



# 2025 Teaching Excellence Program

## How to apply



Department of Education



# Eligibility

To be eligible for the program you must:

- > have minimum 3 years' teaching experience
- > have access to a classroom setting to conduct a practitioner inquiry
- > be in an education-based role in Victoria (full-time or part-time)
- > be an Australian citizen or a permanent resident
- > have full teacher registration with the Victorian Institute of Teaching
- + *have your principal's endorsement and ongoing support (a manager can replace a principal where necessary).*

# Applications are now open

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## Audience

Teacher



## Next intake

10 February

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Duration  
12 months



Location  
East Melbourne  
Regional



Mode  
Face to face



Fees  
Fully Subsidised

## The Teaching Excellence Program enables highly skilled teachers to further advance their capability and confidence in teaching

The Teaching Excellence Program (TEP) is a year-long professional learning program for highly skilled teachers, supporting and challenging them to become even better teachers.

Through the program, teachers analyse their teaching practice to deepen pedagogical content knowledge in their chosen discipline, and across the key discipline areas. They access contemporary, [evidence-informed research](#) and apply this learning to their students' learning needs through a practitioner inquiry approach. The Academy's TEP teachers will expand their knowledge, capability and confidence to teach even more effectively in their context.



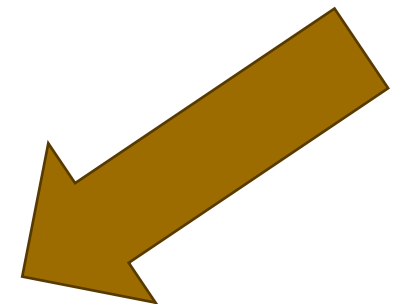
Teaching Excellence Program  
Coordinator



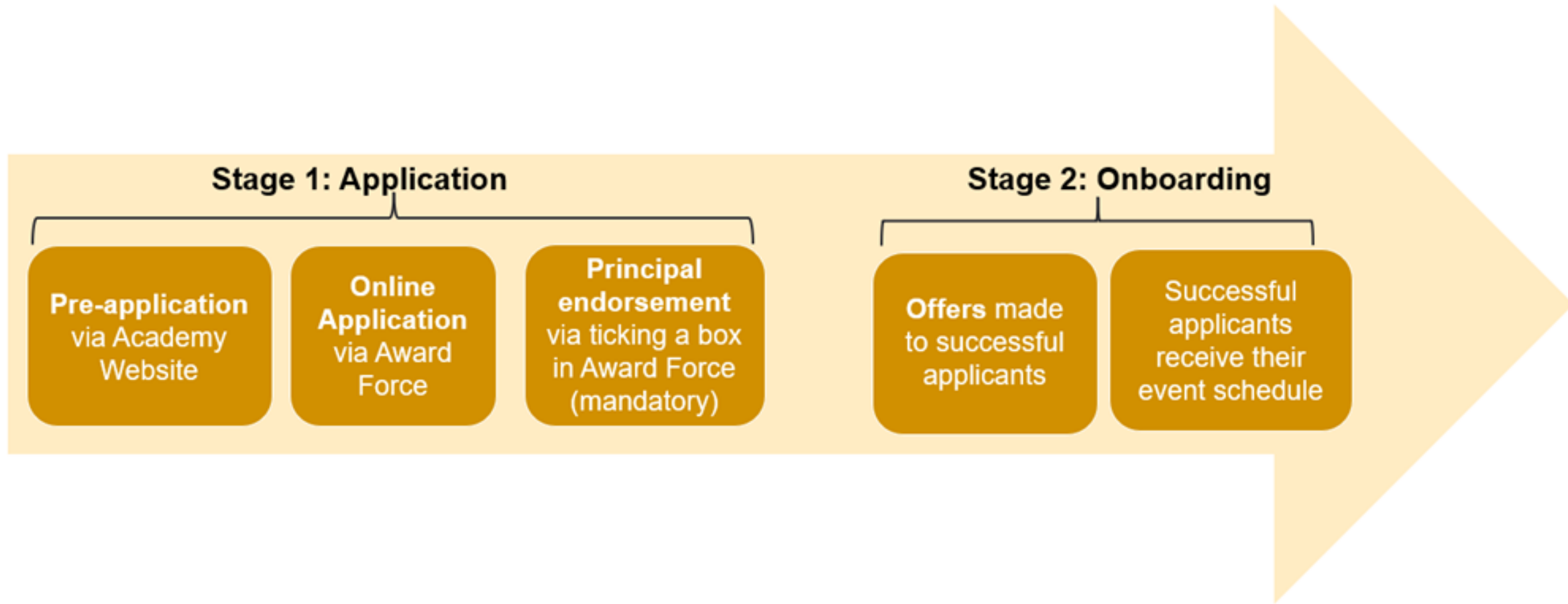
[03 8199 2900](tel:0381992900)



