

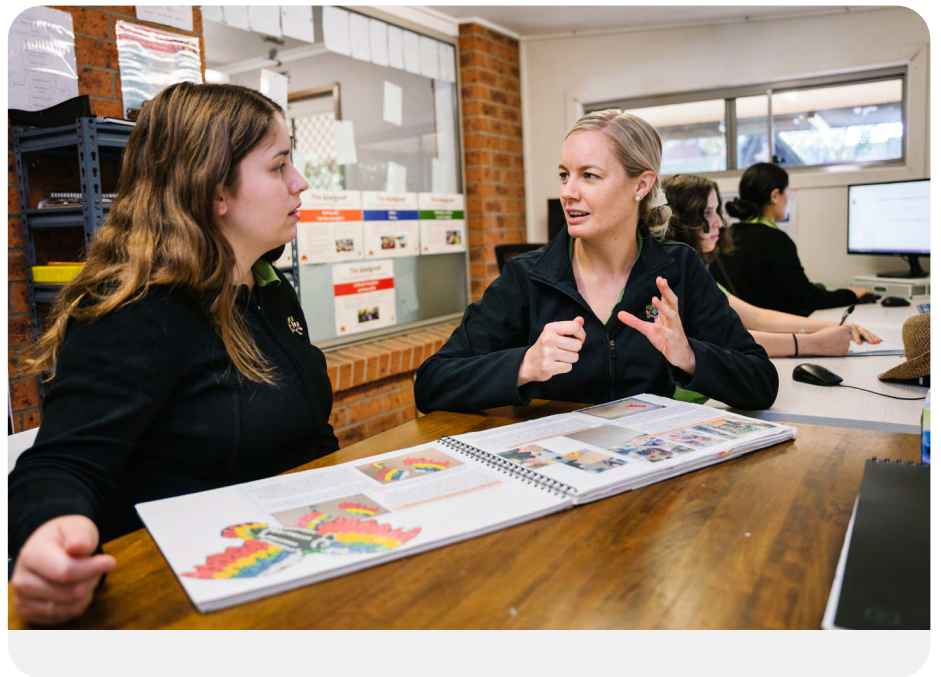
Information sheet

MY TIME, OUR PLACE

Collaborative leadership and teamwork

Collaborative leadership and teamwork are built on a sense of shared responsibility and professional accountability for children's learning, development, and wellbeing. This view of leadership empowers all members of the team to use their professional knowledge and skills in ways that assist everyone to do the best they can for children, families and colleagues in their setting.

This information sheet provides a summary of this *My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022* (MTOP V2.0) Principle, Collaborative leadership and teamwork. It provides an overview of critical reflection and how this might be enacted in the service philosophy, program and daily practice.



Links to the National Quality Standard (NQS)

The NQS recognises the potential of the educational program and practices to enhance each child's learning and development. The MTOP V2.0 Principle, Collaborative leadership and teamwork is reflected in several quality areas of the NQS, with a particular focus in:

QA4: Staffing arrangements

Element 4.2.1: Professional collaboration – Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

QA7: Governance and Leadership

Element 7.1.1: Service philosophy and purpose – A statement of philosophy guides all aspects of the service's operations.

Standard 7.2: Leadership – Effective leadership builds and promotes a positive organisational culture and professional learning community.

Element 7.2.3: Development of professionals – Educators, co-ordinators and staff members' performances are regularly evaluated and individual plans are in place to support learning and development.

What is the change?

The MTOP V2.0 includes three new principles, including Collaborative leadership and teamwork. diversity brings to know more about the world.

Collaborative leadership and teamwork are aspects of a positive work culture where a motivation to enact a professional philosophy of cooperation and collaboration enables positive relationships to grow.

Educators lead their own ethical practice as they take professional and personal responsibility for their actions and decisions.

