# 2020 Victorian Education Excellence Awards

## Recognising educational excellence in Victorian government schools

## Information Pack

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# The Victorian Education Excellence Awards

The Victorian Education Excellence Awards (VEEA) program is the premier employee recognition program for staff in Victorian government schools.

The awards recognise the inspirational teachers, principals and education support staff who improve schools and support children and young people to develop the skills, courage and curiosity they need to succeed in life.

You can nominate yourself or your colleagues to win professional development grants of up to $25,000 to support your work in schools. The winners of nine School and Student Outcome award categories will be eligible to win Victoria’s top public education prize – the Lindsay Thompson Award for Excellence in Education and a further $20,000 grant.

We want to hear about the outstanding work in your school. Share how you or a colleague engage students in learning or work as a team to elevate outcomes. If you’re a principal, share your school improvement story and, if you work in education support, share how you connect students to their school and community.

Tell the story of education excellence at your school and demonstrate to the Victorian community what success in public education looks like.

Your achievements are critical to inspiring confidence and driving improvement in schools across Victoria. Help the community really understand what you do every day to make a difference and the positive impact your work has on young people.

The Victorian Education Excellence Awards show our community what makes Victorian public education great.

This Information Pack provides information that you need to nominate for the awards. Please also read theVictorian Education Excellence Awards **Terms and Conditions**.

Visit the website for more information: [VEEA website](http://www.education.vic.gov.au/veea)

# Key dates

Applications open – Monday 2 March 2020

Applications close – Monday 8 June 2020

Judging process commences – Monday 15 June 2020

Shortlisted Finalists contacted – week commencing Monday 13 July 2020

Award presentation – Friday 23 October 2020\*

(\*Shortlisted finalists must be available to attend)

# Eligibility

All staff employed by the Victorian government in a Victorian government school are encouraged to apply for the 2020 Victorian Education Excellence Awards (VEEA). Staff in specialist or P-12 schools are eligible to apply for either primary or secondary categories. Early childhood staff are encouraged to apply for the [Victorian Early Years Awards](http://www.education.vic.gov.au/about/awards/Pages/eyawards.aspx).

Non-government school staff are not eligible to apply.

|  |  |  |  |
| --- | --- | --- | --- |
| Award Eligibility | Victorian Government School Workforce Classifications | | |
|  | Principal (incl assistant & campus principals) | Teacher | Education Support |
| Individual Awards | | | |
| Outstanding Primary Principal | ✓ |  |  |
| Outstanding Secondary Principal | ✓ |  |  |
| Outstanding Primary Teacher |  | ✓ |  |
| Outstanding Secondary Teacher Award |  | ✓ |  |
| Excellence in Physical Education and Activity Award – Primary Teacher |  | ✓ |  |
| Excellence in Physical Education and Activity Award – Secondary Teacher |  | ✓ |  |
| Outstanding Business Manager |  |  | ✓ |
| Team Awards | | | |
| Outstanding Inclusive Education | ✓ | ✓ | ✓ |
| Outstanding Koorie Education | ✓ | ✓ | ✓ |
| Outstanding School Improvement | ✓ | ✓ | ✓ |
| Outstanding Provision for High-Ability Students – Primary | ✓ | ✓ | ✓ |
| Outstanding Provision for High-Ability Students – Secondary | ✓ | ✓ | ✓ |
| Outstanding Education Support Team |  |  | ✓ |
| Dr Lawrie Shears Excellence in Global Teaching and Learning | ✓ | ✓ | ✓ |

## Who can nominate?

All eligible school-based staff are invited to nominate for the 2020 VEEA via the [nomination platform](https://veea.awardsplatform.com/) which is optimised for desktops, tablets (iPad and Android) and smartphones.

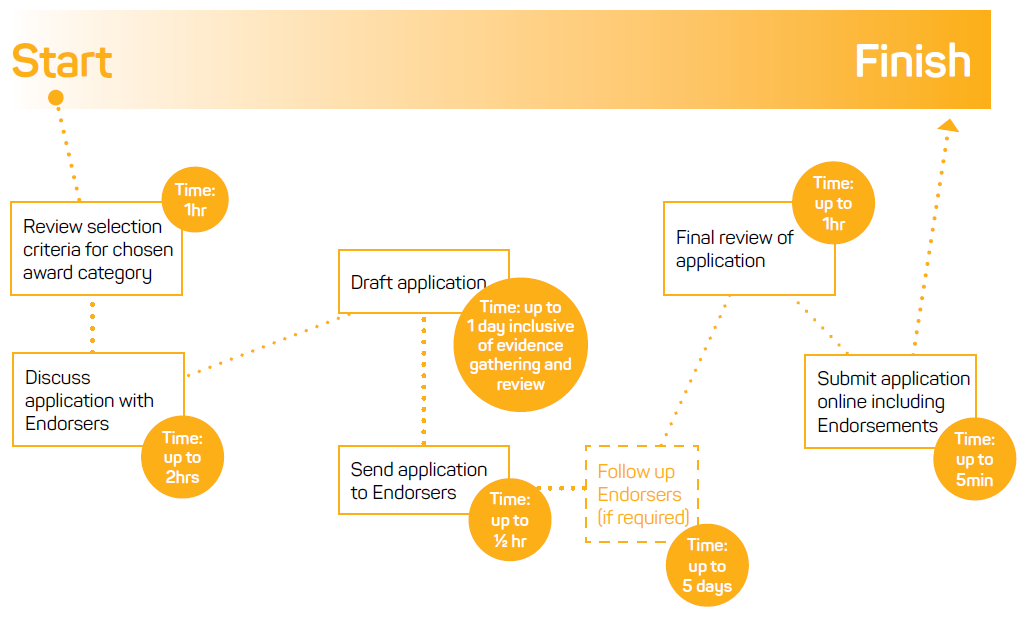
Nominations for the 2020 VEEA open 9.00am Monday 2 March 2020 and close 11.59pm  
Monday 8 June 2020.

