



Official

State Government of Victoria

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Ms Lesley Lamb
Chair
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Dear Ms Lamb

STATEMENT OF EXPECTATIONS 2024 FOR THE VICTORIAN INSTITUTE OF TEACHING

We are pleased to provide you with the Statement of Expectations (SOE) for the Victorian Institute of Teaching (VIT) to guide its strategic plan and business planning processes. This SOE replaces the VIT's 2020–22 SOE and applies from the date this letter is signed until otherwise amended or replaced.

Legislative framework

The Minister for Education is responsible for administering the *Education and Training Reform Act 2006* (the Act) which provides for a high standard of education and training for all Victorians, including setting out the VIT's functions and powers. The Minister for Education shares this responsibility jointly and severally with the Minister for Children for certain provisions of the Act relating to the VIT.

This SOE should be read in the context of the objectives, obligations and functions in the Act and other legislative and non-legislative obligations of the VIT.

Emerging risks and priorities

Based on consultation with the VIT about the government's priorities and emerging risks, our expectations for the VIT are set out below.

As Victoria's regulator of members of the teaching profession, in order to ensure quality teaching and provide for the safety and wellbeing of children, we expect the VIT to discharge its legislative and regulatory duties as set out in relevant legislation.

Our expectation is that the VIT focuses on the following:

A. Promoting the safety and wellbeing of children and young people in early childhood, school and non-school settings

1. Work with the Department of Education (the department) and appropriate agencies to review the VIT's processes that require notifications and information sharing, including but not limited to:
 - VIT's disciplinary functions and assessment of suitability to teach
 - the Disability Worker Regulation Scheme
 - the Reportable Conduct Scheme.

This is to identify and implement efficiencies, to reduce regulatory burden and improve timeliness of notifications and information sharing.

2. Address the increasing caseload of referrals, notifications and investigations through policy and process improvements, and provide regular progress reports through quarterly briefings to the Minister for Education.
3. Delivery of training and other education activities for VIT staff and hearing panel pool members, as informed by conduct matter trends and data.
4. Contribute as required to consideration and/or implementation of the recommendations of the Review of Child Safety Arrangements under the National Quality Framework.

B. Improving the teacher registration framework to support teacher supply in schools, early childhood and non-school settings

1. Continue to improve and modernise the teacher registration framework while upholding standards of teacher quality and child safety, including but not limited to:
 - improvements to streamline and simplify registration policy and processes, and unless otherwise specified in this letter, maintaining performance standards set out in the previous SOE, including 90% of application tasks to be completed by published timeframes
 - development of a digital registration card
 - participation in activities that promote national consistency of regulatory processes and outcomes, where possible within the VIT's legislative framework.
2. Continue to improve teacher registration and permission to teach (PTT) application processing and approval times, including for applications for international teachers, and improve responsiveness to queries from schools and other stakeholders regarding applications.
3. Continue to engage with teachers, unions and stakeholders to inform registration policy and processes, including improving feedback mechanisms for teachers and responding to ministerial priorities. Performance measures set out in the previous SOE should continue to be improved where practical, including participation in and results of staff and employer satisfaction surveys, and stakeholder engagement activities with the education sector and other child safety and education sector regulators.

C. Supporting teacher supply and mobility of teachers already registered in other jurisdictions across Australia, and implementation of the National Teacher Workforce Action Plan

1. Partner with the department, unions and applicable stakeholders on the design and implementation of:
 - PTT policy development and initiatives, including supporting the implementation of the senior secondary pathways reforms, which are anticipated to increase the demand for vocational education and training (VET) in schools and the VET delivered to secondary students (VDSS) workforce
 - initiatives to support pre-service teachers with PTT working in schools
 - the provision of supported pathways for returning teachers that reduce barriers for those seeking to return to the profession without compromising quality teaching or child safety
 - improving the capability of teachers in the mentorship of graduate and early service teachers, and pre-service teachers, to support workforce retention
 - advising on and responding to the recommendations from the Teacher Education Expert Panel (Panel) with respect to improving the quality of initial teacher education (ITE)
 - supporting Victorian ITE providers to respond to relevant recommendations of the Panel
 - advising on and implementing the actions of the National Teacher Workforce Action Plan.

