A Model of Innovative Leadership in Professional Learning Communities for Teamwork and Performance of Elementary Teachers

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Abstract

This study evaluated how professional learning communities and teacher effectiveness are perceived by innovative leadership and teamwork. The relationship between teachers' performance and professional learning communities and creative leadership and teamwork was examined using a descriptive correlational design. The association between two or more variables was established by correlation design. The elementary teachers at Sto will be the study's respondents. San Pablo City's angel district. For this investigation, the researcher used the entire population. A self-made survey questionnaire was distributed to the respondents to learn how they felt about innovative leadership, teamwork, professional learning communities, and teacher performance. A self-made questionnaire was the main tool the researcher utilized to collect data for the study to get the teachers' responses on creativity.

The findings revealed that the mean distribution indicates a strong agreement across various dimensions of innovative leadership, such as transformative vision, innovative strategies, and fostering teamwork. The teachers exhibit strong agreement in adaptability, decision-making, leadership, and communication, indicating effective teamwork practices. The teachers strongly agree on various aspects of PLCs, including shared vision, supportive leadership, and enabling structures, highlighting cohesive and collaborative environments. The teachers demonstrate strong agreement in their performance across different dimensions, indicating high-quality teaching practices and professional engagement. Based on the study's results, there is a significant relationship between innovative leadership and professional learning communities.

Keywords: professional learning communities, teachers ' performance, teamwork, innovative leadership, mediation.

1. Introduction

A professional learning community is a group of teachers and school administrators cooperating and studying together to improve student achievement (Leclear, 2015). School administrators have a critical role in supporting teachers within the professional learning community, inspiring them to be more committed and effective in their ongoing learning and classroom practices. Furthermore, Somprach et al. (2017) used a professional learning community model that included five key elements: shared norms and values, a collective focus on student learning, collaboration, reflective dialogue, and adapted practices, confirming the powerful impact of professional learning communities as a valuable staff development tool. Furthermore, Richardson (2014) asserts that current educational leaders must be thoroughly aware of the basic difficulties posed by the interconnected, networked world of traditional teaching and learning. As a result, effective school leadership requires thinking creatively and designing ways to overcome challenges. Good leadership attributes include effective communication, active listening, and genuine participation in finding solutions that benefit all stakeholders.

Innovative leadership is defined by six factors: having a transformative vision, fostering creative thinking, cultivating an innovative organizational climate, effectively managing risks, upholding moral and accountable practices, and promoting teamwork and active participation. They emphasize the importance of Thai school administrators embracing innovation to constructively address challenges, solve problems, and advance their schools by demonstrating a higher level of competence and sustainable leadership, successfully achieving school objectives (Ariratana et al., 2019).

Furthermore, the value of teamwork within Professional Learning Communities should be noticed. PLCs provide a collaborative platform for educators to participate in meaningful discourse, share insights, and work together to improve their instructional practices. PLCs allow teachers to learn from one another's experiences, tap into a wealth of collective knowledge, and use research-based solutions to improve their teaching approaches. Investigating the function of cooperation in PLCs is critical for understanding how collaborative efforts can lead to increased teacher performance and, as a result, improved student learning outcomes. Professional learning is linked to the fundamental principles of professional learning communities. Structural issues such as PLCs were identified as impediments to school growth.

Innovative Leadership and Teamwork in Professional Learning Communities (PLCs) are critical for teachers' success in the twenty-first-century educational landscape. Innovative leadership, characterized by innovative thinking, adaptability, and a dedication to excellence, is critical for influencing the educational environment. It entails developing a transformative vision, encouraging creative thinking, building an innovative organizational atmosphere, effectively managing risks, maintaining moral and accountable behaviors, and encouraging cooperation and active involvement. Effective leadership characteristics include effective communication, active listening, and genuine participation in finding solutions that benefit all parties involved. Teamwork within PLCs is critical to increasing teacher effectiveness and student learning outcomes.

1.1. Conceptual Framework

This study is firmly grounded in Kahn's (1990) work engagement theory, a seminal work that defines employee engagement as the degree to which an individual invests their cognitive, social, psychological, and physical resources into their work. This theory is a robust framework for understanding how employees feel happy, satisfied, cared for, valued, respected, and trusted in their workplace.

Engaged workers operate at psychological, cognitive, social, and emotional levels. Those with high levels of engagement demonstrate a willingness to go the extra mile in their work and are more likely to be creative and productive (Fairlie, 2017; Frino, E., 2022). Supportive work environments, where management demonstrates concern for employees and encourages open communication, are key drivers of high engagement levels.

The first proposition in this study is on teamwork, which is anchored on the study of Hagstrom, W. O. (1964), who stated that scientific teamwork consists of collaboration between peers or teachers and their students. Teachers' satisfaction is significantly wedged by the workplace environment, administrative control, teaching ability, and organizational culture (Ma & Mac Millan,1999).

The other claim is related to professional development. It is based on Vygotsky's socio-cultural theory (SCT), which contends that what Vygotsky asserted about students' learning in the classroom also applies to teachers and that Vygotsky's developmental theories, which are based on the idea that mental functions have social origins, can be used to understand the development of teachers in their workplaces and have various implications for designing and implementing teacher professional development programs. (Shabani, 2016). Being a professional teacher entails engaging in continuous learning. Teachers' main concern is assisting and guiding students as they learn.

1.2 Statement of the Problem

The study focused on a model of Innovative Leadership in Professional Learning Communities for the Teamwork and Performance of Elementary Teachers.

Specifically, it sought to answer the following questions.

