

# The Role of Teacher Leadership in Coaching, Mentoring, and Collaborative Improvement

**Phobelyn C. Zamudio**

Surigao del Norte State University, Main Campus, Surigao City, Philippines

Correspondence: [phobezamudio06@gmail.com](mailto:phobezamudio06@gmail.com)

SUBMITTED: 12 May 2026; REVISED: 26 May 2026; ACCEPTED: 29 May 2026

**ABSTRACT:** This literature review examined the role of teacher leadership in enhancing instructional quality, professional growth, and school improvement, with a focus on coaching, mentoring, and collaborative practices in both international and Philippine contexts. Drawing on recent studies (2020–2025), the review highlighted how teacher leadership strengthened instructional capacity and fostered leadership identity at the teacher level, while improving school culture, collaboration, and instructional alignment at the institutional level. Coaching and mentoring were identified as key mechanisms that operationalized leadership practices, while collaborative structures such as professional learning communities and Learning Action Cells amplified their impact. Comparative analysis revealed similarities in collaborative emphasis across contexts; however, Philippine schools faced challenges related to structural support, policy maturity, and resource constraints. The findings reinforced theoretical frameworks, including Distributed Leadership Theory and collective efficacy, underscoring teacher leadership as a form of organizational capital. Practical implications included the need for formalized coaching, leadership training, institutionalized mentoring programs, and policy support. Identified research gaps pointed to the need for longitudinal, quantitative, and mixed-method studies, particularly in rural school settings. Overall, teacher leadership emerged as central to sustainable school improvement and needed to be systematically institutionalized rather than treated as incidental.

**KEYWORDS:** Teacher leadership; coaching; mentoring; collaborative improvement; professional learning communities; learning action cells.

---

## 1. Introduction

Educational leadership had evolved significantly over the previous two decades, shifting from traditional principal-centered models toward more distributed and collaborative approaches that recognized teachers as vital contributors to school improvement. Contemporary scholarship argued that leadership was most effective when shared among multiple actors within the school, particularly teachers who were directly engaged in instructional practice [1, 2]. Within this perspective, teacher leadership emerged as an essential component of sustainable educational reform, as teachers contributed not only to classroom instruction but also to mentoring, coaching, and collaborative decision-making processes that shaped teaching and learning.

The increasing emphasis on instructional improvement and collective teacher efficacy further underscored the importance of teacher leadership in educational settings. Research consistently showed that effective classroom instruction had the strongest school-based influence on student achievement, while collective teacher efficacy significantly affected learner outcomes [3–5]. Teacher leaders strengthened these outcomes by promoting reflective practice, collaborative inquiry, and shared responsibility for student success. Through active participation in professional learning communities (PLCs), instructional coaching, and mentoring, teacher leaders helped establish a culture of continuous professional growth and instructional coherence.

In response to these developments, schools worldwide increasingly institutionalized collaborative structures such as PLCs, instructional coaching, and mentoring systems to support professional learning and school improvement. PLCs encouraged shared vision and collective inquiry focused on student achievement [6], while instructional coaching provided job-embedded support that enhanced pedagogical competence and reflective dialogue [7]. Mentoring programs, particularly for novice teachers, improved professional competence, instructional quality, and teacher retention [8]. These collaborative mechanisms served as practical platforms through which teacher leadership was enacted and sustained. Teacher leaders facilitated curriculum alignment, mentored colleagues, analyzed student data, and guided improvement initiatives that strengthened organizational learning and collaborative school culture [9]. As argued by Harris and Muijs [10], teacher leadership embedded school reform within everyday teaching practices, transforming schools into communities characterized by trust, shared accountability, and continuous improvement.

The role of teacher leadership in coaching, mentoring, and collaborative improvement was anchored in several complementary theories of leadership and learning. Distributed Leadership Theory viewed leadership as a collective practice shared among leaders, teachers, and organizational contexts rather than confined to formal positions [1]. This perspective supported teacher involvement in peer coaching, curriculum development, and collaborative decision-making, thereby strengthening schools' internal capacity for reform [2]. Similarly, Transformational Leadership Theory emphasized motivation, shared vision, and professional growth, highlighting how teacher leaders inspired colleagues through mentoring, professional development, and collaborative engagement [11–13].

The concept of Communities of Practice further explained how teachers developed professional expertise through sustained collaboration and shared learning [14]. Within PLCs, teachers engaged in reflective dialogue, collective inquiry, and shared problem-solving that enhanced instructional practice and professional identity. In addition, Adult Learning Theory, or andragogy, emphasized that adult learners were self-directed and learned best through relevant, experience-based, and problem-centered activities [15]. This perspective supported coaching and mentoring approaches that prioritized collaboration, reflective practice, and professional autonomy rather than hierarchical supervision. Likewise, the Instructional Leadership Framework highlighted leadership practices focused on improving teaching and learning through curriculum alignment, instructional support, and the promotion of a positive school learning climate [16]. Although traditionally associated with principals, instructional leadership was increasingly shared with teacher leaders who directly contributed to instructional improvement and student achievement [3]. This review sought to examine global perspectives on teacher leadership in coaching and mentoring, synthesize evidence on teacher

leadership within collaborative improvement models, analyze Philippine studies and contextual realities, and identify research gaps and future directions.

## **2. Materials and Methods**

### *2.1. Research design.*

This study employed a systematic literature review (SLR) approach to comprehensively identify, evaluate, and synthesize existing research on teacher leadership in coaching, mentoring, and collaborative improvement. The SLR method was selected because it provided a transparent, rigorous, and replicable process for gathering and analyzing relevant studies from diverse educational contexts. Unlike traditional literature reviews, a systematic review followed clearly defined procedures for searching, selecting, and synthesizing evidence, thereby minimizing researcher bias and enhancing the reliability of findings. The use of a systematic literature review was particularly appropriate for this study because teacher leadership was a multidimensional concept examined across various educational systems, theoretical perspectives, and professional practices. Through systematic synthesis, the review integrated findings from international and Philippine studies to identify common themes, emerging patterns, research gaps, and contextual differences related to coaching, mentoring, and collaborative improvement. This approach also supported evidence-based conclusions that could contribute to future research, policy development, and educational practice. To ensure clarity and scholarly organization, the study followed a structured academic format that presented the review rationale, methodological procedures, synthesized findings, and interpretative discussion in a coherent and logical manner.

### *2.2. Database sources.*

The study employed a systematic database search guided by the PRISMA 2020 framework to ensure transparency, rigor, and replicability in the identification and selection of relevant studies. PRISMA 2020 provided updated standards for systematic reviews by emphasizing clear reporting of search procedures, screening processes, and evidence synthesis, thereby strengthening the credibility and reliability of review findings. Relevant literature was retrieved from major academic databases, including Scopus, Web of Science, ERIC, and Google Scholar, to capture a broad range of international and local studies related to teacher leadership. The search process utilized combinations of key terms and Boolean operators such as “teacher leadership,” “instructional coaching,” “mentoring,” “professional learning communities,” “collaborative improvement,” and “Philippines.” These keywords were selected to ensure comprehensive coverage of studies examining teacher leadership practices within coaching, mentoring, and collaborative school improvement contexts. The review focused on studies published between 2020 and 2025 to ensure that the synthesis reflected recent educational reforms, contemporary leadership practices, and emerging trends in teacher leadership research. Limiting the timeframe also allowed the study to capture current evidence relevant to post-pandemic educational transformations and evolving collaborative learning environments.

