**Victorian Pathways Certificate (VPC) Continuum of Practice: Building practice excellence**

* The school develops and maintains a culture that recognises and values the VPC as a valid pathway program for year 11 and 12 students.
* The school’s documented VPC curriculum plan is informed by strategic and annual implementation planning. It is regularly reviewed and updated by the school’s leadership team and teams of teachers. The school allocates time and resources for teachers to share VPC pedagogical knowledge about the curriculum, the implementation and monitoring of effective learning programs and the planning of content-specific instruction. Teachers use formative assessment to identify gaps in students’ learning and to monitor the progress of each student.
* The school has a documented and agreed set of analysis and evaluation approaches across senior secondary year levels and learning areas. It draws on a range of customised assessment tools to produce a detailed record of learning over time. The school regularly measures students’ learning growth in the VPC. This informs curriculum planning and goal setting for individual students.
* Moderation of VPC student assessment occurs regularly and explores a range of data sets. This analysis is used explicitly to inform VPC curriculum development and teaching practice and is used as the basis for regular feedback and reporting to students and their parents and guardians.
* The school understands the evidence behind specific improvement strategies in place in the school and the supporting evidence behind elements of their VPC professional practice. There are opportunities for teachers to bring their own research and evidence to inform VPC staff discussions about improvement and to support consistency of VPC practice across the school.

**Documented VPC program development, delivery, and assessment practices, and shared pedagogical approaches**

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|  | **Emerging** | **Evolving** | **Embedding** | **Excelling** |
| School | **Culture:**  The school aims to develop a culture that values the VPC as a valid year 11 and 12 program.  The school aims to create policies which position the reputation of the VPC equally with other programs.  Student selection for the VPC meets the suitability guidelines and VPC students have access to pathways support. | **Culture:**  The school develops a culture that values the VPC as a valid year 11 and 12 program.  The school creates policies which position the reputation of the VPC equally with other programs.  Student selection for the VPC meets the suitability guidelines and VPC students have access to a range of pathways support. | **Culture:**  The school supports a culture that values the VPC as a valid year 11 and 12 program.  The school maintains policies which position the reputation of the VPC equally with other programs.  Student selection for the VPC meets the suitability guidelines and VPC students have access to comprehensive pathways support. | **Culture:**  The school proactively maintains a culture that values the VPC as a valid year 11 and 12 program.  The school maintains publicly available, well-documented policies which position the reputation of the VPC equally with other programs.  Student selection for the VPC meets the suitability guidelines and VPC students have access to comprehensive pathways support. |
| **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  The school encourages its VPC teachers to seek support from experienced colleagues to analyse sources of evidence, including VPC student outcomes data to inform practice | **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  The school has in place a professional learning culture that values reflection and sharing of practice for improved VPC student outcomes and provides opportunities for VPC teachers to review and discuss a range of evidence sources including VPC data to inform teacher practice and to increase their skills | **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  The school has a professional learning culture that is explicit, evidence based, and is exercised in staff organisational structures that encourage VPC teachers to share best practice and insights to contribute to whole of school improvement in VPC student outcomes. | **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  The school has an established, highly productive and evidence based whole of school professional learning culture and organisational structure that champions and celebrates teacher best practice and fosters the sharing of expertise amongst staff, for the improvement in VPC student outcomes. |
| **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  The school is aware of the need for a whole of school approach to curriculum and assessment planning.  The school allows for professional learning activities to plan for improving VPC student outcomes. | **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  The school has a whole of school strategy for VPC curriculum and assessment planning that has broad acceptance of VPC teachers.  The school encourages VPC teachers to observe their peers and discuss best practice teaching and the design of assessment.  The school supports its VPC teachers to use the broad range of assessment strategies available to them within their VPC studies. | **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  The school has documented and well established and agreed whole school VPC curriculum and assessment plan that underpins VPC operations across the school.  