



EARLY
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Understanding the Teacher Capability Assessment

Committees and employers under the Victorian Early Childhood Teachers and Educators Agreement 2020 (VECTEA)

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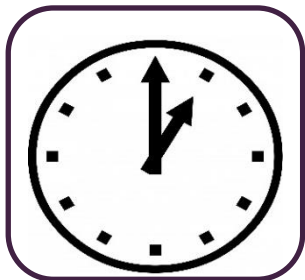
Acknowledgment of Country



ELAA acknowledges the traditional owners of the land on which we live and work and pay our respects to Elders past, present and future.

Administration

TIME AVAILABLE: 1 HOUR



PARTICIPANT AUDIO & VIDEO



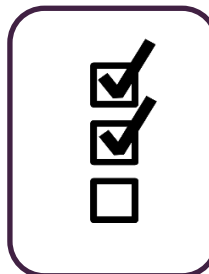
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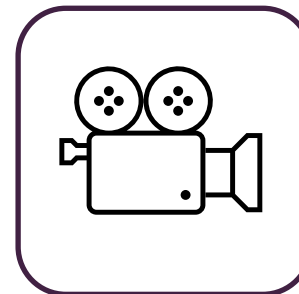
TECHNOLOGICAL DISRUPTION



EVALUATION



SESSION IS
RECORDED



This session

Section 1:

- v The VECTEA
- v Overview of the Capability Assessment Process
- v Understanding the Teacher Salary Scale
- v Confirming if you are a VECTEA signatory.

Section 2:

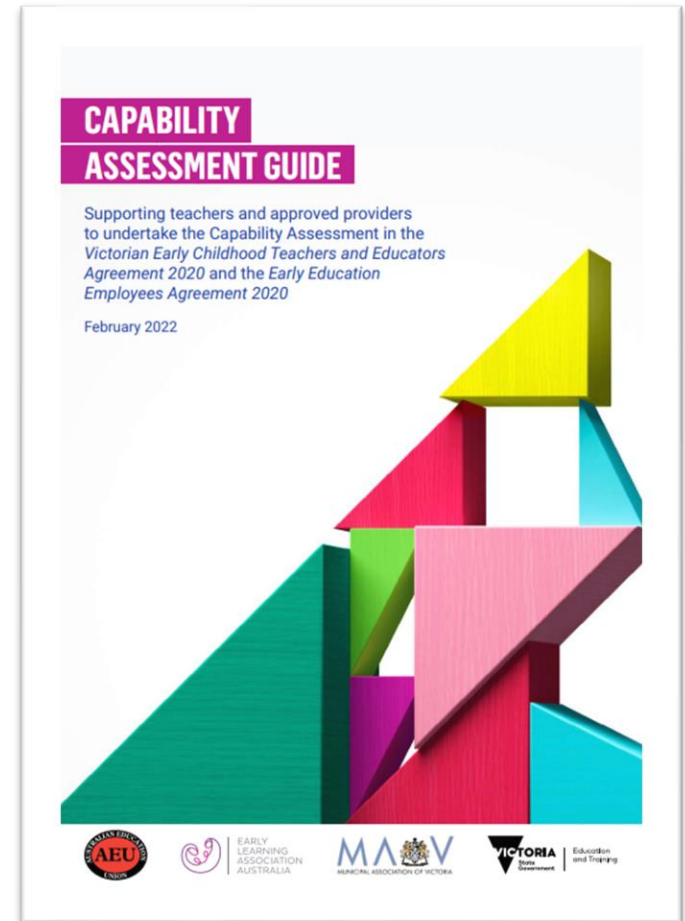
- v Role of the Committee as an VECTEA employer
- v Appointing a Capability Assessment Sub-Committee
- v Governance responsibilities and importance of handover

Section 3:

- v Understanding the 5-step capability assessment process

Section 4:

- v DET Capability Assessment Resource Guide
- v Where to download and further information.



Section 1: Overview of the VECTEA and the Capability Assessment

The Victorian Early Childhood Teachers and Educators Agreement 2020 (VECTEA)

- The VECTEA 2020 is an enterprise agreement (EBA) that covers the employment of **teachers and educators** in Victorian kindergartens.
- The VECTEA is negotiated every four years between:
 - Early Learning Association Australia (ELAA)
 - The Australian Education Union (AEU)
 - The United Workers Union (UWU).
- In July 2021 – the **VECTEA 2020** was approved by the Fair Work Commission with 383 signatories.
- The VECTEA 2020 replaced the VECTEA 2016.

Coverage of the Capability Assessment

VECTEA 2020 respondents (signatories)

VECTEA mirror agreements (VECA and VEEA 2021)

Early Education Employees (EEEA) 2020 agreement (Municipal Association of Victoria)

A list of all VECTEA respondents is under schedule 2 of the Agreement or your applicable agreement.

