



Collaborative leadership and teamwork:

Play-based learning and intentionality

November 2023

This Collaborative leadership and teamwork practice resource is part of a series of 8 practice resources for Play-based learning and intentionality in early childhood education and care services (ECEC). Each resource is aligned with the Principles of the Early Years Learning Framework (EYLF V2.0).

Before using this resource, read the [Introduction: Play-based learning and intentionality](#). The introduction provides insights into the importance of intentionality in play-based learning in quality, evidence-based ECEC practice with cultural responsiveness at its heart.

Elements of leadership are practised by all teachers and educators throughout their everyday practice. This includes leadership at an individual level, with a focus on acting ethically at a personal and professional level. It also includes collaborative leadership, involving a shared commitment to acting responsibly and sharing professional knowledge. 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 that can support this Principle include:

- Create a culture of collaboration between children, families, teachers and educators to ensure that everyone has an active voice in shaping the programs and practices within the service. Including different viewpoints and perspectives helps to provide the foundation needed to plan and respond to children's interests and extend their learning and development.

- Draw on team expertise to reflect on pedagogical practices and approaches at your service. Shared learning and peer mentoring can be used to talk through effective approaches for being intentional in play-based learning experiences.
- Ensure the presence of Aboriginal and Torres Strait Islander perspectives are reflected in all decision-making and that there are provisions at the service to further build respect for diversity and ensure cultural safety.

Reflection questions

- What practices do you have in place to ensure a positive workplace culture, and that all teachers and educators have a voice in curriculum decision-making?
- How do you encourage team members to share in the professional learning and growth of other teachers and educators at your service?

This practice resource is part of a series of 8 Play-based learning and intentionality resources including:

- [Secure, respectful and reciprocal relationships](#)
- [Partnerships](#)
- [Respect for diversity](#)
- [Aboriginal and Torres Strait Islander perspectives](#)
- [Equity, inclusion and high expectations](#)
- [Sustainability](#)
- [Critical reflection and ongoing professional learning](#)
- [Collaborative leadership and teamwork](#).

Before using the other resources in this series, read the [Introduction: Play-based learning and intentionality](#).

They link to the [early childhood learning trajectories](#) suite of resources including the [Learning trajectories user guide](#), [Evidence report](#) and the [Assessment for children's learning practice resources](#).