

SCHEDULE
Victorian Institute of Teaching Processes and Policies Review
Terms of Reference

1. Overview

- (1) Teacher workforce pressures are being experienced across Australia and internationally, with some Victorian schools facing greater staffing challenges than others. As a result, there is a need to support the State and individual schools to address the immediate teacher workforce supply pressures, whilst maintaining appropriate teacher registration standards.
- (2) The current Statement of Expectations 2024 for the Institute issued by the Minister for Education on 10 July 2024 (**SOE**) includes an expectation that the Institute will focus on:
 - (a) improving the teacher registration framework to support teacher supply in schools, with expectations that the Institute will:
 - (i) continue to improve and modernise the teacher registration framework while upholding standards of teacher quality and child safety; and
 - (ii) continue to improve teacher registration and permission to teach application processing and approval times, including for applications for international teachers;
 - (b) supporting teacher supply and mobility of teachers already registered in other jurisdictions across Australia; and
 - (c) the implementation of the National Teacher Workforce Action Plan.
- (3) Several concerns have been raised by schools (both government and non-government schools) regarding adverse and anomalous outcomes for teacher supply resulting from:
 - (a) the Institute's approach to assessing applications for registration as a teacher from applicants who have completed overseas teaching qualifications and have taught overseas; and
 - (b) the Institute's PTT policy and its application of that policy.
- (4) The review the Institute is required to undertake under clause 5 of the Direction (**Review**) is in response to those concerns raised by schools.

2. Purpose

Further to clause 5(1) of the Direction, the purpose of the Review is to:

- (a) consider the current policies, practices and procedures of the Institute; and
- (b) develop options for improving those policies, practices and procedures by better balancing the need for appropriate standards of teacher quality with the need to support schools to address teacher workforce supply pressures.

3. Scope

- (1) The Review will be undertaken by the Institute.

(2) The Review is to cover:

- (a) the Institute's approach to assessing and determining whether an applicant is qualified to be registered as a teacher under section 2.6.8 of the Act where the applicant has completed overseas teaching qualifications, including by having regard to:
 - (i) the extent to which an applicant's professional experience as a teacher and overseas teaching qualification can, taken together, satisfy the Institute that the applicant has completed a program or course of study leading to qualifications for entry to teaching that is determined by the Institute to be equivalent to an initial teacher education program and obtained a qualification that is appropriate for entry to teaching under section 2.6.8(a)(i) of the Act;
 - (ii) possible options for how the Institute could differently or better consider and assess an applicant's professional experience as a teacher and overseas teaching qualification when determining whether they are eligible to be registered as a teacher;
 - (iii) the August 2024 Australian Institute for Teaching and School Leadership *Framework for Teacher Registration in Australia* and the expectation in the SOE that it focuses on improving national consistency in teacher registration processes as part of Action 5 of the National Teacher Workforce Action Plan;
 - (iv) the practical implications for Victoria of overseas teachers gaining registration in other Australian jurisdictions and then seeking registration in Victoria under the *Mutual Recognition Act 1992* (Cth) due to the Institute's current approach to assessing and determining whether an applicant is eligible to be registered as a teacher where the applicant has completed overseas teaching qualifications;
 - (v) the approaches of teacher registration authorities in other states and territories in assessing applications for registration as a teacher from persons who have completed overseas teaching qualifications and who have overseas teaching experience;
 - (vi) the benefits of, and whether there are any opportunities to improve, consistency in the Institute's assessments of applications and decisions; and
 - (vii) whether there are any opportunities to improve communications to unsuccessful applicants who have completed overseas teaching qualifications and provide them with clear information on:
 - A. why their application was unsuccessful; and
 - B. what is required in order for the applicant to be eligible for registration as a teacher;
- (b) the Institute's approach to granting PTT, its PTT policy and the application of that policy, including by having regard to:
 - (i) whether the PTT policy is fit for purpose and whether the requirements for a grant of each category of PTT are clear and appropriate;
 - (ii) opportunities to streamline the PTT policy and whether any categories of PTT could be consolidated;

- (iii) possible options for improving the PTT policy, including improving the clarity and readability of the policy so that it is accessible and clear to stakeholders;
- (iv) possible options to improve consistency in the Institute's assessment of applications for PTT and the outcomes of these assessments;
- (v) the Institute's approach to imposing conditions under section 2.6.14(2) of the Act when granting PTT, in particular:
 - A. whether conditions are imposed consistently;
 - B. whether conditions are imposed and designed having regard to the individual circumstances of the applicant; and
 - C. the Institute's approach to determining what subjects or subject areas an applicant is permitted to teach, including evidentiary requirements; and
- (vi) possible options to improve the way decisions on applications for PTT are communicated to applicants and provide them with clear reasons and information on:
 - A. any conditions imposed on a grant of PTT under section 2.6.14(2) of the Act and why those conditions have been imposed; and
 - B. in the case of unsuccessful applicants:
 - i. why their application was unsuccessful; and
 - ii. what is required in order for the applicant to be eligible for a grant of PTT.