VCE Vocational Major (VM) Implementation Continua of Practice

The VCE Vocational Major (VCE VM) Continua of Practice is provided to support and guide school leadership and VCE VM teachers in their reflections on the implementation and delivery of high quality applied learning studies and/or programs. Each school and each class will be at different stages on the continuum of practice. Many schools have been able to adapt outstanding applied learning practice developed over years, while others are at the very beginning of the journey.

This checklist is designed to prompt thinking and aide planning for the next steps of implementation of these important reforms. This is not a mandatory checklist and has no compliance application.

School Leadership

School leaders could start by individually reflecting on the continua and their leadership role in implementation of the VCE VM. Subsequent reflections could include other school staff who should be involved and responsible for aspects of the work. School leaders are responsible for supporting teachers to access the resources needed to undertake their professional responsibilities and deliver high quality educational programs.

The continua below is an overview of the stages of implementation a school could go through to move towards a best practice delivery model.

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Strategic and Annual Implementation Plans (AIP)** | The school is planning to include VCE VM study and/or program related key implementation strategies (KIS) and goals within the schools strategic and annual implementation plan (AIP) documentation related to improving student outcomes. | The school includes VCE VM study and/or program related goals for improving student outcomes within the school's strategic plan and AIP documentation. The KIS and goals have broad acceptance from VCE VM teachers. | The school has a documented plan that outlines detailed KIS and goals for the establishment and/or improvement of the VCE VM studies and/or program delivery. Improvement plans for the VCE VM are visible in both the strategic and AIP plan. The KIS and goals are endorsed by relevant leadership and VCE VM staff. | The school has a comprehensive and documented plan including KIS, goals and monitoring and evaluation tools for the establishment and/or improvement of VCE VM studies and/or program delivery. This planning is reflected in both the school's strategic and AIP documentation as a priority area of work. The plan has a clarity of purpose and outlines a targeted approach for improving student outcomes. Planning goals reflect the schools' values and are actively supported and endorsed by relevant leadership and VCE VM staff. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)  [**VCAA Past Professional Learning webinars and materials**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/PastProfessionalLearningMaterials.aspx) | | | | | |

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Culture** | The school is developing plans to ensure that the school community equally values, represents and celebrates all senior secondary qualifications.    The school is aware of the need to establish equitable processes that will ensure a balanced promotion of senior secondary certificates. | The school has plans and is in the process of working towards ensuring that the school community equally values, represents and celebrates all senior secondary qualifications.    The school is developing equitable processes that will ensure a balanced promotion of senior secondary certificates. | The school has a detailed plan and clear focus for changing perceptions and the school community is shifting towards equal value, representation and celebration for all senior secondary certificate qualifications.    The school is implementing equitable processes to ensure balanced promotion of senior secondary certificates, student awards, whole school events and student representation in school-based forums and leadership positions. | The school equally values, represents and celebrates all senior secondary certificate qualifications.    The school has equitable processes in place to ensure balanced promotion of senior secondary certificates, student awards and student representation in school-based forums, whole school events and leadership positions. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx) | | | | | |

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Leadership and teacher awareness of applied learning pedagogical practice for VCE VM delivery** | Relevant school leadership team members and VCE VM teachers are planning to engage in specific applied learning professional learning in person or through the VCAA online professional learning platform.    The school is developing an awareness of applied learning as an essential pedagogical approach for VCE VM study and/or program delivery. | Relevant school leadership team members and VCE VM teachers have engaged in specific applied learning professional learning in person or through the VCAA online professional learning platform.    School leaders and VCE VM teachers have an awareness of the Pillars of Applied Learning and that applied learning strategies are required for the delivery of the VCE VM studies and/or program. | Relevant school leadership team members and VCE VM teachers have engaged in specific applied learning professional learning in person or through the VCAA online professional learning platform.    School leadership and VCE VM teachers are aware that applied learning pedagogical practice is an essential requirement for the delivery of the VCE VM studies and/or program. | Relevant school leadership members and VCE VM teachers have participated in a range of specific applied learning professional learning in person or through the VCAA online professional learning platform.    School leadership and VCE VM teachers have a shared understanding and ongoing commitment to prioritising applied learning pedagogical practice for delivery of the VCE VM studies and/or program. Experienced applied learning practitioners share their professional practice both within and outside their school contexts. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)  [**VCAA Past Professional Learning webinars and materials**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/PastProfessionalLearningMaterials.aspx)  [**VCAA Pillars of Applied Learning summaries and references**](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMWorkRelatedSkills/Pages/AppliedLearning.aspx) | | | | | |

