Examples of PRACTICE and EVIDENCE

The Capability Assessment examples of **practice** and **evidence** tool is designed to assist teachers to identify the multiple ways they can demonstrate each of the capabilities in the Agreement in preparation for the Discussion Step (4) in the assessment process. The collection of practices and evidence are offered as examples of what could be considered an effective example of how the capability is understood and practiced in the everyday work of the teacher.

The suggestions are gathered from multiple sources, including teachers themselves, and capture a diverse range of pedagogical approaches. It is critical that teachers and approved providers do not view this as a checklist to be completed but rather as a collection of possible examples that will assist both parties to clarify what the capabilities look like in practice.

The table below highlights both **practices** (*how* capabilities are demonstrated) and **evidence** (what form a capability could take) and can be understood as:

Practices: Teaching strategies, processes and approaches that teachers might discuss to showcase how the Capabilities are demonstrated in their work.

Evidence: Examples of teaching and leadership, including artefacts, showcasing how the capabilities are demonstrated in their work. This may include artefacts developed in collaboration with other educators, children, families, the approved provider, or others showcasing how the capabilities are demonstrated in their work.

Capability[1]

50.4 (b) The Teacher demonstrates a clear understanding of, and contribution and commitment to the Quality Improvement Plan (QIP) of the service.

Practices, including those aligned with the VEYLDF, that could be considered a demonstration of the capability	Evidence that could be used to further support the articulation of the capability during the Discussion (Step 4)
VEYLDF Practice Principles: • Using critical reflective practice • Building and cultivating partnerships with families • Holding high expectations for every child • Nurturing and maintaining respectful relationships and responsive engagement • Attending to equity and diversity in decision making • Utilising assessment for learning and development • Applying integrated teaching and learning approaches • Fostering partnerships with professionals.	The Quality Improvement Plan (QIP) and any accompanying documents that highlight the teacher's leadership and contribution to the process of continuous improvement, for example: • meeting minutes • reflective journals • wall displays outlining progress • newsletter articles • posts of digital platforms outlining progress.

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

Capability

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;

Practices, including those aligned with the VEYLDF, that could be considered a demonstration of the capability	Evidence that could be used to further support the articulation of the capability during the Discussion (Step 4)
VEYLDF Practice Principles: • Using critical reflective practice • Building and cultivating partnerships with families • Holding high expectations for every child • Nurturing and maintaining respectful relationships and responsive engagement • Attending to equity and diversity in decision making • Utilising assessment for learning and development • Applying integrated teaching and learning approaches • Fostering partnerships with professionals. Other practices might include: • Educational leadership – guiding and supporting educators to enhance families understanding about play-based learning, and the importance of early childhood learning • Reviewing, promoting, and enacting the service philosophy • Implementation of Reconciliation Action Plan • Demonstrating cultural responsiveness • Welcoming families and educators from diverse cultural and linguistic backgrounds and incorporating these perspectives into the program • Building collaborative partnerships with families and other service providers such as allied health professionals • Implementing program planning and curriculum design and delivery in line with contemporary research evidence and the expectations of the standards and frameworks • Developing planning documentation and curriculum guidance for diverse audiences • Demonstrating a suite of teaching practice intentional teaching practices promoting inclusive practices • Building respectful and collaborative relationships with all children to capture their perspectives and support them to learn and grow.	**Program documentation** reflecting an understanding of individual children's learning and contemporary perspectives on how children learn and grow, including: • Observations of children's learning • Reflection journals or diaries that show evolving understanding of critical reflection through theory, • Research and use of the frameworks • The program or curriculum plan as communicated to families and educators • A program designed for a particular program, for example, bush kinder pr the language program • Individualised learning plans • Group learning plans • Learning stories and samples of children's work that show how children are engaged in learning programs and how they have input into the planning process • Assessment documentation, for example, Early ABLES assessments, Transition Learning and Development Statements • Other program records and documentation (including digital documentation). **Communications** • Correspondence with educators and families about innovative programs and curriculum. **Meeting documentation** • Meeting schedules that highlight innovations • Minutes, notes, or reflections, including those with families, educators, team leaders, nominated supervisors, and other professionals. **Service philosophy** • Documentation that notes how the philosophy was developed, communicated, and utilised. **Data collection** • Enrolment and orientation documentation from children and families • Surveys and results from educators and families • Other feedback from families.

Capability

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;

Practices, including those aligned with the VEYLDF, that could be considered a demonstration of the capability	Evidence that could be used to further support the articulation of the capability during the Discussion (Step 4)
• Involving families in collaborative discussion and open communication to plan learning and development opportunities for children • Assessing children's learning and development using quality teaching practice and evidence-based approaches • Using reflective practice to develop teaching strategies that more effectively respond to children's diverse needs and interests.	**The Reconciliation Action Plan** • The plan and accompanying documentation and/or the Narragunnawali Plan. **School readiness funding** • Plan tool • Progress notes • Notes following participation in menu items. **Professional learning** • Notes and slides from professional learning opportunities • Presentation made to other educators following professional learning opportunities.