For further information: Contact ELAA for confirmation and for a copy of the Agreement.

Note: The Capability Assessment is not a requirement for teachers or agency staff employed under the Educational Services (Teachers) Award 2020 (ESTA).



Validation under the VECTEA 2016 – historical context

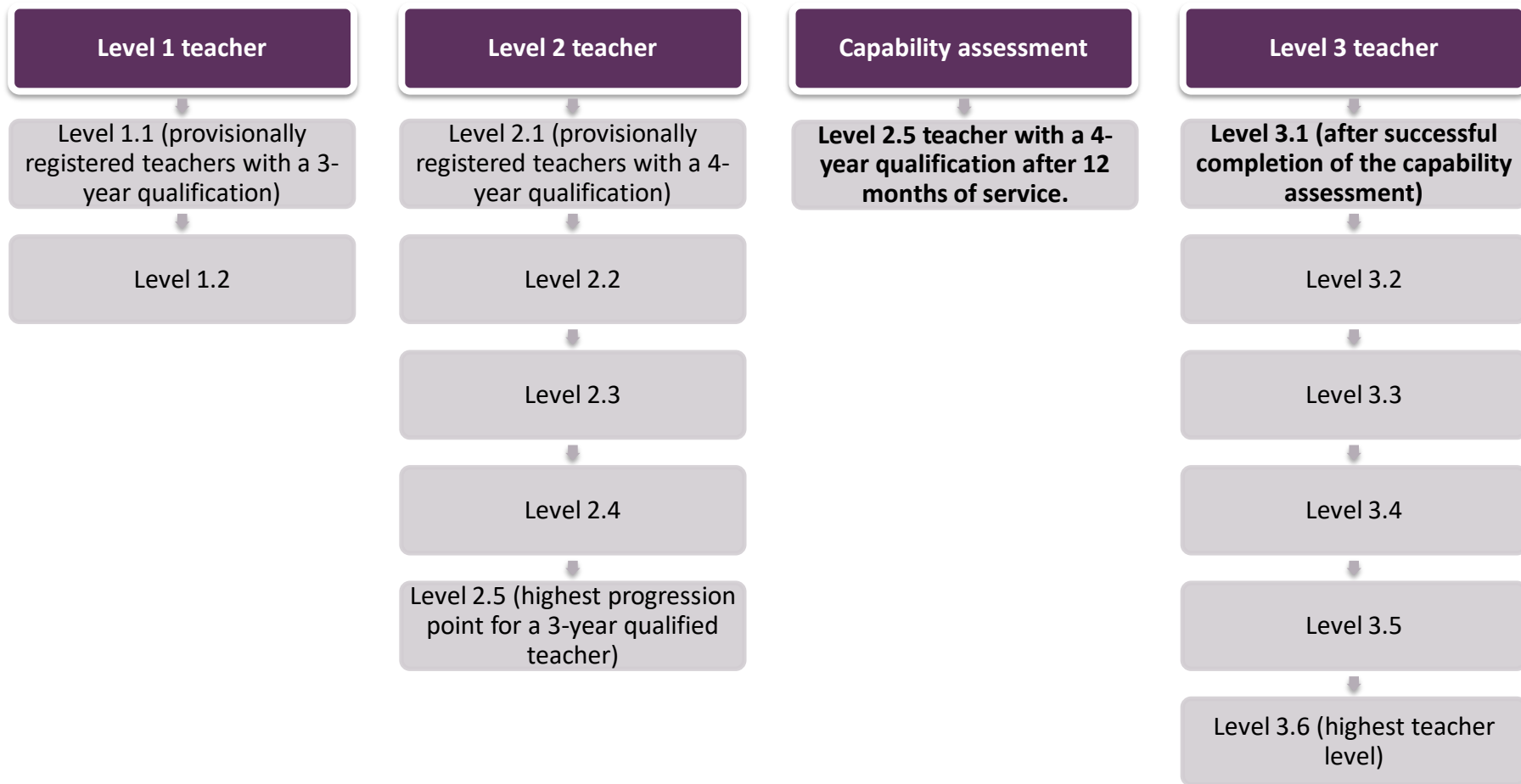
- Under the VECTEA 2016, experienced teachers (with a 4-year teaching qualification) could apply for an external assessment process called 'validation' with [VETASSESS Australia](#).
- Validation assessed teacher competencies to become a Level 3 – exemplary teacher.
- Teachers undertaking validation were required to provide a notice of intention to their employer and an application to VETASSESS.
- **Teachers who were not eligible or did not elect to undertake validation could not progress further than a Level 2.5 on the teacher salary scale.**
- Validation was transferable between VECTEA employers.