1. What is the level of innovative leadership in terms of:
    1.1 Transformative vision;
    1.2 Fostering creative thinking;
    1.3 Cultivating an innovative organizational climate;
    1.4 Effectively managing risks;
    1.5 Upholding moral and accountable practices; and
    1.6 Promoting teamwork and active participation?
2. What is the level of teamwork of teachers in terms of:
    2.1 Coordination;
    2.2 Decision-making;
    2.3 Leadership;
    2.4 Adaptability; and
    2.5 Communication?
3. What is the level of teacher's professional learning communities in terms of:
    3.1 Building Shared Vision and Values;
    3.2 Practicing Shared and Supportive Leadership;
    3.3 Prevailing Culture and Climate;
    3.4 Enabling Structures;
    3.5 Professional Learning and Development and
    3.6 Teacher's Collaborative Practices?
4. What is the level of teacher's performance in terms of:
    4.1 Content Knowledge and Pedagogy;
    4.2 Diversity of Learners and assessment and reporting;

4.3 Curriculum and planning; and
4.4 Community linkages and professional engagement and Personal Growth and Professional Development?
5. Is there a significant relationship between innovative leadership and professional learning communities?
6. Is there a significant relationship between professional learning communities and teamwork?
7. Is there a significant relationship between innovative leadership and teachers' performance?
8. Is there a significant relationship between teamwork and teachers' performance?
9. Does the level of professional learning communities significantly mediate the relationship between innovative Leadership and Teacher performance?
10. Does the level of teamwork significantly mediate the relationship between the professional learning communities and Teachers' performance?
11. What teacher's action plan could be made from the results of the study?

2. Methodology

This study utilized the descriptive correlational research design to describe innovative leadership and teamwork in professional learning communities and teachers' performance. Correlation design establishes a relationship between two or more variables. According to Creswell (2010), correlation research design is used by investigators to describe and measure the degree of relationship between two or more variables or sets of scores when we want to see if there is a relationship between variables or to predict an outcome. A correlation design can be used.

A Google Form survey questionnaire was divided into parts to assess the teachers' responses on innovative leadership and teamwork in professional learning communities and teacher performance.

Mediation analysis is a statistical method used to investigate the process through which one variable (mediator) transmits the effect of an independent variable to a dependent variable. In this case, the study aims to understand if teamwork and innovative leadership mediate the impact of professional learning communities on teachers' performance. This involves using statistical techniques To test the indirect effects of professional learning communities on teacher performance through teamwork and innovative leadership.

3. Results and Discussion

Table 1.

Summary of Perceived level of innovative leadership

Leadership	Mean	SD	VI
1. Transformative Vision	4.512	0.4721	Very High
2. Fostering creative thinking	4.486	0.475	Very High
3. Cultivating an innovative organizational climate	4.481	0.498	Very High
4. Effectively managing risks	4.433	0.4916	Very High
5. Upholding moral and accountable practices	4.526	0.4785	Very High
6. Promoting teamwork and active participation	4.497	0.4928	Very High
Overall	4.489	0.485	Very High

Legend: 4.21-5.00, Very High, 3.41 – 4.20 High, 2.61 – 3.40 Moderately High, 1.81 – 2.60 Low, 1.00 – 1.80

Very Low

Table 1 presents respondents' perceived level of innovative leadership, with mean scores ranging from 4.433 to 4.526 across six key dimensions. Transformative Vision, Fostering Creative Thinking, Cultivating an Innovative Organizational Climate, Upholding Moral and Accountable Practices, and Promoting Teamwork and Active Participation all received very high mean scores, ranging from 4.481 to 4.526. However, Effectively Managing Risks had a slightly lower mean score of 4.433, though still within the very high category.

This disparity in mean scores suggests that while all aspects of innovative leadership are generally perceived positively, there may be room for effective risk management. The combined mean score across all dimensions was 4.489, indicating respondents' consistently high perception of innovative leadership. These findings strongly endorse leadership practices within the educational context, with leaders perceived as visionary, supportive of creativity, and committed to fostering a culture of accountability and collaboration.

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Summary of Perceived level of teamwork

Indicators	Mean	SD	Verbal Interpretation
A. Coordination	4.629	.4102	**Very High**
B. Decision making	4.592	.4578	**Very High**
C. Leadership	4.567	.4745	**Very High**
D. Adaptability	4.621	.4486	**Very High**
E. Communication	4.703	.4230	**Very High**
Overall	**4.622**	**.4428**	**Very High**

Legend: 4.21-5.00, Very High, 3.41 – 4.20 High, 2.61 – 3.40 Moderately High, 1.81 – 2.60 Low, 1.00 – 1.80 Very Low

Table 2 indicates an overall very high performance across all evaluated indicators. The highest mean score is 4.703 for "Communication," with a standard deviation of 0.4230, indicating exceptional communication among team members. This suggests that clear and effective communication is a significant team strength.

The lowest mean score is 4.567 for "Leadership," with a standard deviation of 0.4745. While this is the lowest mean score among the indicators, it still falls within the "Very High" category, indicating that leadership within the teams is highly effective. Other indicators such as "Coordination" (Mean = 4.629, SD = 0.4102), "Decision Making" (Mean = 4.592, SD = 0.4578), and "Adaptability" (Mean = 4.621, SD = 0.4486) also have very high mean scores. These values reflect strong coordination, effective decision-making processes, and high adaptability among team members.

The overall mean score is 4.622, with a standard deviation of 0.4428, reinforcing the high level of teamwork across all areas. The moderate variability in standard deviations suggests team performance consistency, with room for improvement.

In summary, the table reflects a very high level of teamwork within the evaluated groups. The high scores for communication highlight its importance as a foundational aspect of effective teamwork. While leadership scored slightly lower than other areas, it remains within the very high category, suggesting that it is an area of strength but with potential for further enhancement. Continuous focus on maintaining effective communication, improving leadership, and fostering coordination and adaptability will help sustain and

elevate these high standards. This overall high performance in teamwork is crucial for achieving collective goals and ensuring smooth, collaborative efforts within the teams.

Table 3.