Capability

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:

ii. Comprehensive knowledge and practice in developing innovative programs and curriculum;

Practices, including those aligned with the VEYLDF, that could be considered a demonstration of the capability	Evidence that could be used to further support the articulation of the capability during the Discussion (Step 4)
VEYLDF Practice Principles: • Using critical reflective practice • Building and cultivating partnerships with families • Holding high expectations for every child • Nurturing and maintaining respectful relationships and responsive engagement • Attending to equity and diversity in decision making • Utilising assessment for learning and development • Applying integrated teaching and learning approaches • Fostering partnerships with professionals. Other practices might include: • Developing and implementing new programs that respond to the children, families, and community of the service, for example, nature programs, outdoor or community-based programs • Participating in trials or pilots of new programs or initiatives that have been • Initiating participation in externally developed programs that target specific community outcomes, for example, a junior ranger program or local community health program. • Designing and implementing remote learning programs • Developing and implementing a transition to school programs, for example, school buddies reading, professional learning opportunities with school colleagues • Creating opportunities for diverse participation in policy and philosophy development • Leading a staff or trainee mentoring program • Adapting existing programs to respond to changing circumstances (for example, COVID timetabling or bushfire risk) • Collaborating to deliver joint initiatives with community groups, for example, the Men's Shed, aged care facility or neighbourhood house.	**Program documentation** reflecting a comprehensive knowledge, understanding of the practice of developing innovative programs and curriculum, including: • Observations of children's learning while engaged in innovative programs or curriculum • Reflection journals or diaries that show practice of developing innovative programs and curriculum, • Research and use of the frameworks that highlight the use of innovative approaches • The program or curriculum plan as communicated to families and educators • A program designed for a particular program • Learning stories and samples of children's work that show how children are engaged in innovative programs and curriculum • Other program records and documentation (including digital documentation). **Communications** • Correspondence with educators and families about innovative programs and curriculum. **Meeting documentation** • Meeting schedules that highlight innovations • Minutes, notes, or reflections, including those with families, educators, team leaders, nominated supervisors, and other professionals that show the practice of developing innovative programs and curriculum. **Service philosophy** • Documentation that notes how the philosophy was developed, communicated, and utilised in innovative ways. **Data collection** • Surveys and results from educators and families that offer feedback about the practice of developing innovative programs and curriculum. **The Reconciliation Action Plan** • The plan and accompanying documentation and/or the Narragunnawali Plan. **Professional learning** • Notes and slides from professional learning opportunities that are considered innovative.

Capability

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:

iii. An ability to respond to emerging trends and issues within early childhood education, their service and community;

Practices including those aligned with the VEYLDF, that could be considered a demonstration of the capability	Evidence that could be used to further support the articulation of the capability during the Discussion (Step 4)
VEYLDF Practice Principles: • Using critical reflective practice • Building and cultivating partnerships with families • Nurturing and maintaining respectful relationships and responsive engagement • Attending to equity and diversity in decision making • Utilising assessment for learning and development • Applying integrated teaching and learning approaches • Fostering partnerships with professionals. Other practices might include: • Monitoring and responding to trends and emerging issues • Sourcing and subscribing to information updates and research trends • Participating in local networks • Contributing to working groups and initiatives with the Department of Education and Training and local government • Participating in conversations with local school leaders • Participating in discussion and forums with allied health professionals • Participating in reviews of community health initiatives • Collaborating with First Nations community organisations • Collaborating with local community organisations • Initiating data collection about emerging trends in the community and with potential families • Participating in professional learning opportunities • Engaging and leading critical reflection about contemporary issues in early childhood education • Reading and critically reflecting on contemporary research to enhance programs and practices.	**Program documentation** reflecting an understanding of emerging trends and issues within early childhood education, their service and community, including: • Observations of children's learning • Reflection journals or diaries that show evolving understanding • Research and use of the frameworks • The program or curriculum plan as communicated to families and educators • A program designed for a particular program, for example, bush kinder or the language program • Individualised learning plans • Group learning plans • Learning stories and samples of children's work that show how to respond to emerging trends and issues within early childhood education, their service and community • Assessment documentation, for example, Early ABLES assessments, Transition Learning and Development Statements • Other program records and documentation (including digital documentation). **Communications** • Correspondence with educators, approved provider, families, and the community responding to emerging trends and issues within early childhood education, their service and community, for example, newsletters or emails • Information and documentation development and shared with families to support understanding of emerging issues. **Meeting documentation** • Meeting schedules that show how emerging trends and issues are managed • Minutes, notes, or reflections, including those with families, educators, team leaders, nominated supervisors, and other professionals that indicate how teachers respond to emerging trends and issues within early childhood education, their service and community.