VECTEA 2020 Capability Assessment

- Applicable under the VECTEA 2020 and EEEA 2020 from **1 February 2022**.
- An **internal assessment process** conducted by the teachers' employer. It is not externally assessed by ELAA or DET.
- Successful completion provides progression from the Level 2.5 increment to the Level 3.1 increment on the teacher salary scale.
- Must be offered to all eligible Level 2.5 teachers with more than 12 months service at their anniversary date.
- Does not require a 'notice of intention' for validation by the teacher.



The VECTEA 2020 teacher salary scale



What are teacher capabilities?

- Capabilities have been developed to articulate the expected practices required from a teacher to progress to Level 3.
- The capabilities define what an experienced teacher performing at an exemplary level is able to do combined with their professional disposition.
- Understanding what it means to practice at an exemplary level is the subject of ongoing research and policy development.



Section 2: Committee Responsibilities

Your Committee's role as an VECTEA employer

- As the employer, your Committee is responsible for overseeing the completion of the Capability Assessment.
- The Capability Assessment forms part of your Committee's responsibilities.
- Options for undertaking the process is by appointing a Capability Assessment Sub-Committee who reports to your Committee.
- This Sub-Committee must be formed each year as this is an ongoing process.
- **Individuals who can be on the Capability Sub-Committee include:**
 - Educational Leader/ Nominated Supervisor/ Centre Director
 - Committee members
 - Parents with specialist knowledge or expertise with this process.

Creating a Capability Assessment Sub-Committee

- The Capability Assessment Committee (Sub-Committee) will consist of 3-4 members.
- Members can be appointed for an extended period or as a once-off process each year.
- Sub-committee members should not have a direct relationship (i.e. parents of children in the program) with the teacher being assessed.



Your Committee will:

- ✓ Determine the terms of reference of your Capability Assessment Sub-Committee.
- ✓ Appoint members to the Sub-Committee (can be executive and non-executive members).

Preparing your Capability Assessment Sub-Committee

- Members should have a copy of the Guide and have time to familiarise themselves with the process and expectations.
- The Capability Assessment is part of your Committee responsibilities as the employer.
- Can be used as an example of quality practices reflective of elements of the National Quality Framework (NQF).

Quality Area 7 – Governance and Leadership.

7.1 Governance -Governance supports the operation of a quality service.

- 7.1.2 Management systems
- 7.1.3 Roles and responsibilities

7.2 Leadership

- 7.2.1 Continuous improvement
- 7.2.3 Development of professionals (ACECQA, 2020)

Quality Area 4 – Staffing arrangements

4.2 Professionalism Management, educators and staff are collaborative, respectful and ethical.

- 4.2.1 Professional collaboration
- 4.2.2 Professional standards

During handover

It is also the responsibility of any incoming Committee to be across the Capability Assessment.

Provide your incoming Committee with:

- ✓ An overview of the ongoing expectations and responsibilities for the Capability Assessment.
- ✓ The terms of reference for your Capability Assessment Sub-Committee.
- ✓ A copy of the DET Capability Assessment Guide.
- ✓ A copy of the VECTEA 2020 or your applicable agreement (contact ELAA).
- ✓ ELAA's contact details.



The Capability Assessment process

Description	Responsibility	Timeline	Tools
Step 1 - Instigation			
Instigation signals interest and willingness to complete the Capability Assessment process. It is also an opportunity to clarify the expectations and responsibilities of the process.	Teacher and/or Approved Provider	Week 1	TOOL-01 TOOL-07 TOOL-08
Step 2 - Commencement			
The Commencement step formalises the start of the process and gives Teachers and Approved Providers the information they need to prepare for the Capability Assessment Discussion (Step 4).	Teacher and Approved Provider	Week 2	The Guide TOOL-02 TOOL-03 TOOL-09
Step 3 - Preparation			
The Preparation step allows Teachers and Approved Providers time and resources to ensure they understand the expectation of the process outlined in this Guide and are ready to engage in the Capability Assessment Discussion (Step 4).	Teacher and Approved Provider	Weeks 3 - 7	The Guide TOOL-02 TOOL-03 TOOL-04
Step 4 - Capability Assessment Discussion			
The Discussion step facilitates the assessment of a Teachers practice concerning the Capabilities outlined in the Agreements. In a collaborative discussion with the Teacher, the Approved Provider seeks to gather information about how the capabilities are practiced.	Approved Provider	Week 7	TOOL-05 TOOL-06
Step 5 - Decision			
The Decision step requires the Approved Provider to decide, following the Discussion (Step 4), whether the Teacher has provided sufficient evidence and practice examples to meet the Capabilities.	Approved Provider	Week 8	TOOL-10 TOOL-11 TOOL-12

