

Teaching Excellence Program

Teaching Innovation Fellowships

The Teaching Innovation Fellowships provide Teaching Excellence Program (TEP) alumni with funding to design and lead transformative teaching and professional learning projects in their schools.

Contents

| | |
|-----------------------------------|---|
| 1. Overview..... | 1 |
| 2. Learning outcomes | 1 |
| 3. Domains of action..... | 1 |
| 4. Project scope..... | 2 |
| 5. Fellowship benefits | 2 |
| 6. Eligibility requirements | 4 |
| 7. Fellowship requirements | 4 |
| 8. Application process | 5 |
| 9. Selection process | 1 |
| 10. Timelines | 2 |
| 11. Conditions of award..... | 3 |
| 12. References | 3 |

1. Overview

Fellowships will contribute to the mission, vision and objectives of the Victorian Academy of Teaching and Leadership and broader dialogue in raising the quality and status of teaching in Victoria. The fellowships will enable highly skilled teachers to enhance their pedagogical knowledge and skills to meet the needs of diverse learners and to share evidence-informed practice within and beyond their school.

Fellows will design and implement an innovation project to transform teacher practice and improve student outcomes in their classrooms or schools.

Through their project, fellows will develop capabilities as “leaders of learning” and will enhance their individual and collaborative expertise by sharing their professional learning and exemplary practices with colleagues in their schools and beyond.

Fellowships will be funded for 12 months and are expected to be awarded at the end of Term 1 2023. Fellows will implement their projects during Terms 2 and 3 and deliver a presentation of their findings in Term 4. A final report detailing learning outcomes will be submitted by the end of Term 1 2024.

2. Learning outcomes

By undertaking the Teaching Innovation Fellowships, fellows will:

- define a vision of what excellent teaching and innovation means in the context of their classroom and school, based on a critical examination of relevant, evidence-informed teaching and learning principles and theories
- synthesise knowledge and evidence to design learning approaches, environments and resources as creative solutions to an identified need or critical challenge at their school
- enact and critically examine the values, principles and practices of leadership that effectively enable innovation and change to influence teaching and learning
- develop a plan to synthesise, communicate and share their learning, both with their school and with a broader audience.

3. Domains of action

Teaching Innovation Fellows will cultivate agency and expertise through the following domains of action, in line with the Academy’s Fellowship Model:

Vision: Develop a vision for alternative futures in practice driven by a desire to lead and make a difference to the quality of teaching and learning.

Innovation: Explore, design, implement and evaluate approaches to enhance teaching and learning.

Leadership: Exercise leadership through maintaining collaborative networks to build professional expertise in and across schools.

Inquiry: Engage in evidence-informed, practitioner-led inquiry to investigate professional challenges in context.

4. Project scope

Projects must align with the Academy Fellowships Model (described in the Fellowships Charter, available in the online application form). Through their projects, fellows will respond to an identified need or critical challenge at their school that aims to deliver improvements for any of the following:

Teaching quality: quality in teaching is seen when instruction meets the demands of the discipline being taught, the goals of instruction, and the learning and wellbeing needs of *all* students in a given context and time (Darling-Hammond et al., 2017).

Teacher confidence: a teacher's beliefs or perceptions about their capabilities to be an effective teacher and to manage or overcome challenges; developed through the application of knowledge and skills as well as through observation, collaboration with others, and reflective practice (Nolan & Molla, 2017).

Teacher capability: a teacher's demonstrated, knowledge, skills and dispositions that enable responsive teaching in a given context and time (Hammerness et al., 2007; Levine, 2020; Nolan & Molla, 2020).

Student outcomes in learning and wellbeing.

- > Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.
- > Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life (State of Victoria, 2022).

A range of different projects could be pursued through a fellowship. Some examples are to:

- > implement an innovation in curriculum, pedagogy or extracurricular activities
- > create a new and contemporary program and activities for students or staff
- > implement an extended practitioner inquiry
- > explore regional, national or international collaborations
- > create joint programs with community, business or educational institutions
- > develop professional learning programs for staff
- > undertake residencies, conferences or relevant courses.