Summary Perceived in terms of Teacher's Professional Learning Communities

Indicators	Mean	SD	VI
A. Building shared vision and values	4.640	.4284	Highly established
B. Practicing Shared and Supportive Leadership	4.616	.4642	Highly established
C. Prevailing Culture and Climate	4.622	.4567	Highly established
D. Enabling Structures	4.612	.4568	Highly established
E. Professional Learning and Development	4.573	.4754	Highly established
F. Teacher's Collaborative Practices	4.649	.4719	Highly established
Overall	4.619	.459	Highly established

Legend: 4.21-5.00, Highly established, 3.41 – 4.20 established, 2.61 – 3.40 Moderately established, 1.81 – 2.60 somewhat established, 1.00 – 1.80 not established

Table 3 indicates an overall high score across all evaluated indicators. The highest mean score is 4.649 for "Teacher's Collaborative Practices," with a standard deviation of 0.4719, highlighting the exceptional Collaboration among teachers in sharing ideas and strategies to improve teaching practices. On the other hand, the lowest mean score is 4.573 for "Professional Learning and Development," with a standard deviation of 0.4754. Although the lowest, it still falls within the "Highly established" category, indicating a strong commitment to ongoing professional growth.

Other indicators such as "Building Shared Vision and Values" (Mean = 4.640, SD = 0.4284), "Practicing Shared and Supportive Leadership" (Mean = 4.616, SD = 0.4642), "Prevailing Culture and Climate" (Mean = 4.622, SD = 0.4567), and "Enabling Structures" (Mean = 4.612, SD = 0.4568) all have highly established performance mean scores, reflecting a cohesive, supportive, and well-structured professional environment. The overall mean score of 4.619, with a standard deviation of 0.459, underscores the school's highly established performance in the professional learning communities.

These values suggest that teachers work exceptionally well together, are committed to their professional development, and operate within a supportive leadership framework that provides the necessary structures for effective collaboration. The high scores for "Practicing Shared and Supportive Leadership" and "Enabling Structures" indicate that the school's leadership and organizational framework significantly contribute to this positive outcome. The highly established "Prevailing Culture and Climate" score reflects a positive professional growth and learning environment.

In conclusion, while all indicators are rated highly established, continuous efforts in professional development and strengthening collaborative practices can help maintain and further elevate these high standards. The overall highly established performance of the professional learning communities highlights a robust and effective teaching environment that benefits both teachers and students.

Table 4.

Summary Perceived on Teachers' Performance

Indicators	**Mean**	**SD**	**VI**

A. Content Knowledge and Pedagogy	4.715	.4141	**Outstanding**
B. Diversity of Learners and Assessment and Reporting	4.616	.4642	**Outstanding**
C. Curriculum and Planning	4.622	.4567	**Outstanding**
D. Community Linkages and Professional Engagement and Personal Growth and Professional Development	4.612	.4568	**Outstanding**
Overall	**4.641**	**.448**	**Outstanding**

Legend: 4.21-5.00, Outstanding. 3.41 – 4.20 Very Satisfactory, 2.61 – 3.40 Satisfactory, 1.81 – 2.60 Unsatisfactory, 1.00 – 1.80 Needs Improvement

The highest mean score is 4.715 for "Content Knowledge and Pedagogy," with a standard deviation of 0.4141. This suggests that teachers excel in their understanding of subject matter and teaching methodologies, ensuring high-quality instruction for students. The lowest mean score, although still outstanding, is 4.612 for "Community Linkages and Professional Engagement and Personal Growth and Professional Development," with a standard deviation of 0.4568. This reflects teachers' strong involvement with the community and commitment to their professional development, albeit with slightly more response variability.

Other indicators, such as "Diversity of Learners and Assessment and Reporting" and "Curriculum and Planning," have mean scores of 4.616 (SD = 0.4642) and 4.622 (SD = 0.4567), respectively. These scores indicate that teachers effectively address diverse learner needs and plan and deliver curriculum. The overall mean score of 4.641 (SD = 0.448) underscores the exceptional performance of teachers across all categories.

These outstanding ratings suggest that the teachers are performing exceptionally well in all critical areas, providing a high-quality educational experience for students. The moderate variability in standard deviations points to a consistent level of performance among most teachers, with some room for continuous professional development to maintain and enhance these high standards. This overall excellence sets a positive tone for educational quality and underscores the importance of ongoing support and training for teachers to sustain and improve their performance.

Table 5.
Significant relationship between Innovative Leadership and professional learning communities

Professional Learning Competencies						
Innovative Leadership	PSSL	PCC	ES	PLD	TCP	MnPLC
TV	.665**	.665**	.686**	.676**	.614**	.719**

FCT	.639**	.631**	.645**	.548**	.561**	.661**
CIOC	.628**	.674**	.669**	.636**	.557**	.694**
EMR	.621**	.655**	.665**	.720**	.565**	.701**
UMAC	.573**	.613**	.683**	.628**	.564**	.663**
PTAP	.700**	.718**	.691**	.641**	.632**	.740**
Innovative Leadership	.707**	.731**	.746**	.711**	.645**	.772**

***. Correlation is significant at the 0.01 level (2-tailed).*
Legend: (TV) Transformative vision, (FCT) Fostering creative thinking, (CIOC) Cultivating an innovative organizational climate, (EMR) Effectively managing risks, (UMAC)Upholding moral and accountable practices, (PTAP) Promoting teamwork and active participation, (PPSL) Practicing shared and Supportive Leadership, (PCC), Prevailing Culture and Climate, (ES), Enabling Structures, (PLD), Professional Learning and Development, (TCP), Teacher's Collaborative Practices.

The relationships between Fostering Creative Thinking (FCT) and other professional learning characteristics shed light on its impact on educational leadership and organizational dynamics. Fostering Creative Thinking has a positive and substantial link with Practicing Shared and Supportive Leadership (r =.631**, p < 0.01). Fostering Creative Thinking has a strong positive link with Prevailing Culture and Climate (PCC) (r =.631**, p < 0.01). Furthermore, Fostering Creative Thinking has a positive correlation with Enabling Structures (ES) (r =.645**, p < 0.01). Fostering Creative Thinking correlates positively with Professional Learning and Development (PLD) (r =.548**, p < 0.01). Fostering Creative Thinking is positively correlated with Teacher Collaborative Practices (TCP) (r =.561**, p < 0.01).

