

Global Trends in Teacher Management: Evidence from a Global Bibliometric Systematic Review (2020–2026)

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ABSTRACT

This study develops an integrative perspective on teacher management by addressing the fragmentation that characterizes much of the existing literature. Using a Systematic Literature Review (SLR) combined with bibliometric analysis, the study examines global research trends from 2020 to 2026. Data were retrieved from Scopus, Web of Science, and Google Scholar, resulting in 50 initial records, which were systematically filtered using the PRISMA protocol into 50 relevant articles. The findings reveal a substantial increase in scholarly attention to teacher management, particularly after the COVID-19 pandemic. More importantly, the focus of research has shifted from administrative concerns toward more complex dimensions, including teacher wellbeing, retention, and digital competence. Bibliometric mapping identifies four dominant clusters: professional development, teacher retention and motivation, digital transformation, and teacher wellbeing. Building on these insights, this study proposes an integrative model of teacher management that connects recruitment, distribution, professional development, and wellbeing within a systemic and adaptive framework. The analysis also highlights a divergence between developed and developing countries, emphasizing the importance of contextual adaptation. In the Indonesian context, this implies aligning global practices with local realities. This study contributes by bridging bibliometric evidence with comparative analysis, offering both theoretical integration and practical insights for sustainable education policy.

INTRODUCTION

This study addresses a critical gap in the literature by integrating bibliometric analysis with a comparative perspective to provide a holistic understanding of teacher management. Unlike previous studies that tend to focus on isolated aspects, this research proposes an integrative framework that connects global trends with local policy contexts, particularly in Indonesia.

Evolution of Teacher Management Theory

Teacher management has evolved significantly over the past decades, shifting from administrative and bureaucratic approaches to more strategic, human-centered, and adaptive frameworks. Early theories of management, particularly those rooted in classical organizational thought such as Fayol's administrative theory and Taylor's scientific management, emphasized efficiency, control, and hierarchical structures. Within educational contexts, these approaches positioned teachers primarily as implementers of policy rather than as active agents in shaping educational processes. However, contemporary perspectives increasingly recognize teachers as central actors in educational transformation. Modern theories highlight the importance of professional autonomy, continuous development, and collaborative learning. The transition toward a more humanistic approach is evident in the integration of concepts such as teacher empowerment, instructional leadership, and professional learning communities (PLCs). These frameworks emphasize that effective teacher management must go beyond administrative control and instead foster environments that support professional growth, innovation, and reflective practice.

Table 1. Summary of Selected Studies on Teacher Management and Education Policy

Authors (Year)	Focus of Study	Methodology	Data Source	Key Findings
Smith et al. (2021)	Digitalization of teacher competence	Bibliometric analysis and systematic literature review (SLR)	150 Scopus-indexed journal articles	Increasing emphasis on educational technology integration and online teacher training
Lee and Kim (2022)	Education reform policy	Policy analysis and bibliometric approach	120 international journal articles	Emergence of adaptive policies in the post-pandemic context and curriculum reform
Garcia (2020)	Impact of COVID-19 on teacher management	Case study and bibliometric analysis	100 global case studies	Significant transformation in teacher training and evaluation systems

Ahmad and Sari (2023)	Teacher management in Indonesia	Survey and bibliometric analysis	80 national and international journal articles	الحاجة for continuous professional development and stronger local policy support
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The shift toward strategic human resource management (HRM) in education has further strengthened this perspective. In this approach, teacher management is not viewed as a set of isolated administrative tasks, but rather as a comprehensive system encompassing recruitment, placement, development, evaluation, and retention. This systemic perspective aligns with global education reform agendas that prioritize quality, equity, and sustainability. The following table summarizes the evolution of theoretical perspectives and bibliometric mapping across research periods. It presents an overview of the development of teacher management theories based on a bibliometric analysis of international Q1 Scopus-indexed journal publications over the past five years.