DET Capability Assessment Guide supporting tools/templates

Step	Tools
Step 1 Instigation	<ol style="list-style-type: none"> 1. Email from Teacher to the Approved Provider (TOOL-07) 2. Email from the Approved Provider to the Teacher (TOOL-08) 3. Confirmation email to signal the start, and outline, of the process (TOOL-09) 4. The “Capability Assessment - Committee Establishment” (TOOL-01)
Step 2 Commencement	<ol style="list-style-type: none"> 1. The Guide (this document) 2. “Capability Assessment - Examples of PRACTICE and EVIDENCE” (TOOL-03) 3. “Capability Assessment - Questions for the Committee” (TOOL-02)
Step 3 Preparation	<ol style="list-style-type: none"> 1. The Guide (this document) 2. “Capability Assessment - Questions for the Committee” (TOOL-02) 3. “Capability Assessment - Examples of PRACTICE and EVIDENCE” (TOOL-03) 4. “Capability Assessment – Teacher REFLECTION” (TOOL-04)
Step 4 Discussion	<ol style="list-style-type: none"> 1. The “Capability Assessment Discussion AGENDA” (TOOL-05) 2. The “Capability Assessment Discussion RECORD” (TOOL-06)
Step 5 Decision	<ol style="list-style-type: none"> 1. Email from the Approved Provider to the Teacher (TOOL-10 or TOOL-11, and TOOL-12)

Section 3: The Assessment Process

STEP 1 – Instigation and confirming eligibility

This involves your Committee:

- Reviewing the teacher eligibility requirements under clause 50.3 of the VECTEA 2020.
- Advising your teacher that they meet the eligibility criteria.
- Confirm your teachers' interest in completing the Capability Assessment discussion.
- Advise your teacher of your intention to begin the process.
- Confirm receipt if you have received a 'instigation letter' from your teacher.

TOOL 1
CAPABILITY ASSESSMENT

Committee establishment

The Capability Assessment committee is appointed by the approved provider to lead the Capability Assessment process, as specified in the *Victorian Early Childhood Teachers and Educators Agreement 2020 (VECTEA)* and the *Early Education Employees Agreement 2020 (EEEA)*, to facilitate eligible early childhood teachers to move from Level 2.5 to 3.1 in the career structure. This follows the removal of an external validation process from February 2022.

What is the Capability Assessment process?

The Capability Assessment process is a collaborative endeavour, drawing on the skills and experience of both the Teacher and the Capability Assessment committee (on behalf of the approved provider). The process, especially the discussions between the teacher and the committee, are an opportunity for celebration and accountability and rely on everyone participating in good faith and with a shared vision for quality early childhood education.

What are the roles and responsibilities of the Capability Assessment committee?

There are several predefined roles on the Capability Assessment committee. The approved provider can determine these roles or decide by the committee itself.

Chair	The Chair leads the committee and is the key contact between the teacher and the committee. They ensure that the process is completed in accordance with the agreed process and reports the outcome to the approved provider following the completion of the process. For some approved providers, the Chair may be a member of the senior leadership team, for example.
Committee members (x2)	The committee members participate in the process and work together to assess the capabilities of the teacher.
Note taker	The committee may appoint a note-taker to record the discussion and decision of the committee and communicate the outcome to the approved provider and the teacher.

STEP 1 – Instigation and confirming eligibility

Teacher eligibility criteria (clause 50.3 of the VECTEA)

Before the Capability Assessment can be conducted, the onus is on the employer to check that your **Level 2.5 teachers are eligible to do so** under the following criteria:

- a) have a minimum of **5 years teaching experience**; and
- b) have been at **Level 2.5 for a minimum of 12 months**; and
- c) hold **full Victorian Institute of Teaching registration**; and
- d) hold an approved **four-year early childhood teacher training qualification**, or if less than a four-year approved qualification, must be recognised for progression; and
- e) **not have been the subject of any disciplinary outcome** that is related to their professional practice and/or conduct in the 12 months

STEP 1 – Instigation and confirming eligibility

Determining 3 and 4-year degrees

- ✓ Teachers who have completed post-graduate study (e.g. a Graduate Diploma or Masters) are generally considered to have completed a four-year teaching degree.
- ✓ Teachers who have their Diploma (18 months) counted as recognition of prior learning (RPL).
- ✓ Fast-tracked 18-month teaching degrees depend on the tertiary institution (e.g., Australian Catholic University, Deakin University).

Recognition of 3-year degrees prior to 17 February 2006 (clause 49.7)

A teacher who:

- A. holds a three-year qualification approved by ACECQA or VIT; and
- B. was employed as a teacher before 17 February 2006.

Is eligible to conduct the capability assessment.

