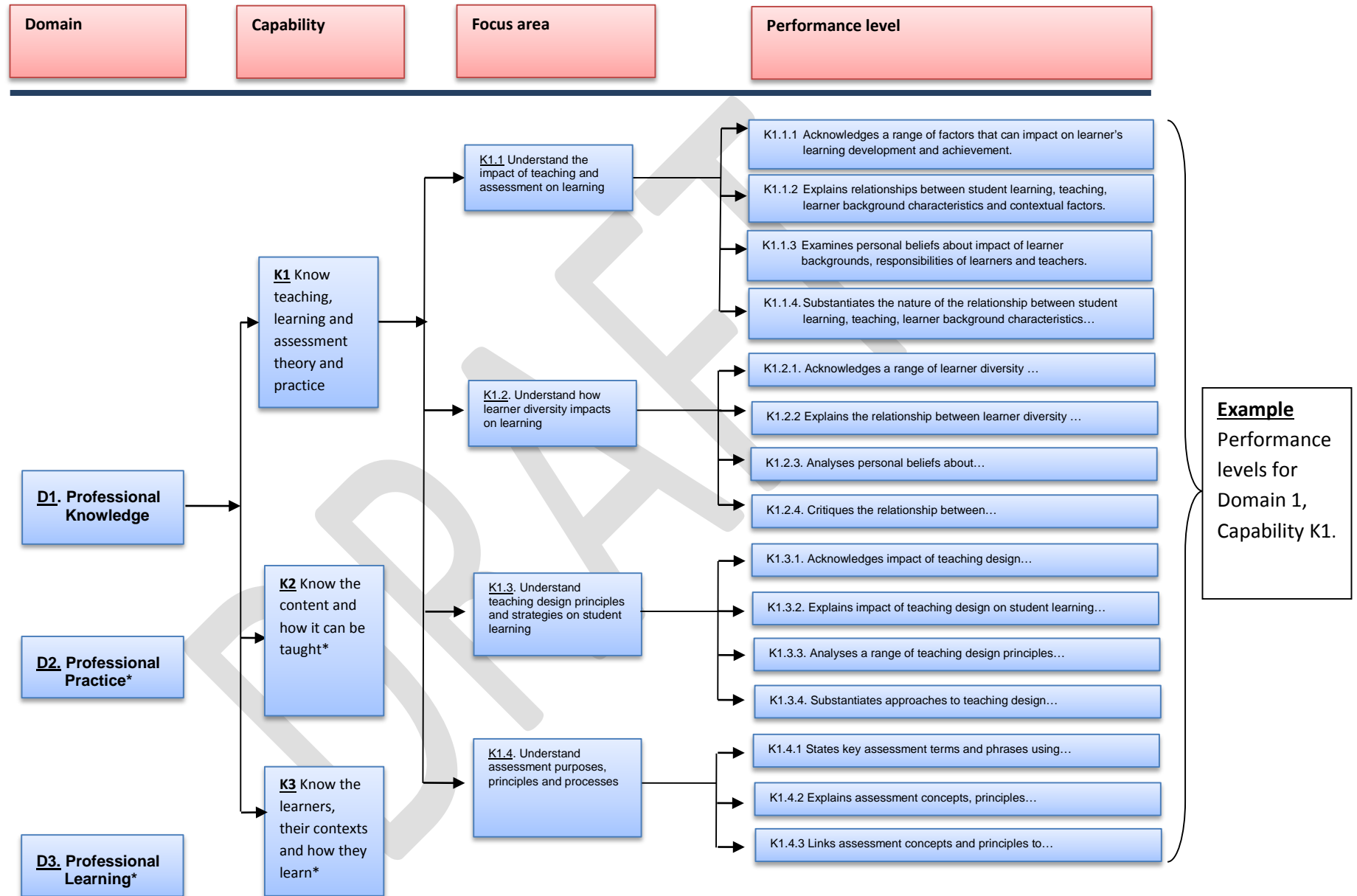


Overview of the VET Teaching Capability Framework



* Performance levels not shown for Domains D2 and D3 or Capabilities K2 and K3. Details for these are in the tables below.

