

# Academy Fellowships

## Teaching Impact Fellowships

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

### Contents

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

## 1. Overview

The Victorian Academy of Teaching and Leadership (the Academy) exists to enhance the quality of school teaching and leadership in Victoria and increase public awareness about the capability and status of school teachers and leaders.

The Academy provides an unprecedented opportunity for enhancing school leadership and teaching excellence statewide, bringing benefits to every school, classroom and student. Since 2022 the Teaching Excellence Program (TEP) has provided a unique professional learning opportunity to foster and amplify teaching excellence within Victoria.

The Teaching Impact Fellowship is an Academy program exclusively available as a professional learning pathway for TEP alumni and contributes to the mission, vision and objectives of the Victorian Academy of Teaching and Leadership and the 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. Teacher fellows will design and implement an improvement project to have a positive impact on teacher practice and improve student outcomes in their classrooms or schools.

Through their project, teacher 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, while cultivating collaborative networks of highly skilled teachers to support knowledge exchange and nurture a teacher-driven culture of professional excellence.

Teaching Impact Fellowships will be funded for 12 months. The outcomes of the 2025 Teaching Impact Fellowships selection are anticipated to be shared by the end of Term 4, 2024, with the fellowship commencing Term 1, 2025. Teacher fellows will undertake professional learning and plan their improvement projects in Term 1, implement and monitor during Terms 2 and 3 before submitting the final report in Term 4, 2025. The fellows will be invited to participate in the Insights Summit and present on their final findings in term 1, 2026.

## 2. Learning outcomes

By undertaking the Teaching Impact Fellowship, teacher fellows will apply the Fellowship model which recognises that school environment, structures, and resources influence teachers' professional development, agency, and impact, to

- > define a vision of what excellent teaching 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 and implement an improvement project in response to an identified need or challenge at their school
- > identify and monitor indicators to demonstrate the level of accomplishment or progress of the improvement project and showcase its impact.
- > enact and critically examine the values, principles and practices of leadership that effectively enable improvement and change to positively influence teaching and learning
- > develop a plan to synthesise, communicate and share their learning, both within their school and with other Victorian educators.

### 3. Domains of action

Teacher fellows will cultivate agency and expertise through the following domains of action, in line with the [Academy Fellowships Model](#):

**Vision:** Develop a vision for alternative futures in practice, which is driven by a desire to make a difference to the quality of teaching and learning. This will involve thinking creatively about new possibilities for teaching and learning that are responsive to the evolving and varying needs of students.

**Innovation:** Explore, design, implement and evaluate approaches or interventions that enhance teaching and learning. Teacher fellows will be encouraged to think outside the box, and experiment with new practices, in order to improve teaching and learning.

**Inquiry:** Engage in evidence-informed, practitioner-led inquiry to investigate professional challenges in context. This will involve a continuous cycle of exploration, experimentation and refinement to improve their practice over time.

**Leadership:** Exercise leadership by building collaborative networks that enhance professional expertise in and across schools. Teacher fellows will lead through knowledge production, sharing practice, supporting, and influencing colleagues in and beyond their school.

### 4. Project scope

Projects must align with the [Academy Fellowships Model](#), in that the project should position teachers as agents of change, use the 4 domains of action (Inquiry, Vision, Leadership and Innovation) and benefit from the support levers provided through the fellowship. Through their projects, teacher fellows will respond to an identified need or 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, or develop professional learning programs for staff.

## 5. Fellowship benefits

### Project funding

The fellowship provides teacher fellows and their school \$5,000 to design and implement an improvement 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 teacher fellow that are directly related to project design and implementation.
- > 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 of 10% of the budget<sup>1</sup>.

Project funding may not be used for:

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

### Supplementary funding

#### Regional and rural subsidy

Fellowships will provide additional funding of up to \$3,000 per teacher fellow to selected participants from regional and rural schools to cover the cost of the teacher fellow's accommodation and travel to TIF activities.

Project funding and supplementary funding will be paid to the teacher fellow's school in alignment with the conditions outlined in the Teaching Impact Fellowship agreement.

#### Time release funding

Time release funding of up to \$6,000 is available to eligible schools, based on an equity funding model and intended to support schools to release the teacher fellow and members of their team to work in the project.

Time release funding can be used for:

- > release the teacher fellow to attend Teaching Impact Fellowship professional learning
- > release the teacher fellow to attend professional learning associated with project implementation
- > release the teacher fellow and members of the teacher fellow's project team to work on the project

---

<sup>1</sup> Travel and accommodation costs for teacher fellows who receive the Regional and rural subsidy should not be considered project costs.

## **Fellowship professional learning**

Teacher fellows will engage with experts and other highly skilled educators in a series of workshops designed to provide them with strong foundations for pursuing their improvement projects. These workshops will take place in Terms 1 and 2 and will be delivered over three days. Teacher fellows are expected to attend all foundation days.

## **Supportive fellows' community**

Teacher fellows will participate and contribute to 3 x 3-hour online fellowship learning communities (FLCs) where they will build relationships with other fellows, share ideas, learn from each other, and support each other's professional growth.

## **Guidance from a fellowship advisor**

Teacher fellows and their teams will be guided and supported by a fellowship advisor who will contribute to their improvement project's progress using a collaborative and supportive approach. Through up to 5 online advisory sessions, the fellowship advisor will assist the teacher fellow to engage in critical reflective practice; offer observations, feedback or educational input to help strengthen project implementation and to meet the fellowships learning and reporting requirements.