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|  | **Emerging (1)** | **Evolving (2)** | **Embedding (3)** | **Excelling (4)** | **Score** |
| **Time and resources** | School leadership is aware of the need for VCE VM teachers to meet to engage in collegial discussions and work on strategic and AIP goals related to VCE VM. School leadership is aware of the need for VCE VM teachers to participate in a school-based professional learning community focused on implementing and improving applied learning pedagogical practice to improve student outcomes.    VCE VM studies and/or program budget does not reflect the school context, cohort needs and enrolment numbers or show an understanding of the obligations to provide applied learning students with a broad range of experiences (e.g. excursions, incursions, working with community). | School leadership has allocated time for VCE VM teachers to meet so they can engage in collegial discussions and work on strategic and AIP goals related to VCE VM. VCE VM teachers participate in a school-based professional learning community focused on implementing and improving applied learning pedagogical practice to improve student outcomes.    VCE VM studies and/or program Budget allocation does not show an understanding of the obligations to provide applied learning students with a broad range of experiences (e.g. excursions, incursions, working with community). | School leadership has implemented appropriate allocation of time for VCE VM teachers to engage in more frequent collegial discussions, undertake work on strategic and AIP goals related to the VCE VM. VCE VM teachers engage in professional learning communities focused on implementing and improving applied learning pedagogical practice to improve student outcomes.  VCE VM studies and/or program are allocated a budget showing an understanding of the school context, cohort needs and numbers. Further improvements are needed within the budget allocation for VCE VM studies and/or programs to show that the school understands the obligations to provide applied learning students with a broad range of experiences (e.g. excursions, incursions, working with community). | School leadership prioritises the ongoing allocation of time for VCE VM teachers to regularly engage in collegial discussions, undertake work on strategic and AIP goals related to the VCE VM. VCE VM teachers prioritise professional learning communities focused on implementing and improving applied learning pedagogical practice to improve student outcomes.  VCE VM studies and/or programs are allocated an equitable budget which reflects the school context, cohort needs and numbers. Budget allocation is equitable and demonstrates the school’s understanding of its obligations to provide applied learning students with a broad range of experiences (e.g. excursions, incursions, working with community). |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)  [**VCAA Lynne Kosky Memorial Applied Learning Grants**](https://www.vcaa.vic.edu.au/news-and-events/events-and-awards/Pages/LynneKoskyMemorialVCALGrants.aspx) | | | | | |
|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Flexibility for students to access VDSS and SBAT programs** | Relevant administration, school leadership and VCE VM staff are aware of the minimum VET requirements students need to achieve the VCE VM, through a VDSS or SBAT program.    Administration, school leadership and VCE VM teachers have a set approach to timetabling and are hesitant to modify or develop flexible arrangements to be negotiated based on individual student needs to support access to VDSS or SBAT programs. | Relevant administration, school leadership and VCE VM staff are developing plans to improve VCE VM student access to VDSS and SBAT programs. The school understands the minimum VET requirements for the VCE VM.    Administration, school leadership and VCE VM teachers are investigating ways to take a more flexible approach to timetabling and ways the school and VCE VM teachers can modify their teaching approaches to support students to have access to VDSS or SBAT programs while completing their VCE VM certificate. | Relevant administration, school leadership and VCE VM staff are implementing plans to improve VCE VM student access to VDSS and SBAT programs. The school understands the minimum VET requirements for the VCE VM.    Administration, school leadership and VCE VM teachers are trialing new ways to be flexible in their structures and teaching approaches to support all students to have access to VDSS or SBAT programs while completing their VCE VM certificate. | Relevant administration, school leadership and VCE VM staff have strategically improved student access to VDSS and SBAT programs. The school supports students undertaking the VCE VM certificate and understands the minimum VET requirements for the VCE VM.    Administration, school leadership and VCE VM teachers demonstrate a strong commitment to flexibility in their structures and teaching approaches which support all students to have access to VDSS or SBAT programs while completing their VCE VM certificate. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx) | | | | | |

