# 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.

Professional collaboration involves:

* cooperatively working towards common goals
* open communication, information sharing, joint planning, and problem solving
* respecting and using diverse viewpoints, skills, experiences, and backgrounds.

|  |  |
| --- | --- |
| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Please give an example of how your team uses the strengths, skills, and backgrounds of each educator in the team.  | Please discuss how your approach to professional collaboration, and that of your team, is consistent with your service philosophy, and code of conduct or ethics.  |
| Our team uses each educator’s strengths and backgrounds to enhance learning. For example, one with admin experience excels in documentation; another with a love for Korean culture enriches cultural projects. A carer for a toddler brings structure and policy knowledge, while a former retail worker engages with children through singing. This diversity allows us to create a dynamic, inclusive learning environment tailored to children's needs. | Our approach to collaboration aligns with our service philosophy and code of conduct by maintaining professionalism and respect in all interactions. We prioritise continuous improvement, value every educator's ideas regardless of experience, and cooperate to achieve high-quality outcomes. By sharing the latest research and recognised guidance, we ensure our practices reflect the highest standards and work effectively as a cohesive team to improve children's learning experiences. |
| Please give an example of educators in your team sharing information and reflecting on how best to meet the needs of individual children and families.  | Please discuss how all educators, including new educators, are given regular opportunities to work collaboratively and to share and learn from each other’s existing and developing strengths and skills. |
| Our team regularly shares information to support children's and families' needs. We discuss strategies for children with additional needs, families facing temporary or ongoing challenges, and those experiencing changes like a new baby. By collaborating on learning and behaviour management strategies, we tailor our approach to each child's unique strengths and needs, fostering a responsive and supportive environment for all. | All educators, including new ones, regularly collaborate and learn from each other's strengths. We have mentoring and coaching activities, structured induction procedures, and regular team meetings where every educator’s input is valued. Recognising individual strengths and skills, educational leaders provide activities and follow-ups after professional development, ensuring everyone’s continuous growth and contribution to the team’s success. |
| Please give an example of the way you help promote a culture of professional inquiry, that is, support continuous improvement in practice and service operations.  | Please discuss how all educators recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community, including those from Aboriginal and Torres Strait Islander backgrounds. |
| We promote a culture of inquiry and continuous improvement by engaging in weekly professional development, seeking better ways to meet children's needs, and using reflective practices. Our educational leader supports this through activities that encourage critical thinking and refinement of practices. This approach helps educators continuously improve their skills and adapt to new educational challenges and opportunities. | Our educators view diversity as a strength and actively promote inclusiveness and a sense of belonging for all children, families, and the community. We respect and celebrate differences in ability, gender, appearance, culture, religion, socio-economic background, and family structure. We incorporate these diverse elements into our practices, ensuring every child feels valued and included, including those from Aboriginal and Torres Strait Islander backgrounds. |
| Please give an example showing how your team encourages and respects different points of view. | Please give an example showing how you recognise and regularly make use of other educators’ strengths. |
| Our team values diverse perspectives by encouraging open discussions and brainstorming sessions. We draw on educators' varied backgrounds, including previous careers, cultural insights, and ECEC experiences. We respect different approaches, from recent qualifications to seasoned practices, ensuring all voices are heard and contribute to enriching our service with varied viewpoints and ideas.  | We regularly recognise and utilise the strengths of our team members. For example, educators skilled in administration manage documentation, while those with cultural expertise enrich projects. We use these strengths in daily routines and teaching, allowing educators to lead in areas where they excel, creating a collaborative environment where each educator’s unique abilities are harnessed to enhance children's learning experiences. |
| Please give an example showing the educational leader supporting you or your team to improve practice, for example, implementing current recognised research or theories. | Please give an example showing you or your team reflecting on your pedagogical knowledge and the delivery of the curriculum . |
| Our educational leader supports practice improvement by providing ideas through weekly PD, guiding lesson planning, and encouraging reflective practice. They help align learning with EYLF and MTOP outcomes and suggest innovative uses of space and resources. Their role modelling in interactions with children and families inspires best practices, fostering a collaborative and dynamic learning environment. | We continuously reflect on our pedagogical knowledge and curriculum delivery by considering the socio-cultural theory underpinning the EYLF/MTOP. We focus on learning derived from children’s relationships rather than just equipment, and ensure our curriculum emerges from children's interests, ideas, and strengths. This approach fosters a dynamic and responsive learning environment, tailored to the evolving needs and contexts of the children we serve. |