Resource list: Collaborative leadership and teamwork

QKLG 2024

Purpose

This list of resources may support teachers and educators when considering the *Queensland kindergarten learning guideline* (QKLG) principle: Collaborative leadership and teamwork across teaching and learning contexts.

Resource	Summary
Australian Children's Education and Care Quality Authority (ACECQA) 2023, 'Belonging, being and becoming: Collaborative leadership and teamwork', www.acecqa.gov.au/sites/default/files/2023-07/InformationSheet_EYLF-Collaborative%20lead_Principles.pdf.	This information sheet provides a summary of the *Belonging, Being and Becoming: The Early Years Learning Framework for Australia* (EYLF V2.0) principle: Collaborative leadership and teamwork. It encourages teachers and educators to consider their practice, service philosophy and children's programs in relation to the principle. It also provides examples of reflective questions and links to additional resources.
Australian Children's Education and Care Quality Authority (ACECQA) 2018, 'Building partnerships with families', www.acecqa.gov.au/sites/default/files/2018-01/QA6_BuildingPartnershipsWithFamilies.pdf.	This information sheet discusses the importance and benefits of creating authentic partnerships between teachers and educators with families. The author suggests practical considerations to develop strong collaborative partnerships and teamwork with families, which include communication strategies and inclusive practices.
Australian Children's Education and Care Quality Authority (ACECQA) 2019, 'The educational leader resource', www.acecqa.gov.au/sites/default/files/2019-03/TheEducationalLeaderResource.pdf.	This resource is aimed at supporting new, experienced and aspiring educational leaders by offering practical advice, resources, case studies, research, reflections, sample templates, references and suggested further readings. This comprehensive collection of information emphasises the importance of leadership as a factor in the delivery of quality teaching and learning experiences for children. Many authors have generously contributed and shared valuable insights into this resource.
Hydon, C 2019, 'Effective leadership: Why is it so important?', *Every Child*, vol. 25, no. 3, www.earlychildhoodaustralia.org.au/wp-content/uploads/2019/09/EC1903-Leadership.pdf.	In this web article, Catharine Hydon explains the importance of effective leadership in early childhood education and care settings. Rather than using positional power in a leadership role to assert authority, Hydon advocates a leadership style that is about empowering people to work collaboratively and in the best interest of children to build a community of learners. Leaders who are relational in their style can place children at the centre of decision-making. The article highlights that defining leadership capabilities strengthens the capacity to advocate for early childhood education with communities.

Resource	Summary
Jackiewicz, S 2020, 'Leadership: dance vs data', *The Spoke* — Early Childhood Australia's blog, 19 May, https://thespoke.earlychildhoodaustralia.org.au/leadership-dance-data.	This blog article discusses the importance of relational leadership ('the dance') to offset and balance data-driven analysis and decision-making that prioritise quantity over quality in times of rapid change. The author says early childhood teachers and educators excel at engaging and connecting with children, families, and other professionals.
Australian Education Research Organisation (AERO) 2024, 'Collaborative leadership and teamwork: Play-based learning and intentionality', www.edresearch.edu.au/guides-resources/practice-resources/collaborative-leadership-pblai.	This resource is one of an eight-part series of practice resources for assessment in early childhood education and care (ECEC) services. The resource stresses that at the core of collaborative leadership is a commitment to ensuring positive outcomes for all children, families, teachers and educators. Strategies for intentionality within play-based learning include: • encouraging collaboration between children, families, teachers and educators to ensure everyone has an active voice in shaping program delivery and practices • drawing on team expertise regarding pedagogical practices. This includes shared learning and peer mentoring • ensuring the presence of Aboriginal and Torres Strait Islander perspectives in collaborative decision-making and further building respect for diversity to enhance cultural safety. Useful tools include: • reflection questions to guide discussions on collaborative practices within teams • links to further resources that are connected to this guide.
Australian Education Research Organisation (AERO) 2024, 'Collaborative leadership and teamwork: Assessment for children's learning', www.edresearch.edu.au/guides-resources/practice-resources/collaborative-leadership-afcl.	The resource stresses that assessment of children's learning is a shared responsibility. The assessment strategies proposed in this resource include: • drawing on professional knowledge, theory, and other resources for constructive collaboration with colleagues • examining professional intentions and practice • sharing effective evidence collection practices with colleagues • recognising that assessment of children's strengths, progress and needs is ongoing • reflecting on progress and celebrating achievements • providing and receiving feedback regarding cultural responsiveness development. Useful tools include: • reflection questions to guide discussions on assessment practices within teams.

Resource	Summary
Stamopoulos, E & Barblett, L 2018, *Early Childhood Leadership in Action*, A&U Academic, Australia, ISBN: 9781760294755.	In this textbook, the authors argue that leadership is an essential skill for all early childhood teachers and educators, regardless of whether they are individual contributors or leading others. This book offers comprehensive guidance on multiple leadership themes, including understanding ethical frameworks, managing change, quality assurance, and working with teams, families and the wider community.
	It incorporates theoretical approaches to leadership and how they can be applied to practice while advocating for a considered and equity-driven pedagogy that embeds evidence-based research and advancements in digital technology.
Liu, M, Hedges, H & Cooper, M 2024, 'Effective collaborative learning for early childhood teachers: Structural, motivational, and sustainable features', *Professional Development in Education*, vol. 50, no. 2, pp. 420–438, https://doi.org/10.1080/19415257.2023.2235578.	This article examines the benefits of collaborative learning and identifies specific themes for early childhood teachers that go beyond the individual learning experience.
	In studying what the authors call teachers' collaborative learning (TCL), three interdependent themes were identified that promote collaboration: structure, motivation and sustainability of changes, and improvements in teaching. The article argues that TCL for early childhood teachers is enhanced when these three themes function together cohesively.
	The authors emphasise that the implementation of PLD also needs to address power imbalances, acknowledge and respond to cultural issues that affect knowledge formation, and understand the challenge early childhood teachers face in sustaining collaborative learning.

Note: The list provided is not exhaustive and serves as a starting point for further exploration. We welcome additional resource suggestions.

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au and search for 'QKLG'. Alternatively email the K–10 Curriculum and Assessment Branch at QKLG@qcaa.qld.edu.au.