No late nominations will be accepted. Please see the timeline below and allow adequate time to complete and seek endorsements for applications.

The following may nominate principals, teachers, business managers and education support colleagues for the VEEA:

* Principal class employees
* Teachers
* Education support class employees
* School Council members
* Regional Directors, Regional Executive Directors and Area Executive Directors
* Senior Education Improvement Leaders

#### Indicative application completion timeline



# Award categories

## School and Student Outcome awards

### Individual awards

*A professional learning grant of* ***$20,000*** *is available for each School and Student Outcome* ***individual award****.*

#### Outstanding Primary Teacher

In recognition of effective and innovative teachers who have demonstrated excellence in teaching practice at a Victorian government primary school and have made a significant contribution to improving student achievement, engagement and wellbeing.

#### Outstanding Secondary Teacher

In recognition of effective and innovative teachers who have demonstrated excellence in teaching practice at a Victorian government secondary school and have made a significant contribution to improving student achievement, engagement and wellbeing.

#### Outstanding Primary Principal

In recognition of exceptional principals who have demonstrated leadership excellence in a Victorian government primary school. These principals have made a significant contribution to improving staff and student achievement, engagement and wellbeing; raised the quality of teaching; and improved the overall performance of their school.

#### Outstanding Secondary Principal

In recognition of exceptional principals who have demonstrated leadership excellence in a Victorian government secondary school. These principals have made a significant contribution to improving staff and student achievement, engagement and wellbeing; raised the quality of teaching; and improved the overall performance of their school.

#### Outstanding Business Manager

In recognition of exceptional business managers within a Victorian government school who have demonstrated excellence in school finance and business management, while making a significant contribution to the performance of their school.

### Team awards

*A professional learning grant of* ***$25,000*** *is available for each school and student outcome* ***team award****.*

#### Outstanding Education Support Team

In recognition of exceptional education support teams within Victorian government schools that have demonstrated excellence in collaboration and teamwork within a school setting and made a significant contribution to improving student achievement, engagement and wellbeing.

#### Outstanding Inclusive Education Award

In recognition of exceptional staff within Victorian government schools who have demonstrated quality teaching and learning, delivered outstanding system improvements that have made a positive impact in their school and community that support achievement, engagement and wellbeing through a positive climate for learning for students with additional needs.

#### Outstanding School Improvement Award

In recognition of exceptional school staff within a Victorian government school who have demonstrated excellence to improve whole-school outcomes through strategic planning and improvement initiatives, and have made a significant contribution to developing effective partnerships with the broader community to improve overall school performance.

#### Outstanding Provision for High-Ability Students – Primary

In recognition of exceptional teams within Victorian government schools that have demonstrated excellence in provision for high-ability students, supporting their learning, engagement and wellbeing and helping them thrive now and into the future.

#### Outstanding Provision for High-Ability Students – Secondary

In recognition of exceptional teams within Victorian government schools that have demonstrated excellence in provision for high-ability students, supporting their learning, engagement and wellbeing and helping them thrive now and into the future.

#### Outstanding Koorie Education Award

In recognition of exceptional educators in a Victorian government school who have demonstrated a commitment to developing indigenous cultural understanding, and have demonstrated respectful and inclusive teaching and learning practices to improve Koorie student achievement, engagement and wellbeing within their school and broader community.

#### The Lindsay Thompson Award for Excellence in Education

The school and student outcome award category winner (see categories above), whose contribution to Victorian school education is judged to be the most outstanding. The winner will have demonstrated exemplary practice while contributing to positive school culture and a commitment to improving student outcomes.

*This award is named in recognition of the late Honourable Lindsay Thompson, AO, CMG, who began his career as a teacher in 1951 before entering Parliament in 1955. He became Education Minister in 1967, held that position for 12 years and remains Victoria’s longest serving Education Minister. He was Deputy Premier between 1972 and 1981 and Premier between 1981 and 1982.*

## Specialist awards

### Individual awards

*A professional learning grant of* ***$10,000*** *is available for the specialist* ***individual awards****.*

#### Excellence in Physical Education and Activity Award – Primary Teacher

#### In recognition of an exceptional primary teacher in a Victorian government school who has demonstrated leadership and excellence in teaching physical education that has led to significant improvements in student achievement, engagement and wellbeing.

#### Excellence in Physical Education and Activity Award – Secondary Teacher

In recognition of an exceptional secondary teacher in a Victorian government school who has demonstrated leadership and excellence in teaching physical education that has led to significant improvements in student achievement, engagement and wellbeing

*These awards are supported by John and Myriam Wylie.*

### Team awards

*A professional learning grant of* ***$25,000*** *is available for the specialist* ***team award.***

#### Dr Lawrie Shears Excellence in Global Teaching and Learning Award

In recognition of teams in Victorian government schools that have demonstrated excellence in global learning and engagement at their school and with their students, including teaching Victorian Curriculum F-10 intercultural capability and developing the knowledge, skills and global mindset required for an increasingly complex and interconnected world**.**

*This award is named in honour of the late Dr Lawrie Shears who was the Director-General of the Victorian Education Department from 1973 to 1982 and was a strong advocate of global teaching and learning.*

# Selection criteria

The following section outlines the selection criteria for each award. Please complete each selection criterion response in 400 words or less. Responses to the selection criterion for each award should be made [online](https://veea.awardsplatform.com/).