STEP 1 – Instigation and confirming eligibility

Sourcing further information

1. **Ask for supporting documentation from your teacher (e.g., an academic transcript).**
 - Confirm with your teacher the Initial Teacher Education (ITE) Program that was completed: the tertiary institution, graduating year and the duration/credit points.
2. **Review the AITSL website for current VIT and ACECQA approved qualifications.**
 - A list of all accredited ITE programs delivered throughout Australia can be found on the **Australian Institute for Teaching and School Leadership (AITSL)**.
 - See: <https://www.aitsl.edu.au/deliver-ite-programs/apl>
3. **If a 3-year teaching qualification:** Confirm if completed prior to 2006.
4. **To determine your teachers' current VECTEA classification:** Complete a work history form on ELAA's website. **Note:** ELAA cannot not determine if your teacher's qualification is a 3 or 4-year degree.

STEP 2 – Commencement

During this step, your Committee will:

- Write to your eligible Level 2.5 teacher outlining the process, timeframes and provide links to relevant documents (the VECTEA), including the Guide.
- Establish an Assessment Capability Sub-Committee (ideally three people) to undertake the Capability Assessment Process.
- Notify your teacher of the expected date of their capability assessment discussion – providing sufficient time for preparation (**at least four weeks notice**).

Your Committee may also:

- Identify a predictable timeline each year for the Capability Assessment following the Guide.
- Determine the process is outside their expertise and consider having a supporting individual on your panel to facilitate the process – *contact ELAA for further assistance*.

STEP 3 – Preparation for your Capability Assessment discussion

During this step your Committee will:

- Re-read through the DET Capability Assessment Guide to ensure familiarity with the process and expectations, including the relevant Tools (template letters).
- Review the Evidence and Practice Tool and determine how the meeting will run, e.g. who will ask which questions and who will take notes etc.
- Review the Questions for the Committee Tool.

During this step your teacher will:

- Use the *Capability Assessment Descriptors Evidence and Practice Guide* and the *Reflection Tool* to provide a written response in preparation.
- Critically reflect on their practice to think about how they demonstrate the capabilities in practice.

STEP 4 – Conducting the Capability Assessment

Your sub-committee will hold an individual meeting (discussion) with your teacher to:

- Seek to gather information about how the capabilities are practiced.
- Listen and facilitate the teacher's practice against the capabilities as specified under clause 50.4 of the VECTEA.
- Use the following supporting tools:
 - *Discussion Agenda* to structure the meeting
 - *Discussion Record* to document your discussion.

Your teacher will:

- Attend the discussion meeting on time and ready to discuss how they meet the Capabilities.
- Present evidence (see the *Evidence Guide*) to showcase or illustrate the skills, attitudes and behaviours they have used to demonstrate the Capabilities.
- Be prepared to discuss their responses further, clarify their rationale and respond to questions.

The meeting should be approximately 45 minutes to one hour in duration.

STEP 4 – Conducting the Capability Assessment

Assessment criteria – clause 50.4 of the VECTEA 2020

You will then assess the following:

- The teacher demonstrates a clear understanding of, and contribution and commitment to the Quality Improvement Plan of the service.
- The teacher must demonstrate a well-developed level of understanding of and developing capabilities relevant to the roles and responsibilities and professional standards of a Level 3 teacher in the following areas:
 - **Pedagogical excellence and expert teaching skills;**
 - **Comprehensive knowledge and practice in developing innovative programs and curriculum;**
 - **An ability to respond to emerging trends and issues within early childhood education, their service and community;**
 - **Provision of leadership and role modelling to other early childhood staff.**
 - **Provision of expert advice and support to parents and the broader community.**
 - **Actively pursues opportunities to advocate on behalf of children.**
 - **Plays a significant role in leading and supporting programs.**

STEP 4 – Conducting the Capability Assessment

Underperforming employees

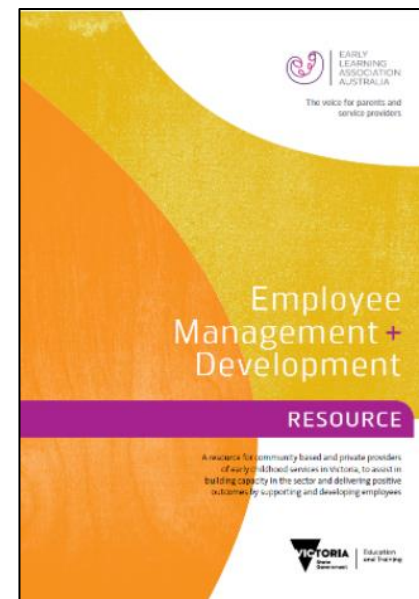
The capability assessment process is a recognised assessment focused on pedagogy, leadership and professional teacher practice.

The capability Assessment is **NOT**:

- An opportunity to performance manage underperforming employees
- A discussion around unaddressed behavioural or conduct issues
- A discussion about parent complaints or concerns related to your teacher.

Please refer to ELAA's Free Resources for additional support.

Contact Member Solutions: membersolutions@elaa.org.au.



