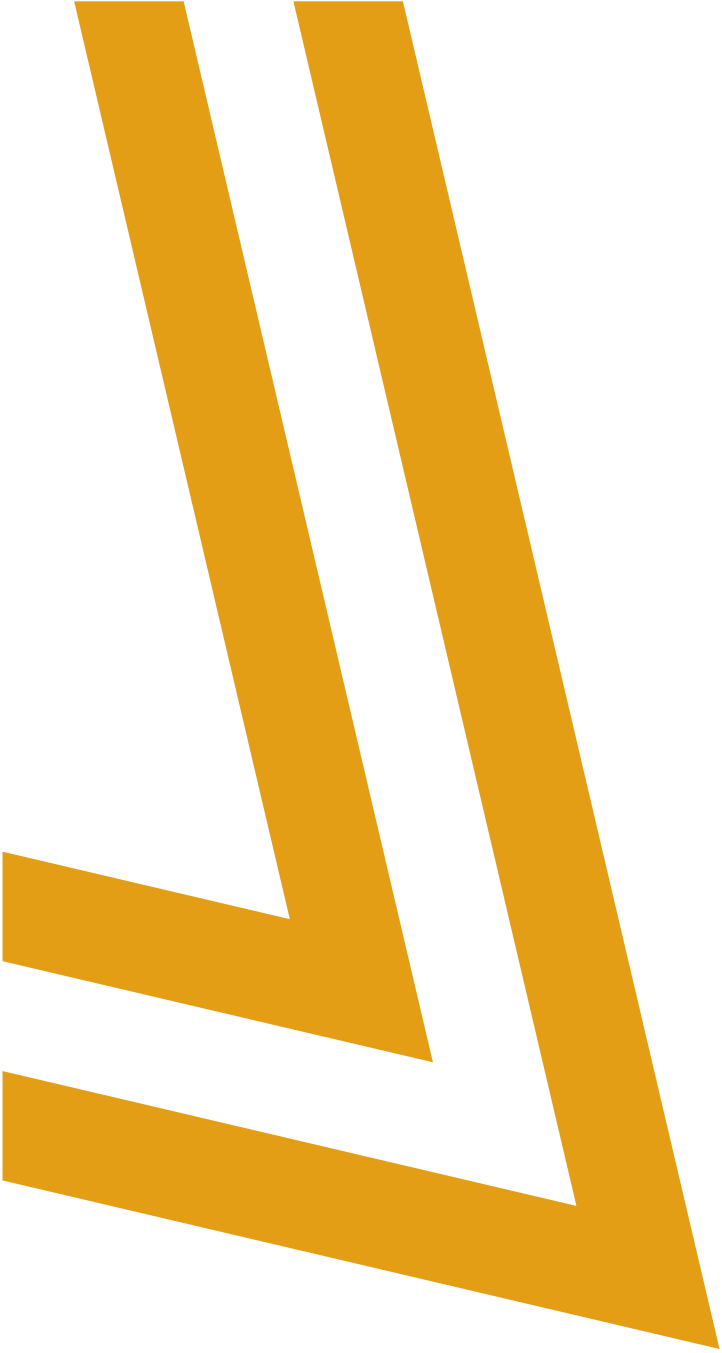
Victorian Academy of Teaching and Leadership

VAPA Framework

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Introduction

The Victorian Aspiring Principal Assessment (VAPA) is a point-in-time assessment that determines an aspiring school leader's targeted professional development as they move towards the principal role and advises on the extent of readiness for the principal role.

The VAPA is designed to:

- support the development of future leaders
- articulate a mapping of a typical progression of skills from developing to proficient competencies, to enable varying levels of competence to be identified and recognised
- be accessible to aspiring principals with different types of experience as well as varying levels of competence
- represent a sample of all possible elements of an aspiring principal's competence in the five Professional Practice Areas identified in the Australian Professional Standard for Principals (AITSL, 2014)
- represent the typical path of an aspiring principal through to the principal position. This means there is a deliberate overlap between the accountability of aspiring principals and practising principals to the Australian Professional Standard for Principals.

The VAPA has been developed using subject-matter experts and assessment principles, drawing on psychometrics and a rigorous data-informed construct validation process.

Candidates participating in the VAPA are assessed against the following five analytical rubrics, known as Professional Practice Areas:

1. Leading Teaching and Learning
2. Developing Self and Others
3. Leading Improvement, Innovation and Change
4. Leading the Management of the School
5. Engaging and Working with the Community.

Each Professional Practice Area is broken down into Performance Indicators. A Performance Indicator is an explicit capability or behaviour expected of a first-time principal that demonstrates specific skills and knowledge. Candidates are assessed against the entirety of the VAPA Framework.