5. Fellowship benefits

Project funding

The fellowship will provide TEP alumni up to \$10,000 to design and implement an innovation project focused on transforming teacher practice and professional learning at their school.

Project funding can be used for:

- > resources associated with project implementation, including purchasing and/or creating teaching and learning resources and materials and other incidental project costs
- > professional learning costs, including professional learning fees or support for the fellow that are directly related to project design and implementation; costs of attending additional professional

learning can only account for a maximum 20% of the budget

- > costs of designing and delivering professional learning programs and planning improvement initiatives at their school
- > travel and accommodation costs associated with project implementation; these costs can only account for a maximum 10% of the budget.

Anticipated costs must be specified in the budget submitted as part of the fellowship application.

Project funding may not be used for:

- > capital work expenses
- > professional learning costs not directly associated with the project or for people other than the fellow
- > salaries
- > casual relief teaching
- > resources unrelated to the project
- > tertiary education fees (e.g., a Diploma, Masters or PhD degree).

Time release funding

Fellowships will provide funding to support government and eligible non-government schools to release their fellow to work individually or co-lead a team to deliver their innovation project. Teachers can work in teams within their school or in a collaborative partnership with TEP alumni in other schools. Three different types of time release funding are available to eligible schools, with eligibility to be determined by the Academy based on an equity formula.

At the start of their application, applicants must indicate whether they will be:

- > working individually on their project
- > leading a school team to deliver their project, or
- > working with TEP alumni in other schools as part of a multi-school team; applicants should nominate a lead school to receive the project funding.

Individual participation funding

An equity funding model will be applied for this funding.

Eligible schools can receive a participation grant of \$15,000 – equivalent to 30 days of casual relief teaching (CRT) – to support release time for their fellow to individually work on the project and attend professional learning.

School team participation funding

An equity funding model will be applied for this funding.

Eligible schools can receive a participation grant of \$30,000 – equivalent to 60 days of casual relief teaching (CRT) – to support release time for their fellow to attend professional learning **and work collaboratively with other members of their school to implement their project**. It is not necessary for other members of the school team to be TEP graduates.

Multi-school team participation funding

A fellow may also deliver the project in partnership with another teacher graduate of the TEP who works in another school. A multi-school team may receive project funding (provided to the nominated lead school) as well as individual participation funding for each fellow (provided to each host school) if both schools meet the funding eligibility criteria.

Fellowship professional learning

Fellows will engage with experts and other highly-skilled educators in a series of masterclasses designed to provide them with strong foundations for pursuing their innovation projects. These masterclasses will take place at the beginning of Term 2 and will be delivered over 3 days. Fellows are expected to attend all masterclasses.

Supportive fellows' community

Once per term in Terms 2 – 4 (for 3 hours), fellows will participate and contribute to online Fellowship Learning Communities (FLCs) where they will build relationships with other fellows and share ideas, learn from each other, and support each other's professional growth. The FLCs will be facilitated by expert practitioners.

Access to direct support through mentoring

Fellows and their teams will be guided and supported by a project mentor who will contribute to their project's progress using a collaborative and supportive approach. The mentor will foster reflective and learning capacities of fellows through dialogue and tailored guidance.

6. Eligibility requirements

To be eligible to apply for a Teaching Innovation Fellowship, teachers must:

- > be a graduate of the TEP or a Master Teacher alumni
- > have the endorsement and ongoing support of their principal for participation in the fellowship
- > have full teacher registration with the Victorian Institute of Teaching
- > be in a current teaching role in Victoria (full-time or part-time) throughout the fellowship
- > be willing to uphold the values and expectations outlined in the Academy Fellowships Charter.