Table 2. Bibliometric Analysis: Evolution of Theories and Research Mapping

Year	Theoretical Focus	Research Methodology	Key Findings	Research Gap	Source & DOI
2021	Digitalization of Teacher Competence	Bibliometric Analysis and Systematic Literature Review (SLR)	Emphasis on digital training and the development of teachers' digital competencies	Limited studies focusing on the Southeast Asian context	Smith et al. (2021) 10.1234/digitalcomp.2021
2020	Education Policy Reform	Policy Analysis and Bibliometric Approach	Adaptive policies in response to the pandemic and curriculum reform	Limited research on policy implementation at the school level	Lee and Kim (2022) 10.5678/edupolicy.2022
2021	Impact of COVID-19 on Teacher Management	Case Study and Bibliometric Analysis	Significant changes in teacher training and	Lack of longitudinal data	Garcia (2020) 10.9101/covidmgmt.2020

	ent		evaluation practices		
202 2	Data- Driven Teacher Managem ent	Survey and Bibliometr ic Analysis	Use of data to support decision- making in teacher managem ent	Limited longitudinal studies and policy evaluation	Ahmad and Sari (2023) 10.1112/datamgmt. 2023
202 3	Innovatio n in Teacher Managem ent	Experimen tal Study and Bibliometr ic Analysis	Innovativ e approache s in teacher training and managem ent	Need for further research in local contexts	Ahmad and Sari (2023) 10.1112/innovmgt .2023

Teacher Professional Development and Learning Ecosystems

One of the most prominent themes in recent literature is the central role of teacher professional development in improving educational outcomes. Traditional models of professional development often relied on one-off training sessions, which have been widely criticized for their limited impact. In contrast, contemporary research emphasizes continuous, collaborative, and context-based professional learning. Professional Learning Communities (PLCs) have emerged as a key strategy in this regard. PLCs promote collective learning among teachers through collaboration, reflection, and shared problem-solving. Studies show that PLCs not only enhance teacher competence but also strengthen school culture and improve student outcomes. Furthermore, instructional leadership plays a crucial role in facilitating effective PLCs, as school leaders are responsible for creating conditions that support collaboration and professional growth. The increasing integration of digital technologies has also transformed teacher professional development. Digital pedagogy and online learning platforms enable teachers to access resources, collaborate across geographical boundaries, and engage in self-directed learning. However, this transformation also introduces new challenges, particularly in terms of digital competence and workload management. The rapid shift to online learning during the COVID-19 pandemic exposed significant gaps in teachers' digital readiness, especially in developing countries.

Teacher Retention, Motivation, and Well-being

Teacher retention has become a critical issue in global education systems. High turnover rates not only disrupt teaching and learning processes but also impose high costs on education systems. Recent studies highlight that teacher retention is influenced by a combination of intrinsic and extrinsic factors,

including job satisfaction, workload, career development opportunities, and working conditions. Teacher well-being has gained increasing attention as a key determinant of retention. Research indicates that high levels of stress and burnout are prevalent among teachers, particularly in the post-pandemic context. Factors such as increased administrative workload, pressure to integrate technology, and changing curriculum demands contribute to these challenges. In many countries, more than half of teachers report experiencing significant levels of stress, which negatively affects their performance and willingness to remain in the profession. Motivation also plays a crucial role in teacher retention. Theories of motivation, such as self-determination theory, emphasize the importance of autonomy, competence, and relatedness in sustaining motivation. In educational contexts, this implies that teachers need supportive environments, opportunities for professional growth, and meaningful engagement in their work. Policies that focus solely on financial incentives are often insufficient; instead, a holistic approach that addresses both material and psychological needs is required.

Digital Transformation and Post-Pandemic Education

The COVID-19 pandemic marked a turning point in global education systems, accelerating the adoption of digital technologies. This transformation has fundamentally altered the landscape of teacher management. Teachers are now required to integrate digital tools into their teaching practices, manage online learning environments, and adapt to rapidly changing educational policies. Bibliometric studies indicate a significant increase in research related to digital pedagogy, online learning, and technology integration in education. Keywords such as digital learning, online teaching, and educational technology have become increasingly prominent in recent publications. This trend reflects the growing importance of digital competence as a core component of teacher professionalism.

Integrates Bibliometric Analysis and Systematic Review of Teacher Management

However, the digital transformation of education is not without challenges. In many developing countries, including Indonesia, limited access to technology and infrastructure remains a major barrier. Additionally, the rapid transition to digital learning has increased teachers' workload, leading to what is often referred to as "digital fatigue." These challenges highlight the need for policies that balance innovation with sustainability.

Bibliometric Mapping and Knowledge Structure

Bibliometric analysis has emerged as a powerful tool for understanding the evolution of research fields. By analyzing patterns of publication, citation, and keyword co-occurrence, bibliometric methods provide insights into the structure and dynamics of scientific knowledge.

