



PRINCIPLE

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. It is a view of leadership that 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.

Reflective Question 1

When developing a culture of professional collaboration, recognition and continuous improvement, consideration and acknowledgement is given to the use of all team members' particular strengths, talents and interests. In addition to enhancing the program, team members' wellbeing improves when they feel valued and respected.

In your school and/or classroom, how do you recognise, share and utilise the strengths, knowledge and skills individuals bring to the team?

Reflective Question 2

Working collaboratively harnesses a team's collective thinking, experience and creativity. A culture of professional inquiry, regular formal and informal discussions and a willingness to share resources and feedback provides opportunities to consider alternative perspectives and ways of thinking, working and doing.

In your school and/or classroom, how do you contribute to a positive culture where educators affirm, challenge, mentor and support each other's growth and professional learning to develop high-quality practices and the best outcomes for children?

Reflective Question 3

Participating in professional networks is an effective way to share knowledge, experience, and resources. These networks support informal learning, reduce isolation, and foster independence. Professional networks, also known as 'Communities of Practice', can range from small groups (2–3 people) to large, diverse communities. A Community of Practice is a group of individuals who share a common interest or passion and improve their skills through regular interaction. Your network or Community of Practice may span different sectors (e.g. prior-to-school settings, public schools, Catholic schools, independent schools), services (e.g. education, community, health), or consist of a small group of colleagues from your school, community, or university.

How do you contribute to collaborative professional networks and communities to learn, empower and challenge your (and others') perspectives and ways of working?

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