

Strategic Plan 2024-2027



Jenna Price (registered teacher) with learner Caledonian Primary School

Last updated 1 June 2024

Matthew Bentvelzen (registered teacher) with learners Clyde Creek Primary School

Contents

Message from the Chairperson	1
About VIT	2
Who we are	3
Strategic Plan summary	4
Strategic objective 1 Provide for the safety and wellbeing of children and young people	6
Strategic objective 2 Set and uphold the standards to enable quality teaching	8
Strategic objective 3 Collaborate effectively with stakeholders	10
Strategic objective 4 Provide an efficient and effective registration process to facilitate quality teaching, workforce supply and child safety and wellbeing	12
Strategic objective 5 Be a high performing regulator	14
Performance and success	15

Message from the Chairperson



Inspired by the aspiration for all Victorian children and young people to have the best teachers, we present our Strategic Plan for 2024– 2027. Underpinned by our significant advancement over the previous period, and informed by the Minister's Statement of Expectations, the 2024–2027 plan will ensure we focus our operations and resources productively to address both ongoing obligations and new exigencies.

Our work as the regulator for all Victorian early childhood, primary, secondary and non-practising teachers in Victoria, ensures a qualified, proficient and reputable teaching profession – the community, rightly, demands no less. However, there are challenges and risks in this apparently straightforward task which this plan addresses.

Additionally, our work to accredit initial teacher education courses is a vital bulwark against challenges to quality teaching. Hence, we continue to work actively in the state and national space to uphold the quality that the Victorian Government and teachers have worked to establish. Further to this is our work to develop national consistency in accreditation in a time of severe workforce shortage – which we're also targeting via a supported pathway for teachers returning to the profession.

Once teachers are qualified and provisionally registered, we play a vital role in their development to proficiency from the training of mentors, through supporting them in the early stages with outreach programs, all the way to showcasing innovation and endorsing continuing professional education. Central to delivering this support will be a learning management system to make quality professional development accessible to all. Regulating for a reputable teaching profession recognises our function to ensure child safety and wellbeing and uphold the integrity of the profession. Apart from the assurance of fitness and suitability which teachers must demonstrate, not only for initial registration but also annually throughout their career, our work to ensure these standards are maintained is a keystone of the Institute's work. Our strategy to achieve a reputable teaching profession is a unifying thread through the entire plan.

While a major focus in this plan is reducing the caseload of teacher misconduct matters, we also plan to implement targeted strategies to prevent breaches of the Victorian Teaching Profession's Code of Conduct. This is vitally important work and we are committed to coherent engagement with co-regulators and stakeholders in our pursuit of a rigorous child safety and wellbeing environment.

This strategic plan is a high-level statement of our intentions which will direct our operations over the forthcoming period. I am proud to share it with you.

Lesley Lamb

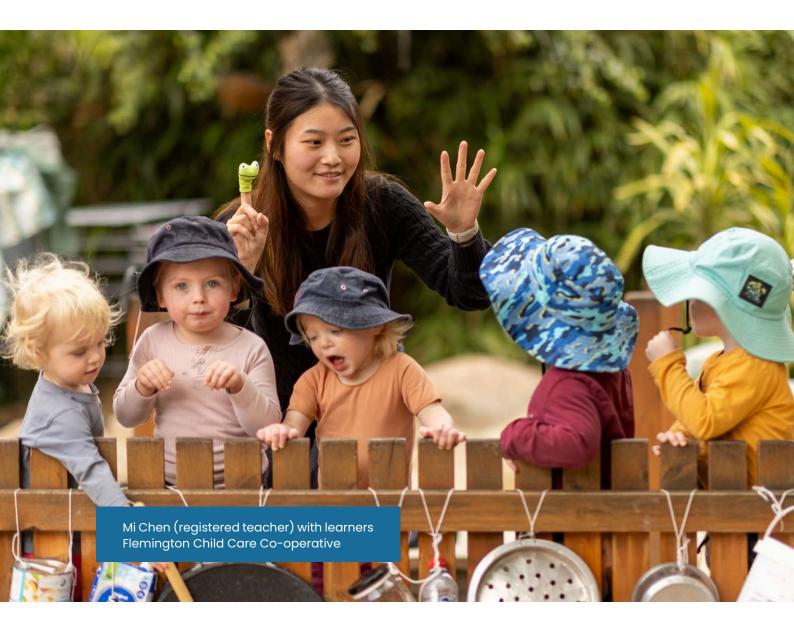
About VIT

The VIT is an independent statutory authority for the teaching profession, whose primary function is to regulate members of the teaching profession.