DOMAIN - PROFESSIONAL KNOWLEDGE (K1-K3)

Capability	Focus area	Performance level
K.1 Know teaching, learning and assessment theory and practice	K.1.1. Understand the impact of teaching and assessment on learning	K.1.1.1: Acknowledges a range of factors that can impact on learner's learning development and achievement K.1.1.2: Explains relationships between student learning, teaching, learner background characteristics and contextual factors K.1.1.3: Examines personal beliefs about impact of learner backgrounds, responsibilities of learners and teachers K.1.1.4: Substantiates the nature of the relationship between student learning, teaching, learner background characteristics and contextual factors through contemporary research
	K.1.2. Understand how learner diversity impacts on learning	K.1.2.1: Acknowledges a range of learner diversity backgrounds and the impact of learner diversity on learning K.1.2.2: Explains the relationship between learner diversity, student learning and its implications for teaching K.1.2.3: Analyses personal beliefs about learner and teacher responsibilities K.1.2.4: Critiques the relationship between student diversity, student learning and teaching using evidence
	K.1.3. Understand teaching design principles and strategies on student learning	K.1.3.1: Acknowledges impact of teaching design principles and strategies on student learning K.1.3.2: Explains impact of teaching design on student learning based upon own experience K.1.3.3: Analyses a range of teaching design principles and strategies to improve student learning K.1.3.4: Substantiates approaches to teaching design using a range of evidence
	K.1.4. Understand assessment purposes, principles and processes	K.1.4.1: States key assessment terms and phrases using commonly used VET language K.1.4.2: Explains assessment concepts, principles and processes, including distinguishing features K.1.4.3: Links assessment concepts and principles to their implications for assessment tool development and review
K.2 Know the content and how it can be taught	K.2.1. Understand implications of industry context for program design	K.2.1.1: Acknowledges industry input in program design K.2.1.2: Links program design to own workplace experience K.2.1.3: Integrates broad industry knowledge and future directions into program design K.2.1.4: Critiques a range of strategies for flexible, applied and supported learning appropriate to the vocational area
	K.2.2. Understand the content of the learning program(s)	K.2.2.1: Describes content based upon own workplace experience K.2.2.2: Explains content in terms of program requirements K.2.2.3: Integrates subject matter knowledge and industry knowledge when determining program content requirements K.2.2.4: Substantiates course content based upon contemporary industry sources
K.3 Know the learners, their contexts and how they learn	K.3.1. Understand how learners progress in their learning	K.3.1.1: States how learners typically progress in terms of own teaching experiences K.3.1.2: Identifies relevant cognitive and skills developmental theories K.3.1.3: Describes learners' progression in terms of a developmental continuum K.3.1.4: Explains how learners typically progress in terms of developmental learning theories
	K.3.2. Understands and values learners' social, cultural, and linguistic backgrounds to support learner participation	K.3.2.1: Acknowledges learner differences within their own teaching context K.3.2.2: Explains learners differences and how this impacts on learning K.3.2.3: Evaluates a range of inclusive learning strategies to support learner participation K.3.2.4: Draws on research to critique a range of inclusive learning strategies that maximises the participation of all learners
	K.3.3. Understand the demands of different learning contexts	K.3.3.1: States a range of contexts for learning K.3.3.2: Explains the demands of different learning contexts K.3.3.3: Evaluates a range of different learning contexts using localised experience K.3.3.4: Critiques different learning contexts in terms of contemporary research
	K.3.4. Understand a variety of effective strategies to support learners to learn [LLN, academic skills, personal responsibility)	K.3.4.1: Identifies available strategies for learner support K.3.4.2: Explains the relative advantages of different forms of learner support K.3.4.3: Examines available forms of learner support against contemporary research findings to identify strengths, weaknesses and potential improvements K.3.4.4: Justifies the selection of learner support options for individual learners by drawing upon relevant research findings

DOMAIN 2 - PROFESSIONAL PRACTICE (P1-P2)