This document details the VAPA Framework by Professional Practice Area, the performance indicators for each area, and the proficiency levels achievable in each indicator.

This document may be read in conjunction with the **Developmental Progression Levels** available from the VAPA portal.

Professional Practice Area 1: Leading Teaching and Learning

Proficiency Levels (increasing levels of proficiency)													
	4	1.1.3 Assesses decisions considering their potential impact on student learning outcomes	1.2.3 Develops sustainable processes for the implementation of findings from analysis of data	1.3.3 Critiques pedagogical approaches to review suitability for own school		1.5.3 Leads the integration of school and/or students contexts and future needs into the curriculum	1.6.3 Uses an ongoing cyclical process to evaluate the documented curriculum plan and to analyse achievement data in collaboration with other staff	1.7.3 Creates opportunities for collaboration among the school and wider community to activate student voice and agency		1.9.2 Integrates school programs and external agencies to support student health and wellbeing	1.10.4 Co-designs learning programs with teachers, families, and other professionals to meet individual learning needs	1.11.4 Strategically allocates resources for a whole school approach to improving teaching impact	1.12.3 Holds others to account in a culture of teacher collective responsibility and efficacy
	3		1.2.2 Selects from possible actions considering school readiness along with other factors		1.4.3 Aligns assessment, curriculum planning and pedagogical approaches	1.5.2 Co-constructs the curriculum to be implemented that maps horizontal and vertical development of concepts and skills		1.7.2 Builds processes that support connections to engaging curriculum, pedagogy and student voice	1.8.3 Manages a whole-school approach to consistent behaviour management (e.g. strengths-based)		1.10.3 Engages with key stakeholders to plan reasonable adjustments to programs to support students with additional needs	1.11.3 Leads professional conversations and reflection on effectiveness	1.12.2 Builds processes that support a culture of teacher collective responsibility and efficacy
	2	1.1.2 Questions previous practice to find avenues for improving student learning outcomes		1.3.2 Aligns pedagogical approaches to school priorities	1.4.2 Uses assessment data as part of a cycle of improvement for both teachers and students		1.6.2 Uses student achievement data to assess the extent to which the documented curriculum plan is meeting the needs of students	1.7.1 Promotes the use of student agency as a method of engaging students in their learning	1.8.2 Demonstrates the use of strategies that promote positive student behaviour	1.9.1 Implements agreed school-wide practices to support student health and wellbeing	1.10.2 Plans programs to support students with additional needs including making reasonable adjustments where necessary	1.11.2 Tracks the progress of students against the agreed standards	
	1	1.1.1 Models the importance of teaching as a key influence on student learning outcomes	1.2.1 Uses multiple sources of evidence and/or data to inform teaching and learning	1.3.1 Chooses pedagogical approaches which are supported by evidence of effectiveness	1.4.1 Uses assessment data to inform teaching decisions	1.5.1 Uses curriculum standards to design and document relevant curriculum	1.6.1 Reviews the documented curriculum plan in collaboration with teaching teams		1.8.1 Builds and sustains positive relationships with students		1.10.1 Makes reasonable adjustments for students with additional needs into the general classroom environment	1.11.1 Builds understanding of the impact of teaching (e.g. peer observation)	1.12.1 Collaborates with others to build teacher efficacy
Performance Indicator^		1.1 Creates a positive learning culture of challenge and support dedicated to improving student learning outcomes	1.2 Acts on evidence and/or data related to teaching and learning	1.3 Selects pedagogical approaches (e.g. Victorian Teaching and Learning Model)	1.4 Connects assessment with learning	1.5 Develops a documented curriculum plan	1.6 Evaluates the documented curriculum plan	1.7 Activates student voice and agency to engage students in their learning	1.8 Manages student behaviour using research-based strategies (e.g. positive psychology)	1.9 Supports student health and wellbeing	1.10 Provides an inclusive environment for students with additional needs	1.11 Monitors impact of teaching on student learning	1.12 Develops teacher collective responsibility and efficacy for student outcomes

