowledge: crisis management, educational changes, school legislation.</p> <p>skills: adjusting strategies according to new demands, handling unforeseen events without compromising the institutional mission.</p> <p>attitudes: resilience, proactivity, openness to innovation.</p>
LEVEL 3 - PEOPLE MANAGEMENT WITH A HOLISTIC APPROACH	
1. Professional and spiritual development	<p>knowledge: training formats, pedagogical methodologies, applied Christian education.</p> <p>skills: planning and conducting training, encouraging the practical application of Christian values in education.</p> <p>attitudes: commitment to the professional development of the team, encouraging the pursuit of knowledge.</p>
2. Mentoring and individual support	<p>knowledge: learning psychology, educational coaching, Christian mentoring.</p> <p>skills: establishing an environment of trust, guiding teachers in classroom management and personal development</p> <p>attitudes: empathy, willingness to listen and guide.</p>
3. Promoting integral well-being	<p>knowledge: mental health, emotional management, socio-emotional education.</p> <p>skills: creating support programmes, encouraging self-care and well-being practices.</p> <p>attitudes: valuing the emotional and spiritual balance of the team.</p>

LEVEL 4 - ENGAGEMENT AND RELATIONSHIP WITH THE SCHOOL COMMUNITY

1. Open and inclusive communication

knowledge: institutional communication techniques, inclusive education, interpersonal relationships.

skills: establishing communication networks, active listening and effective response.

attitudes: a welcoming and transparent approach.

2. Partnerships with the church and community

knowledge: partnership management, organisation of community events, missionary practices.

skills: creating interaction programmes, organising events and social projects.

attitudes: collaborative and missional work.

LEVEL 5 - ETHICAL RESOURCE MANAGEMENT AND SUSTAINABILITY

1. Responsible financial planning

knowledge: school budgeting, financial management.

skills: creating and monitoring budgets, prioritising investments.

attitudes: transparency and accountability.

2. Environmental and social sustainability

knowledge: sustainable practices, social responsibility.

skills: implementing sustainability policies, encouraging ecologically responsible practices.

attitudes: commitment to environmental preservation and social well-being.

TRANSVERSAL LEVEL - ADAPTATION AND CONTINUOUS INNOVATION

knowledge: new educational technologies, pedagogical trends.

skills: applying innovations without compromising fundamental values.

attitudes: willingness to learn continuously, flexibility.

Source: Elaborated by the authors (2024).

Final considerations

The taxonomy developed in this article, and subsequently analysed in detail using the KSA, represents a significant contribution to the field of educational management, offering a model that unites administrative excellence, commitment to the teaching-learning process and fidelity to Christian theology. More than a theoretical guide, it presents itself as a practical tool that can inspire school headmasters to lead with purpose, vision and integrity.

The central problem of this article was the identification of elements inherent in the training of school headmasters within the demands of contemporary educational management. The objective was to address this construction by analysing the main articulating theorists of Whiteian pedagogy, proposing a taxonomy of competences that would align theory and practice within the school administrative axis. This proposal seeks not only to provide tools to confront the challenges of organising, coordinating and supervising human, financial and material resources, but also to ensure an environment that promotes learning and the integral/holistic/redemptive development of students.

In this regard, the study presents limitations. Given that it is a documentary and theoretical analysis, it requires empirical validation through field research. Other ongoing research has sought to explore different aspects of this issue, aiming to uncover perspectives that provide even more comprehensive insights into the competences required for a successful school headmaster (Alencar; Follis, 2024; Follis; Giacomini; Ferri, 2024). Thus, the applicability of the taxonomy in the daily practice of headmasters still needs to be tested and evaluated. Conducting case studies in schools would allow the proposed taxonomy to be validated and refined, highlighting its strengths and shortcomings. Furthermore, the focus on the administrative axis, although necessary as a methodological aspect, limits a more in-depth approach to pedagogical and spiritual issues, which could further enrich the understanding of school management.

In conclusion, we reaffirm that school management, when rooted in spiritual and ethical values, transcends mere administration, becoming a powerful instrument for transforming lives and building a better future, based on the eternal principles of faith. This can be experienced not only by confessional schools, but also by all those who seek the principles of an integral/holistic/redemptive education as advocated by Ellen G. White.

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