The school requires VPC teachers to observe their peers and regularly discuss and evaluate teaching practice, applied learning and a range of assessment design to build a strong VPC community of practice.  The school expects VCE & VCE VM teachers to use the full range of assessment strategies available to them in their VCE & VCE VM studies. | **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  The school has an integrated and comprehensive whole of school VPC curriculum and assessment plan that reflects a common and agreed set of values, clarity of purpose and curriculum balance across the VPC.  The school has a well-developed and dynamic community of practice which includes VPC teachers and encourages consistency of applied learning approaches including integration of learning areas and use of the full range of assessment strategies available in VPC curriculum.  The school requires VPC teachers to use the full range of assessment strategies available to them in the VPC. |
| **Moderation of student assessment tasks:**  The school has processes for assuring the quality of VPC school-based assessments that are understood by all VPC teachers. The processes comply with VPC rules and regulations. | **Moderation of student assessment tasks:**  The school has policies and procedures that clearly define the VPC assessment process to be used by all VPC teachers that assure the quality of assessment. The policies and procedures comply with VPC rules and regulations and are published for students and parents. The school requires VPC teachers to use assessment methods which promote success for all students in the VPC. | **Moderation of student assessment tasks:**  The school has clearly documented and publicly available policies and procedures that ensure the quality of the VPC assessment process and expects all teachers to apply consistently the principles of fairness and reliability to all assessments. The policies and procedures comply with VPC rules and regulations. The school requires VPC teachers to use a range of assessment methods which promote success for all students in the VPC. | **Moderation of student assessment tasks:**  The school has publicly available, well-documented and detailed policies and procedures that ensure the quality of the VPC assessment process and is confident that all teachers apply the principles of fairness, consistency and reliability to all assessments. The policies and procedures comply with VPC rules and regulations.  The school requires VPC teachers to use a wide range of assessment methods which promote success for all students in the VPC. |
| **Evaluation of student learning growth over time:**  The school has a staff member who analyses some sources of data, including the:   * unit result reports   The school supports whole of school data discussions in scheduled meetings. | **Evaluation of student learning growth over time:**  The school has a team that analyses a wide range of sets including:   * unit result reports * On Track destination data * DET school improvement reports * On Track destination data. * statistics on the VCAA website * the NAPLAN Data Service   The school has a process for collecting internal whole school data related to VPC students, assessments and outcomes alongside data from external sources.  The school aims to build an open and transparent process for whole of school data discussions in scheduled meetings. | **Evaluation of student learning growth over time:**  The school has a team that analyses and evaluates a wide range of sets including:   * unit result reports * DET school improvement reports * On Track destination data * statistics on the VCAA website * the NAPLAN Data Service   The school has a process for collecting and analysing internal whole school data related to VPC students, assessments and outcomes alongside data from external sources.  The school has built an open, transparent and safe process for whole of school data discussions and individual data conversations that are built into the meeting schedule. | **Evaluation of student learning growth over time:**  The school has a strategic team that interrogates qualitative and quantitative data, investigates longitudinal patterns, makes links between different sets of data and identifies opportunities for new sources of information. Sources of data are:   * unit result reports * DET school improvement reports * On Track destination data * statistics on the VCAA website * the NAPLAN Data Service   The school has a process for analysing and evaluating internal whole school data related to VPC students, assessments and outcomes alongside data from external sources.The school has established an open, transparent, safe and dynamic culture that supports ongoing whole of school data discussions and individual data conversations that lead to change in teaching practice. |