## **6. Eligibility requirements**

To be eligible for a Teaching Impact Fellowship, you must:

- > have graduated or be on track to graduate from the Teaching Excellence Program or be a Master Teacher alumni
- > have the endorsement and ongoing support of your principal
- > have full teacher registration with the Victorian Institute of Teaching
- > be in a teaching role at the same Victorian school (full-time or part-time) at the time of the application and throughout the fellowship
- > not have previously been the recipient of an Academy Fellowship

The Academy reserves the right to offer individual flexibility upon application by the fellow in limited circumstances.

## **7. Fellowship completion requirements**

To successfully complete a Teaching Impact Fellowship, you must:

- > attend and actively contribute to the Teaching Impact Fellowship Foundation days
- > attend and actively contribute to the 3 x 3-hour online fellowship learning communities
- > engage and collaborate with your fellowship advisor to track progress and support delivery of your improvement project
- > lead the design, implementation, and evaluation of an improvement project at your school
- > maintain a reflective practice journal incorporating a series of reflective tasks that document your learning journey and professional growth

- > be willing to share any resources and artefacts directly resulting from the project with the Victorian Academy of Teaching and Leadership, other teachers and schools
- > present and share your improvement project journey and outcomes at the end of the fellowship event
- > meet reporting and milestone submissions as set out in the funding agreement
- > submit a final project report which demonstrates a contribution to evidence-informed practice as described by the Macro indicators of Quality in Teaching rubric.
- > Acquit fellowship funding expenditure using provided templates.

The Academy reserves the right to offer individual flexibility upon application by the fellow in limited circumstances.

## 8. Selection criteria

Applications will be assessed by cross-sectoral panels using the criteria listed in the table below.

Offers to short-listed fellows will be made from December, with the TIF25 cohort confirmed by January 2025.

Selection criteria	Weighting
<p><b>Vision and leadership</b></p> <ul style="list-style-type: none"> <li>&gt; The applicant presents a clear personal vision for alternative and enhanced practice aligned with the <a href="#">Academy's objectives</a>.</li> <li>&gt; The applicant has demonstrated the experience, skills and capabilities to lead the design and implementation of an improvement project.</li> <li>&gt; The applicant clearly demonstrates their capacity and drive for collaboration and implementing change in their school.</li> </ul>	30%
<p><b>Inquiry and innovation</b></p> <ul style="list-style-type: none"> <li>&gt; The problem analysis is evidence-informed and clearly articulated, and analysed</li> <li>&gt; The selected problem of practice is aligned to school priorities and TIF scope.</li> <li>&gt; A relevant, specific area of focus for improvement has been identified.</li> <li>&gt; There is clear and appropriate use of research and evidence throughout the problem analysis, including a simple bibliography.</li> </ul>	50%
<p><b>Enabling school relationships and structures</b></p> <ul style="list-style-type: none"> <li>&gt; The applicant clearly communicates the enabling relationships, intended change and impact on the school community and student learning outcomes</li> <li>&gt; The principal demonstrates a strong commitment from school leadership to enable the teacher fellow to undertake the fellowship by endorsing the</li> </ul>	20%

fellow's application and adding a statement of support in Award Force. > A signed fellowship charter	
<b>TOTAL</b>	<b>100%</b>

## 9. Application process

To start your online application, you will need to visit <https://academy.awardsplatform.com/>. You may already have an account from your TEP application. Alternatively, you can create a new account by following the prompts to register.

The application process is managed through Award Force and requires participants to respond to questions and prompts by providing short (300 word) written responses and statements, a completed problem analysis template and other artifact of your choice (videos, statements or pictures) to support your application.

The application form requires prospective fellows to provide:

- > Personal and school contact details
- > A vision statement that demonstrates your motivations, dispositions and capabilities to undertake this fellowship to drive improvement in your school
- > A completed problem analysis form, including the use of practice evidence and academic research (~1300 words)
- > An artifact of your choice that describes how your improvement project will enable school relationships and structures to drive school improvement
- > A Fellowship charter signed by yourself and your school principal
- > Once the application is submitted the Academy will invite your Principal by email to confirm the school leadership support your application. The Principal will be asked to endorse your application and add a brief statement of support in Award Force.

## 10. Timelines

A list of required TIF activities with anticipated date ranges has been provided in the table below. Please note these dates are for planning reference only and are subject to change.

### Application dates

Year	Term	Milestone	Dates
2024	3 + 4	Application process opens	September- November
	4	Applications reviewed and selection process	October - November
	4	Fellowships awarded (agreements executed)	December - January



## Tentative program dates

Year	Activity	Duration	Term	Mode
2025	Foundation Day (1, 2) Professional learning	2 days	Term 1 Week 7	In person, 41 St Andrews Place
	Fellowship Learning Community 1	3 hours	Term 2 Week 2	Online
	Foundation Day (3) Professional learning	1 day	Term 2 Week 3	In person, 41 St Andrews Place
	Fellowship Learning Community 2	3 hours	Term 3 Week 2	Online
	Fellowship Learning Community 3	3 hours	Term 3 Week 8	Online
	Advisories	1 hour per session	Term 1 - 4	Online
	Final report	n/a	Term 4	Online
2026	Insights Summit (Celebration Day)	1 day	Term 1, 2026	In person 41 St Andrews Place

## 11. Conditions of award

The awarding of a Teaching Impact Fellowship is subject to the teacher fellow and their school accepting the conditions outlined in an agreement between their school, the teacher fellow and the Academy.

**Please note:** Applicants who have not completed the TEP at the time of fellowship awarding will receive a conditional offer contingent on their TEP graduation.

## 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>