## School and Student Outcome awards

### Individual awards

#### Outstanding Teacher Awards (primary and secondary)

*FISO priority: Excellence in teaching and learning*

* Focus on students – Demonstrates significant improvement in student learning, achievement, engagement and wellbeing outcomes through the use of data and evidence-based practice methods.
* Quality teaching and learning – Demonstrates high-quality teaching practice in the school community, through excellent curriculum, pedagogy and assessment practices. For example: use of the High Impact Teaching Strategies (HITS) and Practice Principles in response to identified student learning needs.
* Implementing improvement, innovation and change – Demonstrates ability to develop and implement evidence-based improvement plans and policies consistent with the Framework for Improving Student Outcomes (FISO) Improvement Cycle. This could include use of the Victorian Teaching and Learning Model to lead and manage innovation and change within the Victorian government education system and to deliver high-quality educational outcomes for all students.
* Peer collaboration and school contribution – Demonstrates and models collaboration with peers to improve teaching and learning through participation in Professional Learning Communities, Professional Learning Teams and other school-based collaborative initiatives. Models the Department of Education and Training values and contributes to the school outside of the classroom to enrich students’ learning experience.
* Engaging with the community and the system – Demonstrates development and maintenance of positive and purposeful relationships with students, teachers, parents and the local community, and engagement with inclusive and culturally responsive education practices, while positively building the reputation of the Victorian government education system.

#### Outstanding Principal Awards (primary and secondary)

*FISO priority: Professional leadership*

* Vision and values – Successfully leads the development of the vision of the school, sets and models high standards and behaviours consistent with the Department of Education and Training values, and fosters respect for the Victorian government school community in a broader context.
* Leading improvement, innovation and change – Demonstrates ability to develop and implement clear, evidence-based improvement plans and policies, to lead and manage innovation and change to deliver high-quality educational outcomes for all students. For example: by applying the Framework for Improving Student Outcomes (FISO) Improvement Model and supporting the Victorian Teaching and Learning Model.
* Leading the management of the school – Demonstrates ability to use and draw on a wide range of robust data and technologies to ensure efficient resource management through the use of policies, processes and procedures to ensure accountability and support professional development for school staff.
* Leading teaching and learning – Demonstrates the creation of a positive culture of support and collaboration, through collaborative initiatives, such as Professional Learning Communities and Communities of Practice, which enable effective teaching and learning to improve student outcomes aligned to Framework for Improving Student Outcomes (FISO).
* Engaging with the community and the system – Demonstrates development and maintenance of positive and purposeful relationships with students, teachers, parents and the local community, and engagement with inclusive and culturally responsive education practices, while positively building the reputation of the Victorian government education system.

#### Outstanding Business Manager Award

*FISO priority: Professional leadership*

* Focus on school outcomes – Demonstrates exemplary business management practice that has led to the improvement of systems, processes and procedures that improve financial and resource management throughout the school.
* Leadership – Demonstrates effective leadership of staff to ensure efficient and effective use of school resources through transparency, integrity and accountability in alignment with the school strategic plan.
* Developing self and others – Demonstrates outstanding practices to work collaboratively with, and through, others to lead team members, engage in ongoing professional learning opportunities and model the Department of Education and Training values. Develop the capacity of others to continually build positive and purposeful Victorian government school relationships.

### Team awards

#### Outstanding Education Support Team Award

*FISO priority: Positive climate for learning*

* Focus on students – Demonstrates effective direct and/or indirect improvements to student achievement, engagement and wellbeing, as evidenced through the provision of education support services.
* Quality practice – Demonstrates excellent practices in the team’s respective areas of work that promote a positive climate for learning consistent with the Framework for Improving Student Outcomes (FISO) Improvement Model.
* Leading improvement, innovation and change – Demonstrates exemplary and innovative practices and successful implementation of change in response to student needs, based on the FISO improvement cycle, and/or school priorities within the context of their school environment. Demonstrates diligent management of a project(s) that led to significant improvement in the delivery of education support services (where relevant).
* Developing self and others – Demonstrates an outstanding work ethic and a commitment to teamwork and collaboration, including development and support of colleagues across the school. Models Department of Education and Training values and encourages others to do the same.
* Engaging with the community and the system – Demonstrates outstanding engagement and communication with colleagues, parents/carers, and the broader community in a manner that is inclusive and culturally responsive, while positively building the profile of the school within the Victorian government system.

#### Outstanding Inclusive Education Award

*FISO priority: Positive climate for learning*

* Focus on students – Demonstrates positive impact on the achievement, engagement and wellbeing of students with additional needs through the use of data and evidence-based practice methods.
* Quality teaching and learning – Demonstrates excellent curriculum, pedagogy, assessment and reporting practices, including use of the Victorian Teaching and Learning Model based on the Framework for Improving Student Outcomes (FISO) improvement cycle, in response to identified student needs.
* Implementing improvement, innovation and change – Demonstrates leadership and implementation of initiatives and programs that support students with additional needs and are developed and delivered in line with best practice principles. Demonstrates development and maintenance of positive and purposeful relationships, working in partnership with schools/networks/regions and the community to improve inclusive and culturally responsive collaborative practices, while positively building the reputation of the Victorian government education system
* System improvement – Delivers outstanding system improvements to increase the understanding of all students around disabilities and additional needs.
* Community and system engagement – Demonstrates working in partnership with schools/networks/regions and the community to develop an understanding of students with additional needs through implementation of the Inclusive Education Policy.

#### Outstanding Provision for High-Ability Students – primary and secondary

*FISO priority: Excellence in Teaching and Learning*

* Focus on students – Demonstrates strong outcomes in learning, achievement, engagement and wellbeing of high-ability students through data and evidence-based practice methods.
* Quality practice – Demonstrates high-quality teaching practice for high-ability students, through excellent curriculum, pedagogy, assessment practices and support services, for example, use of the High Impact Teaching Strategies (HITS) and Practice Principles in response to identified student learning needs.
* Implementing improvement, innovation and change – Demonstrates leadership and implementation of evidence-based initiatives and programs that support high-ability students consistent with the Framework for Improving Student Outcomes (FISO) Improvement Cycle. This could include use of the Victorian Teaching and Learning Model (VTLM) to lead and manage innovation and change within the Victorian government education system and to deliver high-quality educational outcomes for high-ability students.
* System contribution – Demonstrates collaboration to improve teaching and learning for high-ability students across the government school system, including through school networks.
* Community engagement – Demonstrates development and maintenance of positive and purposeful relationships with students, parents and the local community.
* Demonstrated inclusion of robust teaching and learning across the curriculum, including intercultural capabilities, global citizenship and languages, as well as citizenship programs, including professional learning for teachers. Consider:
  + curriculum planning for, and delivery of intercultural capabilities, global citizenship and languages across all year levels[[1]](#footnote-2)