| School Leadership Team | **Culture:**  The School Leadership Team is aware of the need for whole school understanding of the VPC and its validity as a year 11 & 12 program.  The School Leadership Team is aware of the need to ensure all staff understand the requirements of the VPC and applied learning.  The School Leadership Team encourages relevant staff within the school to provide supports to students in the VPC. | **Culture:**  The School Leadership Team is developing opportunities for whole school understanding of the VPC and its validity as a year 11 & 12 program.  The School Leadership Team aims to provide structures within the professional learning calendar to ensure all staff understand the requirements of the VPC and applied learning.  The School Leadership Team encourages relevant teams within the school to provide supports to students in the VPC.  The School Leadership Team ensures school leaders have access to relevant training to assist in assessing student suitability for the VPC. | **Culture:**  The School Leadership Team creates opportunities for whole school understanding of the VPC and its validity as a year 11 & 12 program.  The School Leadership Team creates structures within the professional learning calendar to ensure all staff confidently understand the requirements of the VPC and applied learning.  The School Leadership Team provides opportunities for relevant teams within the school to provide supports to students in the VPC.  The School Leadership Team ensures school leaders have access to relevant training to assist in assessing student suitability for the VPC. | **Culture:**  The School Leadership Team creates and advocates for opportunities for whole school understanding of the VPC and its validity as a year 11 & 12 program.  The School Leadership Team creates and promotes structures within the professional learning calendar to ensure all staff confidently understand the requirements of the VPC and applied learning.  The School Leadership Team provides opportunities for relevant teams within the school to provide cohesive supports to students in the VPC.  The School Leadership Team ensures Careers Practitioners and other school leaders have access to a wide range of relevant training to assist in assessing student suitability for the VPC. |
| **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  The school encourages its VPC teachers to seek support from experienced colleagues to analyse sources of evidence. | **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  The school leadership team encourages all VPC staff attend a range of VPC professional learning activities available to them. | **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  The school leadership team expects that all VPC staff attend a range of VPC professional learning activities and that they share this information to build knowledge and expertise of the VPC across the school. | **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  The school leadership team ensures that all VPC staff attend a range of VPC professional learning activities and conduct forums where this information is shared amongst colleagues to build knowledge and expertise of the VPC across the school. |
| **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  The school leadership team supports VPC teachers in their delivery of the VPC by identifying areas of need for professional learning.  The school leadership team encourages teachers to share practice and plan together for the delivery of curriculum and assessment. | **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  The school leadership team has in place a process for fostering professional learning of VPC teachers and for encouraging collaboration.  The school leadership team is focused on improving VPC student outcomes through improved curriculum planning and assessment design and through an understanding of the ways senior secondary students learn, including the Principles of Applied Learning. | **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  The school leadership team regularly allocates time and resources for VPC teachers to engage in collegial discussion to implement best practice, including an awareness and recognition of the need to support students with special needs as part of a well-established whole VPC professional learning model.  The School Leadership Team incorporates the VPC into the regular meeting schedule to build the capacity of VPC teachers in all areas of curriculum, assessment and applied learning approaches.  The school leadership team drives measurable improvement in VPC student outcomes by the implementation of targeted strategies in curriculum planning and assessment design. This is informed by a broad understanding of the ways senior secondary students learn, including the Principles of Applied Learning. | **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  The school leadership team manages a comprehensive whole VPC professional learning program that has at its core recognition of the importance of ongoing support for VPC teachers to implement models of best practice including a whole of school structured approach to support students with special needs.  The School Leadership Team incorporates the VPC into the regular meeting schedule to build the capacity of VPC teachers in all areas of curriculum, assessment and applied learning approaches.  The school leadership team manages a regular and reciprocal reporting process for teachers to measure improvement in VPC student outcomes through the implementation of targeted strategies in curriculum planning and assessment design. This is underpinned by a whole of school understanding of the ways senior secondary students learn, including the Principles of Applied Learning. |
| **Moderation of student assessment tasks:**  The school leadership team encourages VPC teachers to collaborate in the development of school-based assessment tasks and to moderate assessments. | **Moderation of student assessment tasks:**  The school leadership team allocates time for VPC teachers to work together to develop school-based assessment tasks and to moderate assessments. | **Moderation of student assessment tasks:**  The School Leadership Team monitors and reviews the development, application and moderation processes of assessment tasks in the VPC, and embeds consistency of practice with underpinning principles of fair and reliable assessment. | **Moderation of student assessment tasks:**  The school leadership team manages a whole school process that regularly evaluates and reflects on VPC assessment task development and moderation practices and actively supports the collaborative efforts of VPC teachers in the application of fair, consistent and reliable VPC assessment tasks. |