Capability

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:

iii. An ability to respond to emerging trends and issues within early childhood education, their service and community;

Practices including those aligned with the VEYLDF, that could be considered a demonstration of the capability	Evidence that could be used to further support the articulation of the capability during the Discussion (Step 4)
	Data collection • Surveys and results from educators and families that demonstrate how emerging trends and issues within early childhood education, their service and community are understood. **The Reconciliation Action Plan** • The plan and accompanying documentation and/or the Narragunnawali Plan. **School readiness funding** • Planning tool that shows emerging trends and issues within the community • Progress notes following participation in menu items. **Professional learning** • Notes and slides from professional learning opportunities that indicates an understanding of emerging trends and issues within early childhood education, their service and community • Presentation made to other educators following professional learning opportunities • Attendance and engagement at key forums and meetings where emerging trends and issues within early childhood education, their service and community are discussed. **Program development** • Responses to emerging trends and issues within early childhood education, including policy direction • Plans to manage or implement changes, for example, an updated COVID Safe Plan or fire evacuation plan • Responding to external requirements, for example, updating new regulations, mandatory reporting.

Capability

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:

iv. Provision of leadership and role modelling to other early childhood staff within the service;

Practices including those aligned with the VEYLDF, that could be considered a demonstration of the capability	Evidence that could be used to further support the articulation of the capability during the Discussion (Step 4)
VEYLDF Practice Principles: • Using critical reflective practice • Building and cultivating partnerships with families • Holding high expectations for every child • Nurturing and maintaining respectful relationships and responsive engagement • Attending to equity and diversity in decision making • Utilising assessment for learning and development • Applying integrated teaching and learning approaches • Fostering partnerships with professionals. Other practices might include: • Mentoring and coaching colleagues • Role modelling professional practice, particularly in challenging times • Leading staff meetings • Leading professional learning • Leading critical reflection with the team being mindful of best practice and challenging taken for granted practice • Sharing information in supportive ways, for example, blogs, and articles • Supporting students engaged in preservice education and training, for example, professional experience • Covering and supporting other staff as required, working with all the groups across the service • Modelling to other staff good practice • Sharing documentation/planning process • Mentoring provisionally registered teacher • Supporting educators' well-being and learning • Setting an example of high-quality interactions with the children • Mentoring educators • Ensuring all team members have a voice role • Supporting staff to achieve individual and collective/team goals.	**Meeting documentation** • Meeting minutes, diaries and reflection notes, written feedback, university assessment forms • Quality Improvement Plan (QIP), School Readiness plan with progress notes, the Reconciliation Action Plan, KIS applications, KIM, TLDS, 2nd Year Applications etc. • Documented conversations with staff/students/ provisionally registered teachers. **Communications** • Correspondence with educators, approved provider, families, and the community. **Professional learning** • Professional learning plans • Notes and slides from professional learning opportunities • Presentation made to other educators following professional learning opportunities. **Resource development** • Development of resources and other documentation to support and lead colleagues, for example, visual signage, handbooks for staff • New policy development • Templates for planning and programming • Quality Improvement Plan (QIP)/Reconciliation Action Plan (RAP) • Reports to COM • Meetings with families to update child's progress • Feedback from families/other educator. **Supporting staff** • Notes from performance reviews • Notes from individual meetings.

Capability

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:

v. Provision of expert advice and support to parents and the broader community in the development and delivery of early childhood education;

Practices including those aligned with the VEYLDF, that could be considered a demonstration of the Capability	Evidence that could be used to further support the articulation of the Capability during the Discussion (Step 4)
VEYLDF Practice Principles: • Using critical reflective practice • Building and cultivating partnerships with families • Nurturing and maintaining respectful relationships and responsive engagement • Attending to equity and diversity in decision making • Fostering partnerships with professionals. Other practices might include: • Organising and facilitating parent-teacher meetings • Working with allied health professionals • Collaborating with First Nations community organisations and implementing learning into service practice • Collaborating with local community organisations • Organising and facilitating parent information sessions • Inviting community members to speak to families about aspects of children's development, for example, PSFO's • Working with other specialists NDIS, PSFO, KIS funding • Sharing information gleaned at professional learning opportunities with families • Designing and distributing information to families.	**Program documentation** that supports parents and the broader community to understand the development and delivery of early childhood education, including: • Observations of children's learning that are shared broadly • The program or curriculum plan as communicated to families and educators, and the community • Individualised learning plans • Other program records and documentation (including digital documentation) that are shared with families and the community. **Communications** • Correspondence with families about the educational program and practice. **Service Philosophy** • Documentation that notes how the philosophy was developed, communicated, and utilised and shared broadly. **Data collection** • Surveys and results from educators and families used to shape the support given to families and the community. **Program development** • New program development, for example, breakfast club or natural kindergarten • New program documentation outlining the benefits of these initiatives to families and community, for example, breakfast club or natural kindergarten • Develop outreach type programs to support families and community • Use of social media to communicate and advocate to families. **Professional learning** • Notes and slides from professional learning opportunities that focus on families and community engagement • Presentation made to other educators following professional learning opportunities.