#### Outstanding School Improvement Award

*FISO priority: Excellence in teaching and learning*

* Focus on outcomes – Prioritises collaboration as a mechanism to lead the vision and mission of the school, focusing on the improvement of student learning, wellbeing and engagement.
* Quality practice – Promotes collaborative practice that leads to improvement of student and school outcomes. Effective whole-school professional learning demonstrated through Communities of Practice, Professional Learning Communities, Differentiated Support for School Improvement Partnerships and other collaborative teams.
* Excellence – Demonstrates collaboration as a mechanism to deliver excellence in curriculum development, planning and assessment, and engages in evidence-based professional practice methods, including the Framework for Improving Student Outcomes (FISO) and the Victorian Teaching and Learning Model to raise the achievement of students.
* Evidence-based improvement – Demonstrates a structured and collaborative approach to analysing school and student data and builds practice based on the Framework for Improving Student Outcomes improvement cycle, as a means to drive whole-school improvement.
* Community and system engagement – Demonstrates development and maintenance of positive and purposeful school relationships with students, teachers, parents and the local community, in an inclusive and culturally responsive manner, while positively building the reputation of the Victorian government education system.

#### Outstanding Koorie Education Award

*FISO priority: Positive climate for learning*

* Focus on students – Demonstrates positive impact on Koorie student achievement, engagement and wellbeing through the use of data and evidence-based practice methods to create educational pathways and employment outcomes (where relevant) for Koorie students.
* Quality teaching and learning – Demonstrates a collaborative approach to excellent curriculum, pedagogy, assessment and reporting practices, in response to identified Koorie student learning needs, evidenced through the implementation of the Marrung: Aboriginal Education Plan 2016-2026 (Marrung) and the Victorian Teaching and Learning Model.
* Collaborate with community and the system – Demonstrates partnerships with the Koorie community to develop an understanding of Koorie culture, while positively building the reputation of the Victorian government education system within the broader community. Participates in Communities of Practice, Professional Learning Communities and multidisciplinary teams designed to support Koorie student outcomes.

## Specialist awards

### Individual awards

#### Excellence in Physical Education and Activity Award (primary and secondary teacher)

*FISO priority: Excellence in teaching and learning*

* Focus on students – Demonstrates significant improvement in student achievement, engagement and wellbeing in physical education through increased participation and improved physical literacy.
* Quality teaching and learning – Demonstrates high-quality teaching practice through excellent curriculum, pedagogy, and assessment practices in physical education, such as the Victorian Teaching and Learning Model, in response to student needs and promotes a positive climate for learning.
* Implementing improvement, innovation and change – Demonstrates ability to develop and implement evidence-based improvement plans and policies, to lead and manage innovative approaches to improve student physical activity and health outcomes.
* Engaging with the community – Demonstrates a strong capacity to work with the school community to promote a positive physical activity culture with the school and broader community.

### Team awards

#### Dr Lawrie Shears Excellence in Global Teaching and Learning Award

*FISO priority: Community engagement in learning*

* Focus on students – Demonstrated breadth and depth of global learning and engagement[[2]](#footnote-3) undertaken across all year levels at the school for all students. Consider:
  + the nature and extent of global learning and engagement activities in which the school engages
  + access, inclusion and engagement of a range of levels and groups within the school in global learning and engagement activities (e.g. English as an Additional Language (EAL) students, local and international students, students undertaking and not undertaking an additional language, science students, etc.)
  + the demonstrated impact on students of global learning and engagement activities (e.g. student engagement, student outcomes and similar evidence).
* Quality practice – Demonstrated integration of, and connection between, global learning and engagement activities in a coherent plan for the school.**[[3]](#footnote-4)** Consider:
  + the inter-relatedness of global learning and engagement activities across the school
  + the level of commitment and inclusion of global learning and engagement in the school’s strategic plan
  + sequential whole school planning documentation
  + demonstration of commitment of school leadership.
* Quality teaching and learning – Demonstrated inclusion of robust teaching and learning across the curriculum, including intercultural capabilities, global citizenship and languages, as well as citizenship programs, including professional learning for teachers. Consider:
  + curriculum planning for, and delivery of intercultural capabilities, global citizenship and languages across all year levels[[4]](#footnote-5)
* Community Engagement – Demonstrated involvement and engagement with the broader community in global learning and engagement activities. Consider:
  + community engagement, use of information and communication technology (ICT), community partnerships, international partnerships and how these support student outcomes and the school’s strategic plan
* Excellence – Demonstrated exemplary, leading or innovative practices in global learning and engagement. Consider:
  + beyond what has previously been listed, outline how the school demonstrates excellence in global learning and engagement for either students, teachers, school leaders or the whole school community, and the outcomes achieved.

# How-to guide for nominations

This section explains how you can nominate yourself or your team and/or nominate a colleague or a team of colleagues.

### Nominate yourself

**Applications for an individual award must be completed online.**

1. Visit the [VEEA nomination page](https://veea.awardsplatform.com/) (first-time users will need to register their details).
2. Click on ‘Start an application’ to begin. Under ‘category’, select ‘I’m entering’ and then select the relevant award category. Enter your name in the ‘Name of nominee or team’ field. Click on ‘Save + next’.
3. In the ‘About the nominee(s)’ tab, enter your details. Complete each selection criterion in 400 words or less to demonstrate your professional excellence and impact. Click on ‘Save + next’.
4. In the ‘Endorser details and statement’ tab, download the Endorser’s form. You may like to save and close your application at this stage, while you organise the completion of the Endorser’s form. In addition, provide a 200-word summary that captures the key points of your nomination. Your summary may be used as a ‘finalist profile’ if you are shortlisted as a finalist.
5. Provide the form to your endorsers. At least two endorsers are required. Endorsements must be completed, signed and returned to you in time for you to upload your endorsements prior to the deadline of Monday 8 June Follow up with your endorsers to ensure they complete the form on time.
6. When you receive an endorsement, log back into the system and upload the completed form in the space provided in the ‘Endorser details and statement’ tab. Remember to ensure the form is signed by your endorsers. The easiest way to upload the endorser’s form is to scan and save the form in a file on your computer and then upload it from there.
7. Double-check that you have met all the online requirements and submit your application.