Capability	Focus area	Performance level
P.1 Can design effective teaching and learning experiences	P.1.1. Establish challenging learning goals	<p>P.1.1.1: Uses pre-established learning outcomes as learning goals</p> <p>P.1.1.2: Establishes a set of learning goals that cater to the capabilities of the majority of learners within the cohort</p> <p>P.1.1.3: Using diagnostic information, identifies individualised learning goals that cater for the individual needs and abilities of learners</p> <p>P.1.1.4: Establishes and monitors individual learning goals that are challenging, specific, realistic, measurable and tangible to cater for specific needs and abilities of learners</p>
	P.1.2. Ensure that learning programs and the learning environment are vocationally relevant	<p>P.1.2.1: Uses existing learning programs and learning environments that have previously been approved by industry as relevant to develop learner skills, knowledge and workplace readiness</p> <p>P.1.2.2: Uses existing industry networks to investigate relevance of learning programs and environments</p> <p>P.1.2.3: Adapts learning programs and environment in accordance with industry feedback</p> <p>P.1.2.4: Draws on a range of industry networks and resources to ensure that learning programs and environments address emerging vocational trends</p>
	P.1.3. Select and organise content	<p>P.1.3.1: Uses existing resources as the basis of the content</p> <p>P.1.3.2: Selects and sequences content to resemble own workplace experience</p> <p>P.1.3.3: Organises content into coherent, well-sequenced learning and teaching programs</p> <p>P.1.3.4: Exhibits innovative practice in the selection and organisation of content and delivery of learning and teaching programs</p>
	P.1.4. Design challenging and inclusive teaching and learning activities	<p>P.1.4.1: Adapts teaching and learning activities to respond to the needs of the majority of learners within the cohort</p> <p>P.1.4.2: Applies knowledge and understanding of learner progression and background characteristics to the design of teaching and learning activities</p> <p>P.1.4.3: Uses research evidence on the relationship between learner background characteristics and effective teaching and learning strategies to design inclusive T&L activities</p> <p>P.1.4.4: Designs teaching and learning activities that utilises the diversity of the learner cohort</p>
	P.1.5. Develop teaching and learning resources (e.g. technology enabled, equipment, materials) to capitalise on learning environments (e.g. workplace, classroom, on-line, simulated)	<p>P.1.5.1: Uses existing resources in readily available environments</p> <p>P.1.5.2: Adapts the use of teaching and learning resources for the immediate circumstances</p> <p>P.1.5.3: Modifies teaching and learning resources to accommodate available learning environments</p> <p>P.1.5.4: Conducts and applies research to develop innovative teaching and learning resources that capitalise on the learning environments and needs of learners</p>
P.2. Can implement effective teaching and learning strategies for every learner	P.2.1. Manage teaching and learning activities	<p>P.2.1.1: Directs teaching and learning activities</p> <p>P.2.1.2: Shapes the teaching and learning activities through established routines to enable effective time on task</p> <p>P.2.1.3: Facilitates learning activities to stretch/encourage learners to deepen their level of understanding and skills in a specific area</p> <p>P.2.1.4: Frames teaching and learning activities to promote learners' responsibility for own learning and learning progress</p>
	P.2.2. Implement teaching and learning strategies to challenge and motivate individual learners	<p>P.2.2.1: Responds to the demands of individual learners to meet their immediate needs</p> <p>P.2.2.2: Interprets a variety of verbal and non-verbal cues from learners to identify effective interventions to challenge and motivate learners</p> <p>P.2.2.3: Uses information from experience, expert colleagues and contemporary research to identify relevant interventions for individual learners to progress</p> <p>P.2.2.4: Calls upon an extensive repertoire of T&L strategies that challenges all learners to continually progress in their learning</p>
	P.2.3. Use communication strategies that motivate and support learning and wellbeing	<p>P.2.3.1: Uses a range of verbal and non-verbal communication strategies to build relationships with, and among learners</p> <p>P.2.3.2: Uses a range of verbal and non-verbal communications to support learner engagement in the learning program and to build positive and collaborative relationships</p> <p>P.2.3.3: Uses effective verbal and non-verbal communication strategies to support learner understanding & achievement</p> <p>P.2.3.4: Uses advanced communication techniques to motivate learners to continually progress and monitor own learning development</p>

DOMAIN 2 - PROFESSIONAL PRACTICE (cont. P3-P5)