The relationships between Cultivating an Innovative Organizational Climate (CIOC) and key professional learning competencies provide useful information about its impact on educational leadership and organizational dynamics. Cultivating an Innovative Organizational Climate is favorably and significantly correlated with Practicing Shared and Supportive Leadership (PPSL) (r =.674**, p < 0.01). Cultivating an Innovative Organizational Climate has a strong positive association with Prevailing Culture and Climate (PCC) (r =.674**, p < 0.01). Cultivating an Innovative Organizational Climate is positively correlated with Enabling Structures (ES) (r =.669**, p < 0.01). Cultivating an Innovative Organizational Climate correlates positively with Professional Learning and Development (PLD) (r =.636**, p < 0.01). Cultivating an Innovative Organizational Climate is positively correlated with Teacher Collaborative Practices (TCP) (r =.557**, p < 0.01).

The relationships between Effectively Managing Risks (EMR) and key professional learning competencies provide useful information about its impact on educational leadership and organizational dynamics. Effective Risk Management has a positive and significant link with Practicing Shared and Supportive Leadership (PPSL) (r =.655**, p < 0.01). Furthermore, Effectively Managing Risks has a substantial positive association with Prevailing Culture and Climate (PCC) (r =.655**, p < 0.01). Furthermore, Effectively Managing Risks has a positive correlation with Enabling Structures (ES) (r =.665**, p < 0.01). The association between Effectively Managing Risks and Professional Learning and Development (PLD) is positive and substantial (r =.720**, p < 0.01). Furthermore, Effectively Managing Risks positively correlates with Teacher Collaborative Practices (TCP) (r =.565**, p < 0.01.

The relationships between Upholding Moral and Accountable Practices (UMAC) and several professional learning abilities provide useful information about its impact on educational leadership and organizational dynamics. Maintaining Moral and Accountable Practices is favorably and strongly correlated with Practicing Shared and Supportive Leadership (PPSL) (r =.613**, p < 0.01). Upholding Moral and Accountable Practices has a strong positive link with Prevailing Culture and Climate (PCC) (r =.683**, p <

0.01). Upholding Moral and Accountable Practices is strongly correlated with Enabling Structures (ES) (r =.628**, p < 0.01). Upholding Moral and Accountable Practices correlates positively and significantly with Professional Learning and Development (PLD) (r =.564**, p < 0.01).

Moreover, Upholding Moral and Accountable Practices correlates positively with Teacher's Collaborative Practices (TCP) (r = .663**, p < 0.01). The correlations between Promoting Teamwork and Active Participation (PTAP) and various professional learning competencies provide insights into its influence on educational leadership and organizational dynamics. Promoting Teamwork and Active Participation demonstrates a positive and significant correlation with Practicing Shared and Supportive Leadership (PPSL) (r = .700**, p < 0.01). Additionally, Promoting Teamwork and Active Participation shows a significant positive correlation with Prevailing Culture and Climate (PCC) (r = .718**, p < 0.01). Furthermore, Promoting Teamwork and Active Participation correlates positively with Enabling Structures (ES) (r = .691**, p < 0.01). Regarding Professional Learning and Development (PLD), Promoting Teamwork and Active Participation demonstrates a positive and significant correlation (r = .641**, p < 0.01. Moreover, Promoting Teamwork and Active Participation correlates positively with Teacher's Collaborative Practices (TCP) (r = .632**, p < 0.01).

These findings emphasize the importance of innovative leadership in shaping and driving the dynamics of professional learning communities. Innovative leaders thrive in envisioning transformative goals, fostering a creative culture, effectively managing risks, and upholding ethical norms within the community. Furthermore, they play an important role in fostering collaboration, trust, and active participation among educators, so contributing to the overall improvement of the professional learning environment. Finally, the strong connections underscore the crucial importance of innovative leadership in developing and maintaining thriving professional learning communities dedicated to continual development and progress. Mirghani and Khalid (2021), the authors, discovered that PLCs have higher benefits for teachers' performance in schools than other mandated programs outside of schools. Furthermore, it significantly impacts students' progress and achievement, particularly when combined with collaborative teaching and learning practices. School principals and academic representatives significantly impact supporting and engaging teachers in effective professional learning communities to achieve the desired outcomes. It has been seen that participation in professional learning communities is a major failing, particularly for individuals who have been transferred to different institutions. They are also unwilling to work by the norm. To reap the benefits of professional learning communities, school principals should consider the preceding implications and seek a demanding, motivated, and enthusiastic environment.

Table 6.
A significant relationship between professional learning communities and Teamwork

Correlations between Professional learning Competencies and Teamwork						
Professional Learning Competencies	COOR	DM	LEAD	ADAP	COM	Overall Team Work

BSVV	.692**	.650**	.685**	.762**	.640**	.781**
PSSL	.713**	.682**	.773**	.763**	.670**	.822**
PCC	.687**		.744**	.806**	.675**	.822**
ES	.696**	.701**	.730**	.828**	.644**	.821**
PLD	.608**	.610**	.620**	.770**	.666**	.746**
TCP	.655**	.625**	.695**	.729**	.740**	.784**
MnPLC	.737**	.720**	.772**	.847**	.735**	.869**

***. Correlation is significant at the 0.01 level (2-tailed).*
Legend: (BSVV) Building Shared Vision and Values, (PSSL) Practicing Shared and Supportive Leadership, (PCC) Prevailing Culture and Climate, (ES) Enabling Structures, (PLD) Professional Learning and Development, (TCP) Teacher's Collaborative Practices, (COOR) Coordination, (DM) Decision-making, (LEAD) Leadership, (ADAP) Adaptability, (COM) Communication

The correlation table elucidating the significant relationship between Professional learning communities (PLCs) and teamwork highlight the interconnectedness between these constructs within educational settings. Across various professional learning communities, in terms of building shared vision and values (BSVV) to the following teamwork COOR ($r = .692^{**}$, $p < 0.01$), DM ($r = .650^{*}$, $p < 0.01$), LEAD ($r = .685^{**}$, $p < 0.01$), ADAP ($r = .762^{**}$, $p < 0.01$), and COM ($r = .640^{**}$, $p < 0.01$), the correlations indicate strong positive relationships with overall teamwork ($r = .781^{**}$, $p < 0.01$).

