**CAPABILITY ASSESSMENT GUIDE**

The Capability Assessment Guide is, first and foremost, the process by which to recognise exemplary teaching practice as one of the most significant ways to uphold young children's rights and best interests in Victorian early childhood education and care settings.

**Purpose of the Guide**

The Guide and its accompanying tools support eligible early childhood teachers and approved providers to undertake the Capability Assessment outlined in the **Victorian Early Childhood Teachers and Educators Agreement 2020 and the Early Education Employees Agreement 2020**(the Agreements) to facilitate teachers to move from Level 2.5 to 3.1 in the career structure. The information and resources in this Guide have been specially designed for funded kindergarten providers and teachers who are employed under the Agreements (as well as any mirror and equivalent Agreements) and aims to streamline and enhance engagement in the Capability Assessment.

**How to use the Guide**

While the Agreements do not prescribe a specific process for completing the Capability Assessment, this Guide outlines a straightforward 5 step procedure that ensures both teachers and approved providers can have confidence in the process. The use of this Guide is not mandatory, noting that many providers already have their own Capability Asessment process in place.

The Guide outlines a 5 step process described from both the teachers' perspective (indicated in pink) and approved providers (indicated in green).

**Who can use the Guide?**

The Guide and related tools have been designed to support anyone participating in the Capability Assessment process specified in the Agreements. However, it is important to note that the process outlined is not compulsory. Parties are welcome to utilise aspects of the Guide to support existing processes or to complement protocols that an approved provider already has in place.

Additional advice is offered for volunteer committees of management where applicable.

**Roles and responsibilities in the process**

The Capability Assessment process, at its best, is collaborative, drawing on the skills and lived experience of both the teacher and the approved provider. As noted in the Guide, the nature of the Capability Assessment discussions are a combination of celebration and accountability and rely on both the teacher and approved provider participating with good faith and a spirit of continuous improvement.

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| **Teachers** are responsible for requesting the  Capability Assessment to commence.  The teacher then ensures they participate in the process as outlined in the Guide, including having the necessary information to enable the approved provider to assess their capabilities. | **Approved providers** are responsible for  managing and completing the Capability  Assessment process.  The approved provider ensures that the process is fair and rigorous and that teachers and members of the Capability Assessment committee understand what is  expected and that the process is completed in a timely manner. |

**Tools**

A suite of accompanying tools is provided separately to support approved providers and teachers in completing the Capability Assessment process.

The Guide and tools were developed by Catharine Hydon in consultation with the Australian Education Union (AEU), Municipal Association of Victoria (MAV) and the Early Learning Association of Australia (ELAA) and with support from the Department of Education and Training.

*The Guide is ultimately about positive outcomes for young children. Early childhood education and care is enhanced when teachers are supported to articulate the quality of their teaching practice and are remunerated accordingly.*