

Review of the Victorian Institute of Teaching's Permission to Teach policy and processes

Background

On 18 December 2024, the Victorian Institute of Teaching (the Institute) received a Direction from the Minister for Education to undertake a review of

- a. the Institute's approach to assessing applications for registration as a teacher from applicants who have completed overseas teaching qualifications and taught overseas (**Report 1**); and
- b. the Institute's approach to granting permission to teach, its permission to teach policy and the application of that policy (**Report 2**).

Report 1 was submitted to the Minister on 28 February 2025 and Report 2 is due to 30 April 2025.

The Institute will undertake further targeted consultation on any supported recommendations arising from the reports.

Written submissions

Written submissions responding to the elements related to Permission to Teach are invited from key stakeholders. Respondents are welcome to address all questions or only those of particular relevance or interest.

Respondents are also invited to share any additional feedback that is not encompassed in their responses to these questions.

Respondents can share their feedback by e-mailing responses in the attached form to Hannah.Galloway@vit.vic.edu.au by **COB 21 March 2025**.

Elements for review

The review related to PTT is to address the following

1. the Institute's approach to granting PTT, its PTT policy and the application of that policy, including by having regard to
 - a. whether the PTT policy is fit for purpose and whether the requirements for a grant of each category of PTT are clear and appropriate
 - b. opportunities to streamline the PTT policy and whether any categories of PTT could be consolidated
 - c. 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
 - d. possible options to improve consistency in the Institute's assessment of applications for PTT and the outcomes of these assessments
 - e. the Institute's approach to imposing conditions under section 2.6.14(2) of the Act when granting PTT, in particular
 - i. whether conditions are imposed consistently
 - ii. whether conditions are imposed and designed having regard to the individual circumstances of the applicant; and
 - iii. the Institute's approach to determining what subjects or subject areas an applicant is permitted to teach, including evidentiary requirements; and
 - f. possible options to improve the way decisions on applications for PTT are communicated to applicants and provide them with clear reasons and information on
 - i. 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
 - ii. in the case of unsuccessful applicants
 1. why their application was unsuccessful; and
 2. what is required in order for the applicant to be eligible for a grant of PTT.

Background and context

1. Permission to Teach

Division 4 of the *Education and Training Reform Act 2005* outlines the requirements for an applicant to apply for, and the Institute to grant, Permission to Teach (PTT).

To teach in Victoria, a person must be appropriately qualified and suitable to teach and hold registration with the Victorian Institute of Teaching (VIT).

PTT is an alternative authorisation to teach that exists primarily to address a workforce shortage within Victorian schools.

PTT enables an individual who does not meet the qualification requirements for registration to undertake the duties of a teacher in a limited capacity based on their skills and experience.

Permission to Teach policy

The requirements of PTT are articulated in [VIT's Permission to Teach Policy](#), last approved by the Minister for Education on 31 October 2022.

There are 10 categories of PTT in the policy.

PTT category	Intent of category of PTT
PTT (General)	This is a general category of PTT and applies to individuals seeking permission to teach a particular subject (or subjects) at a particular school.
PTT (Internship)	This category applies to applicants undertaking an accredited employment-based Internship to teacher registration such as the Teach for Australia (TFA) program or the Master of Teaching (Internship) at the University of Melbourne. This category only applies to Initial Teacher Education (ITE) programs accredited by the Institute as an Internship ITE program. PTT (Internship) cannot be granted to an individual for two or more schools concurrently. PTT (Internship) is granted for the duration of the ITE program up to the maximum permissible 3 year grant period. PTT (Internship) applies to a particular subject/s (or subject areas) at a particular school.
PTT (VET)	This category applies to applicants seeking permission to teach a Vocational Education and Training (VET) subject/s in a school. Holders of PTT (VET) are able to teach a particular subject/s in any Victorian school.
PTT (Exchange)	This category applies to the Victorian International Teaching Fellowship (VITF) coordinated by the Department of Education and Training. Holders of this category cannot be granted PTT to teach a specific subject as the teachers engaged through the VITF have exchanged roles with Victorian registered teachers. PTT (Exchange) is granted only for a maximum period of 12 months. Individuals holding PTT (Exchange) who wish to continue to teach beyond the 12-month grant are required to make an application for registration or PTT. Future exchange programs will be considered on a case by case basis.
PTT (JSM)	This category of PTT applies only to those teachers appointed by the Japanese Government to teach the Japanese curriculum at the Japanese School of Melbourne (JSM). Holders of this category cannot be granted PTT to