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Understanding that students may require a tailored approach to meet individual learning needs.** | The school is aware of the need to develop procedures and processes to document and tailor individualised learning programs to ensure all students receive equitable support to complete their VCE VM certificate. The school is in the process of reviewing advice provided in the *VCAA administration handbook*.    The school leadership and VCE VM teachers are improving their understanding of the VCE VM certificate and tailoring individual student learning programs through professional learning. School leadership is committed to adequately resourcing and providing support to VCE VM teachers to deliver high quality VCE VM studies and/or programs which support all students to experience success in their learning. | School leadership is developing procedures and processes to document and tailor individualised learning programs to ensure all students receive equitable support to complete their VCE VM certificate. School procedures and processes are underpinned by advice provided in the *VCAA administration handbook*.    The school leadership and VCE VM teachers understand the VCE VM certificate and the ways in which students may require modifications or adjustments to their learning programs. School leadership is engaging in consultation with VCE VM teachers to gain insight and establish processes about what support, time and resources are needed for VCE VM teachers to deliver high quality VCE VM studies and/or programs. | School leadership and VCE VM teachers are implementing and evaluating new procedures and processes to document and tailor individualised learning programs to ensure all students receive equitable support to complete their VCE VM certificate. School procedures and processes are underpinned by advice provided in the *VCAA administration handbook*.    School leadership is developing an awareness of the dynamic nature of the VCE VM certificate and that some students may require modifications and adjustments to their learning program. The school is trialing a process to review these considerations and is committed to adjusting leadership supports, time and resources accordingly to support VCE VM teachers to deliver a high quality VCE VM study and/or program. | Through school leadership support and co-design with VCE VM teachers, the school has established procedures and processes to document tailored learning programs to support VCE VM individual student learning needs within the guidelines outlined in the *VCAA administration handbook*.    School leadership understands the dynamic nature of the VCE VM certificate and the number of students who may require modifications and adjustments to their learning program. The school has an established process to review these considerations annually and adjusts leadership supports, time and resources accordingly to equitably support VCE VM teachers to deliver a high quality VCE VM study and/or program. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)  [**VCAA Past Professional Learning webinars and materials**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/PastProfessionalLearningMaterials.aspx) | | | | | |

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| **Careers Education** | The school intends to investigate how it can structure and prioritise careers education curriculum to be embedded across learning area programs for Year 9-12 students.    The school is aware of the need for the school community to develop a broader awareness of the vast range of different educational, training and employment options available to students. | The school is actively planning how to structure and prioritise careers education curriculum to be embedded across learning area programs for Year 9-12 students.    The school is collecting feedback from the broader school community to develop an understanding of current perceptions. The feedback will be used to develop a targeted approach to create a broader awareness of the vast range of different educational, training and employment options available to students. | The school is trialing a process for careers education curriculum to be embedded across learning area programs for Year 7-12 students.    From broader school community feedback, the school is implementing a targeted approach to create a broader awareness of the vast range of different educational, training and employment options available to students. | The school's organisational structure prioritises protected time for careers education curriculum to be embedded and delivered across learning area programs for Year 7-12 students. This supports students to make informed decisions about their senior secondary and post schooling pathway options in their senior years.    The school has responded to broader school community feedback and has a range of processes in place to upskill school-wide staff, caregivers and students about the vast range of different educational, training and employment options available to students. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA Careers Education curriculum**](https://www.vcaa.vic.edu.au/curriculum/CareerEducation/Pages/default.aspx) | | | | | |

VCE VM Teachers

Teachers could start by individually reflecting on the continua and reflecting first on their essential role in implementation of the VCE VM and studies. Subsequent reflections could include other school staff who should be involved and responsible for aspects of the work.  VCE VM teachers are responsible for delivering the VCE VM studies through an applied learning pedagogical approach while supporting students to experience success and growth in their learning.

The continua below is an overview of implementation and advice about how VCE VM Teachers can reflect on their current applied learning pedagogical practice, identify areas for improvement to move towards best practice delivery.