Capability

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:

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;

Practices including those aligned with the VEYLDF, that could be considered a demonstration of the Capability	Evidence that could be used to further support the articulation of the Capability during the Discussion (Step 4)
VEYLDF Practice Principles: • Using critical reflective practice • Building and cultivating partnerships with families • Holding high expectations for every child • Nurturing and maintaining respectful relationships and responsive engagement • Attending to equity and diversity in decision making • Fostering partnerships with professionals. Other practices might include: • Participating in local networks • Participating in working groups and initiatives with the Department of Education and Training and local government • Organising and facilitating conversations with local school leaders • Working with other professionals advocating for the children's needs as they transition to school • Participating in reviews of community health initiatives • Collaborating with First Nations community organisations • Collaborating with local community organisations • Organising and facilitating parent information sessions and open days • Inviting community members to speak to families about aspects of children's development, for example, PSFO's • Working with other specialists NDIS, PSFO, KIS funding • Sharing information gleaned at professional learning opportunities with families • Designing and distributing information to communities about how to engage with the service dropping off recyclables, for example • Writing for or participating in local media • Engaging with local businesses to promote the role of the service • Completing funding applications in collaboration with the approved provider • Visit local politicians in collaboration with the approved provider to advocate for changes to early childhood policy and programs.	**Communications** • Correspondence (emails) with appropriate groups in the broader community advocating for the rights and best interests of children. **Meeting documentation** • Meeting schedules appropriate groups in the broader community • Minutes, notes or reflections, appropriate groups in the broader community for example, schools or local government. **Service philosophy** • Documentation that notes how the philosophy was communicated with appropriate groups in the broader community. **Data collection** • Information from appropriate groups in the broader community that offer the service feedback about program operations. **The Reconciliation Action Plan** • The plan and accompanying documentation and/or the Narragunnawali Plan. **Professional learning** • Notes and slides from professional learning opportunities with and in connection to groups in the broader community • Presentation made to other educators following professional learning opportunities.

Capability

50.4 (d) Plays a significant role in leading and supporting programs determined by state and federal authorities.

Practices including those aligned with the VEYLDF, that could be considered a demonstration of the capability	Evidence that could be used to further support the articulation of the capability during the Discussion (Step 4)
VEYLDF Practice Principles: • Using critical reflective practice • Building and cultivating partnerships with families • Nurturing and maintaining respectful relationships and responsive engagement • Attending to equity and diversity in decision making • Utilising assessment for learning and development • Fostering partnerships with professionals. Other practices might include: • Implementing and enhancing management of the law and regulations • Participating in local networks • Participating in working groups and initiatives with the Department of Education and Training and local government • Organising and facilitating conversations with local school leaders • Working with allied health professionals advocating for the children's needs as they transition to school, for example, participating in reviews of community health initiatives • Collaborating with First Nations community organisations • Collaborating with local community organisations • Visit local politicians in collaboration with the approved provider to advocate for changes to early childhood policy and programs.	**Program documentation** reflecting an understanding of individual children's learning and contemporary perspectives on how children learn and grow, including: • Observations of children's learning that demonstrate implementation of the VEYLDF • Reflection journals or diaries that show evolving understanding of critical reflection through theory, • Research and use of the frameworks • The program or curriculum plan as communicated to families and educators • A program designed for a particular program, for example, bush kinder pr the language program • Learning stories and samples of children's work that show supporting programs determined by state and federal authorities • Assessment documentation, for example, Early ABLES assessments, Transition Learning and Development Statements. **Communications** • Correspondence with educators and families about the educational program and practice that supporting programs determined by state and federal authorities. **Meeting documentation** • Minutes, notes, or reflections, including those with families, educators, team leaders, nominated supervisors, and other professionals that support programs determined by state and federal authorities. **School readiness funding** • The SRF planning tool and progress notes. **Professional learning** • Notes and slides from professional learning opportunities that support programs determined by state and federal authorities. **Quality improvement** • The updated Quality Improvement Plan (QIP) • Audits on safety standards, mandatory reporting, and regulations.