### Nominate your team

**Applications for a team award must be completed online**

1. Visit the [VEEA nomination page](https://veea.awardsplatform.com/) (first-time users will need to register their details).
2. Click on ‘Start an application’ to begin. Under ‘category’, select ‘I’m entering’ and then select the relevant team award category. Enter your name and the names of your team members in the ‘Name of nominee or team’ field.
3. In the ‘About the nominee(s)’ tab, enter your details. You only need to enter your email address in this tab. Your team members email addresses and details are entered in the ‘Team members’ tab.
4. Complete each selection criterion in 400 words or less to demonstrate your team’s professional excellence and impact. Click on ‘Save + next’.
5. In the ‘Team members’ tab enter the required details for you and your team members. You will need to indicate that you have the support of your team members to include them in the nomination. Click on ‘Save + next’.
6. In the ‘Endorser details and statement’ tab, download the endorser’s form. You may like to save and close your application at this stage, while you organise the completion of the endorser’s form. In addition, provide a 200-word summary that captures the key points of your nomination. Your summary may be used as a ‘finalist profile’ if you are shortlisted as a finalist.
7. Provide the form to your endorsers (at least two endorsers are required) and ask that they complete and return the signed form to you before Monday, 8 June, when the application process closes.
8. When you receive an endorsement, log back into the system and upload the completed form in the space provided in the ‘Endorser details and statement’ tab. Remember to ensure the form is signed by your endorsers. The easiest way to upload the endorser’s form is to scan and save the form in a file on your computer, and then upload it from there.
9. Double-check that you have met all the online requirements and submit your application.

#### Important information

* All applications need at least two endorsements. Please refer to ‘Who can endorse my application’ table.
* Colleague(s) nominated must accept their nomination for it to be valid. They will be sent an email asking if they accept or reject the nomination. Please make sure the nominated candidate’s email is entered in the ‘nominee email address’ section.
* You can save a draft of your application in the online system and come back to it later. You can keep doing this until you submit your application.
* Applications close 11:59pm, Monday 8 June 2020.
* Incomplete applications will be disqualified.
* Once you submit your application, you cannot make any further changes to the application.
* Finalists will be required to attend a venue in Melbourne CBD for a half-day to participate in a panel interview and may also include photography or videography. If you are in a regional area and cannot attend in person, a videoconference will be arranged.
* Finalists will need to submit a photo of the nominee which may be used for publication purposes (e.g. on the Department’s website). If the nominee is a team, please include all team members in the one photo. The photo should be taken at a distance that captures the nominee’s head to knees. It can be taken on a smart-phone and submitted as an original resolution (i.e. don’t reduce the file size of the photo).
* Where a team is a finalist, a maximum of five team members may attend the judging panel interview.
* Bullet points included in the written application are included in the total word count.
* The presentation ceremony of the VEEA will take place in Melbourne from 6.00-9.30pm on Friday 23 October 2020. All shortlisted finalists must be available to attend the ceremony.

For more information please read the VEEA [Terms and Conditions](http://www.education.vic.gov.au/veea)

### Nominate a colleague

**Nominations of a colleague for an individual award must be completed online**

1. Visit the [VEEA nomination page](https://veea.awardsplatform.com/) (first-time users will need to register their details).
2. Click on ‘Start an application’ to begin. Under ‘category’, select ‘I’d like to nominate someone for’ and then select the relevant award category. Enter your colleague’s name in the ‘Name of nominee or team’ field. Click on ‘Save + next’.
3. In the ‘About the nominee(s)’ tab, address each selection criterion in 400 words or less detailing how your colleague has demonstrated professional excellence and impact. This includes providing a short statement about why you are nominating your colleague. Click on ‘Save + next’
4. Colleague(s) must accept their nomination for it to be valid. They will be sent an email asking they accept or reject the nomination. Please make sure the nominee’s email is entered in the ‘nominee email address’ section.
5. In the ‘Endorser details and statement’ tab, download the endorser’s form. You may like to save and close your application at this stage, while you organise the completion of the endorser’s form. In addition, provide a 200-word summary that captures the key points of your nomination. Your summary may be used as a ‘finalist profile’ if the nominee is shortlisted as a finalist.
6. Provide the form to the endorsers (at least two endorsers are required), and request the completed from be returned to you well before Monday 8 June, when the application process closes. Follow up with the endorsers to ensure the completed form is submitted on time.
7. When you receive an endorsement, log back into the system and upload the completed form in the space provided in the ‘Endorser details and statement’ tab. Remember to ensure the form is signed by the endorsers. The easiest way to upload the endorser’s form is to scan and save the form in a file on your computer, and then upload it from there.
8. Double-check that you have met all the online requirements and submit the nomination.
9. Once the nomination is submitted, an email will be sent to your nominee inviting them to review and accept the nomination. Your nominee must complete this step or the nomination will not proceed.

