Now think of your own professional context: Which of these factors can you influence?

Institution	School management	Staff	Organisational culture
• shared goals • sufficient time • suitable rooms • staff turnover • voluntariness • low work and standardisation pressure	• consideration of time for collaboration in the timetable • implementation of coordinative structures for regular exchange across grades, subjects, professions • active support	• positive attitude and openness to collaboration • willingness to collaborate • role reflection • communicative competence and conflict resolution skills	• climate of openness and trust • shared values • respectful interactions

(Verein NLG, n. d.)

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Here is an analysis of the success factors for interprofessional collaboration, highlighting those that participants of a Community of Practice (CoP) or school staff members can actively influence.

Institutional level

- **Shared goals**: Participants can actively contribute by discussing and agreeing on common goals within the CoP or team, ensuring alignment with the institution's objectives.

- **Sufficient time**: While scheduling might be a managerial responsibility, participants can optimise their use of available time by being organised and focused during collaboration.

- **Suitable rooms**: Participants can advocate for or creatively adapt spaces to ensure they are conducive to collaboration.

- **Staff turnover**: Individual participants have limited direct control over turnover but can foster positive relationships and a supportive culture to retain colleagues.

- **Voluntariness**: Participants can engage willingly and encourage others by demonstrating the benefits of participation.

- **Low work and standardisation pressure**: While system-level changes require managerial support, participants can prioritize tasks and share strategies to manage workloads collaboratively.

School management level

- **Consideration of time for collaboration in the timetable**: This is largely shaped by management, but participants can request structured time and provide evidence of the collaboration's benefits.

- **Implementation of coordinative structures**: Staff can propose ideas for regular exchanges and offer to organize or lead sessions.

- **Active support**: While leadership provides support, participants can actively seek guidance, share progress, and suggest ways for leaders to assist them.

Staff level

These factors are most directly shaped by participants:

- **Positive attitude and openness to collaboration**: Each individual can maintain a constructive mindset and embrace opportunities to work together.

- **Willingness to collaborate**: Participants can show initiative and encourage others to join or stay engaged in the CoP.

- **Role reflection**: By critically evaluating their own contributions and roles, participants can enhance their effectiveness and integration within the group.

- **Communicative competence and conflict resolution skills**: These can be actively developed through practice, training, and feedback to improve interactions and resolve disputes constructively.

Organisational culture

- **Climate of openness and trust**: Participants can model open communication, honesty, and vulnerability to build trust within the CoP.

- **Shared values**: CoP members can identify and promote common values, fostering unity within the group.

- **Respectful interactions**: Participants can lead by example, ensuring all interactions are respectful and inclusive.

Key takeaways

Participants in a **Community of Practice** or staff members in schools have **significant influence over personal attitudes, behaviours, and interpersonal dynamics**.

While institutional and managerial factors often require broader support, individuals can shape the **collaborative culture**, foster **openness**, and actively contribute to the success of their CoP by **focusing on what they can directly control**.