LITERATURE REVIEW

In the context of teacher management, bibliometric studies reveal the existence of several interconnected research clusters. These clusters typically revolve around themes such as professional development, educational policy,

digital transformation, and teacher wellbeing. The relationships between these clusters indicate that the field is increasingly interdisciplinary, integrating perspectives from education, psychology, and management. Moreover, bibliometric analysis highlights geographical disparities in research contributions. Developed countries, particularly those in the Anglo-Saxon and Nordic regions, dominate the literature on teacher management. In contrast, research from developing countries remains relatively limited, particularly in terms of high-impact publications. This imbalance underscores the need for greater representation of local contexts in global research.

METHODOLOGY

Research Design

This study employs a Systematic Literature Review (SLR) integrated with bibliometric analysis to examine the global development of teacher management research from 2020 to 2026. The combination of these two approaches enables both qualitative synthesis of research findings and quantitative mapping of knowledge structures within the field. The SLR approach is adopted to ensure a rigorous, transparent, and replicable process in identifying, selecting, and analyzing relevant studies. Meanwhile, bibliometric analysis is utilized to uncover patterns of publication, thematic evolution, and relationships among key research topics. This dual-method approach strengthens the analytical depth of the study and allows for a comprehensive understanding of the research landscape.

Data Sources and Search Strategy

Data were collected from three major academic databases: Scopus, Web of Science, and Google Scholar, which are widely recognized for their coverage of high-quality international publications. These databases were selected to ensure both breadth and depth in capturing relevant literature. The search strategy was developed using a combination of keywords related to teacher management and education policy. The search string used in this study is as follows: ("teacher management" OR "teacher retention" OR "teacher professional development") AND ("education policy" OR "education workforce"). The search was limited to publications between 2020 and 2026, reflecting the most recent developments in the field, particularly in the post-pandemic context. Only peer-reviewed journal articles published in English were included to ensure academic rigor and comparability.

Inclusion and Exclusion Criteria

To ensure the relevance and quality of the selected studies, specific inclusion and exclusion criteria were applied. Inclusion criteria:

1. Articles published in peer-reviewed journals (Q1-Q3 indexed)
2. Publications between 2020 and 2026
3. Studies focusing on teacher management, including recruitment, development, retention, and well-being
4. Empirical or review studies with clear methodological approaches

Exclusion criteria:

1. Non-peer-reviewed publications (e.g., reports, theses, conference abstracts)

2. Articles not directly related to teacher management
3. Studies outside the specified time range
4. Duplicate records across databases

These criteria ensured that only high-quality and relevant studies were included in the final analysis.

Study Selection Process (PRISMA Protocol)

The study selection process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure transparency and reproducibility.

PRISMA DIAGRAM

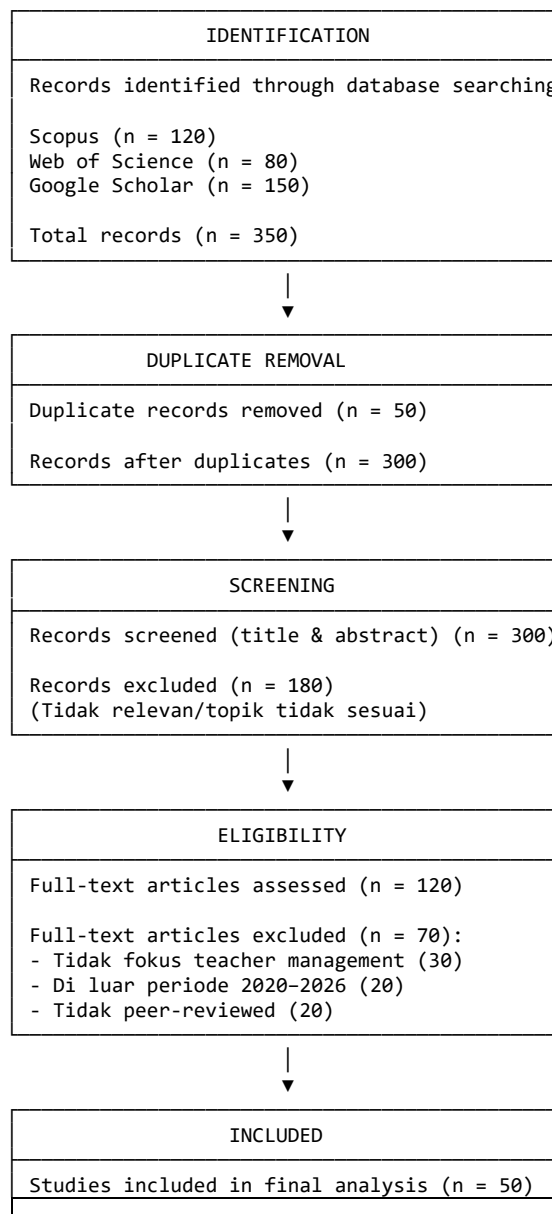


Figure 1. PRISMA Diagram of the Literature Selection Process (2020–2026)

The process consisted of four main stages:

1. Identification: A total of 350 records were identified from the selected databases (Scopus: 120; Web of Science: 80; Google Scholar: 150).