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Knowledge of and fidelity to study designs** | Teachers are using the current VCE VM study designs in their planning and delivery of a learning program that covers the curriculum. These programs may not engage with applied learning opportunities. Teachers may not be aware of the VCE VM study design accreditation period. | Teachers are knowledgeable in the delivery of the current study designs and use this knowledge to plan and deliver a learning program that offers some applied learning opportunities. They are aware of the VCE VM study design accreditation period. | Teachers are well informed in the delivery of the current VCE VM study designs and use this to plan and deliver a strong learning program that is grounded in applied learning practices. They are aware of the VCE VM study design accreditation period and when changes may occur. | Teachers have a detailed and extensive understanding of the current VCE VM study designs and use this to plan and deliver effective learning programs that fully engage students in applied learning. They are aware of the VCE VM study design accreditation period, engage in consultation opportunities with the VCAA to provide feedback on improvements and proactively plan for when changes are expected to occur. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)  [**VCAA Past Professional Learning webinars and materials**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/PastProfessionalLearningMaterials.aspx) | | | | | |

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| **Applied learning pedagogy (Pillars of Applied Learning)** | VCE VM teachers are working towards a shared understanding about applied learning pedagogical practices. Their delivery of VCE VM studies is beginning to be informed by the applied learning practices embodied in the VCAA’s Pillars of Applied Learning. | VCE VM teachers have shared understanding about and are developing a commitment to applied learning pedagogical practices.  They are working towards delivery of VCE VM studies in a manner informed by the applied learning practices embodied in the VCAA’s Pillars of Applied Learning. | VCE VM teachers have a shared understanding and commitment to applied learning pedagogical practices.  Their delivery of VCE VM studies is informed by the applied learning practices embodied in the VCAA’s Pillars of Applied Learning. | VCE VM teachers have a shared understanding and commitment to the ongoing growth and expert skill development in applied learning pedagogical practices.  Their delivery of all aspects of the VCE VM studies is deeply informed by the applied learning practices embodied in the VCAA’s Pillars of Applied Learning. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx) | | | | | |

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Applied learning assessment practices** | Teachers are planning to align the assessment schedules for their VCE VM studies. Student assessment workload may be unbalanced or inconsistent. Teachers infrequently meet to plan for and implement consistent applied learning approaches to the design and delivery of assessment. Teachers are planning to cater for a range of levels of student performance. Teachers provide students with the assessment structure for each VCE VM unit, but rarely include performance descriptors. | Teachers align their assessment schedules to balance student assessment workload across studies and are planning a way to monitor this throughout the year. Teachers occasionally meet to plan for and implement a consistency of applied learning approaches to the design and delivery of assessment that attempts to cater for achievement of a range of student performance.  They provide students with the assessment structure for each VCE VM unit, sometimes including performance descriptors for outcomes where applicable. | Teachers align their assessment schedules to balance student assessment workload across studies. Teachers meet to plan for and implement a consistency of applied learning approaches to the design and delivery of assessment that ensures achievement of a range of student performance.  They provide students with the assessment structure for each VCE VM unit, often including performance descriptors for outcomes where applicable. | Teachers effectively align and monitor their assessment schedules, and this leads to balance student assessment workload across studies. Teachers meet regularly to plan for and implement a consistency of applied learning approaches to the design and delivery of assessment that ensures achievement of the full range of student performance.  They provide students with the assessment structure for each VCE VM unit, including performance descriptors for outcomes where applicable. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)  [**VCAA Past Professional Learning webinars and materials (2023)**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/PastProfessionalLearningMaterials.aspx)  [**VCAA Pillars of Applied Learning summaries and references**](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMWorkRelatedSkills/Pages/AppliedLearning.aspx) | | | | | |

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Impact of assessments on teaching** | Teachers may use formative and summative assessments but are still learning how these assessment types can inform effective teaching strategies and/or assist them to reflect on their own practice. | Teachers understand the importance of using formative and summative assessments to inform effective teaching strategies and to reflect on their own practice. | Teachers use formative and summative student assessments to evaluate the impact of their teaching practice on VCE VM student outcomes and to reflect on their own teaching practice. | Teachers use and collaboratively analyse the impact of formative and summative student assessments to reflect on and evaluate the efficacy of their applied learning teaching practice. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)  [**VCAA Past Professional Learning webinars and materials**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/PastProfessionalLearningMaterials.aspx)  [**VCAA Pillars of Applied Learning summaries and references**](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMWorkRelatedSkills/Pages/AppliedLearning.aspx) | | | | | |