7. Fellowship requirements

To successfully complete a Teaching Innovation Fellowship, teachers will be required to:

- > attend the Teaching Innovation professional learning activities
- > attend and contribute to the FLCs
- > engage and collaborate with a mentor to facilitate progress and delivery of their innovation project
- > lead the design, implementation, and evaluation of an innovation project at their school
- > complete a series of reflective tasks that document their learning journey

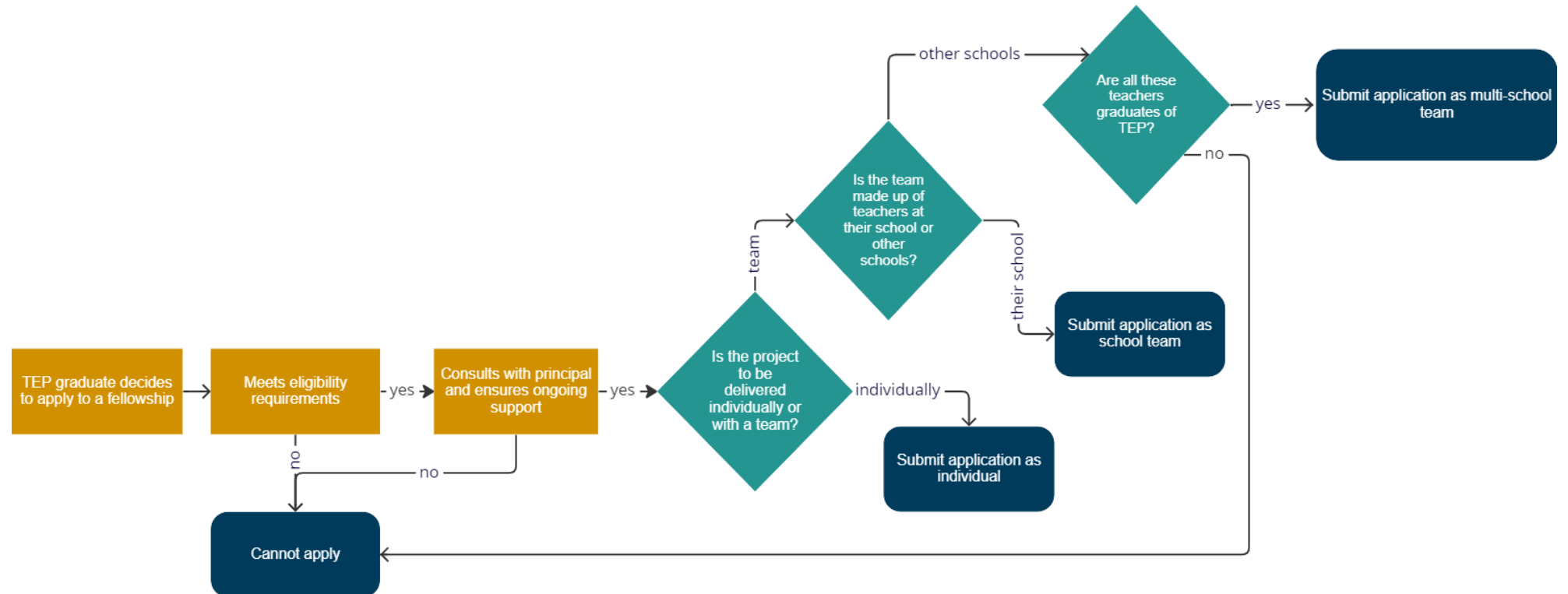
- > if applicable, share any resources and artefacts directly resulting from the project with other teachers and schools
- > present and share their project journey and outcomes at an end-of-year event
- > meet reporting milestones as set out in the funding agreement
- > submit a final report documenting project milestones and financial acquittal.

8. Application process

Before applying for a Teaching Innovation Fellowship, teachers must ensure they meet eligibility requirements, including having their principal's endorsement and commitment of ongoing support.

Next, they need to decide whether they will propose to deliver an individual project or to lead a school team or co-lead a multi-school team to deliver the project. In the next page, Figure 1 maps the process for determining which application to submit.