The VIT was established by the Victorian Institute of Teaching Act 2001 in December 2002 and undertakes its functions in accordance with the Education and Training Reform Act 2006.

It is a legal requirement for all teachers to be registered with VIT in order to undertake the duties of a teacher in a Victorian school or early childhood service. Teacher registration helps maintain professional status, standing and public confidence in the teaching profession, particularly in the suitability of teachers to work with children.

As the regulator for teachers in Victoria, we accredit initial teacher education (ITE) and pathway programs, contribute to state and federal education policy initiatives, assess the suitability of applicants for teacher registration, develop teacher practice through professional standards, and regulate compliance with the Codes of Conduct and Ethics.



Who we are

In preparing our strategic plan, we have translated our vision and purpose into a clear set of objectives with specific areas of focus. We plan to deliver actions that contribute to achieving our objectives, and have defined what success looks like.



Our vision

For all Victorian children and young people to have the best teachers



Our purpose

To regulate for a qualified, proficient and reputable teaching profession



Our principles

- · accountable and transparent
- · efficient and timely
- evidenced-based
- risk-based
- proportionate.



Our functions

- assess suitability of, and register, teachers
- approve teacher education programs
- ensure teachers maintain standards
- monitor and assist compliance
- investigate misconduct and take appropriate regulatory action.



Our values

- · considerate we are polite and welcoming
- open we share information and knowledge
- value we listen to each other and make time to build relationships
- accountable we are committed to a common purpose.

Strategic Plan summary

Provide for the safety and wellbeing of children and young people

- ensure that the Victorian Teaching Profession's Code of Conduct guides contemporary best practice and reflects community expectations
- ensure duty holders and employers understand and are assisted to comply with their regulatory obligations, including under the Victorian Teaching Profession's Code of Conduct
- undertake effective risk management of professional conduct cases
- investigate and take appropriate action on allegations of breaches of the Victorian Teaching Profession's Code of Conduct and the Australian Professional Standards for Teachers
- seek opportunities to improve child safety and wellbeing through strategic engagement and coordination with other child safety organisations, regulators and stakeholders.



Set and uphold the standards to enable quality teaching

- showcase best teaching practice
- support innovation and best practice in initial teacher education
- facilitate quality professional learning and continuing education
- develop supported pathways for teachers returning to the profession
- · influence national initial teacher education reform
- · implement agreed national reform priorities
- · support Government initiatives to address quality teaching outcomes and workforce supply
- support Government delivery of the Victorian Best Start, Best Life Workforce strategy and the National Children's Education and Care Workforce strategy.



- enhance our understanding of community expectations
- seek opportunities to engage more often with Victorian children and young people as a distinct stakeholder group
- strengthen stakeholder understanding and awareness of VIT and its functions
- · lead purposeful engagement with duty holders and regulated entities
- foster strategic partnerships with co-regulators and other stakeholders that support the execution of VIT's functions.

Provide an efficient and effective registration process to facilitate quality teaching, workforce supply and child safety and wellbeing

- maintain VITs service performance standards
- provide an agile registration process to effectively respond to workforce supply issues and emerging priorities, while upholding standards of teacher quality and, child safety and wellbeing
- advocate for consistent application of the Framework for Teacher Registration in Australia
- partner with the Department of Education and other stakeholders to support initiatives that address workforce supply
- deliver relevant actions from the National Teacher Workforce Action Plan
- continue to deliver an efficient permission to teach application process to enable workforce supply and support innovation in initial teacher education.