2. Support ongoing innovation in ITE, including through:
 - the timely processing and accreditation of new and amended ITE programs and pathway programs into ITE
 - the development of PTT policy for employment-based models of ITE programs
 - the timely processing and approval of PTT applications with respect to employment-based models of ITE programs.
 3. As agreed at the Education Ministers Meeting in July 2023 and communicated to the VIT by the Minister for Education in December 2023, to support the Victorian Government's implementation of Action 5 of the National Teacher Workforce Action Plan (Action Plan) regarding efficient national teacher mobility and streamlining registration processes for prospective teachers, the VIT is to implement the following principles where possible within the VIT's legislated processes:
 - There will be a continued focus on improving national consistency in teacher registration processes.
 - To maximise teacher supply, the registration processes for prospective teachers should be as efficient as possible while upholding acceptable standards of teacher quality and child safety.
 - Within relevant legislative frameworks, registration processes should be streamlined and simple and, where appropriate, barriers to registering as a teacher, and duplication of registration processes, should be removed.
 - All policies and processes related to teacher registration should be very clear for prospective teachers, including those moving to Australia from overseas, and retired and unregistered teachers who intend to return to the profession.
 - Particular consideration should be given to whether alternative authorisation to teach arrangements for ITE students can be improved while still upholding acceptable standards of quality and child safety. Alternative authorisation to teach arrangements should be conditional upon the ITE student continuing to progress towards registration as a fully qualified teacher.
- D. Supporting early childhood teaching workforce supply and mobility of teachers already registered in other jurisdictions across Australia, and implementing the *Best Start, Best Life* reforms**
1. Work in partnership with the department and applicable stakeholders in relation to both the Victorian Best Start, Best Life Workforce Strategy and the National Children's Education and Care Workforce Strategy.
 2. Consider where the adoption of principles from the Action Plan would benefit the early childhood sector. As outlined above at paragraph C(3), this should include a specific focus on streamlining and clarifying teacher registration processes, particularly for prospective teachers, including those moving to Australia from overseas and those seeking to return to the profession.
- E. Enhancing reporting, information and data sharing on early childhood teacher and school teacher workforce supply**
1. Work with the department to assess options for the development and implementation of an early childhood education information sharing agreement (ISA) that provides critical information in relation to the profile of the current early childhood teaching workforce. An early childhood education ISA would provide the department with regular critical information to better monitor and evaluate the effectiveness of workforce supports. It would also enable effective early childhood teacher workforce planning, and better inform investment in initiatives for improved workforce attraction, retention, and quality.

2. Continue to develop and implement the ITE ISA with the department and Victorian ITE providers to continue to monitor and report on the Victorian Selection Framework, enhance shared understanding of the ITE pipeline and support responsiveness to system demand.

F. Supporting good governance and a positive workplace culture within the organisation by ensuring the VIT has strong internal frameworks and processes

1. Ensure there is a people and culture strategy in place which is clearly aligned with the Victorian Public Sector Code of Conduct, informed by staff engagement and includes agreed organisational values.
2. Review corporate policies for the management of Conflicts of Interest for all VIT staff and VIT Council members, to ensure compliance with guidance published by the Victorian Public Sector Commission for public sector organisations.
3. Work collaboratively and cooperatively with the Department of Education to develop shared protocols for briefing and advising portfolio Ministers, communicating shared risks and issues and managing potential conflicts of interest between the VIT and the department as an employer of registered teachers. These protocols should draw on the Victorian Public Sector Commission's *Establishing portfolio governance guide*, where appropriate.

Integration into business planning and review

VIT should publish this SOE on its website as soon as practicable after receipt of this letter.

We request that the VIT incorporate these expectations into its strategic plan and business planning, including setting milestones for when VIT will meet these expectations, and report on progress against these expectations in the VIT's Annual Report. These plans should also include appropriate milestones for when this SOE should be reviewed.

We further expect that the VIT, in conjunction with the department, will undertake reviews of the expectations in this SOE as part of its annual reporting process, and will identify and recommend any updates the VIT considers may be necessary, or recommend that the SOE needs to be renewed.

We look forward to seeing the VIT continue to work towards achieving best practice in its critical role as the regulator of teachers in Victoria.

Yours sincerely



Hon. Ben Carroll MP
Deputy Premier
Minister for Education
Minister for Medical Research



Hon Lizzie Blandthorn MP
Deputy Leader of the Government in the
Legislative Council
Minister for Children
Minister for Disability

10 / 7 / 2024

11 / 7 / 2024

CC: Jenny Atta, Secretary, Department of Education