Professional Practice Area 2: Developing Self and Others

Proficiency Levels (increasing levels of proficiency)	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11
4	2.1.3 Uses a range of sources for reflective practice to maintain focus on achieving goals	2.2.3 Synthesises consequences of own actions with feedback to enhance future practice				2.6.4 Implements school-wide professional learning of others by matching strengths of individuals to identified school and/or system priorities	2.7.3 Establishes processes to support staff wellbeing (e.g. localised and/or system)	2.8.3 Develops a culture of mentoring and coaching throughout the school	2.9.3 Develops strategies to maintain high standards of conduct and performance	2.10.4 Seeks opportunities for others to showcase their achievements	2.11.4 Shapes the culture of the school so that everyone holds each other accountable to codes of professional conduct
3		2.2.2 Seeks targeted feedback to plan for enhanced future practice	2.3.3 Manages professional and personal demands to ensure own well-being	2.4.3 Harnesses own emotions to manage situations towards a positive outcome	2.5.3 Plans for challenging interactions with others	2.6.3 Shapes others' goals to ensure alignment to school and system priorities	2.7.2 Takes action to support wellbeing initiatives		2.9.2 Takes appropriate action to maintain high standards of conduct and performance, including using formal processes to support staff	2.10.3 Advocates for others based on their achievements	2.11.3 Models how to act in accordance with codes of professional conduct
2	2.1.2 Aligns own learning and development to school and system priorities		2.3.2 Puts wellbeing strategies into practice, including strategies that support self-care Implements own wellbeing strategies	2.4.2 Draws on strategies to manage own reaction in challenging circumstances	2.5.2 Shares control of conversations and interactions	2.6.2 Supports others to undertake professional learning which meets their needs		2.8.2 Provides professional growth opportunities (e.g. mentoring, coaching)		2.10.2 Makes the community aware of the achievements of others	2.11.2 Supports others to act in accordance with codes of professional conduct
1	2.1.1 Plans professional learning development based on an understanding of own development needs	2.2.1 Uses feedback to improve future practice	2.3.1 Identifies own wellbeing needs	2.4.1 Recognises impact of own emotional reactions on others	2.5.1 Listens to and acknowledges all stakeholders respectfully	2.6.1 Supports others to identify strengths and weaknesses in their own practice	2.7.1 Demonstrates an awareness of wellbeing needs of staff (e.g. individual and group)	2.8.1 Advocates for growth and development of others	2.9.1 Seeks peer and/or policy advice about maintaining high standards of conduct and performance	2.10.1 Acknowledges effective individual, team and school-wide practices	2.11.1 Acts in accordance with codes of professional conduct
Performance Indicator^	2.1 Identifies areas for own professional learning and development	2.2 Uses feedback to inform future practice	2.3 Enhances own wellbeing through deliberate actions (e.g. drawing on local and/or system supports)	2.4 Manages own emotional reactions	2.5 Manages challenging interactions using ethical practices and social skills (e.g. conflicts, consensus making)	2.6 Invests in professional learning and development of others	2.7 Enhances the wellbeing of others through deliberate actions (e.g. drawing on local and/or system supports)	2.8 Supports growth and development of others (e.g. graduates to leadership team)	2.9 Manages staff performance	2.10 Celebrates achievements of others	2.11 Respects codes of professional conduct

Professional Practice Area 3: Leading Improvement, Innovation and Change

Proficiency Levels (increasing levels of proficiency)								
	4	3.1.4 Leverages internal and external expertise to drive improvement	3.2.3 Creates a collaborative culture where everyone is committed to the shared vision	3.3.3 Develops an organisational culture where identifying needs for improvement is integrated into the everyday work of staff	3.4.3 Critiques trends in relation to school context	3.5.4 Adapts an innovation or change process, model or framework to suit the context when making plans for innovation or change	3.6.2 Uses monitoring processes to ensure viability of innovation or change	3.7.3 Embeds processes for collecting evidence to measure degree of improvement
	3	3.1.3 Responds to multiple perspectives and shares a range of options, ideas and viewpoints using counterarguments	3.2.2 Mobilises school community through own persistent pursuit of quality goals	3.3.2 Articulates case for improvement based on analysis of context	3.4.2 Assesses the potential impact of trends on school context	3.5.3 Selects an appropriate process, model or framework suited to the context when making plans for innovation or change		3.7.2 Checks the validity of inferences made about the extent of improvement
	2	3.1.2 Maximises communication to lead improvement	3.2.1 Supports actions that are aligned to the shared vision to get others on board with improvement initiatives		3.4.1 Discusses critical trends within education	3.5.2 Uses an evidence-based process, mode or framework when making plans for innovation or change		3.7.1 Uses evidence to determine the extent of improvement
	1	3.1.1 Seeks advice and/or feedback from others when leading improvement		3.3.1 Identifies areas for improvement based on own experience and context		3.5.1 Develops a plan for innovation or change	3.6.1 Consults others to monitor innovation or change	
Performance Indicator^		3.1 Thinks strategically when leading improvement	3.2 Creates a vision for school improvement	3.3 Identifies areas for improvement	3.4 Assesses trends to consider need for innovation or change	3.5 Plans for innovation or change	3.6 Monitors implementation of innovation or change	3.7 Reviews the extent of improvement resulting from innovation or change