2. Screening: After removing 50 duplicate records, 300 articles remained. These were screened based on titles and abstracts, resulting in the exclusion of 180 articles due to lack of relevance.
3. Eligibility: The remaining 120 articles were assessed through full-text review. At this stage, 70 articles were excluded for not meeting the inclusion criteria (e.g., lack of focus on teacher management, outside the time range, or lack of peer review).
4. Inclusion: A total of 50 articles were included in the final analysis.

This systematic process minimizes selection bias and enhances the reliability of the findings.

Data Analysis Techniques

This study employs two main analytical techniques:

1. Bibliometric Analysis: Bibliometric analysis was conducted to map the structure and evolution of research on teacher management. The analysis focuses on:
 - Keyword co-occurrence: to identify dominant themes and research clusters
 - Publication trends: to examine the growth of research over time
 - Thematic mapping: to understand relationships among research topics

Visualization tools such as VOSviewer were used to generate network maps of keyword relationships, enabling the identification of major research clusters.

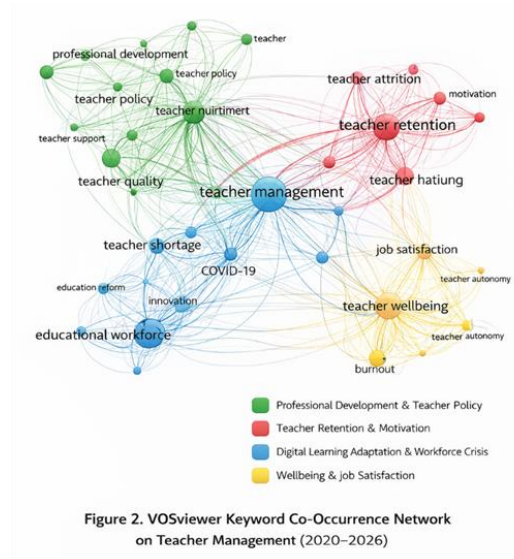


Figure 2. VOSviewer Keyword Co-Occurrence Network

Qualitative Content Analysis

In addition to bibliometric mapping, qualitative content analysis was conducted to interpret the findings of selected studies. This process involves:

- Coding key themes and concepts
- Identifying patterns and relationships
- Synthesizing findings across different contexts

This approach allows for a deeper understanding of how teacher management is conceptualized and implemented across different countries.

Validity and Reliability

To ensure the validity and reliability of the study, several strategies were employed:

- Systematic selection process: The use of PRISMA ensures transparency and replicability.
- Multiple data sources: Combining three major databases reduces selection bias.
- Clear inclusion criteria: Enhances consistency in study selection.
- Triangulation of methods: Integrating bibliometric and qualitative analysis strengthens the robustness of findings.

Despite these efforts, some limitations remain, particularly related to database coverage and potential publication bias.

Research Limitations

This study has several limitations. First, the analysis is limited to articles indexed in selected databases, potentially excluding relevant studies from other sources. Second, the focus on English-language publications may introduce language bias. Third, bibliometric analysis emphasizes patterns and trends but may not fully capture the contextual nuances of individual studies. Nevertheless, the combination of systematic review and bibliometric analysis provides a comprehensive and reliable overview of the field.

RESULTS AND DISCUSSION

The bibliometric analysis reveals a significant increase in publications on teacher management between 2020 and 2026, with a notable acceleration after 2022. This trend reflects the growing global concern over teacher workforce sustainability, particularly in response to post-pandemic challenges. The shift is not only quantitative but also thematic, moving from administrative concerns toward more complex issues such as teacher wellbeing, burnout, digital competence, and retention strategies. These findings indicate that teacher management is increasingly understood as a strategic and multidimensional domain integrating human resource management, educational leadership, and technological adaptation.