Be a high performing regulator

- fiscal responsibility and financial viability
- maintain a culture of continuous improvement and high performance
- leverage data and intelligence to inform decision making, regulatory approach and allocation of resources
- ensure strong internal structures to support good governance and positive workplace culture
- work collaboratively and cooperatively with the Department of Education and other relevant Government agencies
- ensure the integrity and protection of information assets
- explore opportunities for system innovation to support new and existing functions
- provide for staff wellbeing.

Provide for the safety and wellbeing of children and young people

Areas of focus

- ensure that the Victorian Teaching Profession's Code of Conduct guides contemporary best
 practice and reflects community expectations
- ensure duty holders and employers understand and are assisted to comply with their regulatory obligations, including under the Victorian Teaching Profession's Code of Conduct
- · undertake effective risk management of professional conduct cases
- investigate and take appropriate action on allegations of breaches of the Victorian Teaching Profession's Code of Conduct and the Australian Professional Standards for Teachers
- seek opportunities to improve child safety and wellbeing through strategic engagement and coordination with other child safety organisations, regulators and stakeholders.

Actions

- address the increasing professional conduct caseload while maintaining appropriate risk controls for child safety and wellbeing
- develop and implement a Child Safety and Wellbeing Framework
- deliver targeted preventative strategies and programs to minimise breaches of the Victorian Teaching Profession's Code of Conduct
- develop and implement a Suitability to Teach Framework
- engage and share information with relevant state and national regulatory authorities, and stakeholders with the aim of improving child safety and wellbeing
- use data to inform risk prioritisation, staff and panel training and actions to promote child safety and wellbeing.

- · improved efficiency and effective risk management of professional conduct cases
- effective resource planning for the management of professional conduct cases
- improved levels of understanding of, and compliance with, the Victorian Teaching Profession's Code of Conduct
- reduced breaches of the Victorian Teaching Profession's Code of Conduct
- minimal incidence of unregistered teaching practice
- consistent, risk and evidence based decision making
- information sharing agreements in place between other child safety organisations and regulators.

Rebekah Ivermee (registered teacher) with learner Barwon Valley School **除得利**

👰 Strategic objective 2

Set and uphold the standards to enable quality teaching

Areas of focus

- showcase best teaching practice
- support innovation and best practice in initial teacher education
- facilitate quality professional learning and continuing education
- develop supported pathways for teachers returning to the profession
- · influence national initial teacher education reform
- implement agreed national reform priorities
- support Government initiatives to address quality teaching outcomes and workforce supply
- support Government delivery of the Victorian Best Start, Best Life Workforce strategy and the National Children's Education and Care Workforce strategy.

Actions

- educate the profession and the education community about the Victorian teaching Profession's Code of Conduct and the Australian Professional Standards for Teachers.
- explore opportunities for a learning management system to improve the accessibility of quality professional learning for teachers
- improve the capability of teachers in the mentorship of graduate, pre-service and beginning teachers, to support workforce retention
- embed supported pathways for teachers returning to the profession
- ensure the quality of initial teacher education through rigorous and efficient application of the national accreditation standards
- monitor and evaluate the quality of teacher education programs to ensure they are compliant with standards
- work in partnership with the Department of Education and appropriate agencies to support the delivery of the Victorian Best Start, Best Life Workforce strategy

- advocate for national consistency to uphold the quality of initial teacher education
- report to the Minister on the implementation of, and compliance with, the Victorian Selection Framework
- implement agreed recommendations arising from national initial teacher education reform
- partner and co-design initiatives to address workforce supply, mobility and the implementation of the National Teacher Workforce Action Plan with the Department of Education and other appropriate agencies
- provide expert advice on the design and implementation of national initial teacher education reform priorities (including the Teacher Education Expert Panel and National Teacher Workforce Action Plan)
- develop the framework for the endorsement of continuing education short courses
- ongoing implementation of the continuing education framework for the endorsement of micro credentials and post graduate professional development programs for teachers.

- have embedded the APST and the Code of Conduct and Code of Ethics into teaching practice
- have published frameworks, criteria, and processes for VIT approval of pathway programs and endorsement of continuing education programs
- have accredited all Victorian ITE programs for school teachers
- see an increase in the number of VIT trained mentors.