### *2.3. Inclusion and exclusion criteria.*

The inclusion and exclusion criteria were established prior to the review process to ensure methodological rigor, relevance, and consistency in study selection, consistent with systematic

review standards recommended in PRISMA 2020. Defining clear eligibility criteria helped minimize selection bias and ensured that the included studies directly addressed the objectives of the review on teacher leadership, coaching, mentoring, and collaborative improvement. The review included peer-reviewed journal articles consisting of empirical studies and significant theoretical works related to teacher leadership, instructional collaboration, mentoring practices, distributed leadership, and professional learning communities. Peer-reviewed studies were prioritized because they had undergone scholarly evaluation and methodological scrutiny, thereby enhancing the credibility and reliability of the synthesis. Only English-language publications with accessible full texts were considered to ensure consistency in analysis and accurate interpretation of findings. To maintain contextual relevance, the review focused exclusively on studies conducted within K–12 educational settings. Studies related to higher education, corporate training, or non-school organizational contexts were excluded because leadership structures and professional development practices differed substantially across educational environments. In addition, unpublished theses, conference abstracts without full texts, opinion articles, anecdotal reports, and other forms of grey literature were excluded to maintain academic quality and methodological consistency. However, the exclusion of grey literature may have limited the inclusion of some context-specific or non-significant findings. The review further concentrated on studies published between 2015 and 2025 to capture recent developments, contemporary reforms, and emerging trends in teacher leadership research. Table 1 presented the inclusion and exclusion criteria used in selecting studies for the systematic literature review. The criteria ensured that only relevant, credible, and methodologically appropriate studies related to teacher leadership, coaching, mentoring, and collaborative improvement in K–12 educational settings were included in the analysis.

**Table 1:** Inclusion and exclusion criteria for study selection.

Criteria	Inclusion	Exclusion
Publication Type	Peer-reviewed journal articles	Unpublished theses, conference abstracts, opinion articles, grey literature
Study Type	Empirical studies and theoretical works	Non-scholarly or anecdotal reports
Language	English-language publications	Non-English publications
Educational Level	K–12 education	Higher education, corporate, or non-school contexts
Accessibility	Full-text accessible studies	Studies without accessible full texts
Time Frame	Studies published from 2015–2025	Studies published outside the specified period

#### 2.4. Search strategy.

The search strategy followed systematic review procedures recommended in the PRISMA 2020 framework to ensure transparency, comprehensiveness, and methodological rigor in identifying relevant studies. A structured search was conducted across major academic databases and search engines, including Google Scholar, ERIC, Scopus, JSTOR, SpringerLink, and ScienceDirect. In addition, policy documents and institutional publications from organizations such as the Philippine Department of Education (DepEd) and UNESCO were reviewed to capture local and international perspectives on teacher leadership and collaborative school improvement. The search process utilized combinations of keywords and Boolean operators to broaden and refine the retrieval of relevant literature. Key search terms included “teacher leadership,” “instructional leadership,” “distributed leadership,” “teacher mentoring,” “professional learning communities,” “Learning Action Cells,” “School-Based Management,”

“teacher collaboration,” and “teacher professional development.” Boolean operators such as AND, OR, and NOT were applied to combine concepts and improve search precision. Sample search strings included “teacher leadership AND student outcomes,” “distributed leadership OR instructional leadership,” and “teacher leadership AND Philippines.”

To strengthen the credibility and reliability of the synthesized findings, the methodological quality of selected studies was evaluated using established appraisal tools commonly applied in systematic reviews. Qualitative studies were assessed using the Critical Appraisal Skills Programme (CASP) checklist, while quantitative studies were evaluated using the Joanna Briggs Institute (JBI) Critical Appraisal Tools. Mixed-method studies were appraised through the Mixed Methods Appraisal Tool (MMAT). These tools examined methodological clarity, data collection procedures, validity, reliability, and potential sources of bias, ensuring that only methodologically sound studies were included in the review. Following the screening and appraisal process, the selected studies were organized and synthesized thematically according to major areas such as teacher leadership practices, mentoring and coaching, professional learning communities, distributed leadership, policy implementation, and contextual challenges in both international and Philippine educational settings. This systematic process enabled the review to provide a comprehensive and evidence-based understanding of the role of teacher leadership in collaborative improvement and educational reform.

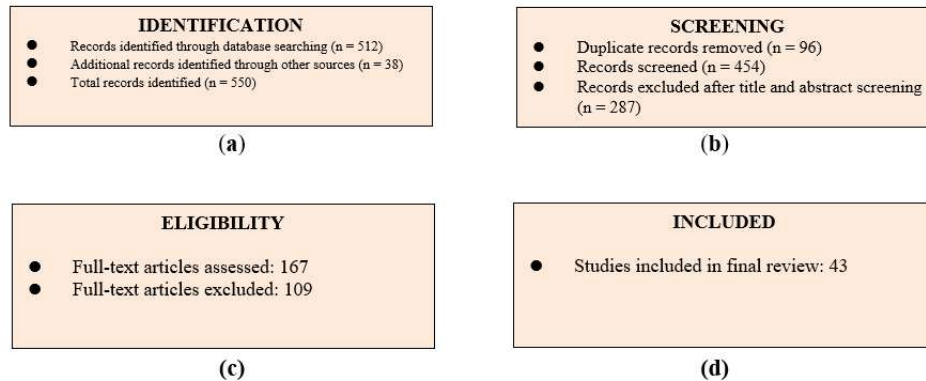
### *2.5. Study selection and data extraction.*

The study selection process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) framework to ensure transparency, methodological rigor, and replicability in identifying, screening, and selecting relevant studies. The PRISMA approach provided a systematic procedure for documenting the inclusion and exclusion of sources throughout the review process. The initial database search across Google Scholar, ERIC, Scopus, JSTOR, SpringerLink, and ScienceDirect yielded 512 records related to teacher leadership, mentoring, instructional leadership, collaboration, and professional learning communities. Additional sources identified through manual searches of reference lists, government publications, and institutional reports produced 38 more records. After removing 96 duplicate studies, 454 records remained for title and abstract screening.

During the screening stage, studies were excluded if they were unrelated to teacher leadership, lacked empirical or theoretical relevance, focused on non-educational contexts, or did not meet the established eligibility criteria. This process resulted in the exclusion of 287 studies, leaving 167 full-text articles for further eligibility assessment. Following full-text review and methodological appraisal using the CASP, JBI, and MMAT tools, 109 studies were excluded due to insufficient methodological quality, limited relevance, incomplete findings, or inaccessible full texts. A final total of 43 studies were included in the synthesis, consisting of qualitative, quantitative, mixed-method, and policy-oriented research from both international and Philippine educational contexts.

Figure 1 presents the PRISMA flow diagram illustrating the systematic process of identification, screening, eligibility assessment, and final inclusion of studies. The diagram enhances the transparency of the review by clearly showing how studies were filtered and selected based on the established criteria. Following study selection, data extraction was conducted systematically using a structured data extraction matrix to ensure consistency across

studies. Extracted information included the author(s), publication year, country or setting, research design, participants, objectives, theoretical framework, data collection methods, key findings, and implications related to teacher leadership. Additional data on mentoring practices, distributed leadership, collaboration mechanisms, instructional leadership roles, and policy implementation were also documented.



