

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* (EEEEA), to facilitate eligible early childhood teachers to move from Level 2.5 to Level 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	<p>The Chair leads the committee and is the key contact between the teacher and the committee.</p> <p>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.</p> <p>For some approved providers, the Chair may be a member of the senior leadership team, for example.</p>
Committee members (x2)	<p>The committee members participate in the process and work together to assess the capabilities of the teacher.</p>
Note taker	<p>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.</p>

What is expected of the Capability Assessment committee?

Commitment

- Work with others to implement the assessment process
- Participate openly and fairly in the process to celebrate high quality teaching practice and continuous improvement
- Be mindful of ethical behaviours that ensure all participants are treated fairly and respectfully

Preparation

- Meetings with the Capability Assessment committee
- Becoming familiar with the relevant tools, for example, TOOL-03 Capability Assessment – Examples of PRACTICE and EVIDENCE, and TOOL-02 Capability Assessment – Questions for the committee

Reading

- *The Capability Assessment Guide*
- *Victorian Early Childhood Teachers and Educators Agreement 2020 (VECTEA)* and/or the *Early Education Employees Agreement 2020 (EEEA)*

Time

- Approximately eight week commitment in total – see the process section in the *Capability Assessment Guide*
- 1 x 1.5 hour discussion