Figure 1 – Process for determining application basis



To apply, teachers must submit an online application, which must include:

Vision

- > a short statement describing why each fellow would like to undertake the fellowship
- > a short statement of how they will apply their dispositions, skills and capabilities to succeed as a fellow
- > a signed Fellowships Charter

Innovation

- > a completed project plan template, which outlines:
 1. a description of the critical classroom or school challenge they are trying to investigate and the educational rationale for the innovation
 2. roles and responsibilities of team members
 3. implementation, evaluation and risk management plan
 4. project budget

Leadership

- > a short statement demonstrating their experience in developing and sustaining collaborative relationships with colleagues to drive change and improvement at school

Enabling school relationships and environment

- > a signed statement of support from their school principal or line manager
- > a signed Fellowships Charter, including principal or line manager's signature

Applications will be submitted via [the Academy's website](#).

9. Selection process

Applications will be assessed by cross-sectoral expert panels using a set of pre-determined criteria. Panels will evaluate applications across 5 criteria:

| Selection criteria | Weighting |
|--|-----------|
| Vision <ul style="list-style-type: none"> • The applicant presents a clear personal vision for alternative and enhanced practice aligned with the Academy's objectives. • The applicant has demonstrated experience, skills and capabilities to lead the design and implementation of the innovation project. | 20% |
| Innovation | 40% |

| | |
|--|------|
| <ul style="list-style-type: none"> The proposal outlines an innovative and evidence-informed response to a critical challenge in the classroom or school context. The project plan details both fellow's and school's capacity to manage the project to completion, including clear budget and timelines. The project plan outlines a plan to monitor and evaluate change resulting from the implementation of the project. | |
| Leadership <ul style="list-style-type: none"> The proposal clearly outlines a vision and plan for collaboration and implementing change. | 10% |
| Enabling school relationships and environment <ul style="list-style-type: none"> The proposal demonstrates a strong commitment from school leadership to support the fellow(s) to implement the project. | 20% |
| Value for money <ul style="list-style-type: none"> The proposal demonstrates sound financial management and value for money. | 10% |
| TOTAL | 100% |

10. Timelines

| Year | Term | Milestone | Date start | Date end |
|------|------|--|------------|-------------|
| 2022 | 4 | Fellowships registration of interest opens | 2 December | 30 January |
| 2023 | 1 | Application process opens | 30 January | 14 March |
| | 1 | Selection process | 15 March | 31 March |
| | 2 | Fellowships awarded (agreements executed) | 3 April | 28 April |
| | 2 | Professional learning | 8 May | 12 May |
| | 2-4 | Self-directed implementation | 15 May | 17 November |
| | 2-4 | Mentoring & FLCs | 15 May | 17 November |
| | 4 | Conference presentation | 1 December | |
| 2024 | 1 | Final report | 28 March | |

11. Conditions of award

The awarding of a Teaching Innovation Fellowship is subject to the fellow and their school accepting the conditions laid down in an agreement between their school, the fellow and the Academy.

12. References

Darling-Hammond, L., Burns, D., Campbell, C., Goodwin, L. A., Hammerness, K., Low, E., McIntyre, A.,

Sato, M., & Zeichner, K. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world* (1st ed.). Jossey-Bass.

<https://ebookcentral.proquest.com/lib/unimelb/detail.action?docID=4818693>

Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D., Cochran-Smith, M., McDonald, M., &

Zeichner, K. (2007). Chapter ten: How teachers learn and develop. In L. Darling-Hammond & J.

Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (1st ed.). John Wiley & Sons, Incorporated.

<https://ebookcentral.proquest.com/lib/unimelb/detail.action?docID=974652>.

Levine, G. S. (2020). Chapter 2: Capabilities. *The Modern Language Journal*, 104(S1), 35–49.

<https://doi.org/10.1111/modl.12610>

Nolan, A., & Molla, T. (2017). Teacher confidence and professional capital. *Teaching and Teacher*

Education, 62, 10–18. <https://doi.org/10.1016/j.tate.2016.11.004>

Nolan, A., & Molla, T. (2020). Building teacher professional capabilities through transformative learning.

Asia-Pacific Journal of Teacher Education, 49(4), 450–465.

<https://doi.org/10.1080/1359866x.2020.1828823>

State of Victoria (Department of Education and Training). (2022, September). *Framework for improving*

student outcomes (FISO 2.0). Policy and Advisory Library. Retrieved December 20, 2022, from

<https://www2.education.vic.gov.au/pal/fiso/resources>