**Figure 1.** PRISMA flow diagram.

The extracted data were analyzed using thematic analysis to identify recurring patterns, relationships, and emerging themes across the literature. Studies were coded into major categories such as leadership roles, coaching and mentoring practices, professional learning communities, collaboration mechanisms, policy implementation, organizational challenges, and teacher leadership outcomes. A comparative analysis was also conducted to examine similarities and differences between international and Philippine studies, providing deeper insights into contextual practices, leadership cultures, professional development systems, and policy implementation. Through the integration of systematic selection procedures, structured data extraction, and thematic synthesis, the review achieved greater credibility, coherence, and methodological transparency.

## 2.6. Data analyses.

The collected literature was analyzed using thematic analysis to systematically identify, organize, and interpret recurring patterns related to teacher leadership, coaching, mentoring, and collaborative improvement. Thematic analysis was selected because it allows for the synthesis of evidence across qualitative, quantitative, mixed-method, and policy-based studies while capturing both common trends and contextual differences within international and Philippine educational settings. The analysis followed the six-phase framework, which includes data familiarization, coding, theme development, theme review, theme definition, and synthesis of findings. A combination of deductive and inductive coding approaches was employed to ensure both theoretical alignment and openness to emerging insights. Deductive coding was guided by key concepts in the literature such as instructional leadership, distributed leadership, mentoring, collaboration, professional learning communities, and policy implementation, while inductive coding enabled new themes and contextual patterns to emerge directly from the data. To enhance methodological rigor and transparency, NVivo qualitative data analysis software was utilized throughout the coding and synthesis process. NVivo facilitated the systematic management of large volumes of textual data, supported consistent coding procedures, and enabled efficient organization of categories and themes across studies.

The software also assisted in comparing patterns between international and Philippine literature, identifying conceptual relationships, and maintaining an audit trail of coding decisions, thereby strengthening the dependability and transparency of the qualitative synthesis.

Initial codes were generated from significant findings, recurring concepts, and relevant statements within the selected studies. Related codes were subsequently grouped into broader categories, including leadership roles, mentoring and coaching practices, collaboration mechanisms, distributed leadership structures, professional development, organizational culture, policy implementation, and challenges in teacher leadership. These categories were refined further into coherent themes that reflected the major dimensions of teacher leadership and collaborative school improvement. To ensure the credibility and trustworthiness of the findings, themes were reviewed and validated through repeated comparison with the extracted data and across different study designs. Methodological triangulation was achieved by synthesizing evidence from qualitative, quantitative, mixed-method, and policy-oriented studies. In addition, the inclusion of studies appraised through CASP, JBI, and MMAT tools strengthened the reliability and methodological quality of the evidence base. Through this rigorous thematic analysis process, the study generated a comprehensive, credible, and context-sensitive synthesis of the literature on teacher leadership.

### *2.7. Methodological limitations.*

Despite efforts to ensure methodological rigor and transparency, several limitations inherent in systematic literature reviews and thematic synthesis should be acknowledged. Systematic reviews are dependent on the quality, scope, and methodological consistency of the available studies, which may affect the comprehensiveness and interpretability of the synthesized findings [17]. One limitation of this review relates to the heterogeneity of the included studies. Variations in research designs, sample characteristics, educational contexts, and analytical approaches created challenges in comparing findings across studies. Although quality appraisal tools such as CASP, JBI, and MMAT were employed to assess methodological rigor, differences in study quality and reporting standards may still influence the consistency and generalizability of the conclusions. Thematic synthesis also presents methodological limitations. Thematic analysis involves interpretative judgment in coding, categorizing, and developing themes. As a result, the synthesis process may be influenced by researcher interpretation, particularly when analyzing complex or context-specific findings. While systematic coding procedures, repeated theme validation, and the use of NVivo software were employed to enhance transparency and consistency, some contextual nuances from individual studies may have been condensed during the synthesis process. Another limitation concerns the review's focus on studies published between 2015 and 2025. Although this timeframe ensured the inclusion of recent and relevant literature, it may have excluded earlier foundational studies that could provide additional historical and theoretical insights into teacher leadership and collaborative improvement.

In addition, much of the available literature on teacher leadership originates from urban or relatively well-resourced educational settings. Consequently, the findings may not fully reflect the realities of rural, geographically isolated, or resource-constrained schools, particularly in developing educational contexts. This limitation suggests the need for more context-specific and inclusive research on teacher leadership practices across diverse school

environments. Despite these limitations, the study employed systematic review procedures aligned with PRISMA 2020, utilized established quality appraisal tools, and applied transparent thematic analysis methods to strengthen the credibility, dependability, and trustworthiness of the findings. Future research may further strengthen the evidence base by incorporating longitudinal studies, broader contextual representation, and additional qualitative synthesis approaches.

### 3. Results

#### 3.1. *Conceptualization of teacher leadership.*

The reviewed literature conceptualizes teacher leadership as a collaborative and instructional form of leadership in which teachers influence colleagues, contribute to school improvement, and support student learning beyond their classroom responsibilities. Unlike traditional administrative leadership, which is primarily associated with formal authority and managerial functions, teacher leadership emphasizes professional expertise, peer influence, collaboration, and shared responsibility for educational improvement. Although closely related to instructional leadership, teacher leadership extends beyond supervision of teaching and learning by including mentoring, advocacy, curriculum innovation, participation in decision-making, and organizational development. A synthesis of the reviewed studies reveals four major dimensions of teacher leadership: (1) formal and informal leadership roles, (2) distributed leadership practices, (3) instructional and mentoring functions, and (4) collaborative professional learning. Across international and Philippine contexts, these dimensions consistently position teachers as active contributors to school reform and professional growth.

First, teacher leadership operates through both formal and informal roles. Formal leadership includes designated positions such as curriculum coordinators, instructional coaches, department heads, and Master Teachers, while informal leadership emerges through teachers' expertise, initiative, and professional credibility even without official titles [18]. Studies indicate that informal teacher leaders often exert strong influence because of their close working relationships with peers and their ability to foster trust and collaboration. This perspective highlights that leadership is not limited to hierarchical authority but may also emerge through professional interaction and shared instructional practice.

Second, the literature strongly associates teacher leadership with distributed leadership models, which emphasize shared responsibility and collaborative governance within schools [19-20]. Rather than relying solely on top-down leadership structures, distributed leadership encourages teachers to participate actively in curriculum development, school decision-making, mentoring, and improvement initiatives. This approach strengthens teacher agency and collective accountability while promoting a collaborative school culture focused on continuous improvement.

Third, teacher leadership is closely linked to instructional and mentoring functions. Teacher leaders support instructional improvement by modeling effective pedagogical practices, facilitating professional learning communities, mentoring novice teachers, and guiding reflective practice [21]. These instructional roles contribute directly to teaching quality and student achievement while fostering professional learning among colleagues. The literature suggests that coaching and mentoring are among the most visible expressions of teacher

leadership because they enable peer support, collaborative reflection, and capacity building within schools.