Capability	Focus area	Performance level
P.3 Can create and maintain a safe and supportive environment that optimises student learning	P.3.1. Manage challenging learner behaviour to promote positive learning experiences	<p>P.3.1.1: Demonstrates practical approaches to manage challenging behaviour</p> <p>P.3.1.2: Manages challenging behaviour by establishing and negotiating clear expectations with learners and addresses discipline issues promptly, fairly and respectfully</p> <p>P.3.1.3: Develops a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience</p> <p>P.3.1.4: Selects and implements relevant behaviour management strategies from a range of sources supported by contemporary research</p>
	P.3.2. Comply with legislation, codes of ethics and conduct established by regulatory authorities and organisations	<p>P.3.2.1: Self assesses to comply with Legislation, Codes of ethics and conduct responsibilities in teaching and vocation/industry</p> <p>P.3.2.2: Subscribes to relevant sources to maintain up-to-date information about responsibilities</p> <p>P.3.2.3: Provides recommended changes to practices of self/others that support changes to teaching and vocational/industry compliance responsibilities</p> <p>P.3.2.4: Supports others to comply</p>
P.4 Can assess for learning and monitor student progress	P.4.1. Design and apply activities/tasks to identify where the learner is at in terms of their learning	<p>P.4.1.1: Uses a range of assessment methods and tools to identify the learner's current knowledge and skills</p> <p>P.4.1.2: Uses a range of assessment tasks with varying levels of difficulty to identify learner's strength and weaknesses along a developmental continuum of proficiency.</p> <p>P.4.1.3: Design and/or modifies the difficulty of assessment tasks to measure, with precision, what the learner can typically can do, say, write and/or create to determine what s/he can do WITH and WITHOUT assistance (i.e., to determine their zone of proximal development).</p> <p>P.4.1.4: Develops marking guides and rubrics to identify where the learner is at in terms of their learning and to monitor his/her growth</p>
	P.4.2. Monitor learner progress to identify targeted intervention	<p>P.4.2.1: Keeps records of how learners are progressing</p> <p>P.4.2.2: Uses assessment data to identify teaching and learning strategies</p> <p>P.4.2.3: Uses assessment data and feedback from learners to design teaching and learning activities that challenge learners to progress to the next level along a developmental continuum</p> <p>P.4.2.4: Equips learners with strategies to monitor their own development and learning needs</p>
	P.4.3. Provide feedback to learners to support progression	<p>P.4.3.1: Provides timely and appropriate feedback to learners about their assessment outcomes</p> <p>P.4.3.2: Uses assessment outcomes to provide targeted feedback on each learner's current needs in order to progress their learning</p> <p>P.4.3.3: Gathers and analyses a range of assessment data to provide constructive feedback to learners about their progress/achievement relative to their individualised learning goals and stated course/unit outcomes</p>
P.5 Can evaluate impact of teaching on learning	P.5.1. Evaluate personal teaching and learning strategies to improve practice	<p>P.5.1.1: Uses informal and ad hoc feedback to reflect upon own teaching practice</p> <p>P.5.1.2: Systematically collects and analyses learner feedback and outcomes data to improve own practice</p> <p>P.5.1.3: Evaluate own teaching practice against teaching frameworks to identify further professional learning needs</p> <p>P.5.1.4: Collects and analyses a range of data to challenge personal vocational teaching practice and professional values and beliefs</p>
	P.5.2. Evaluate and improve teaching programs	<p>P.5.2.1: Evaluates teaching programs using evidence from learner feedback and outcomes data to inform planning</p> <p>P.5.2.2: Collaborates with colleagues to review a range of teaching and learning strategies and practices currently employed to improve program design</p> <p>P.5.2.3: Conducts regular reviews of teaching and learning programs using multiple sources of evidence including student outcome data, feedback from a range of stakeholders, contemporary research and assessment moderation and validation to identify areas for improvement to own teaching and/or program design</p> <p>P.5.2.4: Recommends professional learning for improving teaching, which directly impacts learner outcomes</p>

DOMAIN 2 - PROFESSIONAL PRACTICE (cont. P6)