Moreover, in terms of professional learning competencies such as Practicing Shared and Supportive Leadership (PSSL), significant correlations exist with various aspects of teamwork. For instance, PSSL correlates positively and significantly with Coordination ($r = .744^{**}$, $p < 0.01$), Decision-making ($r = .682^{**}$, $p < 0.01$), Leadership ($r = .806^{**}$, $p < 0.01$), Adaptability ($r = .675^{**}$, $p < 0.01$), and Communication ($r = .822^{**}$, $p < 0.01$). In terms of enabling structures (ES), which encompass the organizational systems and resources that facilitate professional learning and collaboration, significant correlations are observed with various dimensions of teamwork. Specifically, ES shows positive and significant correlations with Coordination ($r = .730^{**}$, $p < 0.01$), Decision-making ($r = .701^{**}$, $p < 0.01$), Leadership ($r = .828^{**}$, $p < 0.01$), Adaptability ($r = .644^{**}$, $p < 0.01$), and Communication ($r = .821^{**}$, $p < 0.01$).

Regarding Professional Learning and Development (PLD), which focuses on enhancing educators' skills, knowledge, and capabilities, significant correlations are evident with various aspects of teamwork. PLD demonstrates positive and significant correlations with Coordination ($r = .620^{**}$, $p < 0.01$), Decision-making ($r = .610^{**}$, $p < 0.01$), Leadership ($r = .770^{**}$, $p < 0.01$), Adaptability ($r = .666^{**}$, $p < 0.01$), and Communication ($r = .746^{**}$, $p < 0.01$). Teacher's Collaborative Practices (TCP) encompass how educators work together to achieve common goals, and significant correlations are evident with various dimensions of teamwork. TCP demonstrates positive and significant correlations with Coordination ($r = .695^{**}$, $p < 0.01$), Decision-making ($r = .625^{**}$, $p < 0.01$), Leadership ($r = .729^{**}$, $p < 0.01$), Adaptability ($r = .740^{**}$, $p < 0.01$), and Communication ($r = .784^{**}$, $p < 0.01$).

The implications of the significant relationships between professional learning communities (PLCs) and teamwork, as evidenced by the correlations between various professional learning competencies and dimensions of teamwork, are profound for educational settings. Firstly, these findings highlight the interconnectedness between PLCs and effective teamwork. They underscore the importance of cultivating strong professional learning communities within educational institutions to enhance teamwork among

educators. Secondly, the positive correlations between professional learning competencies such as shared vision and values, supportive leadership, prevailing culture and climate, enabling structures, professional development, and collaborative practices with teamwork dimensions emphasize these competencies' critical role in fostering collaborative and cohesive team dynamics. Thirdly, the high correlations observed between adaptability and teamwork, as well as the collective strength of PLCs and teamwork, suggest that adaptability and the collaborative capacity of educators within PLCs significantly contribute to effective teamwork and organizational effectiveness.

These implications highlight the importance of investing in professional learning initiatives, fostering collaborative cultures, and providing support structures that enable educators to work together effectively. By doing so, educational institutions can enhance teamwork, improve organizational effectiveness, and ultimately, positively impact student outcomes.

The study of Svanbjörnsdóttir et. al (2016) found that leaders and teachers built up a PLC through active teamwork and co-teaching. This took time as the PLC was not yet fully developed in the school three years after the school was established. A lack of feedback from peers among teachers was significant, and there were some complaints about a heavy workload, perhaps because of new challenges in practice. The mentor's support to the leaders performed a major role and contributed to the stability of the research team and the leadership for the learning approach that supported the teachers. Teachers expressed difficulty acting on their professionalism in everyday practice, which was likened to being "hamsters on wheels." They found the teamwork supportive and the leaders' attitude to be one of problem-solving. They relied on the leaders, blamed them when something went wrong, and demanded "correct" answers. The results show teamwork was developing in the school, with many sources of learning together but some frustration among individuals.

Table 28 presents the correlations between Transformative Vision (TV) and various aspects of teaching performance, providing valuable insights into its impact on educational leadership and instructional practices.

Transformative Vision demonstrates significant positive correlations with Content Knowledge and Pedagogy (CKP) ($r = .625^{**}$, $p < 0.01$), Diversity of Learners and Assessment and Reporting (DLAR) ($r = .660^{**}$, $p < 0.01$), Curriculum and Planning (CPA) ($r = .605^{**}$, $p < 0.01$), Community Linkages and Professional Engagement (CLPEP) ($r = .589^{**}$, $p < 0.01$), and Personal Growth and Professional Development ($r = .661^{**}$, $p < 0.01$).

Table 7.

Significant relationship between Innovative Leadership and Teaching Performance

Innovative Leadership and Teaching Performance

Innovative Leadership	CKP	DLAR	CP A	CLPEP	Overall, Teacher Performance
TV	.625**	.660**	.605**	.589**	.661**
FCT	.613**	.665**	.573**	.599**	.654**
CIOC	.613**	.663**	.588**	.589**	.655**
EMR	.598**	.653**	.579**	.558**	.637**
UMAC	.611**	.622**	.601**	.614**	.654**
PTAP	.623**	.636**	.612**	.631**	.668**
Innovative Leadership	.680**	.720**	.657**	.661**	.726**

***. Correlation is significant at the 0.01 level (2-tailed).*
Legend: (TV) Transformative vision, (FCT) Fostering creative thinking, (CIOC) Cultivating an innovative organizational climate, (EMR) Effectively managing risks, (UMAC)Upholding moral and accountable practices, (PTAP) Promoting teamwork and active participation, (CKP), Content Knowledge and Pedagogy; (DLAR) Diversity of Learners and assessment and reporting; (CPA) Curriculum and planning; (CLPEP) Community linkages and professional engagement and Personal Growth and Professional Development.