Amanda Heggen (registered teacher) with learners Our Lady of Fatima School

+3

Strategic objective 3

Collaborate effectively with stakeholders

Areas of focus

- enhance our understanding of community expectations
- seek opportunities to engage more often with Victorian children and young people as a distinct stakeholder group
- strengthen stakeholder understanding and awareness of VIT and its functions
- · lead purposeful engagement with duty holders and regulated entities
- foster strategic partnerships with co-regulators and other stakeholders that support the execution of VIT's functions.

Actions

- continued participation in Marrung Educational Plan Steering Committee as part of the strategy to ensure that all Indigenous children and young people achieve their learning aspirations
- increase engagement with stakeholders that represent the diverse needs and interests of children and young people
- develop and implement the digital media strategy
- continue to conduct stakeholder surveys and utilise results to ensure that communications are accessible and relevant
- improve understanding of VIT's functions and achievements, through continued implementation of the Stakeholder Engagement Framework
- continue to facilitate forums with relevant stakeholders and co-regulators on child safety and professional teaching standards.

- increased delivery of, and participation in, stakeholder forums
- increased diversity of stakeholder groups
- · development and implementation of digital media strategy
- · delivery of digital registration card
- increased engagement rates with VIT communications
- surveys conducted and action plans are put in place
- parent and other representative stakeholder groups are surveyed, and action plans developed
- improved understanding of VIT's regulatory functions and purpose.

Elizabeth Bandy and Courtney Pearse (registered teachers) with learners Iris Ramsay Kindergarten ecka Courtney

Strategic objective 4

Provide an efficient and effective registration process to facilitate quality teaching, workforce supply and child safety and wellbeing

Areas of focus

- maintain VITs service performance standards
- provide an agile registration process to effectively respond to workforce supply issues and emerging priorities, while upholding standards of teacher quality and, child safety and wellbeing
- advocate for consistent application of the Framework for Teacher Registration in Australia
- partner with the Department of Education and other stakeholders to support initiatives that address workforce supply
- deliver relevant actions from the National Teacher Workforce Action Plan
- continue to deliver an efficient permission to teach application process to enable workforce supply and support innovation in initial teacher education.

Actions

- undertake a review of the Permission to Teach Policy and associated processes, with a focus on maintaining quality teaching outcomes and supporting permission to teach for employment based initial teacher education programs
- explore opportunities to further improve the self-managed registration process through system innovation and investment
- maintain performance standards, including efficiency and quality of application assessments and engagement services
- advocate for improved national consistency within teacher registration, through engagement with Australasian Teacher Regulatory Authorities (ATRA), Australian Institute for Teaching and School Leadership and other relevant stakeholders

- engage with stakeholders to inform continuous improvement of registration policies, processes and legislation
- provide tailored advice and support to overseas applicants and teachers returning to the profession
- continued engagement with pre-service teachers and providers to ensure an efficient registration process for graduates and employment based initial teacher education students
- develop and implement digital registration cards
- support the implementation of Government initiatives to deliver senior secondary pathways reform.

- maintain current service standards for engagement (telephone and email) and application assessment
- · improved quality assurance and application assessment consistency
- implementation of digital registration card
- complete the revision of permission to teach policy and processes that support workforce supply and ensure quality teaching outcomes
- · high levels of reported user satisfaction with the self-managed registration system

- reduced ratio of engagement contacts per application
- increased timeliness of graduate application submissions and applications for permission to teach (Internship)
- increased proportion of end-of-year applications received and assessed prior to 31 December in each year
- implementation of actions arising from ATRA in relation to national consistency.



Strategic objective 5 Be a high performing regulator

Areas of focus

- · fiscal responsibility and financial viability
- maintain a culture of continuous improvement and high performance
- leverage data and intelligence to inform decision making, regulatory approach and allocation of resources
- ensure strong internal structures to support good governance and positive workplace culture
- work collaboratively and cooperatively with the Department of Education and other relevant Government agencies
- ensure the integrity and protection of information assets
- explore opportunities for system innovation to support new and existing functions.
- provide for staff wellbeing.