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# Application process



# Online application requirements



5 minute video



250-word statement



Curriculum vitae



2 worked examples

# TEP selection criteria

1. Demonstration of a deep understanding of the selected discipline.
2. Analysis of evidence to identify student learning needs.
3. Demonstration of an understanding of the importance of student wellbeing and the connection of wellbeing to quality learning.

# Video submission

1. Why are you applying for the 2025 TEP and how do you think it will enhance your teaching practice?
2. Tell us about a learning or wellbeing initiative from your classroom that you have implemented. How do you know it was successful?
3. Is there anything you would like to add to further support your application?

# Authors as Mentors Unit – Year 4 English

Author: Jackie French



This snapshot is of a unit of work that focuses on the craft of specific authors, in this case Jackie French and her natural disaster texts.



This unit of work is crafted around the teaching and learning cycle (Derewianka & Jones, 2016). The cycle is structured around the gradual release of responsibility model, where the teacher supports students to develop their field of knowledge, analyse author's craft through close reading prior to independently constructing texts inspired by the author. Deconstruction is a core part of the cycle and assists students in understanding the sentence structures and language features used by the author. Students used mentor sentences as models for their writing throughout the unit, providing them with multiple exposures to imitation of craft.

| Vic Curriculum Content Descriptions 3  | Vic Curriculum Content Descriptions 4   | Vic Curriculum Content Descriptions 5   | Vic Curriculum Content Descriptions 6  |
|--|---|---|--|
| Expressing and developing ideas  | Expressing and developing ideas   | Expressing and developing ideas   | Expressing and developing ideas  |
| Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense [VCELA252] | Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases [VCELA292]<br><br>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts [VCELA293] | Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea [VCELA324]<br><br>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts [VCELA325] | Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases [VCELA31] |

“Using sentence frames supported me in understanding new language features and helped me to practice them so I felt confident using them in my own writing” – Student B

Student A - 6 months below level in Writing

The dry land cracks under the blazing hot sun. The dry spell sucking all the water from the bone dry ground. The sun drank all the water from the water tank til it shrank to the last drop. The desperate cattle bones rattle on the sizzling, flaming hot ground. Even the dirt mounds are burnt to the crisp. With nothing to burn, the drought goes for the animals, searching for the weak. If only we had water. Believing and wanting the water haunting inside. The rain that fell is now grain. The horse lay limp, desperate. Dreaming for a drizzling. The ground was as tough as steel. The leaves were chips waiting to fall into nothingness. The drought continued on burning and smouldering everything.

Student B - 2.5 years above level in Writing

Drought, a cruel, black hand  
Sweeping searching over once-green land.  
Nowhere to run, nowhere to flee  
Spreading, seeping, as far as eye can see.  
While drought has reign,  
Ruling parched dry plain.  
No sign of a shower,  
Not one single shower.  
A world too dark to see light again  
Like the farmer's heart in pain.

On the right is the summative task that students completed at end of the 6-week unit. After reading and analysing the text structure and language features of Jackie French's texts, the students create their own imitation of her work using the topic - Drought.

These student samples demonstrate the differentiation embedded in this task. Student A was able to demonstrate Level 4 outcomes through the inclusion of noun groups and new vocabulary, whereas Student B demonstrate a sharpened use of language features through the inclusion of metaphor and personification which features in the Level 6 curriculum.

# Worked examples of excellent teaching practice

2 worked examples of teacher practice that include a short explanation that provides:

- > Context
- > Purpose
- > Impact

Types of worked examples may be:

- > Lesson plans, student work, whiteboards, multimedia etc.



# Applications are now open!

For more information go to our website or email us at:

[teacher.excellence.program@education.vic.gov.au](mailto:teacher.excellence.program@education.vic.gov.au)

**TEP**25

**Apply now**



<https://www.academy.vic.gov.au/professional-learning/teaching-excellence-program>