### Nominate a team of colleagues

**Nominations of colleagues for a team award must be completed online**.

1. Visit the [VEEA nomination page](https://veea.awardsplatform.com/) (first time users will need to register their details).
2. Click on ‘Start an application’ to begin. Under ‘category’, select ‘I’d like to nominate someone for’ and then select the relevant team award category. Enter your colleagues’ names in the ‘Name of nominee or team’ field.
3. In the ‘About the nominee(s)’ tab, enter your email address. Also enter the school name of the team you are nominating and the region (the ‘position’ field is not a mandatory field).
4. In the ‘Team members’ tab you will need to enter each team member’s email and details. You will need to indicate that you have the support of your team members to include them in the nomination.
5. For a team award, a team member must accept the nomination and its requirements for the nomination to be valid. If you nominate a team of colleagues, confirm they accept the nomination before submitting your application. Check the box for each team member in the ‘Team members’ tab to confirm your nominees agree to be nominated.
6. Respond to each selection criterion in 400 words or less to demonstrate the team’s professional excellence and impact. This includes providing a short statement about why you are nominating the team. Click on ‘Save + next’.
7. In the ‘Team members’ tab enter the required details for each of the team members you are nominating. Click on ‘Save + next’.
8. In the ‘Endorser details and statement’ tab, download the endorser’s form. You may like to save and close the nomination at this stage, while you organise the completion of the endorser’s form. In addition, provide a 200-word summary that captures the key points of your nomination. Your summary may be used as a ‘finalist profile’ if your nominees are shortlisted as a finalist.
9. Provide the form to the endorsers (at least two endorsers are required), and request the completed form be returned to you well before Monday 8 June, when the nomination process closes. Follow up with your endorser to ensure the completed form is submitted on time.
10. When you receive an endorsement, log back into the system and upload the completed form in the space provided in the ‘Endorser details and statement’ tab. Remember to ensure the form is signed by the endorsers. The easiest way to upload the endorser’s form is to scan and save the form in a file on your computer, and then upload it from there.
11. Double-check that you have met all the online requirements and submit your nomination.
12. Once you have submitted the nomination, an email will be sent to your nominee inviting them to review and accept the nomination. Your nominee must complete this step or the nomination will not proceed.

**Important information**

* All applications require at least two endorsements. Please refer to the “Who can endorse my application” table on page 22 of this Information Pack.
* You can save a draft of your application in the online system and come back to it later. You can keep doing this until you submit your application.
* Applications close 11:59pm, Monday 8 June 2020.
* Incomplete applications will be disqualified.
* Once you submit your application, you will not be able to make any further changes to your application.
* Bullet points are included in the total word count.
* Finalists will be required to participate in a judging panel interview at a venue in Melbourne CBD which may also include photography and videography. Finalists should allow half a day for the interview. If you are in a regional area and cannot attend in person, a videoconference will be arranged.
* Finalists will need to submit a photo that may be used for publication purposes (e.g. on the Department’s website). If the nominee is a team, please include all team members in the one photo. The photo should be taken at a distance that captures the nominee’s head to knees. It can be taken on a smart-phone and submitted as an original resolution (i.e. don’t reduce the file size of the photo).
* Finalists in a team award may send a maximum of five team members to attend the judging panel interview.
* The presentation ceremony of the VEEA will take place in Melbourne from 6.00-9.30pm on Friday 23 October 2020. All shortlisted finalists must be available to attend the ceremony.

For more information, please read the VEEA [Terms and Conditions](http://www.education.vic.gov.au/veea)

## **Who can endorse my nomination?**

All nominations must have two endorsements: one from their principal or regional director, and a second to be chosen from a list of approved endorsers.

Nominees for, or nominators of, individual or team awards are unable to endorse their own nomination. The table below lists the award categories and the endorsers for awards.

#### Additional, non-compulsory endorsements may also be provided.

### Responsibilities of the Endorser

#### It is expected that endorsers will:

#### discuss the application with the person making the nomination (the nominator)

#### inform the nominator as soon as possible if an endorsement cannot be provided

#### sign and return the form to the nominator in time for it to be uploaded to the online application system prior to the award application process closing.

|  | Required Endorsement | | Additional Endorsements | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Award Category | Regional Director | Principal | Senior Education Improvement Leader, Education Area Executive Director, Executive Director | School Council Member | Community Business Partner**[[5]](#footnote-6)** | Fellow colleague |
| Outstanding Primary Principal | Yes |  | Yes | Yes | Yes |  |
| Outstanding Secondary Principal | Yes |  | Yes | Yes | Yes |  |
| Outstanding Primary Teacher |  | Yes |  | Yes |  | Yes |
| Outstanding Secondary Teacher |  | Yes |  | Yes |  | Yes |
| Outstanding Business Manager |  | Yes |  | Yes |  | Yes |
| Outstanding Education Support Team |  | Yes |  | Yes |  | Yes |
| Outstanding Inclusive Education | Yes |  | Yes | Yes | Yes |  |
| Outstanding Koorie Education | Yes |  | Yes | Yes | Yes |  |
| Outstanding Provision for High-Ability Students - Primary | Yes |  | Yes | Yes | Yes |  |
| Outstanding Provision for High-Ability Students - Secondary | Yes |  | Yes | Yes | Yes |  |
| Outstanding School Improvement | Yes |  | Yes | Yes | Yes |  |
| Excellence in Physical Education and Activity Award – Primary Teacher |  | Yes |  | Yes |  | Yes |
| Excellence in Physical Education and Activity Award – Secondary Teacher |  | Yes |  | Yes |  | Yes |
| Dr Lawrie Shears Excellence in Global Teaching and Learning Award | Yes |  | Yes | Yes | Yes |  |

## 

# Judging

There will be seven judging panels independently judging 14 award categories. Judges use the matrix below to score each criterion.

|  |  |  |
| --- | --- | --- |
| **Score** | **Label** | **Description** |
| 1 | **Unsatisfactory** | * did not meet the selection criterion **and** * lacked evidence to support nomination |
| 2 | **Satisfactory** | * met the selection criterion **and** * provided some evidence to support nomination against criterion |
| 3 | **Good** | * met the selection criterion **and** * provided good evidence to support nomination against some criterion |
| 4 | **Very good** | * met selection criterion **and** * provided good evidence to support nomination against each criterion |
| 5 | **Excellent** | * met all selection criterion **and** * provided strong evidence against each criterion |
| 6 | **Outstanding** | * met all selection criterion **and** * provided outstanding evidence against each criterion |

Nominations will be judged online in the first instance to determine the finalists for each award category. The top three nominations become finalists and are shortlisted. Finalists are invited to attend an interview with their judging panel. Interviews with regional finalists can take place via videoconference or alternative arrangements made by the Department.