The correlations between Fostering Creative Thinking (FCT) and various aspects of teaching performance offer valuable insights into its influence on instructional practices and educational leadership. Fostering Creative Thinking demonstrates significant positive correlations with Content Knowledge and Pedagogy (CKP) ($r = .613^{**}$, $p < 0.01$), Diversity of Learners and Assessment and Reporting (DLAR) ($r = .665^{**}$, $p < 0.01$), Curriculum and Planning (CPA) ($r = .573^{**}$, $p < 0.01$), Community Linkages and Professional Engagement (CLPEP) ($r = .599^{**}$, $p < 0.01$), and Personal Growth and Professional Development ($r = .654^{**}$, $p < 0.01$). The correlations between Cultivating an Innovative Organizational Climate (CIOC) and various aspects of teaching performance offer valuable insights into its influence on instructional practices and educational leadership. Cultivating an Innovative Organizational Climate demonstrates significant positive correlations with Content Knowledge and Pedagogy (CKP) ($r = .613^{**}$, $p < 0.01$), Diversity of Learners and Assessment and Reporting (DLAR) ($r = .663^{**}$, $p < 0.01$), Curriculum and Planning (CPA) ($r = .588^{**}$, $p < 0.01$), Community Linkages and Professional Engagement (CLPEP) ($r = .589^{**}$, $p < 0.01$), and Personal Growth and Professional Development ($r = .655^{**}$,$p<0.01$). The correlations between Effectively Managing Risks (EMR) and various aspects of teaching performance offer valuable insights into its influence on instructional practices and educational leadership. Effectively Managing Risks demonstrates significant positive correlations with Content Knowledge and Pedagogy (CKP) ($r = .598^{**}$, $p < 0.01$), Diversity of Learners and Assessment and Reporting (DLAR) ($r = .653^{**}$, $p < 0.01$), Curriculum and Planning (CPA) ($r = .579^{**}$, $p < 0.01$), Community Linkages and Professional Engagement (CLPEP) ($r = .558^{**}$, $p < 0.01$), and Personal Growth and Professional Development ($r = .637^{**}$, $p < 0.01$). The correlations between Upholding Moral and Accountable Practices (UMAC) and various aspects of teaching performance provide valuable insights into its influence on instructional practices and educational leadership. Upholding Moral and Accountable Practices demonstrates significant positive correlations with Content Knowledge and Pedagogy (CKP) ($r = .611^{**}$, $p < 0.01$), Diversity of Learners and Assessment and Reporting (DLAR) ($r = .622^{**}$, $p < 0.01$), Curriculum and Planning (CPA) ($r = .601^{**}$, $p < 0.01$), Community Linkages and Professional Engagement (CLPEP) ($r = .614^{**}$, $p < 0.01$), and Personal Growth and Professional Development ($r = .654^{**}$, $p < 0.01$). The correlations between Promoting Teamwork and Active Participation (PTAP) and various aspects of teaching performance offer insights into

its influence on instructional practices and educational leadership. Promoting Teamwork and Active Participation demonstrates significant positive correlations with Content Knowledge and Pedagogy (CKP) ($r = .623^{**}$, $p < 0.01$), Diversity of Learners and Assessment and Reporting (DLAR) ($r = .636^{**}$, $p < 0.01$), Curriculum and Planning (CPA) ($r = .612^{**}$, $p < 0.01$), Community Linkages and Professional Engagement (CLPEP) ($r = .631^{**}$, $p < 0.01$), and Personal Growth and Professional Development ($r = .668^{**}$, $p < 0.01$).

In conclusion, the findings underscore the significance of innovative leadership in driving improvements in teaching performance. By fostering innovative leadership qualities such as transformative vision, creative thinking, and collaborative practices, educational leaders can create environments conducive to continuous improvement in teaching quality, ultimately benefiting students and educational outcomes.

The performance also marks the implementation of work actions over a certain period, measured by achievements (Sulfemi, 2020). Teachers are responsible for carrying out learning tasks, guiding their students to improve their academic performance (Supadi, 2019), and performing their duties as professional educators (Thalib & Manda, 2016). To sum up, the coverage of teachers' performance also includes the tasks given by the school.

Leaders focus on tasks (organization, standard setting, means of achievement). This notion touches on how leaders focus on activities (task orientation) and facilitate a workplace environment, as well as emotional support, warmth, and trust (interpersonal orientation). Innovative leadership challenges problems that impede learning at all levels and responds creatively to opportunities. To increase engagement for all kids, it is important to think, act, and see things in new ways (Salvas et al., 2022).

Moreover, the leadership of the ECE school principal in this study presents a soul that can encourage educational performance to adapt to new developments and knowledge. The synergy between leadership that can think creatively, consider a decision, and solve problems by deliberation and consensus is justice in helping improve educational performance in the ECE environment. An innovative leadership style with creative thinking can be an alternative to facing the challenges of 21st-century education. In addition, the way of thinking and behavior of an innovative leader should be considered, such as being slow and not rushing when making a decision. This can have an impact on improving the performance of education in an organizational environment (Promovenda et al. (2023)

Table 8.

Test of Significant Relationship Between Teamwork and Teaching Performance

Correlations between Teamwork and Teaching Performance					
Teamwork	CKP	DLAR	CP	CLPEP	MnTeachPerf
COOR	.677**	.704**	.607**	.604**	.692**
DM	.642**	.732**	.621**	.655**	.708**
LEAD	.661**	.674**	.590**	.593**	.672**
ADAP	.710**	.744**	.747**	.702**	.775**
COM A	.693**	.611**	.668**	.667**	.704**
Teamwork	.770**	.790**	.736**	.734**	.809**

. Correlation is significant at the 0.01 level (2-tailed).