STEP 5 – Decision (Providing an outcome)

Following your Capability Assessment discussion, your Sub-Committee will:

- Meet to make an informed decision if your Teacher has provided sufficient evidence and practice examples to meet the Capability Assessment.
- Formally record your decision in your Sub-Committee meeting minutes.
- Make a recommendation to your Committee for formal approval if required under your constitution.
- Notify your teacher in writing of the decision no later than **seven days after the Discussion** including the reason for the finding.

See: **DET Guide templates** - TOOL-10, TOOL-11 and TOOL-12

Your process notes and the final decision should be kept confidentially in the services staff files.

These records do not need to be lodged with ELAA or any other external organisation.

STEP 5 – Decision (Providing an outcome)

For a successful outcome:

- Contact your Bookkeeper to ensure that progression to a Level 3.1 takes place.
- Teachers who increment to salary Level 3.1 are eligible to receive further increments after a further 12 months service.

For teachers who were eligible to conduct the assessment prior to 1 February 2022:

- 1 February 2022 becomes their new anniversary date.
- Backpay is advised at a Level 3.1 classification backdated to 1 February 2022.

For teachers who become eligible to conduct the assessment after 1 February 2022:

- Teachers who meet the Capability Assessment set out in clause 50.4 shall increment to salary Level 3.1 on their incremental anniversary date.
- Progression to a Level 3.1 occurs on the first full pay period.
- No backpay is required.

STEP 5 – Decision (Providing an outcome)

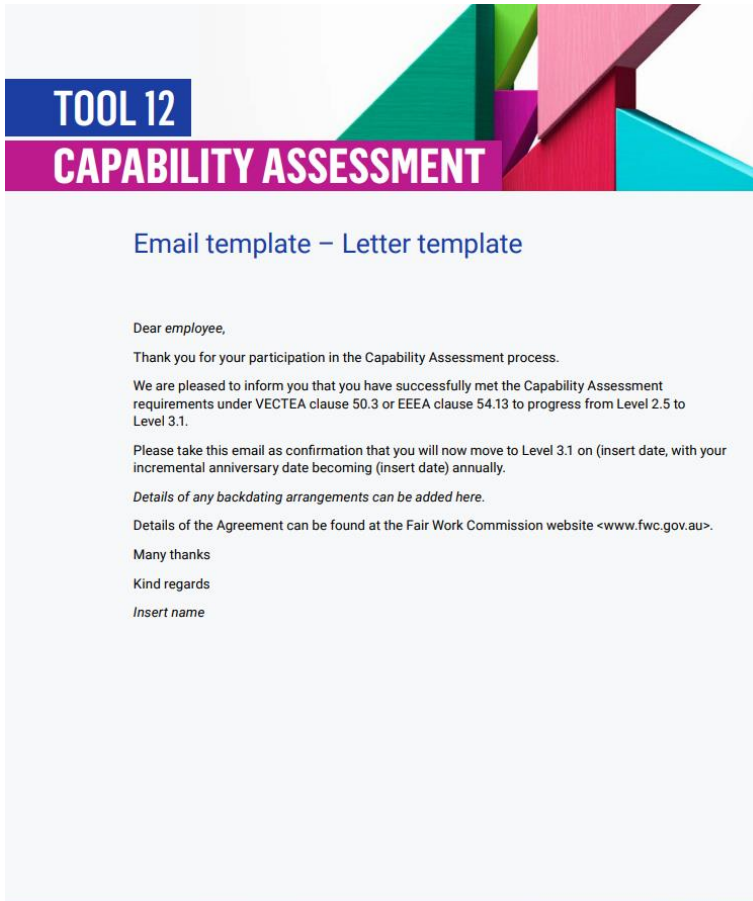
Adverse findings (clause 50.7)

- In the event that your teacher is determined not to meet all of the requirements of the Capability Assessment, you must notify them in writing.
- The teacher may provide you with further evidence and information for consideration **at the time or within a negotiated timeframe of the assessment.**
- Your teacher may access the provisions of clause 13 - Dispute Resolution in order to have your decision reviewed.

Request for reassessment (clause 50.8)

- A teacher who receives an 'adverse finding' is **not eligible to conduct the assessment again by any VECTEA employer within 6 months.**
- After 6 months, the teacher can request a re-assessment from their employer.
- If the reassessment results in a positive finding, movement to salary Level 3.1 shall occur as at the date of the new finding.

Finalising the Capability Assessment Process



Notifying your teacher in writing.

Successful outcome:

- Use **TOOL 10 (email template)** or **TOOL 12 (letter template)** for a successful completion of the Capability Assessment.
- Essential that this letter/email is completed.

Unsuccessful outcome:

- Provide an adverse finding in writing – use **TOOL 11 (letter template)** or **TOOL 13 (email template)**.
- Teachers who receive an adverse finding cannot complete a re-assessment within 6 months.