| **Evaluation of student learning and growth:**  The school leadership team reviews end-of-year data and identifies potential areas of improvement in VPC student outcomes. | **Evaluation of student learning and growth:**  The school leadership team regularly reviews and evaluates the outcomes of data analysis across all learning areas at key points in the year and sets a whole of school direction to improve VPC student outcomes. | **Evaluation of student learning and growth:**  The school leadership team has in place a professional learning structure that supports whole of school approaches to VPC data analysis and evaluation, and underpins a learning culture to drive a continuous cycle of improvement in VPC student outcomes. | **Evaluation of student learning growth over time:**  The school leadership team proactively engages staff through a well-articulated, planned professional learning process that has at its core an analysis of student learning data in the VPC to drive improvement of student outcomes. |
| Curriculum Leaders | **Culture:**  Curriculum leaders are aware of the need to include the VPC modules when considering some areas of teacher practice and professional learning.  Curriculum Leaders are aware of the need for a culture where teachers understand VPC modules. | **Culture:**  Curriculum leaders include the VPC modules when considering some areas of teacher practice and professional learning.  Curriculum Leaders include VPC modules into parts of the school’s reporting and assessment processes.  Curriculum Leaders support a culture where teachers understand VPC modules. | **Culture:**  Curriculum leaders incorporate the VPC modules when considering all areas of teacher practice and professional learning.  Curriculum Leaders incorporate VPC modules into the whole school reporting and assessment processes.  Curriculum Leaders support a culture where teachers feel confident to teach VPC modules. | **Culture:**  Curriculum leaders embed the VPC modules when considering all areas of teacher practice and professional learning.  Curriculum Leaders embed VPC modules into the whole school reporting and assessment processes.  Curriculum Leaders promote a culture where teachers feel confident to teach VPC modules. |
| **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  Curriculum leaders share experience and expertise with VPC colleagues. They draw on some evidence, including VPC data sources to inform planning.  Curriculum leaders inform their colleagues of the range of professional learning activities available to them. They keep abreast of current information published in the VCAA Bulletin. | **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  Curriculum leaders work with VPC colleagues to identify areas of improvement in professional practice and support professional development of individuals.  Curriculum leaders promote attendance and participation by their VPC colleagues in the range of professional learning activities available to them. They encourage the sharing of information and expertise with colleagues. They advise VPC teachers of current information published in the VCAA Bulletin. | **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  Curriculum leaders undertake a regular program of reflection and evaluation with VPC and other colleagues to identify areas of improvement in professional practice and effectively use internal expertise to support professional development of individuals.  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 all VPC teachers have current information published in the *VCAA Bulletin* and discuss this in regular meetings. | **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  Curriculum leaders champion comprehensive and ongoing reflection and evaluation with VPC and other colleagues to identify areas of improvement in professional practice and effectively use internal expertise to support professional development of individuals.  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 VPC teachers have current information published in the *VCAA Bulletin* and discuss this in regular meetings. |
| **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  Curriculum leaders provide guidance on curriculum and assessment planning to VPC teachers of individual studies within their learning area. They keep abreast of changes in study designs.  Curriculum leaders promote collaboration between VPC teachers to explore a range of pedagogical strategies and curriculum delivery structures. | **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  Curriculum leaders determine the needs of VPC teachers in their learning area and implement strategies to support professional learning. They plan ahead for changes in curriculum designs and keep staff informed.  Curriculum leaders structure regular meeting times within and across learning areas to encourage collaboration and sharing of reflection on teaching practice.  Curriculum leaders support the development of a common understanding among teachers of how teaching practice affects the learning of individual students. | **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  Curriculum Leaders champion innovative teaching practice by leading VPC teachers to contemporary education theory and practice. They proactively prepare teachers for changes in curriculum designs, making transition plans to prepare for the changes.  