Legend: (COOR) Coordination, (DM) Decision-making, (LEAD) Leadership, (ADAP) Adaptability, (COM) Communication, (CKP), Content Knowledge and Pedagogy; (DLAR) Diversity of Learners and assessment and reporting; (CPA) Curriculum and planning; (CLPEP) Community linkages and

professional engagement and Personal Growth and Professional Development

The correlation table between teamwork and teaching performance illuminates the crucial interplay between these two facets within educational environments. The correlations between Coordination (COOR) and various aspects of teaching performance offer insights into its influence on instructional practices and educational leadership. Coordination demonstrates significant positive correlations with Content Knowledge and Pedagogy (CKP) ($r = .677^{**}$, $p < 0.01$), Diversity of Learners and Assessment and Reporting (DLAR) ($r = .704^{**}$, $p < 0.01$), Curriculum and Planning (CPA) ($r = .607^{**}$, $p < 0.01$), Community Linkages and Professional Engagement (CLPEP) ($r = .604^{**}$, $p < 0.01$), and Personal Growth and Professional Development ($r = .692^{**}$, $p < 0.01$). The correlations between Decision-making (DM) and various aspects of teaching performance provide insights into its influence on instructional practices and educational leadership. Decision-making demonstrates significant positive correlations with Content Knowledge and Pedagogy (CKP) ($r = .642^{**}$, $p < 0.01$), Diversity of Learners and Assessment and Reporting (DLAR) ($r = .732^{**}$, $p < 0.01$), Curriculum and Planning (CPA) ($r = .621^{**}$, $p < 0.01$), Community Linkages and Professional Engagement (CLPEP) ($r = .655^{**}$, $p < 0.01$), and Personal Growth and Professional Development ($r = .708^{**}$, $p < 0.01$).

The correlations between Leadership (LEAD) and various aspects of teaching performance offer insights into its influence on instructional practices and educational leadership. Leadership demonstrates significant positive correlations with Content Knowledge and Pedagogy (CKP) ($r = .661^{**}$, $p < 0.01$), Diversity of Learners and Assessment and Reporting (DLAR) ($r = .674^{**}$, $p < 0.01$), Curriculum and Planning (CPA) ($r = .590^{**}$, $p < 0.01$), Community Linkages and Professional Engagement (CLPEP) ($r = .593^{**}$, $p < 0.01$), and Personal Growth and Professional Development ($r = .672^{**}$, $p < 0.01$).

The correlations between Adaptability (ADAP) and various aspects of teaching performance offer insights into its influence on instructional practices and educational leadership. Adaptability demonstrates significant positive correlations with Content Knowledge and Pedagogy (CKP) ($r = .710^{**}$, $p < 0.01$), Diversity of Learners and Assessment and Reporting (DLAR) ($r = .744^{**}$, $p < 0.01$), Curriculum and Planning (CPA) ($r = .747^{**}$, $p < 0.01$), Community Linkages and Professional Engagement (CLPEP) ($r = .702^{**}$, $p < 0.01$), and Personal Growth and Professional Development ($r = .775^{**}$, $p < 0.01$).

The correlations between Communication (COM) and various aspects of teaching performance offer insights into its influence on instructional practices and educational leadership. Communication demonstrates significant positive correlations with Content Knowledge and Pedagogy (CKP) ($r = .693^{**}$, $p < 0.01$), Diversity of Learners and Assessment and Reporting (DLAR) ($r = .611^{**}$, $p < 0.01$), Curriculum and Planning (CPA) ($r = .668^{**}$, $p < 0.01$), Community Linkages and Professional Engagement (CLPEP) ($r = .667^{**}$, $p < 0.01$), and Personal Growth and Professional Development ($r = .704^{**}$, $p < 0.01$).

Finally, the findings highlight the necessity of encouraging cooperation and collaborative activities in educational contexts to improve teaching performance. Educational institutions can improve teaching effectiveness and contribute to their students' success and growth by cultivating a supportive team atmosphere that values good coordination, decision-making, leadership, adaptation, and communication.

Hermawan et al. (2023) found numerous critical characteristics significantly impacting teacher performance. First, there is a positive association between teamwork and teacher performance, with a significant influence size of 0.254, implying that improving teamwork among educators can successfully contribute to performance improvement. Furthermore, interpersonal communication, with a positive influence size of 0.183, significantly impacts teacher performance, underscoring the necessity of improving communication skills among teachers. Furthermore, the adversity quotient favors teacher performance, with an influence size of 0.179, emphasizing the importance of resilience and flexibility in educators. Finally, job motivation is identified as another essential factor influencing teacher performance, with a significant influence size of 0.292, underlining the necessity of motivating teachers. Addressing these issues through focused interventions and activities can dramatically improve teacher effectiveness, benefiting educators and

students in the educational setting.

Table 9.

Mediation Analysis of Professional Learning Communities to the Relationship between Innovative Leadership and Teaching Performance

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.1291	.0636	.0033	.2550	2.0311	.0444
Indirect	.5351	.0800	.3871	.6998		
Total	.6642	.0567	.5519	.7765	11.7065	.0000

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Innovative L --> Professional LC	.7883	.0549	.6297	.8467	13.4549	.0000
Innovative L --> T Performance	.1291	.0636	.0033	.2550	2.0311	.0444
Professional LC --> T Performance	.7248	.0662	.5937	.8559	10.9429	.0000
IL --> PLC--> TP	.5351	.0800	.3871	.6998		

The chart depicts the mediating role of professional learning communities in the relationship between innovative leadership by school principals and teacher performance. The findings demonstrated a strong indirect influence of professional learning communities on the innovative leadership of school principals and teacher performance. Furthermore, the direct effect of innovative leadership on teacher performance in the presence of the mediator was significant for school heads (p=.0444, t=2.0311). As a result, professional learning communities played a role in mediating the relationship between school principals' innovative leadership and teacher performance.

The study's findings shed light on the complex relationships between professional learning communities (PLCs), innovative leadership among principals, and teacher performance. Notably, the findings show that PLCs have a large indirect effect on innovative leadership among school administrators and teacher effectiveness. This implies that the collaborative environment fostered inside PLCs significantly impacts the creative methods implemented by school leaders, positively improving teacher performance within the educational institution. This indirect pathway emphasizes the significance of collaborative learning environments in allowing the interchange of ideas, encouraging innovation, and, eventually, improving the overall efficacy of educational leadership and teaching techniques.