Section 4: The DET Capability Assessment Guide

Department of Education and Training

Capability Assessment Guide

- The Capability Assessment Guide is a best-practice framework for the sector.
- Developed by DET and Catharine Hydon (Early Childhood Consultant, Hydon Consulting) with extensive consultation from:
 - Early Learning Association Australia
 - Australian Education Union
 - Municipal Association of Victoria
- The Guide aims to support teachers and Approved Providers under the 2020 Early Childhood Enterprise Agreements.
- The VECTEA does not prescribe a specific process; the Guide provides a five-step procedure for employers.

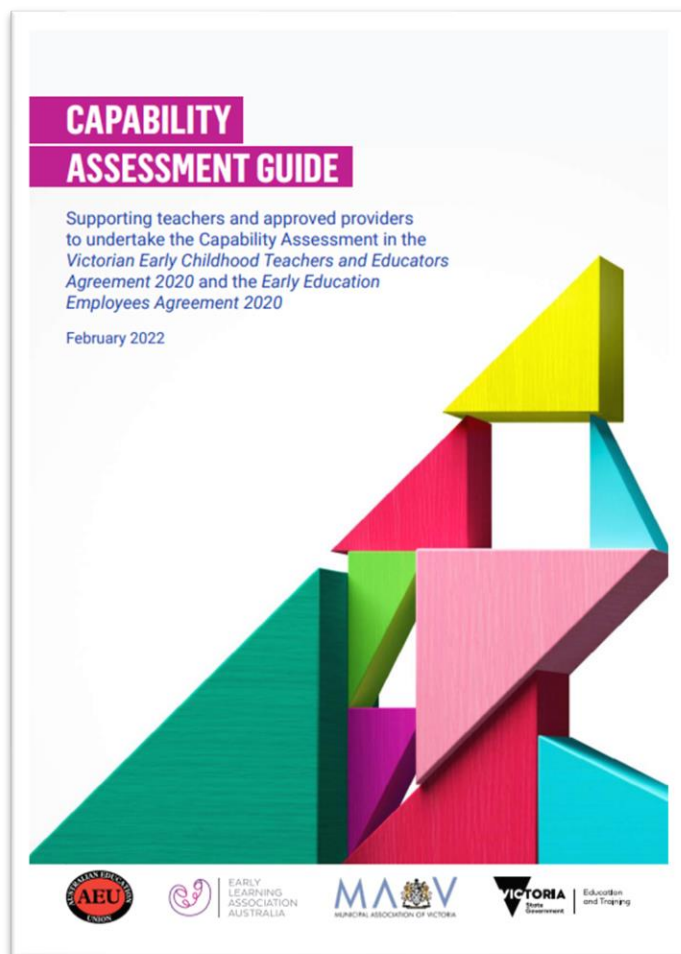


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What does the Guide contain?



How to use the DET Resources for your Committee:

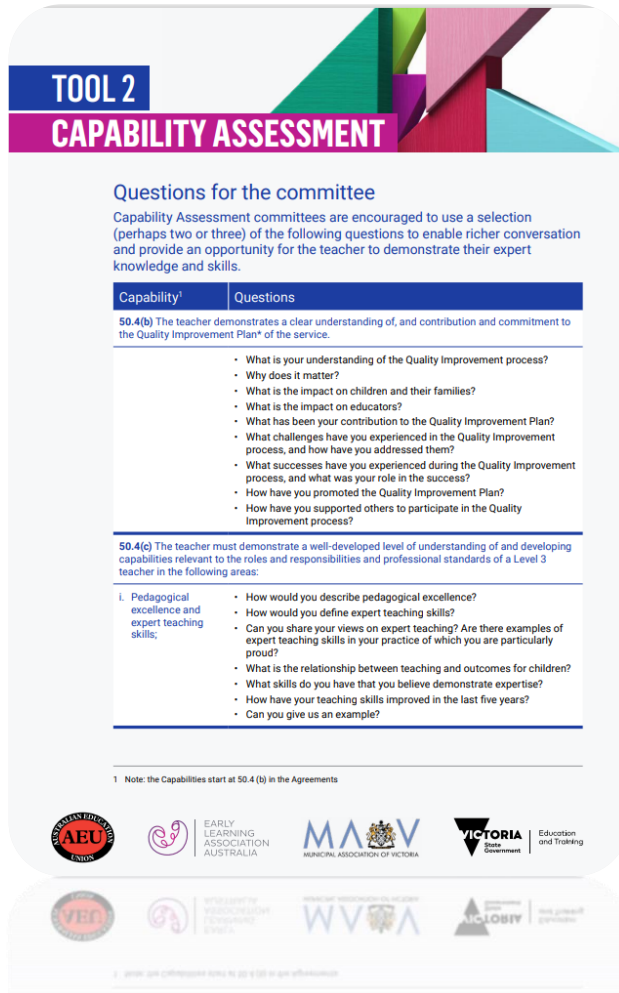
- Setting up a Capability Assessment Sub-Committee
- Understanding the Teacher capabilities, including the *Australian Professional Standards for Teachers* (APST).
- A glossary of terms.
- The five Capability Assessment steps.