Curriculum leaders build capabilities of VPC teachers within and across learning areas and strive for continual and measurable improvement in teacher expertise.  Curriculum leaders foster consistency of teacher approaches to student learning, underpinned by the explicit understanding of how teaching practice affects the learning of individual students.  . | **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  Curriculum Leaders have an established community of practice and network across a group of schools to enrich the individual school by bringing expertise, innovation and challenge to the delivery of the VPC. They engage teachers in highly informed preparations for changes in curriculum designs which inform teaching and learning practice.  Curriculum leaders promote and model critical evaluation of teaching practice in a culture of trust and collective responsibility among teachers within and across domains.  Curriculum leaders ensure consistency of approach to student learning with a comprehensive whole of school engagement in exploring the effects of teaching practice on the learning of individual students |
| **Moderation of student assessment tasks:**  Curriculum leaders have an overview of the assessment schedule for their own VPC study.  They are aware of the range of assessment strategies particular to their own VPC learning area.  They provide input into teacher planning and delivery of VPC school-based assessments and strategies for moderation of assessments. | **Moderation of student assessment tasks:**  Curriculum leaders develop a VPC assessment schedule in collaboration with teachers across VPC studies that encourages a moderation process for assessment tasks.  They guide the VPC assessment program and encourage the use of the full range of applied learning and assessment strategies to improve student engagement in learning.  They organise for the moderation of school-based assessments within their VPC studies. | **Moderation of student assessment tasks:**  Curriculum leaders coordinate a VPC assessment schedule that covers all VPC studies and includes moderation activities to embed consistent and fair assessment practice.  They have oversight of the VPC assessment program and foster a broad range of applied learning approaches to pedagogical and assessment strategies to engage students in their learning.  They promote investigation of methods that can be applied to the moderation of VPC school-based assessments. | **Moderation of student assessment tasks:**  Curriculum leaders manage a detailed and comprehensive VPC assessment schedule that recognises the importance of effective and regular moderation of school-based assessment in all modules in the VPC program.  They have responsibility for the VPC assessment program and champion and model applied learning approaches to pedagogical and assessment strategies to ensure all students are engaged in their learning.  They provide knowledge and expertise in the investigation and innovation of methods that can be applied to the moderation of VPC assessments. |
| **Evaluation of student learning growth over time:**  Curriculum leaders share findings from VPC data analysis and evaluation to inform individual teacher practice in their learning areas. This information is used to assist teachers to individualise their program to meet all student needs.  Curriculum leaders are aware of the importance of internal student learning and growth data and student feedback for evaluating the effectiveness of professional practice.  They encourage teachers to collect student data and seek student feedback. | **Evaluation of student learning growth over time:**  Curriculum leaders have a developed and practiced understanding of the VPC data sources and regularly use this data to drive improvement across their learning areas. They advise teachers in their learning area of the strategies to apply to accommodate all student needs.  Curriculum leaders support teachers to collect internal student learning and growth data in their VPC classes.  Curriculum leaders incorporate student feedback for evaluating the effectiveness of professional practice. They use this source of data in professional conversation and analysis. They build student feedback into the review and evaluation of VPC programs in their learning areas. | **Evaluation of student learning growth over time:**  Curriculum leaders use VPC data to review teaching and learning performance and to plan for improved VPC delivery in their learning areas. They provide effective and targeted professional leadership to improve VPC teaching and learning, and to ensure that all students’ learning needs are met.  Curriculum leaders actively promote the collection and analysis of student learning and growth data to review teaching and learning performance and to plan for improved VPC delivery.  Curriculum leaders actively promote collection of student feedback for evaluating the effectiveness of professional practice. They ensure this data effectively informs professional conversation and analysis. They underpin the review and evaluation of VPC programs of study by collection and analysis of student feedback | **Evaluation of student learning growth over time:**  Curriculum leaders manage a comprehensive and effective review and analysis of VPC data in their own, and across, learning areas, evaluating teaching practice to drive improvement in VPC student outcomes. They superintend a comprehensive review of teaching and learning performance to plan for improved VPC delivery in the following year and to ensure that all students’ learning needs are met.  