Furthermore, the study demonstrates that innovative leadership directly impacts teacher performance, even when PLCs mediate. Regardless of the role of PLCs in fostering innovative leadership, the direct relationship between innovative leadership and teacher performance remains strong. This suggests that

innovative leadership practices implemented by school administrators have a tangible and direct impact on teacher performance. Thus, while PLCs serve as a conduit for improving innovative leadership, they do not completely obscure the individual impact of innovative leadership on teacher performance. Overall, these findings emphasize the multidimensional relationship between PLCs, innovative leadership, and teacher effectiveness, emphasizing the necessity of creating collaborative environments while acknowledging the various contributions of effective leadership strategies.

Table 10.

Mediation Analysis of Teamwork to the Relationship between the Professional Learning Communities and Teaching Performance

			95% Confidence Interval			
Effect	**Estimate**	**SE**	**Lower**	**Upper**	**t**	**P**
Direct	.5934	.0934	.4086	.7782	6.3563	.0000
Indirect	.2349	.1232	.0266	.5201		
Total	.8283	.0429	.7435	.9131	19.3266	.0000
			95% Confidence Interval			
Effect	**Estimate**	**SE**	**Lower**	**Upper**	**T**	**P**
Professional LC --> Teamwork	.8428	.0377	.7682	.9173	22.3799	.0000
Professional LC --> T Performance	.5934	.0934	.4086	.7782	6.3563	.0000
Teamwork --> T Performance	.2787	.0991	.0826	.4749	2.8130	.0057
PLC --> T--> TP	.2349	.1232	.0266	.5201		

The table depicts the mediating analysis of teacher teamwork on the relationship between professional learning communities and teacher performance. The findings demonstrated a strong indirect effect of the teachers' collaboration on professional learning communities and teacher effectiveness. Furthermore, the The direct effect of professional learning communities on teacher performance in the presence of the mediator was significant (p =.0000, t = 6.3563). As a result, teacher collaboration mediated the relationship between professional learning communities and teacher performance.

The study's findings highlight the significant impact of teacher collaboration on professional learning communities (PLCs) and teacher performance in educational contexts. Instructors' teamwork was found to have a considerable indirect effect on the development and efficacy of PLCs and instructors' performance. This shows that educators' collaborative efforts play an important role in defining the development and efficacy of PLCs, creating an environment where shared knowledge, resources, and support contribute to better teaching practices. Furthermore, the indirect influence of cooperation on teacher performance emphasizes the need to establish a collaborative culture among educators, which can improve student results through improved teaching tactics and group problem-solving approaches.

Furthermore, the study demonstrates that PLCs directly affect teacher performance, even in the

presence of a mediator of teacher collaboration. Regardless of the impact of cooperation on the formation and operation of PLCs, the direct association between PLCs and teacher performance remains strong. This suggests that while teacher collaboration enhances the efficiency of PLCs, PLCs themselves are critical in promoting increases in teacher performance. As a result, the data imply that both teacher collaboration and the presence of PLCs independently contribute to improved teacher performance, with teamwork acting as a partial mediator in the association between PLCs and teacher performance. These findings highlight the interconnection of educators' collaborative efforts, the development and operation of PLCs, and, ultimately, the improvement of teachers' performance in educational settings.

Table 11. Teacher's Action Plan

Prepared by: Kristina G. Valenzuela

Rationale:

This action plan improves the school's overall effectiveness and educational quality by encouraging educators to lead, collaborate, grow professionally, and innovate. By implementing focused activities and methods, the school aims to establish a dynamic and supportive atmosphere that encourages continuous improvement, shared vision, and collective responsibility for student success. This comprehensive strategy targets a wide range of school operations, from leadership to classroom procedures, ensuring that all stakeholders are prepared to contribute to the educational mission.

Objectives

1. Enhance Innovative Leadership
2. Strengthen Teacher Teamwork
3. To enhance teaching quality through continuous professional development and peer support.
4. To support ongoing professional growth and collaborative learning among educators.

Objective	Activity	Strategy	Person Involved	Time Frame	Source of Fund	Remarks
Enhance Innovative Leadership	Conduct workshops on a transformative vision	Provide resources for vision development	School administrators, leadership development facilitators	Quarterly workshops throughout the academic year	Budget for professional development	
	Establish a platform for	Organize regular	Teachers, instructional	Monthly sharing	Existing communicatio	

Objective	Activity	Strategy	Person Involved	Time Frame	Source of Fund	Remarks
	sharing innovative strategies	sharing sessions	coaches, curriculum specialists	sessions	n platforms	
	Foster a culture of innovation through recognition	Implement recognition and reward systems	School leadership, staff appreciation committee	Quarterly recognition events	Budget for awards and incentives	
Strengthen Teacher Teamwork	Conduct team-building workshops	facilitate experiential activities	Team leaders, professional development coordinators	Bi-annual workshops	Budget for team-building activities	
	Establish collaborative decision-making processes.	Encourage shared leadership in PLCs	PLC facilitators, school administrators	Ongoing implementation within PLC meetings	Existing PLC resources	
Cultivate Professional Learning Communities	Develop shared vision and values statements	Facilitate discussions to clarify goals	PLC members, facilitators	Initial visioning sessions followed by periodic reviews	Budget for facilitation materials	
	Provide training on supportive leadership practices.	Offer workshops for facilitators	PLC facilitators, instructional coaches	Annual training sessions	Budget for facilitator development	
Improve Teacher Performance	Offer professional development opportunities	Provide workshops and seminars	Teachers, subject-area specialists	Continuous throughout the academic year	Budget for professional development	
	Implement peer observation and feedback mechanisms.	Establish a system for peer observation	Teachers, instructional coaches, peer mentors	Bi-annual observation cycles	Budget for observation tools and training	

4. Recommendations

Based on the conclusions presented, the following recommendations are made.

1. To the DepEd Officials. The possibility to initiate leadership development programs to enhance innovative leadership among school administrators.

2. School Heads. May they provide opportunities and resources for teachers to enhance leadership and teamwork abilities.

3. Teachers. Engage and always participate in their ongoing professional development to enhance leadership and teamwork skills.

4. Future researchers. Push through in their ongoing professional development to enhance leadership and teamwork skills.

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