Fourth, collaborative professional learning emerged as a central component of teacher leadership. International studies highlight the role of professional learning communities (PLCs) and collaborative inquiry in strengthening collective efficacy and organizational learning. Similarly, in the Philippine context, teacher leadership is institutionalized through policy-supported structures such as Master Teachers (MTs), Learning Action Cells (LACs), the Philippine Professional Standards for Teachers (PPST), and School-Based Management (SBM) frameworks [22–24]. These structures encourage mentoring, peer coaching, shared problem-solving, and professional collaboration among teachers. LACs, in particular, function as communities of practice where teachers collaboratively reflect on instructional challenges and develop strategies for school improvement [25].

Despite these developments, the literature also indicates that systematic support and recognition for teacher leadership remain uneven, particularly in some Philippine school contexts [26]. Challenges related to workload, limited leadership preparation, unclear role expectations, and insufficient institutional support continue to affect the full implementation of teacher leadership practices. The synthesis demonstrates that teacher leadership is a multidimensional and collaborative practice that integrates instructional expertise, mentoring, distributed leadership, and professional learning. Across both international and Philippine contexts, teacher leadership consistently contributes to instructional improvement, collaborative school culture, teacher professional growth, and organizational effectiveness. These findings affirm that teacher leadership is not merely an extension of administrative leadership but a distinct and essential mechanism for sustainable school improvement and educational reform. Table 2 presents a comparative synthesis of teacher leadership models in international and Philippine contexts. The table highlights similarities and differences in leadership structures, functions, policy support, and collaborative practices, demonstrating how teacher leadership is implemented across diverse educational systems. The comparison further shows that while international models emphasize flexible and distributed leadership practices, Philippine models are increasingly institutionalized through policy-supported structures such as Master Teachers, Learning Action Cells (LACs), and the Philippine Professional Standards for Teachers (PPST).

**Table 2.** Comparison of teacher leadership models: International vs. Philippines.

Dimension	International Models	Philippine Models	References
Leadership Type	Formal and informal leadership roles embedded in professional collaboration and instructional influence	Emerging formal leadership roles through Master Teachers and collaborative leadership through LACs	[1, 18]
Leadership Structure	Distributed leadership with shared decision-making and collaborative governance	Distributed practices linked to DepEd policies and School-Based Management (SBM)	[2, 19, 23]
Key Functions	Mentoring, curriculum leadership, instructional support, and PLC facilitation	Mentoring, coaching, LAC facilitation, peer collaboration, and instructional support	[21, 25]
Policy Support	Commonly supported through national reforms and professional leadership standards	Supported by PPST, School-Based Management, and LAC policies	[22–24]
Collaborative Structures	Professional Learning Communities (PLCs) and Communities of Practice (CoPs)	Learning Action Cells (LACs) and School Learning Action Cells (SLACs)	[6, 14, 22]

### 3.2. Teacher leadership in coaching.

Instructional coaching had emerged as a significant professional development strategy that strengthened teacher leadership through collaborative learning, reflective practice, and

continuous instructional improvement. Across the literature, coaching was consistently viewed as a mechanism through which teacher leaders supported colleagues, facilitated professional dialogue, and promoted evidence-based teaching practices. Rather than functioning as evaluators, teacher leaders in coaching roles acted as facilitators of growth who guided reflection, encouraged collaboration, and helped teachers improve classroom instruction. The reviewed studies identified three major coaching models frequently associated with teacher leadership: peer coaching, cognitive coaching, and data-driven coaching (Table 3). Although these models shared the common goal of improving instructional practice, each contributed differently to teacher leadership development and collaborative school improvement.

**Table 3.** Major coaching models and their contributions to teacher leadership.

Coaching Model	Key Features	Contribution to Teacher Leadership	References
Peer Coaching	Teachers observe one another's practice, provide feedback, and engage in collaborative reflection	Strengthens collegiality, shared responsibility, and collaborative professional culture	[7]
Cognitive Coaching	Focuses on teachers' thinking processes, reflection, and self-directed professional growth	Develops reflective leadership, professional autonomy, and instructional decision-making	[11]
Data-Driven Coaching	Uses student performance data, assessments, and observation evidence to guide improvement	Enhances evidence-based leadership, instructional planning, and accountability	[17]

Peer coaching emphasized collaboration and mutual professional support through classroom observation, reflective dialogue, and shared problem-solving. This model promoted trust, collegial relationships, and collective responsibility for student learning, making it closely aligned with distributed leadership and professional learning communities. Cognitive coaching, on the other hand, focused on developing teachers' reflective thinking and self-awareness. By encouraging teachers to examine instructional decisions and problem-solving strategies, cognitive coaching strengthened teachers' capacity for self-directed growth and reflective leadership. In contrast, data-driven coaching prioritized the use of evidence such as assessment results, classroom observations, and student performance data to inform instructional improvement. This model reinforced accountability and helped teacher leaders guide colleagues toward evidence-based decision-making and measurable learning outcomes. The literature suggested that instructional coaching contributed to teacher leadership by enhancing professional collaboration, teacher self-efficacy, reflective inquiry, and instructional competence. Sustained coaching practices also strengthened organizational learning by embedding professional development within daily teaching practice rather than relying solely on external training programs.

In the Philippine context, instructional coaching was commonly embedded within school-based collaborative structures, particularly Learning Action Cells (LACs), institutionalized through DepEd Order No. 35, s. 2016. LACs served as professional learning spaces where teachers collaboratively reflected on instructional challenges, discussed strategies, and engaged in peer-supported learning. Within these structures, Master Teachers and senior educators often functioned as instructional coaches who facilitated sessions, modeled effective teaching practices, provided mentoring support, and guided reflective discussions. Their leadership roles helped translate national policies and professional standards into classroom practice while supporting continuous professional development among teachers. Despite the growing importance of coaching in Philippine schools, several challenges remained. Studies indicated that coaching responsibilities were often added to teachers' existing workloads without adequate time allocation or institutional support. In addition, many

teacher leaders received limited formal preparation in coaching methodologies, which may have affected the consistency and effectiveness of coaching implementation. Resource limitations, heavy teaching demands, and insufficient professional development opportunities further constrained sustained coaching practices in some schools.

Nevertheless, the literature consistently highlighted coaching as a critical dimension of teacher leadership in both international and Philippine contexts. Coaching strengthened collaborative school culture, promoted reflective and evidence-based teaching practices, and contributed to continuous instructional improvement. These findings underscored the importance of sustained institutional support, leadership preparation, and professional learning opportunities to maximize the effectiveness of teacher leadership in coaching. Figure 2 illustrates the cyclical process of teacher leadership in coaching. The cycle began with relationship-building and trust development, followed by collaborative goal-setting and data review. Teacher leaders then conducted observations, provided evidence-based feedback, facilitated reflection, and supported instructional adjustments. The process culminated in improved teaching practices and enhanced student learning outcomes, demonstrating that coaching was an ongoing, collaborative, and improvement-oriented leadership practice.



**Figure 2.** Teacher leadership functions in coaching cycles.

### 3.3. Teacher leadership in mentoring.

Teacher mentoring was widely recognized as a critical component of professional development and an important expression of teacher leadership. International literature consistently identified mentoring as a mechanism through which experienced teachers guided professional learning, supported instructional improvement, and strengthened collaborative school culture [8]. Beyond assisting novice teachers, mentoring also contributed to leadership development by positioning experienced educators as facilitators of reflection, instructional support, and professional growth within schools. The reviewed studies revealed three broad categories of

mentoring models commonly implemented across educational systems: induction-based mentoring, formal developmental mentoring, and collaborative or peer mentoring (Table 4). These models differed in structure and focus but collectively demonstrated how mentoring functioned as both a support mechanism and a form of distributed teacher leadership.