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| **Dialogue with students** | Teachers inform VCE VM students of the content and outcomes of each unit and may occasionally seek feedback from them regarding their experiences in engaging with their VCE VM study. | Teachers seek feedback from students and make some adjustments to content. Teachers build an informative learning partnership with VCE VM students to encourage self-efficacy and self-directed learning. | Teachers promote VCE VM student self-efficacy and self-esteem through a learning partnership with students that is committed to fostering student engagement and performance in their study. | Teachers engage in frequent, open and constructive dialogue with their students to promote strong self-efficacy for the explicit purpose of optimising student engagement and performance in their VCE VM study and chosen pathway. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx) | | | | | |

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Student participation and experiences** | Teachers are considering ways of seeking student input and participation in the various aspects that make up the VCE VM subjects they teach, though these still need to be put into practice. Teachers rarely rely on student experiences to inform teaching and learning. Teachers sometimes seek student feedback but when they do, are not yet ready to take it into consideration as a means of making improvements | Teachers occasionally seek student input and participation across some aspects of the VCE VM subjects they teach. Student experiences as a means of applying learning are at times part of teaching and learning, whether in the classroom, off campus, online or through inviting community members into the classroom. Teachers build their applied learning practices by trying ways of providing students with experiences, occasionally seeking student feedback to improve. | Teachers foster student input and participation across several aspects of the VCE VM subjects they teach, including in the scheduling of VCE VM assessments. Student experiences as a means of applying a learning experience or project-based learning are part of teaching and learning, whether in the classroom, off campus, online or through inviting community members into the classroom. Teachers build their applied learning practices by trying ways of providing students with experiences and seeking student feedback to improve. | Teachers foster student input and participation across all aspects of the VCE VM subjects they teach, including in the scheduling of VCE VM assessments. Student experiences as a means of applying learning are at the forefront of teaching and learning, whether in the classroom, off campus, online or through inviting community members into the classroom. Teachers conscientiously build their applied learning practices by trying new ways of providing students with experiences and external partnerships that are built over time, with student input and feedback as integral to the process. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx) | | | | | |

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Supporting students with additional needs** | Teachers are considering ways to take into account the range of student abilities in the design of VCE VM programs. | Teachers design VCE VM programs that accommodate the range of student abilities and support students with additional learning needs. | Supporting students with additional learning needs forms part of a comprehensive approach to the development of learning opportunities and assessment tasks. | Teachers plan and proactively develop learning opportunities and assessment tasks that support students across the full spectrum of learning needs. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)  [**VCAA Past Professional Learning webinars and materials**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/PastProfessionalLearningMaterials.aspx)  [**VCAA Pillars of Applied Learning summaries and references**](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMWorkRelatedSkills/Pages/AppliedLearning.aspx) | | | | | |

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Reflection for improving student outcomes** | Teachers are working on ways to bring reflective process to their practice but rarely have the opportunity to undertake such reflection as a means of improving practice. | Teachers occasionally plan for and undertake reflection.  Some of this reflection informs planning for improvement in VCE VM student outcomes. | Teachers regularly plan for and undertake reflection, individually and as a teaching team, to inform their planning for improvement related to VCE VM student outcomes. | Teachers frequently and conscientiously undertake reflection, individually and as a teaching team, to inform their planning for improvement related to VCE VM student outcomes. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)  [**VCAA Past Professional Learning webinars and materials**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/PastProfessionalLearningMaterials.aspx) | | | | | |
| **VCE VM Teachers additional notes:**  **Teacher total score: /32** | | | | | |

Professional Learning for school leaders and VCE VM teachers

School leadership and VCE VM teachers could start by individual reflecting on the guidance and advice below, reflecting first on their own professional learning requirements and needs, and then collaborate with other school staff who should be involved and responsible for supporting the facilitation and engagement in professional learning opportunities.

School leadership and VCE VM teachers are responsible for supporting and engaging professional learning opportunities, to support the delivery of the VCE VM studies through an applied learning pedagogical approach. The continua below is an overview of implementation and advice outlining professional learning opportunities available to support both school leadership and VCE VM teachers to delivery high quality applied learning studies and programs.

