

Standards and focus capabilities map - tailoring health and wellbeing approaches at your school



The following standards and focus capabilities that staff leading health and wellbeing initiatives require have been identified from the [Australian Professional Standards for Teachers](#) and [The NSW Public Sector Capability Framework](#).

The Standards and focus capabilities map is intended for staff leading health and wellbeing initiatives; the Graduate career stage has not been referenced. There are five levels within the Capability Framework, the level required to lead health and wellbeing initiatives has been identified and mapped against the standards.

The map may support schools in planning for the knowledge, skills and abilities that teaching staff, or other internal or external staff, require to successfully support students' health and wellbeing. Confidentiality and a high level of trust are considered essential.

The standards and focus capability map may also help schools in developing role descriptions where new positions are established; for example to coordinate a [School-initiated health and wellbeing alliance \(hub\)](#).

Australian Professional Standards for Teachers

1. Know students and how they learn	Proficient	Highly Accomplished	Lead
Focus: Physical, social and intellectual development and characteristics of students	1.1.2	1.1.3	1.1.4
Focus: Students with diverse linguistic, cultural, religious and socio-economic backgrounds	1.3.2	1.3.3	1.3.4
Focus: Strategies for teaching Aboriginal and Torres Strait Islander students	1.4.2	1.4.3	1.4.4
Focus: Strategies to support full participation of students with disability	1.6.2	1.6.3	1.6.4

The NSW Public Sector Capability Framework

Value Diversity and Inclusion (Advanced)

- Encourage and include diverse perspectives in the development of policies and strategies
- Take advantage of diverse views and perspectives to develop new approaches to delivering outcomes
- Implement practices and systems to ensure that individuals can participate to their fullest ability



Australian Professional Standards for Teachers

2. Plan for and implement effective teaching and learning	Proficient	Highly Accomplished	Lead
Focus: Use effective classroom communication	3.5.2	3.5.3	3.5.4
Focus: Engage parents/carers in the educative process	1.3.2	1.3.3	1.3.4

The NSW Public Sector Capability Framework

Communicate Effectively (Adept)

- Tailor communication to diverse audiences
- Create opportunities for others to be heard, listen attentively and encourage them to express their views
- Share information across teams and units to enable informed decision making (as appropriate)

Australian Professional Standards for Teachers

3. Create and maintain supportive and safe learning environments	Proficient	Highly Accomplished	Lead
Focus: Support student participation	4.1.2	4.1.3	4.1.4
Focus: Maintain student safety	4.4.2	4.4.3	4.4.4

The NSW Public Sector Capability Framework

Demonstrate Accountability (Intermediate)

- Be proactive in taking responsibility and being accountable for own actions
- Identify and follow safe work practices, and be vigilant about own and others' application of these practices
- Be aware of risks and act on or escalate risks, as appropriate
- Use financial and other resources responsibly



Australian Professional Standards for Teachers

4. Assess, provide feedback and report on student learning	Proficient	Highly Accomplished	Lead
Focus: Interpret student data	5.4.2	5.4.3	5.4.4

The NSW Public Sector Capability Framework

Think and Solve Problems (Intermediate)

- Identify the facts and type of data needed to understand a problem or explore an opportunity
- Be willing to seek input from others and share own ideas to achieve best outcomes
- Generate ideas and identify ways to improve systems and processes to meet user needs

Technology (Intermediate)

- Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks
- Use available technology to improve individual performance and effectiveness
- Make effective use of records, information and knowledge management functions and systems

Australian Professional Standards for Teachers

5. Engage professionally with colleagues, parents/carers and the community	Proficient	Highly Accomplished	Lead
Focus: Meet professional ethics and responsibilities	7.1.2	7.1.3	7.1.4
Focus: Comply with legislative, administrative and organisational requirements	7.2.2	7.2.3	7.2.4
Focus: Engage with parents/carers	7.3.2	7.3.3	7.3.4
Focus: Engage with professional teaching networks and broader communities	7.4.2	7.4.3	7.4.4

The NSW Public Sector Capability Framework

Work Collaboratively (Adept)

- Encourage a culture that recognises the value of collaboration
- Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work
- Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services

Act with Integrity (Advanced)

- Model the highest standards of ethical and professional behaviour and reinforce their use
- Promote a culture of integrity and professionalism within the organisation and in dealings with external organisations
- Monitor ethical practices, standards and systems and reinforce their use