If you are a finalist in a team award, the number of team members to attend the interview is limited to five (5).

The judging panels will then confirm the winners of the 14 open categories.

A separate judging panel selects the winner of the Lindsay Thompson Award for Excellence in Education from the winners of the School and Student Outcome awards.

### Finalist interviews

Interviews will take place between Monday 20 July and Friday 31 July 2020 in the Melbourne CBD.

Please allow up to three hours for this stage of the interview process. During the interview, finalists will be asked to respond to questions they receive in advance.

# Professional Learning Grants

Winners of award categories receive the prize money as professional learning grants: $20,000 (for the majority of individual awards), $10,000 (for the Specialist Physical Education Award) or $25,000 (for team awards) for professional learning. Grants should be spent over the 2021 calendar year.

The following table lists some approved professional learning. Winners must submit a professional learning budget plan to obtain approval for their activities. Two reports – interim and final – outlining activities undertaken must also be submitted.

|  |  |
| --- | --- |
| **Approved professional learning activities** | **Links** |
| All graduate programs offered by Victorian Higher Education Providers and accredited by the Victorian Institute of Teaching (VIT) are approved. | A list of these programs can be accessed by selecting ‘postgraduate’ in the initial teacher education search function on the [VIT accredited programs page](http://www.vit.vic.edu.au/registering-as-a-teacher/teaching-programs/accredited-initial-teacher-education-programs) |
| All VIT endorsed programs for qualified teachers are approved. | A list of these programs can be accessed using the ‘endorsed programs for qualified teachers’ search function on the [VIT accredited programs page](hhttps://www.vit.vic.edu.au/registering-as-a-teacher/teaching-programs/accredited-initial-teacher-education-programs#endorsedprogram) |
| Professional learning calendar for teachers and school staff. | The Department provides a comprehensive list of [professional development](https://www.education.vic.gov.au/school/teachers/profdev/Pages/programsteachers.aspx) to support teachers, education support staff and school business managers. Professional development opportunities run throughout the year. Please consult the calendar. |
| All short courses that are directly related to an award winner’s professional learning goals (as outlined in their Performance and Development Plan) offered by graduate education schools/departments of Victorian Higher Education Providers are approved. Note: Education support class employees may consider courses offered by other faculties of Victorian Higher Education Providers, and should consult the Department regarding options. | [Australian Catholic University](http://www.acu.edu.au/courses/other_courses/short_training_courses)  [Deakin University](http://www.deakin.edu.au/courses/find-a-course)  [Eastern College Australia](http://www.eastern.edu.au/study/courses)  [Holmesglen TAFE](http://www.holmesglen.edu.au/courses/education_and_training)  [La Trobe University](http://www.latrobe.edu.au/short-courses) (single subject study)  [Melbourne Polytechnic](http://www.melbournepolytechnic.edu.au/course-info/short-courses/)(short course guide)  [Monash University](http://www.monash.edu/education/future-students/courses/short-courses)  [RMIT University](http://shortcourses.rmit.edu.au/)  [Swinburne University of Technology](http://www.swinburne.edu.au/study/options/find/short/)  [The University of Melbourne](http://education.unimelb.edu.au/study_with_us/professional_development)  [Victoria University](http://www.vu.edu.au/about-us/academic-colleges/education/courses-we-offer) |
| All courses offered by the Bastow Institute of Educational Leadership are approved. | More information can be accessed on the [Bastow courses page](http://www.bastow.vic.edu.au/courses) |

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# Resources

Please refer to any of the Department’s resources listed below when preparing your application form to support your nomination.

#### Framework for Improving Student Outcomes (FISO)

Using the latest research on student learning and global best-practice, [the framework](https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx) will help schools to focus their efforts on priority areas that are known to have the greatest impact on school improvement. Principals, school leaders, teachers, students, parents, regional staff and policy-makers can work together to create better outcomes for our students.

#### Victorian Teaching and Learning Model (VTLM)

The [Victorian teaching and learning model](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages)brings the framework for improving student outcomes (FISO) into the classroom. It creates a line of sight between the whole-school improvement approach and classroom practice.

#### High Impact Teaching Strategies (HITS)

The [high impact teaching strategies](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx)(HITS) are ten instructional practices that reliably increase student learning wherever they are applied.

#### Practice Principles

The nine new [principles for excellence in teaching and learning](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx?Redirect=1) provides a starting point for a close analysis of your professional practice.

#### Professional Learning Communities (PLCs)

[Professional learning communities (PLCs](https://www.education.vic.gov.au/school/teachers/management/improvement/plc/Pages/default.aspx)) are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.​

#### Marrung, Aboriginal Education Plan 2016-2026 (Marrung)

[Marrung](https://www.education.vic.gov.au/about/programs/Pages/marrung.aspx) is a strategy to ensure that all Koorie Victorians achieve their learning aspirations*.*

#### International Education

Australia is one of the most multicultural societies in the world and globalisation places greater emphasis on the need for [intercultural awareness and skills](https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/) to sustain the cultural diversity of our richly complex society*.*

# Frequently asked questions

1. **What are the Victorian Education Excellence Awards?**

The Victorian Education Excellence Awards (VEEA) showcase the outstanding contributions made by teachers, principals, business managers and education support staff in Victorian government schools.

The VEEA has 14 open categories and one closed category. These are:

**Open categories – individual**

* Outstanding Primary School Teacher
* Outstanding Secondary School Teacher
* Outstanding Primary Principal
* Outstanding Secondary Principal
* Outstanding Business Manager
* Excellence in Physical Education and Activity Award – Primary Teacher
* Excellence in Physical Education and Activity Award – Secondary Teacher

**Open categories – team**

* Outstanding Education Support Team
* Outstanding School Improvement
* Outstanding Koorie Education
* Outstanding Provision for High-Ability – Primary
* Outstanding Provision for High-Ability – Secondary
* Outstanding Inclusive Education
* Dr Lawrie Shears Excellence in Global Teaching and Learning Award

**Closed category**

* Lindsay Thompson Award for Excellence in Education

1. **What is the difference between an ‘open’ and ‘closed’ award category?**

All **school-based** staff employed by the Department of Education and Training can self-nominate, or nominate a colleague for an award under the 14 open award categories.