Professional Practice Area 4: Leading the Management of the School

Proficiency Levels (increasing levels of proficiency)											
	4	4.1.3 Creates a culture that embeds values within the school community	4.2.3 Builds processes that embeds policy in practice	4.3.3 Takes action to lessen the impact of consequences when circumstances prevent duties being performed		4.5.4 Sustains focus despite setbacks and other new priorities	4.6.3 Influences patterns of leadership distribution to meet the school's needs				4.10.2 Ensures accountability processes are used within the school
	3	4.1.2 Holds others to account to school values		4.3.2 Identifies when and how to delegate jobs to others	4.4.2 Manages competing demands to optimise resources within own sphere of influence to improve student learning	4.5.3 Manages distractions in a way that enables focus to be maintained	4.6.2 Implements structures and processes to ensure responsibilities are met	4.7.3 Supports leadership practice by being solution driven and strength based	4.8.3 Manages challenge to create opportunities	4.9.3 Collaborates with others to address ethical considerations or concerns	
	2		4.2.2 Takes actions to improve practices that ensure a safe and secure learning environment			4.5.2 Assigns resources to strategic priorities	4.6.1 Provides leadership opportunities to others	4.7.2 Contributes to the achievement of identified priorities	4.8.2 Enlists relevant expertise to manage challenge	4.9.2 Raises ethical considerations or concerns with relevant authorities	
	1	4.1.1 Models school values	4.2.1 Acts in accordance with policy documents	4.3.1 Prioritises duties by balancing urgent and important tasks	4.4.1 Uses resources in accordance with identified priorities	4.5.1 Communicates strategic direction using a consultative approach		4.7.1 Participates in the formal leadership structure of the school	4.8.1 Attends to immediate concerns	4.9.1 Identifies ethical considerations or concerns	4.10.1 Complies with legal and policy requirements
Performance Indicator^		4.1 Contributes to the values of the school	4.2 Contributes to a safe and secure learning environment for staff and students	4.3 Manages own duties	4.4 Optimises resources (e.g. physical, financial, and human)	4.5 Maintains strategic direction	4.6 Distributes responsibility to others	4.7 Contributes to the leadership of the school	4.8 Manages challenges to school functioning (e.g. setbacks, crises)	4.9 Manages ethical concerns	4.10 Understands the implications of legal and policy requirements (e.g. Victorian Registration and Qualifications Authority, Child Safe Standards, Inclusive Education Policy)

Professional Practice Area 5: Engaging and Working with the Community

Proficiency Levels (increasing levels of proficiency)								
	4	5.1.3 Supports groups across the school community to interconnect	5.2.4 Embeds a collaborative culture	5.3.3 Evaluates the potential of opportunities and their alignment to the school priorities	5.4.3 Uses community customs and traditions to support the achievement of the school's vision	5.5.4 Creates an inclusive culture	5.6.4 Articulates contributing factors and impact when communicating decisions	5.7.3 Ensures a successful partnering culture is maintained to support the education and wellbeing of all students
	3		5.2.3 Supports group relationships to promote mutual agreed outcomes	5.3.2 Creates opportunities for the development of school partnerships		5.5.3 Engages with stakeholders to support best practice	5.6.3 Recognises the impact of decisions on stakeholders and/or the community when communicating decisions	
	2	5.1.2 Maintains positive relationships in a range of circumstances	5.2.2 Aligns the right people to work on the right task in collaboration		5.4.2 Builds partnerships by seeking understanding	5.5.2 Adapts practice to cater to diversity	5.6.2 Gives reasons when communicating decisions	5.7.2 Promotes a parent/carer--school partnership to enhance student learning and wellbeing
	1	5.1.1 Forms positive relationships with a range of groups	5.2.1 Designs opportunities for collaboration	5.3.1 Identifies opportunities to extend student experiences beyond the school	5.4.1 Acknowledges the importance of community customs and traditions	5.5.1 Seeks knowledge about the community	5.6.1 Informs stakeholders and/or the community about decisions	5.7.1 Advises parents and carers on matters related to their children's education and wellbeing
Performance Indicator^		5.1 Collaborates with people (e.g. parents, students, community, school council)	5.2 Provides opportunities for people to work together	5.3 Seeks or responds to opportunities in the school community and the extended community	5.4 Connects with community	5.5 Embraces diversity to realise the potential of all	5.6 Communicates decisions to stakeholders and/or the community	5.7 Supports the needs of students and families facing complex challenges