**Table 4.** Major mentoring models and their contributions to teacher leadership.

Mentoring Model	Key Features	Contribution to Teacher Leadership	References
Induction-Based Mentoring	Structured support for beginning teachers through mentoring, observation, and guided reflection	Supports teacher transition, professional identity formation, and instructional confidence	[8, 23]
Formal Developmental Mentoring	Systematic mentoring with scheduled feedback, coaching, and professional goal-setting	Strengthens instructional leadership, reflective practice, and leadership capacity	[27, 28]
Collaborative and Peer Mentoring	Group mentoring, peer support, collaborative reflection, and shared inquiry	Promotes collegiality, collaborative learning, and distributed leadership culture	[29]

Induction-based mentoring primarily supported novice teachers during their transition from pre-service preparation to professional practice. These programs typically combined classroom observation, reflective dialogue, instructional guidance, and emotional support to strengthen teacher confidence and reduce attrition. Formal developmental mentoring extended beyond induction by incorporating structured feedback, performance review, professional goal-setting, and evidence-based instructional improvement. Such models positioned mentors as instructional leaders who facilitated continuous professional growth and reflective practice. In contrast, collaborative and peer mentoring emphasized collective learning through shared inquiry, group reflection, and collegial support. This model strengthened professional relationships and promoted a culture of distributed leadership where teachers collaboratively contributed to school improvement. Across global contexts, mentoring is consistently associated with improved instructional competence, teacher self-efficacy, professional identity, and leadership development. The literature further suggests that mentoring strengthens organizational learning by embedding professional growth within everyday collaborative practice rather than limiting development to formal training programs.

In the Philippine context, mentoring is institutionalized through the Induction Program for Beginning Teachers (IPBT) implemented by the Department of Education [30]. The IPBT integrates mentoring, differentiated supervision, classroom observation, and participation in Learning Action Cells (LACs) to support teachers with 0–3 years of experience. Within this framework, Master Teachers and experienced educators serve as mentors who guide novice teachers through reflective dialogue, collaborative problem-solving, and instructional support. Viewed through the lens of distributed and transformational leadership theories, the IPBT positions experienced teachers as instructional leaders who facilitate professional learning, model effective practice, and contribute to school improvement through mentorship. Informal peer mentoring practices in Philippine schools further reinforce teacher leadership as a collaborative and relational process. Through LAC sessions, peer discussions, and shared lesson planning, teachers engage in reciprocal learning, feedback exchange, and collective problem-solving. These practices align closely with Communities of Practice and distributed leadership perspectives, where leadership emerges through professional interaction, shared expertise, and collaborative engagement rather than solely through formal authority. Informal mentoring therefore extends teacher leadership beyond designated positions by allowing teachers to influence colleagues and contribute to organizational learning through everyday professional collaboration.

Cultural values also shape mentoring relationships in Philippine schools. The Filipino concepts of *pakikisama* (harmonious relationships) and collective responsibility often strengthen trust, collegiality, and mutual support within mentoring interactions. However, these relational norms may also affect the delivery of critical feedback, requiring mentors to balance professional critique with interpersonal sensitivity. Effective mentoring in the Philippine setting therefore depends not only on technical expertise but also on culturally responsive communication and relationship-building. The synthesis demonstrates that mentoring functions as a significant dimension of teacher leadership across both international and Philippine contexts. Whether implemented through induction programs, formal mentoring systems, or collaborative peer networks, mentoring strengthens instructional improvement, professional learning, and organizational capacity. The findings further highlight that mentoring is not merely a programmatic activity but a leadership practice that empowers teachers to guide colleagues, sustain collaborative cultures, and contribute to continuous school improvement.

### *3.4. Teacher leadership in collaborative improvement.*

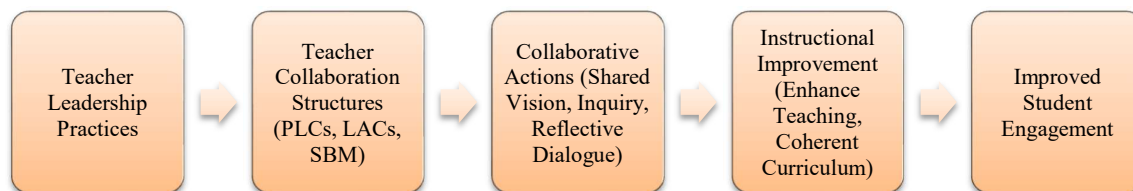
Teacher leadership plays a central role in collaborative improvement by fostering professional learning cultures that enhance instructional practice and student outcomes. Across the reviewed literature, collaborative improvement is consistently associated with professional learning communities (PLCs), shared governance structures, and collective professional inquiry where teachers actively participate in decision-making, reflection, and instructional innovation. These collaborative environments position teacher leaders not merely as implementers of policy but as facilitators of organizational learning and continuous school improvement. International research identifies PLCs as one of the most influential collaborative frameworks supporting teacher leadership. PLCs are grounded in several interconnected components: shared vision, collective inquiry, reflective dialogue, shared practice, and collective efficacy [31]. A shared vision aligns teachers around common goals focused on student learning, while collective inquiry encourages educators to collaboratively analyze instructional strategies, student data, and classroom challenges. Reflective dialogue further enables teachers to examine assumptions, evaluate instructional outcomes, and co-construct solutions that strengthen professional practice.

The literature further suggests that these collaborative processes contribute directly to collective efficacy, defined as teachers shared belief in their collective capacity to improve student achievement. Studies indicate that schools with strong PLC engagement demonstrate higher levels of instructional competence, professional collaboration, and organizational commitment [31, 32]. In this way, teacher leadership within PLCs functions as both a catalyst and sustaining force for collaborative improvement. A synthesis of the reviewed studies indicates that collaborative improvement operates through a cyclical process in which teacher leadership activates collaborative structures, promotes professional dialogue and inquiry, strengthens collective efficacy, and ultimately improves instructional quality and student outcomes. Teacher leaders facilitate this process by guiding reflective conversations, modeling collaborative practices, coordinating professional learning activities, and supporting evidence-based decision-making within schools.

In the Philippine context, collaborative improvement is institutionalized through what may be described as collaborative governance mechanisms, particularly Learning Action Cells

(LACs), School-Based Management (SBM), and collaborative lesson planning practices. These mechanisms collectively support distributed leadership by encouraging teachers' participation in instructional decision-making, professional reflection, and school improvement initiatives. Learning Action Cells (LACs), institutionalized through DepEd Order No. 35, s. 2016, function as school-based professional learning communities where teachers engage in collaborative reflection, shared problem-solving, and instructional planning. Through LAC sessions, teacher leaders facilitate discussions on classroom challenges, student learning evidence, and pedagogical strategies, thereby strengthening professional collaboration and instructional coherence. Similarly, School-Based Management (SBM) decentralizes decision-making authority and encourages teachers, school leaders, and stakeholders to participate collaboratively in planning, curriculum implementation, and resource management. This participatory structure strengthens teacher ownership, accountability, and engagement in continuous improvement efforts.

