VCE & VCE VM & VCE & VCE VM VM Continuum of Practice: Building practice excellence

The school’s documented VCE & VCE VM curriculum plan is informed by strategic and annual implementation planning. It is regularly reviewed and updated by teams of teachers. The school allocates time and resources for teachers to share VCE & VCE VM 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.

Documented curriculum plans, assessment and shared pedagogical approaches

|  | Emerging | Evolving | Embedding | Excelling |
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| **School** | 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 VCE & VCE VM student outcomes. | The school has a whole of school strategy for VCE & VCE VM curriculum and assessment planning that has broad acceptance of VCE & VCE VM teachers.  The school encourages VCE & VCE VM teachers to observe their peers and discuss best practice teaching and the design of assessment.  The school supports its VCE & VCE VM teachers to use the broad range of assessment strategies available to them within their VCE & VCE VM studies. | The school has a documented and well established and agreed whole of school VCE & VCE VM curriculum and assessment plan that underpins VCE & VCE VM operations across the school.  The school requires VCE & VCE VM teachers to observe their peers and regularly discuss and evaluate teaching practice and assessment design to build a strong VCE & VCE VM 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. | The school has an integrated and comprehensive whole of school VCE & VCE VM curriculum and assessment plan that reflects a common and agreed set of values, clarity of purpose and curriculum balance across the VCE & VCE VM operations.  The school has a well-developed and dynamic community of practice across the VCE & VCE VM program, which involves all VCE & VCE VM teachers and that encourages consistency of teaching and learning methodologies appropriate to their individual VCE & VCE VM studies.  The school requires VCE & VCE VM teachers to use the full range of assessment strategies available to them in their VCE & VCE VM studies. |
| **School leadership team** | The school leadership team supports VCE & VCE VM teachers in their delivery of the VCE & VCE VM 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. | The school leadership team has in place a process for fostering professional learning of VCE & VCE VM teachers and for encouraging collaboration.  The school leadership team is focussed on improving VCE & VCE VM student outcomes through improved curriculum planning and assessment design and through an understanding of the ways senior secondary students learn. | The school leadership team regularly allocates time and resources for VCE & VCE VM 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 VCE & VCE VM professional learning model.  The school leadership team drives measurable improvement in VCE & VCE VM 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. | The school leadership team manages a comprehensive whole VCE & VCE VM professional learning program that has at its core recognition of the importance of ongoing support for VCE & VCE VM teachers to implement models of best practice including a whole of school structured approach to support students with special needs.  The school leadership team manages a regular and reciprocal reporting process for teachers to measure improvement in VCE & VCE VM student outcomes through the implementation of targeted strategies in curriculum planning and assessment design both within studies and across the VCE & VCE VM. This is underpinned by a whole of school understanding of the ways senior secondary students learn, including the Principles of Applied Learning. |
| **Curriculum leaders** | Curriculum leaders provide guidance on curriculum and assessment planning to VCE & VCE VM teachers of individual studies within their learning area. They keep abreast of changes in study designs and text lists.  Curriculum leaders promote collaboration between VCE & VCE VM teachers to explore a range of pedagogical strategies and curriculum delivery structures. | Curriculum leaders determine the needs of VCE & VCE VM teachers in their learning area and implement strategies to support professional learning. They plan ahead for changes in study designs and text lists 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. | Curriculum leaders champion innovative teaching practice by leading VCE & VCE VM teachers to contemporary education theory and practice. They proactively prepare teachers for changes in study designs and text lists, making transition plans to prepare for the changes.  Curriculum leaders build capabilities of VCE & VCE VM 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. | Curriculum leaders have an established community of practice and network across a group of schools to enrich individual schools by bringing expertise, innovation and challenge to the delivery of VCE & VCE VM studies. They engage teachers in highly informed preparations for changes in study designs and text lists 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 learning areas.  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. |
| **Teachers** | Teachers ensure they are using the current study designs in their planning and where applicable select texts from the current text lists.  Teachers inform VCE & VCE VM students of the purpose, content and outcomes of each VCE & VCE VM unit and notify students of assessments in a timely fashion.  Teachers provide VCE & VCE VM students with the curriculum and assessment structure for each VCE & VCE VM unit, including performance descriptors for outcomes where applicable. | Teachers are knowledgeable in the delivery of the current study designs and select texts from the current text list where applicable. They are aware of future changes in study designs and text lists, where applicable, and this informs their planning.  Teachers build an informative and learning partnership with VCE & VCE VM students to encourage self-efficacy and self-directed learning.  Teachers share information across learning areas to schedule assessment in the VCE & VCE VM program to balance student workload across studies.  Teachers design VCE & VCE VM programs that accommodate the range of student abilities and supports students with special needs. They provide students with the curriculum and assessment structure for each VCE & VCE VM unit, including performance descriptors for outcomes where applicable.  They understand the importance of using student assessments to inform effective teaching strategies and seek to improve their practice. | Teachers are well informed in the delivery of the current study designs and select texts from the current text list where applicable. They are proactive in preparing for changes in the study designs and text lists, where applicable.  Teachers promote VCE & VCE VM student self-efficacy and self-esteem by establishing a shared understanding and commitment to fostering student engagement and performance in their study.  Teachers proactively collaborate across the VCE & VCE VM program to balance student assessment workload across studies and to ensure students are kept informed.  Teachers collaborate to ensure consistency of approach to the design and delivery of curriculum and assessment that supports the achievement of the full range of student performance. They provide students with the assessment structure for each VCE & VCE VM unit, including performance descriptors for outcomes where applicable. 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 VCE & VCE VM student outcomes and to reflect on their own teaching practice. They observe skilled colleagues and trial and review new pedagogical strategies. | Teachers have a detailed and extensive understanding of the current study designs and text lists. They support colleagues in their planning for transition to the new study designs and text lists where applicable.  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 study.  Teachers regularly and effectively confer on and monitor their VCE & VCE VM program to balance student assessment workload across studies. They plan well ahead and foster student participation in the scheduling of VCE & VCE VM assessments that gives students confidence and sense of control in their VCE & VCE VM program of study.  Teachers meet regularly to plan for and implement consistency of approach to the design and delivery of curriculum and assessment that ensures achievement of the full range of student performance. They provide students with the assessment structure for each VCE & VCE VM unit, including performance descriptors for outcomes where applicable. Teachers plan and proactively develop 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 VCE & VCE VM student outcomes. |