

TOOL 2

CAPABILITY ASSESSMENT

Questions for the committee

Capability Assessment committees are encouraged to use a selection (perhaps two or three) of the following questions to enable richer conversation and provide an opportunity for the teacher to demonstrate their expert knowledge and skills.

Capability ¹	Questions
50.4(b) The teacher demonstrates a clear understanding of, and contribution and commitment to the Quality Improvement Plan (QIP) of the service.	<ul style="list-style-type: none">• What is your understanding of the quality improvement process?• Why does it matter?• What is the impact on children and their families?• What is the impact on educators?• What has been your contribution to the Quality Improvement Plan (QIP)?• What challenges have you experienced in the quality improvement process, and how have you addressed them?• What successes have you experienced during the quality improvement process, and what was your role in the success?• How have you promoted the Quality Improvement Plan (QIP)?• How have you supported others to participate in the quality improvement process?
50.4(c) 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:	
i. Pedagogical excellence and expert teaching skills;	<ul style="list-style-type: none">• How would you describe pedagogical excellence?• How would you define expert teaching skills?• Can you share your views on expert teaching? Are there examples of expert teaching skills in your practice of which you are particularly proud?• What is the relationship between teaching and outcomes for children?• What skills do you have that you believe demonstrate expertise?• How have your teaching skills improved in the last five years?• Can you give us an example?

¹ Note: the Capabilities start at 50.4 (b) in the Agreements

Capability ¹	Questions
ii. Comprehensive knowledge and practice in developing innovative programs and curriculum;	<ul style="list-style-type: none"> • How would you describe innovative programs and curriculum in early childhood education and care? • What makes an approach innovative? • Can you describe your knowledge and understanding of innovative programs and curriculum in early childhood? • Can you describe an innovation that you have led? What happened, and why was it innovative? • How do innovative programs and curricula benefit children and families?
iii. An ability to respond to emerging trends and issues within early childhood education, their service and community;	<ul style="list-style-type: none"> • Why is it important for a teacher to respond to emerging trends and issues within early childhood education, their service and community? • Can you describe how you respond to emerging trends and issues within early childhood education? • Can you describe how you respond to respond to emerging trends and issues in this service? • Can you describe how you respond to emerging trends in the community?
iv. Provision of leadership and role modelling to other early childhood staff within the service;	<ul style="list-style-type: none"> • How would you describe your approach to leadership? • What has shaped this understanding? • Can you share an example of how you have provided leadership and role modelling to early childhood staff within the service? • Were you effective? How do you know? • Can you describe your understanding of effective leadership in early childhood education?
v. Provision of expert advice and support to parents and the broader community in the development and delivery of early childhood education;	<ul style="list-style-type: none"> • Can you describe your understanding of the role you play in offering expert advice and support to parents and the broader community in the development and delivery of early childhood education? • Why is this important? • What strategies have you used to provide expert advice and support to parents? • What strategies have you used to provide expert advice and support to the broader community?
vi. Actively pursues opportunities to advocate on behalf of children and the development and delivery of early childhood education by working collaboratively and effectively with appropriate groups in the broader community.	<ul style="list-style-type: none"> • As a skilled and experienced teacher, why is it important to be an advocate? • Can you describe how you pursue opportunities to advocate on behalf of children? • Can you describe how you pursue opportunities to advocate for the development and delivery of early childhood education? • Can you describe how you work collaboratively and effectively with appropriate groups in the broader community? • Can you give us a specific example of your advocacy and how it was effective?

Capability ¹	Questions
<p>50.4(d) Plays a significant role in leading and supporting programs determined by state and federal authorities.</p>	<ul style="list-style-type: none"> • Can you describe the current programs or initiatives being progressed by state and federal authorities? • How do you know about these initiatives and programs? • What do you do to keep up to date with these initiatives or programs? • Why is it important to engage with these programs and initiatives? • How do these impact your work? • Why is it important that early childhood teachers play a role in these programs and initiatives? • Can you describe how you have responded to one of these programs and initiatives? • How have you led the implementation of these programs?

Responses to the questions

Capability Assessment committees are encouraged to use the capability descriptors in the Guide and the examples of PRACTICE and EVIDENCE (TOOL-03) to assess the response to these questions. However, it is important to note that the examples of capability are not limited to these suggestions and that high-quality teaching practice can be demonstrated in many ways.

The Capability Assessment committees should use the discussion process to clarify teacher responses.