Collaborative lesson planning further reinforces teacher leadership by positioning teachers as co-constructors of curriculum and instruction. Through shared lesson design, assessment alignment, and exchange of pedagogical strategies, teachers develop instructional consistency while fostering reflective and inquiry-based professional cultures. These collaborative practices demonstrate how teacher leadership extends beyond individual classroom instruction into collective organizational improvement. Both international PLC models and Philippine collaborative governance mechanisms highlight the importance of teacher leadership in sustaining professional learning and school reform. Across contexts, collaborative structures consistently promote shared vision, collective inquiry, reflective dialogue, and collective efficacy, which together strengthen instructional quality and student learning outcomes. The findings demonstrate that collaborative improvement is most effective when teacher leadership is embedded within participatory, reflective, and professionally supportive school cultures. Figure 3 presents a pathway model illustrating how teacher leadership activates collaborative structures such as PLCs internationally and LACs and SBM in the Philippine context. Through these structures, teachers engage in shared vision-building, collective inquiry, and reflective dialogue, leading to stronger collective efficacy, improved instructional practices, and enhanced student outcomes.



**Figure 3.** Pathway model.

### 3.5. Outcomes teacher leadership.

#### 3.5.1. Teacher-level outcomes.

Teacher leadership has been shown to significantly contribute to professional growth among educators. Research indicates that when teachers engage in leadership roles—such as mentoring, coaching, and facilitating professional learning communities—they develop

stronger instructional skills, expand their pedagogical knowledge, and participate more actively in continuous professional development [33]. Professional development infused with leadership responsibilities encourages teachers to reflect critically on their practice and pursue targeted learning opportunities that extend beyond basic classroom competencies.

Linked to professional growth is the development of increased self-efficacy among teachers. A systematic review on teacher leadership and self-efficacy found that leadership involvement enhances teachers' confidence in their abilities to manage classrooms, engage students, and implement effective instruction [34]. The review also highlighted that supportive collaborative cultures and shared leadership roles foster environments where teachers feel more capable and committed to continuous improvement [34–35]. When teachers believe in their capacity to influence learning outcomes, they are more apt to pursue innovative instructional strategies and persist through challenges. Engagement in leadership roles contributes to a stronger leadership identity among teachers. Teacher leaders increasingly see themselves not only as instructors but as change agents who influence school direction, mentor colleagues, and contribute to policy implementation [36]. This emerging professional identity is associated with increased job commitment and a repertoire of leadership behaviors that extend beyond formal titles, suggesting that teacher leadership fosters intrinsic motivation and long-term career engagement.

### *3.5.2. School-level outcomes.*

Teacher leadership also produces meaningful outcomes at the school level, particularly through improvements in school culture. Collaborative leadership practices—such as shared decision-making and reflective dialogue—have been linked to more positive school climates characterized by trust, mutual respect, and collective responsibility [37]. When teacher leaders help cultivate a supportive environment, staff members report more unity of purpose and stronger alignment around instructional goals, which in turn encourages schoolwide coherence in teaching and learning. Another key outcome at the school level is stronger collaboration among faculty. Studies show that teacher leadership roles foster structured collaboration, including co-planning, co-teaching, and shared reflection, which enhance professional relationships and collective problem-solving [38]. Collaboration not only supports instructional improvement but also provides social and professional support networks that mitigate isolation and burnout among teachers. Teacher leadership is similarly associated with enhanced instructional alignment within schools. When teachers lead curriculum discussions, align instructional practices, and standardize expectations across grade levels, school teaching becomes more coherent and focused on prioritized learning standards [39]. Instructional alignment ensures that instructional strategies and assessments are consistently geared toward shared objectives, which researchers view as a fundamental attribute of effective school improvement efforts.

### *3.5.3. Student-level outcomes.*

Perhaps the most consequential outcomes of teacher leadership were observed at the student level. Research suggested that when teacher leaders influenced curriculum implementation and instructional practices, student academic achievement tended to improve. Meta-analytic evidence indicated that instructional leadership and teacher quality jointly shaped student

achievement outcomes, often with leadership operating indirectly through teacher performance [40]. This underscored that teacher leadership contributed to higher student achievement by enhancing the quality of teaching rather than acting as a direct driver.

In addition to academic performance, teacher leadership positively influenced student engagement. As teachers became more confident and collaborative, they designed more engaging learning experiences, developed stronger teacher–student relationships, and created environments in which students were actively involved in their learning processes [41]. Engagement was a key predictor of deeper learning and motivation, both of which contributed to sustained academic progress.

Finally, teacher leadership promoted equity gains by ensuring that instructional practices addressed diverse student needs and that teacher leaders advocated for inclusive learning environments. Although empirical evidence specifically linking teacher leadership to equity outcomes remained emerging, literature reviews highlighted that leadership roles often involved advocating for culturally responsive teaching and equitable resource allocation [39]. When teacher leaders prioritized equity, schools were better positioned to identify and support students who might be underserved or at risk of academic disengagement. These outcomes are summarized in Table 5, which presents a synthesis of teacher leadership effects across teacher, school, and student levels.

**Table 5.** Synthesized outcomes of teacher leadership.

Level	Key Outcomes	Supporting Evidence	References
Teacher-Level	Professional growth	Engagement in leadership roles expands instructional skills and professional competence	[33]
	Increased self-efficacy	Leadership involvement enhances teacher confidence and reflective practice	[34]
	Leadership identity	Teachers increasingly view themselves as instructional leaders and change agents	[36]
School-Level	Improved school culture	Teacher leadership fosters trust, shared accountability, and collaborative culture	[37]
	Stronger collaboration	Teacher leadership promotes structured collaboration and professional learning	[38]
	Instructional alignment	Teacher leaders support curriculum coherence and pedagogical consistency	[39]
Student-Level	Academic achievement	Teacher leadership indirectly improves achievement through enhanced instructional quality	[40]
	Student engagement	Increased teacher confidence and collaboration contribute to stronger learner engagement	[41]
	Equity gains	Teacher leadership supports inclusive and responsive instructional practices	[39]

## 4. Discussions

### 4.1. Synthesis of major findings.

The review highlights that teacher leadership significantly strengthens instructional capacity by enabling teachers to take active roles in shaping teaching practices, mentoring colleagues, and leading professional learning initiatives. Coaching and mentoring serve as essential mechanisms through which teacher leadership translates into professional growth and improved instructional outcomes. Additionally, collaboration emerges as a mediating process, connecting teacher leadership actions to broader school improvement and student achievement, emphasizing the interdependence of leadership, guidance, and collective practice.

#### 4.2. *International vs. Philippine context.*

Comparing international and Philippine contexts, both demonstrate a strong emphasis on collaboration as a cornerstone of teacher leadership. In both settings, teacher leaders are encouraged to mentor colleagues, participate in professional learning communities, and contribute to school improvement initiatives. However, the two contexts differ significantly in terms of structural support, policy implementation, leadership culture, professional development systems, and resource allocation. In many international settings, teacher leadership is supported through well-established institutional frameworks that provide systematic coaching, mentoring, and continuous professional development. Studies show that schools in countries with strong distributed leadership systems encourage shared governance, teacher autonomy, and collaborative decision-making, enabling teachers to actively participate in instructional reform and organizational improvement [10, 42]. These systems are reinforced by adequate funding, leadership preparation programs, and structured professional learning opportunities that recognize and sustain teacher leadership roles. Consequently, teacher leadership becomes embedded within school culture and contributes significantly to school effectiveness, innovation, and student achievement [9].