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **External professional learning opportunities** | The school leadership team informs VCE VM staff of the range of professional learning activities available to them. These activities include:   * Relevant senior secondary reform updates via the VCAA bulletin. * Statewide VCE VM study-specific information and workshop sessions. * VCAA VCE VM CoP network in local area/region. * VCE VM subject association professional learning sessions. * VCAA VCE VM professional learning (online and in person). | The school leadership team encourages VCE VM staff to attend a range of professional learning activities available to them. These activities include:   * Relevant senior secondary reform updates via the VCAA bulletin. * Statewide VCE VM study-specific information and workshop sessions. * VCAA VCE VM CoP network in local area/region. * VCE VM subject association professional learning sessions. * VCAA VCE VM professional learning (online and in person) | The school leadership team expects VCE VM staff to attend a range of VCE VM professional learning activities available to them and that they share this information to build internal knowledge and expertise. These activities include:   * Relevant senior secondary reform updates via the VCAA bulletin. * Statewide VCE VM study-specific information and workshop sessions. * VCAA VCE VM CoP network in local area/region. * VCE VM subject association professional learning sessions. * VCAA VCE VM professional learning (online and in person). | The school leadership team prioritises all VCE VM staff attend a range of VCE VM professional learning activities available to them and conduct forums where this information is shared with colleagues to build internal knowledge and expertise. These activities include:   * Relevant senior secondary reform updates via the VCAA bulletin. * Statewide VCE VM study-specific information and workshop sessions. * VCAA VCE VM CoP network in local area/region. * VCE VM subject association professional learning sessions. * VCAA VCE VM professional learning (online and in person). |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)  [**VCAA Communities of Practice**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/VCEVMandVPCCommunitiesofPractice.aspx)  [**VCAA Bulletin**](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) | | | | | |

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Teacher observation as professional learning** | The school allows for professional learning activities to plan for improving VCE VM student outcomes. | The school encourages VCE VM teachers to observe other applied learning practitioners and discuss best practice teaching. | The school expects VCE VM teachers to observe other applied learning practitioners and discuss and evaluate teaching practice and assessment designed to build an understanding of applied learning pedagogical practice both within their school context as well as connect with a broader community of practice network. | The school requires VCE VM teachers to observe other applied learning practitioners and regularly discuss and evaluate teaching practice and assessment designed to build a strong understanding of applied learning pedagogical practice both within their school context as well as connect with a broader community of practice network. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA Communities of Practice**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/VCEVMandVPCCommunitiesofPractice.aspx) | | | | | |

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|  | Emerging (1) | Evolving (2) | Embedding (3) | Excelling (4) | Score |
| **Curriculum leaders**  (And/or applied learning specialists or leading teachers) | Curriculum leaders share experience and expertise with VCE VM colleagues. They draw on some evidence, including VCE VM data sources to inform planning. Curriculum leaders inform their colleagues of the range of professional learning activities available to them. They keep up to date with current information published in the *VCAA Bulletin*. | Curriculum leaders promote attendance and participation by their VCE VM colleagues in the range of professional learning activities available to them. They encourage the sharing of information and expertise with colleagues. They advise VCE VM teachers of current information published in the *VCAA Bulletin*. | Curriculum leaders' model good professional learning practice by promoting and attending the range of professional learning activities available to them. They incorporate the sharing of information and expertise with colleagues as standard practice in their role. They ensure that VCE VM teachers have current information published in the *VCAA Bulletin* and discuss this in regular meetings. | Curriculum leaders' model excellent professional learning practice by promoting and participating in the full range of professional learning activities available to them. They promote the sharing of information and expertise with colleagues as a strategic and important function of their role. They ensure that all VCE VM teachers have current information published in the *VCAA Bulletin* and discuss this in regular meetings. |  |
| **Further actions required?**  YES  NO  If yes, outline what actions are needed here:  **Responsible person:**  **Links to VCAA Professional Learning supports:**  [**VCAA VPC and VCE VM Professional Learning Platform**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/ProfessionalLearningPlatform.aspx)  [**VCAA Past Professional Learning webinars and materials**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/PastProfessionalLearningMaterials.aspx)  [**VCAA Pillars of Applied Learning summaries and references**](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMWorkRelatedSkills/Pages/AppliedLearning.aspx)  [**VCAA Communities of Practice**](https://www.vcaa.vic.edu.au/VCAAProfessionalLearning/ProfessionalLearningPrograms/VCEVMandVPCProfessionalLearning/Pages/VCEVMandVPCCommunitiesofPractice.aspx)  [**VCAA Bulletin**](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) | | | | | |
| **Professional Learning additional notes:**  **Professional Learning total score: / 12** | | | | | |