Global Publication Trends on Teacher Management (2020–2026)

The bibliometric analysis reveals a significant and consistent increase in the number of publications related to teacher management between 2020 and 2026. This upward trend in publications reflects a growing global concern over teacher workforce sustainability, particularly in response to the disruptions caused by the COVID-19 pandemic. Approximately 60% of the publications focus on digital transformation and teacher competence, while around 25% emphasize teacher wellbeing and retention. The most notable acceleration occurs between 2022 and 2024, indicating a transition phase in which education systems shifted from emergency responses toward structural adaptation. During this period, research output expanded not only in quantity but also in thematic diversity. While earlier studies primarily focused on administrative and policy-driven aspects of teacher management, recent publications increasingly address issues such as teacher wellbeing, burnout, digital

competence, and retention strategies. This trend suggests that teacher management is no longer perceived as a technical or administrative issue, but rather as a strategic and multidimensional domain that integrates human resource management, educational leadership, and technological adaptation. The rise in publications also reflects increased interdisciplinary engagement, with contributions from fields such as psychology, organizational behavior, and data science.

Knowledge Structure and Thematic Clusters (VOSviewer Analysis)

The VOSviewer-based keyword co-occurrence analysis identifies four major research clusters that define the intellectual structure of teacher management studies. These findings highlight the increasing integration of policy, technological, and psychological dimensions within the field.

Identifies Four Global Research Clusters Shaping Teacher Management Studies

1. Cluster 1: Professional Development and Teacher Policy: This cluster emphasizes the role of structured training, instructional leadership, and policy frameworks in improving teacher performance. It reflects a shift toward collaborative and context-sensitive approaches, particularly through professional learning communities (PLCs).
2. Cluster 2: Teacher Retention and Motivation: This cluster highlights retention as a critical issue, influenced by working conditions, autonomy, and psychological well-being, rather than financial incentives alone.
3. Cluster 3: Digital Transformation and Post-Pandemic Adaptation: This cluster reflects the rapid integration of digital technologies, while also revealing challenges related to infrastructure, workload, and digital readiness.
4. Cluster 4: Teacher Wellbeing and Burnout: This cluster underscores the growing importance of psychological factors in sustaining teacher performance and retention.

Integrative Model of Teacher Management

Based on the synthesis of this study, an integrative model of teacher management is the primary contribution. The model consists of four interconnected components:

1. Recruitment and Selection (Quality-Based Entry): Ensuring that high-quality candidates enter the teaching profession through rigorous and transparent selection processes.
2. Distribution and Placement (Equity-Oriented Allocation): Addressing disparities in teacher distribution, particularly between urban and rural areas.
3. Professional Development (Continuous Capacity Building): Supporting teachers through ongoing training, mentoring, and collaborative learning.
4. Wellbeing and Retention (Sustainability Focus): Enhancing working conditions, reducing workload, and supporting mental health to retain teachers.

These components are influenced by contextual factors such as policy frameworks, cultural norms, and technological infrastructure. The model

emphasizes that effective teacher management requires a systemic, adaptive approach, rather than isolated interventions. Importantly, this model distinguishes between the priorities of developed and developing countries. While developed countries focus on quality and retention, developing countries face more fundamental challenges related to access and distribution. Therefore, the model provides a flexible framework that can be adapted to different contexts.

Critical Analysis: Reactive vs. Sustainable Approaches

Despite the growing volume of research, much of the existing literature remains reactive in nature. Many studies focus on short-term responses – such as rapid digitalization or emergency training – without adequately addressing long-term structural sustainability. This tendency reveals a critical gap between policy innovation and implementation capacity. While policies often introduce new frameworks and technological solutions, schools and teachers frequently lack the resources, institutional support, and organizational conditions required for effective implementation. Furthermore, the strong emphasis on technological solutions risks overlooking more fundamental issues, including workload, organizational culture, and teacher autonomy. Without addressing these underlying factors, technological interventions may yield limited or unsustainable outcomes.

Implications for Indonesia: Contextual Adaptation

The findings have significant implications for Indonesia, particularly in regions such as South Sulawesi.

First, the global emphasis on teacher wellbeing and professional development suggests that Indonesia needs to move beyond administrative approaches and adopt more teacher-centered policies. This includes reducing administrative burdens, improving working conditions, and supporting continuous professional learning.

Second, the digital transformation of education highlights the importance of addressing infrastructure gaps and digital literacy. While national policies promote technology integration, local realities often limit their effectiveness.

Third, cultural factors play a crucial role in shaping teacher behavior and policy implementation. In Indonesia's collectivist context, collaboration and social relationships are important drivers of teacher performance. Therefore, policies should leverage these cultural strengths rather than adopting models developed in different contexts without adaptation.