Actions

- seek financial sustainability
- develop and implement a People and Culture strategy to maintain a positive workplace culture
- develop and implement a strategically aligned Learning and Development Framework
- deliver and implement a Workplace Wellbeing Framework to address vicarious trauma risks
- develop and implement a Business Systems strategy that covers information management, information security, system development and service delivery
- proactively address single point dependencies and resource constraints through strategic workforce planning

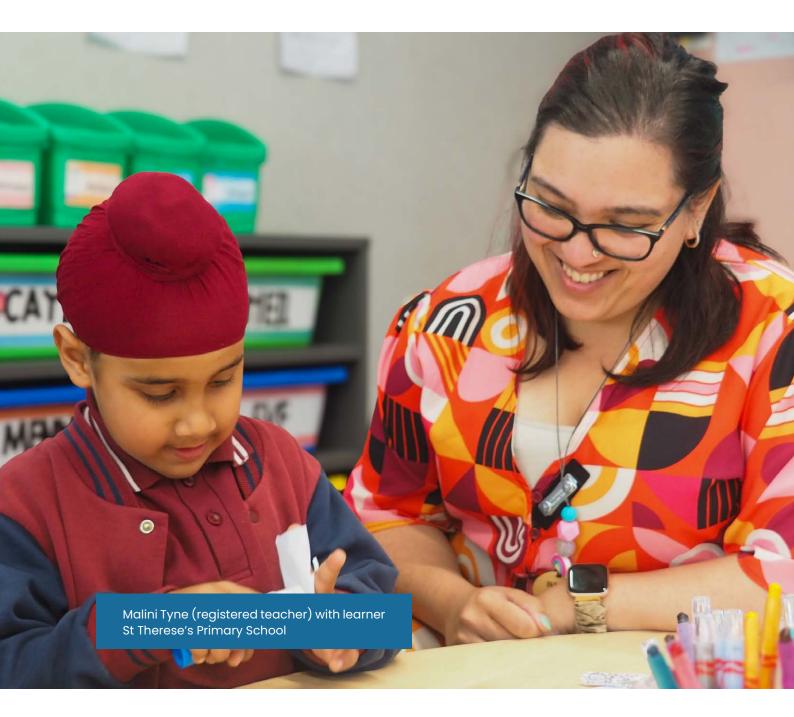
- review the audit plan to align with strategic objectives, and drive performance and compliance outcomes
- manage information and leverage insights to inform decision making and organisational objectives
- quarterly evaluate and report on performance against the Strategic Plan and the Minister's Statement of Expectations
- develop and implement a Policy Framework
- continue to deliver actions against the Gender Equity Action Plan
- deliver against regulatory compliance obligations [e.g. Financial Management Compliance Framework, Victorian Protective Data Security Framework].

- · remain financially viable while delivering strategic objectives and regulatory functions.
- implementation of the Wellbeing Framework
- implementation of the Learning and Development Framework
- implementation of revised People and Culture strategy
- · improved people and culture metrics
- succession planning in place for single point dependencies
- Policy Framework developed and implemented
- · Business Systems strategy developed and implemented
- · report quarterly to the Minister for Education and the VIT Council on strategic actions
- report to the Public Sector Gender Equality Commissioner on the implementation of the Gender Equity Action Plan
- audit plan revised and implemented
- decisions made on data and evidence.

Performance and success

Our Strategic Plan presents a number of success statements for each of the five strategic objectives outlined. To track our progress against these objectives, we will

- allocate clear accountability and responsibility for achievement of objectives and actions through our corporate planning process
- · identify and articulate relevant qualitative and quantitative indicators
- review and report on our progress against each objective annually
- · celebrate our successes, and hold ourselves accountable for delays or substandard results.



Victorian Institute of Teaching

717 Bourke Street, Docklands VIC 3008 PO Box 531, Collins Street West VIC 8007

t. 1300 888 067

e. vit@vit.vic.edu.au

w. vit.vic.edu.au