Templates and resources specifically for Committees including:

- **Sub-Committee Establishment Framework (TOOL 1)**
- **Questions for the Committee (TOOL 2)**
- **Evidence of practice and evidence (TOOL 3)**

Supporting Tools and Templates

The Capability Assessment Guide contains 13 supporting tools.



Tool 1: Sub-Committee establishment framework.

Tool 2: Questions for the Committee

Tool 3: Examples of Practice and Evidence

Tool 4: Teacher Reflection Framework

Tool 5: Discussion Agenda

Tool 6: Discussion Record

Tool 7: Email template: Instigation by teacher

Tool 8: Email template: Instigation by Approved Provider

Tool 9: Invitation to attend assessment interview (discussion)

Tool 10: Email template: Confirmation of successful completion

Tool 11: Email template: Adverse finding (unsuccessful)

Tool 12: Letter template: Confirmation of successful completion.

Tool 13: Letter template: Adverse finding (unsuccessful)

Where to download your DET Capability Assessment Guide

Available now for download from the ELAA website.

The screenshot shows the ELAA website interface. At the top, the ELAA logo is on the left, and navigation links for CHILD ROAD SAFETY, EARLY CHILDHOOD EDUCATION FOUNDATION, and LEARNING BROUGHT TO LIFE are in the center. A search icon and a shopping cart icon with a '0' are on the right. Below the header is a main navigation bar with links: About Us, Resources (highlighted with a yellow box and labeled '1'), Training, Advocacy, Membership, Parents, My Membership, Job Board, and News, Media & Advertising. On the left side, there is a vertical menu with links: Resources, Training, and Advocacy. Below these are several resource categories: COVID-19 FAQs & resources, VECTEA 2020 and Mirror Agreements, Support Services (with a right arrow), ELAA consultancy services, Shop Resources, Free Resources (highlighted with a yellow box and labeled '2'), Helpful Links to Research, and Victorian 3-Year-Old Kindergarten Rollout. The main content area is titled 'Free Resources' (labeled '3') and contains six resource cards. Each card has a title, a brief description, and a 'Read More | Download' button. The resources are: BudgetWorks v4 Manual, ModelWorks v4 Manual, Employee Management and Development Resource, Governance Support Manual, Managing performance-related concerns, and Helpful resources for policy development. The ELAA logo is at the bottom right of the page.

1

2

3

Resources

Training

Advocacy

COVID-19 FAQs & resources

VECTEA 2020 and Mirror Agreements

Support Services →

ELAA consultancy services

Shop Resources

Free Resources

Helpful Links to Research

Victorian 3-Year-Old Kindergarten Rollout

Free Resources

BudgetWorks v4 Manual 2021

ModelWorks v4 Manual 2021

Employee Management and Development Resource

Governance Support Manual For Rural Early Years Managers

Managing performance-related concerns

Helpful resources for policy development Information sheet

Read More | Download

Read More | Download

Read More | Download

Read More | Download

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Read More | Download

Additional Supports Available from ELAA

ELAA will be offering an 2-hour panellist consultancy Capability Assessment support program.

This will involve:

- An ELAA team member with expertise in early childhood education attending your Capability Assessment panel.
- In discussion with your Committee/management, determining an outcome for your teacher.
- Support will be on a per teacher basis.

For further information, including a cost estimate and availability, please contact us at membersolutions@elaa.org.au.

This program is not included in standard ELAA membership.

Expressions of interest will be sent after this presentation.
Register your interest today.



Your next steps:

1. Download the Guide

- Download the DET Capability Assessment Guide from the ELAA website.

2. Review the VECTEA

- Review clauses 50.2 to 50.8 of the VECTEA 2020 or your applicable agreement.
 - Clause 50.3 – Teacher eligibility criteria
 - Clause 50.4 – Capability assessment requirements

3. Create your Capability Assessment Sub- Committee

- Meet with your Committee to nominate your Capability Assessment Committee.
- Determine the Terms of Reference.

Thank you for attending

We are here to support you.



- Email us: membersolutions@elaa.org.au
- Call us: (03) 9489 3500 (press 2) between 10am – 3pm, Monday to Friday.

Know someone who is interested in becoming an ELAA Member?

ELAA Full and Subscriber members can contact us for advice on:

- Industrial relations
- Human resource management
- Occupational health and safety
- Road Safety Education
- Policy and advice
- Professional Development and much more.

Contact our Memberships team memberships@elaa.org.au or call us on (03) 9489 3500.