Curriculum leaders manage comprehensive collection and analysis of student learning and growth data to drive improvement in VPC student outcomes.  Curriculum leaders actively promote and utilise student feedback for evaluating the effectiveness of professional practice. They ensure that this data is collected by VPC teachers and that it effectively informs professional conversation and analysis. They drive a collective responsibility for improved VPC student outcomes. The collection and analysis of student feedback in all curriculum is a critical component of the review and evaluation of VPC programs. |
| Teachers | **Culture:**  Teachers are encouraged to understand VPC modules in relevant learning areas. | **Culture:**  All teachers are supported to understand VPC modules in relevant learning areas.  VPC teachers take part in some professional learning relevant to the VPC. | **Culture:**  All teachers are supported to teach VPC modules in relevant learning areas.  VPC teachers take part in whole school and learning area professional learning. | **Culture:**  All teachers are confident to teach VPC modules in relevant learning areas.  VPC teachers actively engage in whole school and learning area professional learning. |
| **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  VPC teachers are aware of the need to improve instructional practice and use some student performance data to inform their classroom activities.  VPC teachers draw on sources for professional learning to stay informed, | **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  VPC teachers collaborate with colleagues to analyse their instructional practice and discuss student performance data to support a cycle of improvement in the delivery of the VPC. They ensure the VPC uses an applied learning approach to teaching and assessment.  VPC teachers draw on sources for professional learning to stay informed. | **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  VPC teachers have an ongoing collaboration with colleagues to analyse their instructional practice to articulate and plan a cycle of improvement in the delivery of the VPC. They ensure the VPC uses an applied learning approach to teaching and assessment.  They interrogate student performance and plan a cycle of improvement in the delivery of the VPC.  VPC teachers attend relevant training and information sessions to continuously improve their VPC delivery. | **Explicit use of evidence-based school improvement strategies and teacher professional practice activities:**  VPC teachers take an active and collective responsibility for improving professional practice to maximise student engagement and improvement in VPC outcomes and ensure the VPC uses an applied learning approach to teaching and assessment.  They regularly interrogate student performance data that contributes to a well-articulated and explicit cycle of improvement.  All VPC teachers actively participate in relevant training and information sessions to continuously improve their VPC delivery. |
| **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  Teachers ensure they are using the current study designs in their planning and delivery.  Teachers inform VPC students of the purpose, content and outcomes of each VPC unit and notify students of assessments in a timely fashion. | **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  Teachers are knowledgeable in the delivery of the current curriculum designs. They are aware of future changes in curriculum designs and this informs their planning.  Teachers build an informative and learning partnership with VPC students to encourage self-efficacy and self-directed learning.  Teachers share information across learning areas to schedule workload and assessment in the VPC program to balance student workload.  Teachers design VPC programs that accommodate the range of student abilities and supports students with special needs.  They understand the importance of using student assessments to inform effective teaching strategies and seek to improve their practice. | **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  Teachers are well informed in the delivery of the current curriculum designs. They are proactive in preparing for changes in the curriculum designs and text lists.  Teachers promote VPC student self-efficacy and self-esteem by establishing a shared understanding and commitment to fostering student engagement and performance in their outcomes.  Teachers proactively collaborate across the VPC program to balance student workload and assessment and to ensure students are kept informed.  Teachers collaborate to ensure consistency of approach to the design and delivery of curriculum and assessment that applies the principles of applied learning and supports the achievement of the full range of student performance. Supporting students with special needs forms part of a comprehensive approach to learning and assessment.  Teachers use student assessments to evaluate the impact of their teaching practice on VPC student outcomes and to reflect on their own teaching practice. They observe skilled colleagues and trial and review new applied learning and pedagogical strategies. | **Documented curriculum, assessment and shared pedagogical approaches, including applied learning:**  Teachers have a detailed and extensive understanding of the current curriculum designs. They support colleagues who are new to VPC and support all colleagues in their planning for transition to the new curriculum designs.  