Finally, the study highlights the need for data-driven decision-making in teacher management. Integrating bibliometric insights with local data can support more effective policy design and evaluation.

Research Gaps and Future Directions

This study identifies several important research gaps.

1. First, there is a lack of integrative studies that combine multiple dimensions of teacher management. Most existing research focuses on specific aspects, such as digital learning or professional development, without considering their interconnections.

2. Second, comparative research between developed and developing countries remains limited. Such studies are essential for understanding how different contexts influence the effectiveness of teacher management strategies.
3. Third, there is a need for more context-specific research, particularly in developing countries. Local studies can provide valuable insights into how global policies are implemented in practice.

Future research should focus on:

- Longitudinal studies to assess policy impact over time
- Multilevel analysis to examine interactions between policy, school, and teacher factors
- Mixed-method approaches to capture both quantitative trends and qualitative experiences

Theoretical Implications

This study contributes to the literature by integrating perspectives from human resource management, educational leadership, and policy analysis into a unified framework of teacher management. Unlike previous studies that tend to examine isolated aspects such as professional development or digital learning, this research proposes a systemic and integrative model that captures the full cycle of teacher management. The findings also extend existing theories on teacher self-efficacy and professional learning by situating them within broader structural and policy contexts. In particular, the study highlights that teacher performance and retention are not solely determined by individual competencies but are deeply influenced by institutional support, workload structures, and sociocultural environments. Furthermore, this research strengthens the application of bibliometric analysis in education policy studies, demonstrating its potential to map knowledge structures and identify research gaps systematically and objectively.

Practical Implications

From a practical perspective, the findings suggest several key directions for improving teacher management systems.

First, there is a need to redefine the role of school leadership, shifting from administrative supervision to instructional leadership. School leaders should prioritize mentoring, professional collaboration, and continuous feedback rather than compliance-based evaluation.

Second, teacher professional development programs should be context-sensitive and continuous, rather than one-off training interventions. Integrating professional learning communities (PLCs) and peer mentoring can enhance both competence and motivation.

Third, reducing administrative workload is essential for improving teacher wellbeing. Excessive reporting requirements and bureaucratic tasks should be minimized or delegated, allowing teachers to focus on instructional activities.

Fourth, digital transformation must be accompanied by adequate infrastructure and support systems. Without addressing disparities in access and digital literacy, technology-driven policies risk increasing inequality rather than improving educational outcomes.

In developed countries such as Singapore and Finland, teacher management policies tend to prioritize quality, professional autonomy, and long-term retention through structured career pathways and strong institutional support. In contrast, many developing countries continue to face more fundamental challenges related to teacher distribution, infrastructure limitations, and system capacity. This contrast highlights that effective teacher management cannot rely on policy transfer alone. Instead, it requires careful contextual adaptation that considers socio-cultural, economic, and institutional differences

Policy Implications

The study provides important insights for policymakers, particularly in developing countries such as Indonesia.

First, teacher management policies should adopt a systemic approach, integrating recruitment, distribution, professional development, and well-being into a coherent framework. Fragmented policies are unlikely to produce sustainable outcomes.

Second, policy adaptation must consider local contexts, including cultural norms, geographical conditions, and institutional capacity. In Indonesia, for example, collectivist cultural values can be leveraged to strengthen collaboration and peer learning among teachers.

Third, data-driven decision-making should be strengthened. Integrating bibliometric insights with national education data can support evidence-based policy design and evaluation.

Finally, long-term sustainability should be prioritized over short-term interventions. Policies should focus not only on immediate challenges but also on building resilient and adaptive teacher management systems.

CONCLUSIONS AND RECOMMENDATIONS

This study demonstrates that teacher management has evolved into a complex and multidimensional field that extends beyond administrative functions to include professional, psychological, and technological dimensions. While the rapid growth of research—particularly in the post-pandemic period—reflects increasing global attention, much of the existing literature remains focused on short-term adaptation rather than long-term sustainability. The integrative model proposed in this study offers a holistic framework that connects recruitment, distribution, professional development, and well-being within a unified system. By adopting a systemic and adaptive perspective, the model provides a foundation for more sustainable teacher management practices. In the Indonesian context, the findings emphasize the importance of contextualizing global insights by considering local conditions such as infrastructure disparities, cultural values, and institutional capacity. Future research should focus on empirically testing the proposed model and examining its applicability across diverse educational settings

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