Rationale for the change

This principle focuses on leadership and teamwork as a collective professional responsibility of all educators to improve the quality of educational programs and practices and outcomes for children. The importance of effective leadership in education and care is well documented including the relationship between effective leadership and outcomes for children. This goes beyond formal leadership positions, to include leadership principles and practices enacted by children and educators.

What this looks like in practice?

When collaborative leadership and teamwork are embedded in practices, educators and service leaders:

- demonstrate professional and respectful conversations when interacting with each other
- respect and engage with different ways of thinking and working to critically reflect on their practice, both individually and as a team
- collaboratively contribute to curriculum decisions and the Quality Improvement Plan
- lead their own ethical practice as they take shared responsibility and professional accountability for their actions and the decisions they make
- professionally and respectfully communicate and share ideas and views about quality improvement and practice to optimise children's learning, development, and wellbeing
- promote a culture of peer mentoring and shared learning as team members contribute to each other's professional learning and growth
- implement a community of practice approach to developing a collective responsibility for driving continuous improvement
- promote a positive work culture that is based on a professional philosophy of cooperation and collaboration
- use their professional knowledge and skills in ways that assist everyone to do the best they can for children, families and colleagues
- work with the school community to build a strong collaborative team to benefit children and young people.

Practice is evident for school age children when:

- children and young people are provided with opportunities to lead.
- the school community and the service regularly collaborate on strategies to deliver positive outcomes for children and young people.

- community of practice includes schools, families, children and young people.

Reflective questions and provocations

How has the service philosophy shaped the culture of shared thinking and provided opportunity for all voices to be heard? Are educator voices represented in the philosophy? How do you ensure that everyone's voice is heard and considered? How are educator citizenship rights supported within your service setting?

ACECQA – [We hear you blog – Collaboration and commitment: Building a culture of professional learning](#)

What strategies do you use to ensure that the diversity, personal strengths, professional experiences and knowledge of all team members are shared, acknowledged and utilised to support collaborative leadership and teamwork in your service? In what ways does your service build on the capacity and strength of team members to distribute or share leadership?

ACECQA – Occasional Paper 5 (page 19) – [Leadership and management in education and care services](#)

What are the potential benefits of a shared or distributed leadership model for your service? What strategies can be implemented to create shared or distributed leadership?

ACECQA – Information sheet – [QA7 Educational leadership and team building](#)

How is the culture of peer mentoring and shared learning encouraged and supported within the space for educators, for children and young people?

ACECQA – [We hear you blog – Mentoring matters](#)

What strategies are proving successful in building a professional learning community? How do you know they are successful?

ACECQA – [We hear you blog – Developing a professional learning community](#)

What opportunities have been created to include schools in your community of practice?

Australian Institute for Teaching and School Leadership (AITSL) – [The Essential Guide to Professional Learning: Collaboration](#)

ACECQA references and resources

- Australian Government Department of Education – [My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [Information sheet – QA7 Educational leadership and team building](#)
- ACECQA – [We hear you blog – Collaboration and commitment: Building a culture of professional learning](#)
- ACECQA – [We hear you blog – Mentoring matters](#)
- ACECQA – [We hear you blog – Developing a professional learning community](#)
- ACECQA – [We hear you blog – Leading Innovation](#)
- ACECQA – [We hear you blog – Networking – opportunities for sharing practice and creating professional learning communities](#)

Other references and resources

- Australian Institute for Teaching and School Leadership (AITSL) – [The Essential Guide to Professional Learning: Collaboration](#)
- Early Childhood Australia – [The Spoke blog – What does leadership look like in early childhood settings?](#)
- Early Childhood Australia – [The Spoke blog – Inspiring leadership in early childhood](#)
The Spoke Blog is © Copyright Early Childhood Australia, All Right Reserved.
- Storypark – [Distributed leadership for professional learning](#)
- Queensland Children’s Activity Network (QCAN) – [OSHC Professional Standards for Management and Leadership](#)
- Queensland Children’s Activity Network (QCAN) – [OSHC Code of Ethical Practice](#)