In contrast, the Philippine context demonstrates strong policy intentions but faces structural and operational challenges in translating these policies into consistent practice. Policies such as the Philippine Professional Standards for Teachers (PPST), School-Based Management (SBM), and Learning Action Cells (LACs) emphasize collaboration, mentoring, and teacher participation in school improvement [22–24]. However, research indicates that implementation often varies across schools due to differences in leadership capacity, administrative support, and school resources [25]. Many Philippine schools continue to operate within hierarchical leadership cultures where decision-making remains largely centralized, limiting opportunities for teachers to exercise leadership beyond formally assigned tasks. Professional development structures in the Philippines are likewise constrained by insufficient funding, limited access to sustained training, and inadequate mentoring systems. While Learning Action Cells provide school-based opportunities for collaborative learning, their effectiveness depends heavily on the availability of time, facilitation skills, and institutional support [26]. Furthermore, heavy teaching workloads, large class sizes, and multiple administrative responsibilities reduce teachers' ability to fully engage in leadership and professional learning activities [43]. These challenges hinder the development of a strong teacher leadership culture despite existing policy frameworks.

Resource allocation also significantly influences the effectiveness of teacher leadership implementation. International educational systems often dedicate substantial investments toward leadership development programs, instructional resources, and teacher capacity-building initiatives [10]. Conversely, many Philippine public schools experience shortages in instructional materials, technological resources, and funding, particularly in rural and geographically isolated areas. Such inequities create disparities in the implementation of teacher leadership programs and limit teachers' opportunities for professional growth and collaborative practice [26]. The comparison reveals that the primary challenge in the Philippine setting is not the absence of policies supporting teacher leadership, but the uneven implementation of these policies due to structural constraints, leadership culture, professional development limitations, and resource inequities. Strengthening teacher leadership in Philippine schools therefore requires not only policy formulation but also sustained

investments in school leadership development, teacher empowerment, mentoring systems, and equitable resource distribution. By addressing these systemic challenges, Philippine schools can create more supportive environments where teacher leadership can flourish and contribute meaningfully to instructional improvement and student outcomes.

#### *4.3. Theoretical and practical implications.*

The findings of the review reinforce key perspectives from Distributed Leadership Theory by demonstrating that leadership is not confined to school administrators but is shared among teachers who influence instructional practice, professional collaboration, and school culture. Teacher leadership emerged as a significant mechanism for strengthening collective efficacy, as collaborative engagement among teachers enhances professional confidence, shared responsibility, and commitment to continuous improvement. The findings further support the view that teacher leadership functions as a form of organizational capital in which teachers' knowledge, instructional expertise, mentoring capacity, and collaborative influence contribute to sustainable school reform and organizational effectiveness. The review also highlights important practical implications for schools and educational policymakers. Strengthening formal coaching and mentoring structures can provide teacher leaders with clearer roles, systematic support, and opportunities to guide instructional improvement. Leadership development programs focused on mentoring, coaching, facilitation, and collaborative leadership are likewise essential in building the capacity of teacher leaders to sustain professional learning communities and collaborative school cultures. In addition, institutionalizing structured mentoring programs for beginning teachers may improve teacher retention, professional growth, and instructional competence. At the policy level, the findings underscore the importance of continued support from the Department of Education (DepEd) through resource allocation, leadership preparation initiatives, and formal recognition of teacher leadership roles within schools. Policies that strengthen collaborative governance mechanisms such as Learning Action Cells (LACs), School-Based Management (SBM), and professional learning communities can further enhance teachers' participation in decision-making and school improvement efforts. Overall, the integration of theoretical and practical perspectives suggests that investing in teacher leadership is essential for fostering instructional quality, collaborative professionalism, and sustainable educational improvement.

### **5. Conclusions**

Teacher leadership is a pivotal element for achieving sustainable school improvement, as it empowers educators to take active roles in shaping instructional quality, mentoring peers, and influencing school culture. Coaching and mentoring serve as the primary mechanisms through which teacher leadership is operationalized, translating knowledge and expertise into meaningful professional growth and enhanced teaching practices. The presence of collaborative structures—such as professional learning communities and Learning Action Cells—further amplifies the impact of teacher leadership by fostering shared vision, reflective practice, and collective problem-solving. In the Philippine education context, existing initiatives demonstrate promising practices that support teacher leadership. However, these efforts often face challenges related to structural support, policy maturity, and resource allocation, highlighting the need for intentional and sustained development of leadership frameworks. To maximize its potential, teacher leadership must be institutionalized rather than

incidental, ensuring that all educators have access to formalized roles, professional development, and collaborative platforms that consistently contribute to instructional improvement and student success.

### Acknowledgments

The author sincerely thanks Almighty God for the strength and guidance to complete this literature review. Special gratitude is extended to Dr. Jun S. Adlaon of Surigao del Norte State University for his valuable guidance, feedback, and encouragement. The author also appreciates the unwavering support of family, whose love and patience inspired perseverance, and classmates and friends for their moral support, shared knowledge, and collaboration.

### Author Contribution

The author was solely responsible for all aspects of this literature review, including conceptualization, methodology, application of inclusion criteria and PRISMA guidelines, literature gathering, data organization, and synthesis of findings. All analyses, interpretations, and writing of the final manuscript were completed independently by the author.

### Competing Interest

The author declares no competing interests—financial, professional, or personal—that could have influenced the research, analysis, or interpretation. This work was conducted solely for academic purposes, maintaining integrity and impartiality throughout.

### References

- [1] Spillane, J. P. (2006). *Distributed leadership*. Jossey-Bass: San Francisco, USA.
- [2] Harris, A. (2014). *Distributed leadership matters: Perspectives, practicalities, and potential*. Corwin Press: Newbury Park, USA.
- [3] Robinson, V. M. J.; Lloyd, C. A.; Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635–674. <https://doi.org/10.1177/0013161X08321509>.
- [4] Goddard, R. D.; Hoy, W. K.; Hoy, A. W. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Educational Researcher*, 33(3), 3–13. <https://doi.org/10.3102/0013189X033003003>.
- [5] Hattie, J. (2016). The applicability of visible learning to higher education. *Scholarship of Teaching and Learning in Psychology*, 2(1), 79–91. <https://doi.org/10.1037/stl0000021>.
- [6] DuFour, R.; DuFour, R.; Eaker, R.; Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work*, 2<sup>nd</sup> ed.; Solution Tree Press: Bloomington, USA.
- [7] Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Corwin Press: Newbury Park, USA.
- [8] Ingersoll, R. M.; Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233. <https://doi.org/10.3102/0034654311403323>.
- [9] York-Barr, J.; Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255–316. <https://doi.org/10.3102/00346543074003255>.
- [10] Harris, A.; Muijs, D. (2005). *Improving schools through teacher leadership*. Open University Press: London, UK.