The Lindsay Thompson Award for Excellence in Education is a closed category, meaning that it is not open to nominations.

1. **Can I nominate a colleague for an award?**

Yes. Complete the online nomination on their behalf, respond to each of the selection criteria and organise endorsements for the nomination.

Once you have submitted the nomination, an email will be sent to your nominee inviting them to review and accept the nomination. Your nominee must complete this step or the nomination will not proceed.

When nominating colleagues for a team award, enter all the required information online for each team member in the ‘Team members’ tab. Confirm that each person you are nominating agrees to be nominated.

A step-by-step process for nominating colleagues for individual and team awards can be found on page 16 of this Information Pack.

Before beginning the nomination, review the selection criteria for your chosen award category to ensure that your colleague(s) meets the eligibility requirements.

1. **Who can nominate a colleague for an award?**

The following may nominate principals, teachers, business managers and education support colleagues for the VEEA:

* Principal class employees
* Teachers
* Education support class employees
* School Council members
* Regional Directors, Regional Executive Directors and Area Executive Directors
* Senior Education Improvement Leaders

1. **Can I nominate myself or my team for more than one award?**

Yes, provided that you meet all selection criteria for each award category. All team nominators should make sure that each person in the team meets the eligibility criteria for the award.

1. **Which award can I nominate for?**

See page 4 for details.

1. **I am a principal/teacher in a P-9/P-12 college. Do I nominate for the primary or secondary principal/teacher categories?**

Principals/teachers employed at a P-9/P-12 can nominate in either the primary or secondary award categories. This decision is left to the discretion of nominators and nominees.

1. **I am an assistant/campus principal. Can I nominate for the Outstanding Primary/Secondary Principal awards?**

Yes. All Victorian government principal class employees who meet the category selection criteria are eligible to nominate or be nominated for the Outstanding Primary/Secondary Principal Awards.

1. **My team and I would like to nominate for the Outstanding Koorie Education Award. However, we do not identify as being of Aboriginal and/or Torres Strait Islander descent. Are we still eligible to nominate for the award?**

Yes. The Outstanding Koorie Education Award is open to all teams that meet the award criteria.

1. **Can previous VEEA winners nominate or be nominated for a 2020 VEEA?**

Previous VEEA winners are ineligible to nominate for the VEEA (in any category) until the third year after their win. This means that winners from the 2018 and 2019 VEEA are ineligible to nominate or be nominated for the 2020 VEEA.

To check eligibility for the 2020 VEEA, please refer to the 2020 VEEA Terms and Conditions [and](http://www.education.vic.gov.au/veea) this Information Pack.

1. **What do judges look for in a nomination?**

The judges will assess the extent to which the written application meets the selection criteria. Judges consider all criteria equally when assessing nominations.

Here are some tips for writing a successful nomination:

* The nomination must address each selection criteria.
* Describe what makes the nominee’s contribution outstanding. It may be helpful to think of the nomination as a job application.
* Be specific about the nominee’s strengths and provide clear examples.
* Support statements with evidence and examples.
* Stick to the word limit. Dot points will be included in the overall word count.

1. **Can I nominate for the Lindsay Thompson Award for Excellence in Education?**

No. The Lindsay Thompson Award for Excellence in Education is a closed category. The winner is selected from the winners of the School and Student Outcome awards.

1. **If I win and receive a professional learning grant, is there a time limit on how long I have to use the money?**

Yes. Award recipients in 2020 should spend their professional learning grant before 31 December 2021, or may forfeit their grant.

Award recipients who only spend part of their grant amount prior to 31 December 2021 may forfeit the remainder of their professional learning grant.

The recipient of the Lindsay Thompson Award for Excellence in Education receives an additional 12 months to spend their $20,000. This grant should be spent prior to 31 December 2022, or the winner may forfeit the remainder of professional learning grant.

1. **Can I submit a late nomination?**

No.

## 

## For more information

See the [VEEA website](http://www.education.vic.gov.au/veea).

If you have further queries about the 2020 VEEA, contact the VEEA team via email: [excellence.awards@edumail.vic.gov.au](mailto:excellence.awards@edumail.vic.gov.au?subject=2016%20VEEA%20enquiry)

1. A definition of a globally ready student is found in the Internationalising Schooling Guide, where there are also links to global citizenship

   https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/6\_GlobalCitizenship.aspx# and intercultural capability in the Victorian

   Curriculum http://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/introduction/rationale-and-aims [↑](#footnote-ref-2)
2. Schools demonstrating excellence in global learning are:

   * using effective models of language instruction – including languages other than English
   * building global perspectives across the curriculum
   * including studies at strategic points of the curriculum to particularly support intercultural capability
   * using information technologies that build learners’ understanding and interaction with the world
   * drawing on students and community cultural diversity
   * developing intercultural capability through cultural events and activities
   * providing professional learning for teachers and leaders to build knowledge and confidence

   [↑](#footnote-ref-3)
3. Quality Indicator Charts to assist schools in auditing and planning around Whole School, Curriculum, Sister Schools and overseas learning

   experiences, Community partnerships and International students are available at: <https://www.education.vic.gov.au/Documents/school/principals/management/internationalistingguide.docx> [↑](#footnote-ref-4)
4. A definition of a globally ready student is found in the Internationalising Schooling Guide, where there are also links to global citizenship

   https://edugate.eduweb.vic.gov.au/edrms/project/fiso/SitePages/6\_GlobalCitizenship.aspx# and intercultural capability in the Victorian

   Curriculum http://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/introduction/rationale-and-aims [↑](#footnote-ref-5)
5. The definition of a ‘community business partner’ broadly encompasses the full range of organisations that schools are likely to have working relationships with, which may include not-for-profit organisations and commercial businesses. [↑](#footnote-ref-6)