Capability	Focus area	Performance level
P.6 Can assess and report learner achievement (credentialing)	P.6.1. Determine the assessment purpose(s), evidence requirements and stakeholder reporting needs	P.6.1.1: Accesses assessment system information established by the organisation and/or industry P.6.1.2: Consults with stakeholders to confirm the assessment purpose(s), evidence requirements and reporting needs P.6.1.3: Determines evidence requirements in accordance with the purpose of assessment, industry standards, stakeholder reporting needs and validity, fairness, flexibility and reliability implications
	P.6.2. Use a range of suitable assessment methods and tools consistent with regulatory standards and requirements	P.6.2.1: Uses existing assessment tools P.6.2.2: Selects assessments methods and tools with consideration to evidence requirements P.6.2.3: Adapts existing assessment tools to suit specific contexts P.6.2.4: Designs and trials assessment tools with consideration to validity, fairness, flexibility and reliability implications P.6.2.5: Designs a set of marking guides and rubrics that can be used by learners as well as teachers to inform teaching and learning and/or recognise achievement along a developmental continuum
	P.6.3. Conduct assessment to make valid and reliable assessment judgements	P.6.3.1: Follows standardised assessment process for gathering, interpreting, recording and communicating to information about student learning and achievement P.6.3.2: Administers assessment, and where necessary, makes and defends adjustments to the way in which evidence is collected to accommodate the special needs of learners P.6.3.3: Anticipates factors that may impact on the validity, fairness, flexibility and reliability of the assessment judgement(s) for a particular context and uses this information to modify the assessment process to reduce errors when making inferences about student learning and achievement
	P.6.4. Record and report learner achievement	P.6.4.1: Records and reports learner achievement in accordance with the assessment system's requirements and procedures P.6.4.2: Customises reports to meet the varying needs of key stakeholders P.6.4.3: Develops innovative and powerful reporting tools to meet the needs of key stakeholder groups
	P.6.5. Evaluate and improve assessment	P.6.5.1: Participates in validation and moderation meetings and processes P.6.5.2: Analyses outcomes of validation and moderation to identify improvements to assessment P.6.5.3: Evaluates assessments using a range of data and evaluation criteria P.6.5.4: Establishes formal mechanisms within and across organisations to evaluate and improve assessment

DOMAIN 3- PROFESSIONAL LEARNING (L1-L3)

Capability	Focus area	Performance level
L.1 Can plan professional learning to improve student outcomes	L.1.1. Plan professional learning needs to improve teaching, learning, and assessment	L.1.1.1: Determines professional learning in accordance with personal development plans L.1.1.2: Prioritises professional development needs in consultation with others L.1.1.3: Challenges personal beliefs, values and discourse about effective teaching, learning and assessment using contemporary research, teaching frameworks and expertise of others L.1.1.4: Uses evidence of impact of own teaching on student learning to identify professional learning needs
L.2 Can engage in Professional Learning	L.2.1. Engage with the teaching and learning networks and communities to improve learner outcomes	L.2.1.1: Engages in professional discussions with colleagues about effective teaching and learning L.2.1.2: Purposefully engages with colleagues, communities and local networks to seek feedback on practices and impact on learner outcomes L.2.1.3: Evaluates impact of professional learning on learner outcomes L.2.1.4: Strategically targets and engages with networks and communities that will have direct benefits to learners
	L.2.2. Engage with vocational/industry networks, forums, and associations to improve learner outcomes	L.2.2.1: Engages in professional discussions with industry through informal, local networks/enterprises L.2.2.2: Purposefully engages with vocational/industry networks, forums and associations to seek improvements to teaching and learner outcomes L.2.2.3: Evaluates impacts of professional learning on learner outcomes L.2.2.4: Strategically targets and engages with industry, professional associations that will have mutual benefits to industry, oneself and learners
L.3 Can evaluate Impact of Professional Learning	L.3.1. Monitor and review impact of own professional learning on learners	L.3.1.1: Tracks, records and reports professional learning development L.3.1.2: Reflects informally on the impact of professional learning on own teaching L.3.1.3: Collects and uses data that evaluates the direct impact of own professional learning on learners' experiences and outcomes L.3.1.4: Recommends future professional learning for self and others that directly impacts on learner outcomes