- [11] Burns, J. M. (1978). *Leadership*. Harper & Row: New York, USA.
- [12] Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press: New York, USA.
- [13] Leithwood, K.; Jantzi, D. (2005). Transformational leadership. In *The essentials of school leadership*. Davies, B., Ed.; Sage: Thousand Oaks, USA. pp. 31–43.
- [14] Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press: Cambridge, UK.
- [15] Knowles, M. S. (1984). *The adult learner: A neglected species*, 3<sup>rd</sup> ed.; Gulf Publishing: Houston, USA.
- [16] Culajara, C. J. J.; Culajara, J. P. M. (2024). Coaching and mentoring practices in school context: Basis for enhanced coaching and mentoring program. *ASEAN Journal of Education*, 10(1), 17–26.
- [17] Garcia, J. A. (2024). Systematic review of professional development programs. EdCom2 Government Publications: Pasay City, Philippines.
- [18] Ravdansuren, C.; Altangerel, A.; Ulzii, A.; Spulber, D. (2025). A Sustainable and Inclusive University on the Paradigm of Student Learning Satisfaction, Teacher Leadership, and Professional Disposition: The Case of Mongolian Universities. *Sustainability*, 17, 33. <https://doi.org/10.3390/su17010033>
- [19] Fan, X.; Chu, Z. (2025). The Influence of Distributed Leadership on Chinese Teachers' Job Satisfaction: The Chain Mediation of Teacher Collaboration and Teacher Self-Efficacy. *International Journal of Environmental Research and Public Health*, 22, 507. <https://doi.org/10.3390/ijerph22040507>.
- [20] Shal, T., Ghamrawi, N., Abu-Tineh, A. et al. (2024). Teacher leadership and virtual communities: Unpacking teacher agency and distributed leadership. *Education and Information Technologies*, 29, 15025–15042. <https://doi.org/10.1007/s10639-023-12446-5>.
- [21] Akkaraputtapong, P.; Nguyen, H. T. M.; Ngo, H. T. (2025). A teacher leadership model validation for in-service teachers. *Frontiers in Education*, 10, 1503997. <https://doi.org/10.3389/educ.2025.1503997>.
- [22] DepEd Order No. 35, s. 2016: Learning Action Cell as a school-based CPD strategy. (accessed on 1 February 2026) Available online: [https://www.deped.gov.ph/wp-content/uploads/2016/06/DO\\_s2016\\_035.pdf](https://www.deped.gov.ph/wp-content/uploads/2016/06/DO_s2016_035.pdf).
- [23] DepEd Order No. 42, s. 2017: National adoption and implementation of the Philippine Professional Standards for Teachers. (accessed on 1 February 2026) Available online: <https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers/>.
- [24] PPST Module 22: Implementation guidelines for teacher leadership and mentoring. (accessed on 1 February 2026) Available online: [https://www.deped.gov.ph/wp-content/uploads/2017/08/DO\\_s2017\\_042-1.pdf](https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042-1.pdf).
- [25] Galdames-Calderón, M. (2023). Distributed Leadership: School Principals' Practices to Promote Teachers' Professional Development for School Improvement. *Education Sciences*, 13, 715. <https://doi.org/10.3390/educsci13070715>.
- [26] Nguyen, T.V.; Sit, H. (2025). In-Service Teacher Professional Development: Challenges and Opportunities for Innovating the Trichronous Modality of Delivery in Vietnam's EFL Education. *Education Sciences*, 15, 19. <https://doi.org/10.3390/educsci15010019>
- [27] Brown, B.; Friesen, S.; Beck, J.; Roberts, V. (2020). Supporting New Teachers as Designers of Learning. *Education Sciences*, 10, 207. <https://doi.org/10.3390/educsci10080207>.
- [28] Ben-Amram, M.; Davidovitch, N. (2024). Novice Teachers and Mentor Teachers: From a Traditional Model to a Holistic Mentoring Model in the Postmodern Era. *Education Sciences*, 14, 143. <https://doi.org/10.3390/educsci14020143>.

- [29] Arnsby, E. S.; Aspfors, J.; Jacobsson, K. (2025). Teachers' professional learning through mentor education: a longitudinal mixed-methods study. *Education Inquiry*, 16(4), 572–591. <https://doi.org/10.1080/20004508.2023.2273019>.
- [30] Induction Program for Beginning Teachers (IPBT). (accessed on 1 February 2026) Available online: <https://www.deped.gov.ph/neap-professional-development-programs/neap-core-program/induction-program-for-beginning-teachers-ipbt/>.
- [31] Mydin, A.; Xia, Y.; Long, Y. (2024). Professional learning communities and their impact on teacher performance: Empirical evidence from public primary schools in Guiyang. *Teaching and Teacher Education*, 148, 104715. <https://doi.org/10.1016/j.tate.2024.104715>.
- [32] Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4(3), 221–239. <https://doi.org/10.1080/15700760500244793>.
- [33] Makuachukwu, S. (2023). A study on the effects of professional development on teacher leadership skills. *Journal of Asian Multicultural Research for Educational Study*, 4(2), 24–31. <https://doi.org/10.47616/jamres.v4i2.405>.
- [34] Luo, X.; Alias, B.S.; Adnan, N.H. (2024). Exploring the Interplay between Teacher Leadership and Self-Efficacy: A Systematic Literature Review (2013–2024). *Education Sciences*, 14, 990. <https://doi.org/10.3390/educsci14090990>.
- [35] Johnson, H.N.; Lo, Y.Y.; Nichols, M.E. (2024). Data-driven coaching model to support teachers' instructional practices. *Educational Research and Development Journal*, 27, 1–26.
- [36] Teacher leader development literature review. (accessed on 1 February 2026) Available online: <https://education.nsw.gov.au/teaching-and-learning/school-leadership-institute/research/future-leaders/review>.
- [37] Wilson Heenan, I.; De Paor, D.; Lafferty, N.; Mannix McNamara, P. (2023). The Impact of Transformational School Leadership on School Staff and School Culture in Primary Schools—A Systematic Review of International Literature. *Societies*, 13, 133. <https://doi.org/10.3390/soc13060133>.
- [38] Andaya, J. A. B.; Qunito, D. I. (2025). Teacher leadership behaviors and collaborative practices for instructional enhancement. *International Journal of Research and Innovation in Social Science*, 9(2), 4237–4248. <https://doi.org/10.47772/IJRIS.2025.9020331>.
- [39] Al Alawi, M.K.; Al-Mahdy, Y.F.H.; Al-Balushi, A.M. (2025). Principal–Teacher Leadership Interactions in Omani Schools: A Qualitative Exploration of School Improvement. *Education Sciences*, 15, 1129. <https://doi.org/10.3390/educsci15091129>.
- [40] Papadakis, S.; Kanadli, S.; Kardas, A.; Tülübaşı, T.; Karaköse, T.; Polat, H. Investigating the (2025). Relationship Between Leadership for Learning and Student Achievement Through the Mediation of Teacher Performance: A Meta-Analytic Structural Equation Modeling (MASEM) Approach. *Education Sciences*, 14, 1320. <https://doi.org/10.3390/educsci14121320>.
- [41] Zhang, N.; Siaw, Y.-L.; Jiang, N. (2025). The relationship between principal instructional leadership and teacher self-efficacy in student engagement and classroom management: A cross-sectional study in China. *Frontiers in Psychology*, 16, 1589958. <https://doi.org/10.3389/fpsyg.2025.1589958>.
- [42] The four pillars of peer instructional coaching. (accessed on 1 February 2026) Available online: <https://www.ascd.org/el/articles/the-four-pillars-of-peer-instructional-coaching>.
- [43] Baldera, P. R. (2025). Instructional leadership in practice: A qualitative exploration of public elementary Master Teachers' identity and influence. *Educational Process: International Journal*, 18, e2025482. <https://doi.org/10.22521/edupij.2025.18.482>.