Teachers have an open and constructive dialogue with their students to promote in them strong self-efficacy with an explicit unity of purpose for optimising student engagement and performance in their outcomes.  Teachers regularly and effectively confer on and monitor their VPC program to balance student workload and assessment. They plan well ahead and foster student participation in the scheduling of VPC workload and assessments that gives students confidence and sense of control in their VPC program of study.  All VPC teachers meet regularly to plan for and implement consistency of approach to the design and delivery of curriculum and assessment that is based in the principles of applied learning and ensures achievement of the full range of student performance. Teachers plan and proactively develop applied learning and assessment strategies that support students with special needs.  Teachers analyse the impact of student assessments to evaluate the efficacy of their teaching practice and through a collaborative process undertake regular reflection to plan for improvement in VPC student outcomes. |
| **Moderation of student assessment tasks:**  Teachers undertake individual professional learning to understand the range of VPC assessment task types within their curriculum area and to inform moderation activities.  They understand the need for assessments to reflect the study design, be fair, reliable and consistently applied.  They occasionally use student assessment data to reflect on teaching practice. | **Moderation of student assessment tasks:**  Teachers have professional conversations about the range of VPC assessment task types and pedagogical strategies that underpin these, within their curriculum area. They support each other to develop a common approach to the moderation process.  They develop assessment tasks that adhere to the curriculum design, are fair, reliable and consistently applied.  They explore both internal and external student assessment data as a means to reflect on teaching and assessment moderation practice. | **Moderation of student assessment tasks:**  Teachers work effectively together to explore the breadth of VPC assessment task types and pedagogical strategies that underpin these. They determine a common approach to the moderation process and monitor and evaluate its efficacy.  They are practiced in the development of engaging assessment tasks that ensure coverage of the curriculum design, are fair, reliable and consistently applied and that use an applied learning approach to assessment design.  They regularly use student assessment data to interrogate their teaching and assessment moderation practice in a cycle of continuous improvement. | **Moderation of student assessment tasks:**  Teachers regularly collaborate to extend their understanding and expertise about the breadth of VPC assessment task types and pedagogical strategies that underpin these. They consolidate a common approach to the moderation process through highly effective methodology trials and conduct ongoing evaluation of its efficacy.  They are highly accomplished in the development of rigorous and engaging assessment tasks that are fair, reliable and consistently applied and that use an applied learning approach to assessment design.  They routinely use student assessment data to interrogate their teaching and assessment moderation practice in a cycle of continuous improvement. |
| **Evaluation of student learning growth over time:**  Teachers seek opportunities to improve their individual capacity to analyse and interpret VPC data to improve student outcomes. They are aware of the needs of all students in their classes. They feedback from students on teaching and assessment to inform improvement in practice and student outcomes. | **Evaluation of student learning growth over time:**  Teachers work in teams to explore the VPC data available to them and share professional learning and informed approaches to improving outcomes in VPC teaching and learning. They evaluate their teaching practice to inform curriculum and assessment development and to ensure the needs of all students are met.  They collect internal student learning and growth data.  They collect feedback from students on teaching and assessment to inform improvement in practice and student outcomes. | **Evaluation of student learning growth over time:**  Teachers have ongoing collaboration with colleagues to analyse their instructional practice and interrogate student data to articulate and plan a cycle of improvement in the delivery of the VPC.  They collect and analyse internal student learning and growth data to inform improvement in practice and student outcomes.  They collect feedback from students on teaching and assessment to inform improvement in practice and student outcomes. | **Evaluation of student learning growth over time:**  Teachers engage in professional and collegiate discussion using VPC student data to effectively evaluate their teaching practice and to inform curriculum and assessment development. They work in teams to identify and address areas of improvement in individual classroom practice to achieve outcomes for all VPC students.  They collect and analyse internal student learning and growth data to inform improvement in practice and student outcomes.  They collect feedback from students on teaching and assessment to inform improvement in practice and student outcomes. |