	teach a specific subject as the teachers are engaged as generalist teachers within the school. The JSM is registered as a 'specific purpose' school by the Victorian Registration and Qualifications Authority (VRQA) to deliver an overseas curriculum. Future 'specific purpose' schools registered by the VRQA to deliver an overseas curriculum will be considered on a case by case basis.
PTT (VCASS)	This category of PTT applies only to individuals seeking permission to teach dance and music at the Victorian College of the Arts Secondary School (VCASS).
PTT (Deemed)	This category only applies to applicants who were deemed to hold PTT when the VIT was established in 2002 and who have maintained this status ever since. Individuals holding this category of PTT are required to make an annual declaration in order to continue to hold this category of PTT.
PTT (Teacher tutor)	This category of PTT is granted to individuals to support students in catching up with any learning they may have missed due to the coronavirus (COVID-19) pandemic. Holders of PTT (Teacher Tutor) are able to tutor in one or more subject areas / key learning areas in any Victorian school, under the Victorian Government's Tutor Learning Initiative.
PTT (Aboriginal languages)	This category of PTT is granted to applicants delivering an Aboriginal language program in any Victorian school.
PTT (Higher Education Studies)	This category of PTT is granted to applicants seeking permission to teach one or more higher education studies subjects to school aged learners in a Victorian school setting. This category only applies to currently practising academic staff from Victorian higher education providers employed in an approved school setting such as the Centre for Higher Education Studies (CHES).

Each category of PTT was designed for a specific purpose and has minor differences in eligibility requirements and the conditions that apply.

Eligibility requirements

To be eligible for a grant of PTT, an applicant will generally need to provide the following

1. evidence of appropriate content knowledge of the subject area/s that they will be teaching
2. evidence of their skills and experience to build positive relationships with students
3. evidence of their ability to maintain safe learning environments
4. evidence of their ability use a range of teaching practices and resources to engage students in effective learning
5. evidence of English language competency
6. evidence of their suitability to be registered as a teacher.

An employer may also be required to demonstrate proven teacher workforce shortage prior to commencing an application for PTT.

Conditions

The Institute is able to apply any condition on a grant of PTT under section 2.6.14(2) of the Act, with the most common being

- the grant is limited to teach specific subjects or subject areas at a particular school, and therefore cannot be used to undertake casual relief teaching

- the PTT holder is expected to [progress toward teacher registration](#), which most commonly means completing an accredited ITE program.
- professional learning activities.

Additional conditions may vary depending on the individual circumstance of the applicant, these may include

- requirement to improve English language skills if below requisite standard
- specified professional learning activities
- suitability conditions.

Written submission form – Camberwell Primary School

Relevant elements for review	Question	Response – Camberwell Primary School
Permission to Teach		
1 (i, ii, iii)	<p>Do you consider the PTT policy is fit for purpose?</p> <ul style="list-style-type: none"> are the categories of PTT clear and appropriate? are there any opportunities consolidate categories of PTT? could the PTT policy be revised to improve the clarity and readability of the policy so that it is accessible and clear to stakeholders? 	<p>The current PTT policy does not adequately address the unique challenges faced by bilingual schools. Introducing a new category specifically for bilingual schools would provide a more fitting solution.</p> <p>This new category would:</p> <ul style="list-style-type: none"> (i) Acknowledge a 'Target Language as a Foreign Language' university degree as a valid fulfillment of Initial Teacher Education (ITE) requirements, in a bilingual setting qualification (ii) Allow a lower level of English language proficiency to be accepted for the full duration of the PTT grant, albeit restricted to only teaching in a bilingual setting (iii) Align the registration period with the teacher's visa duration (either 2 or 4 years), where applicable (iv) Waive the 45 days of supervised practice teaching requirement for teachers who already have several years of experience, as part of their ITE qualification. <p>Such adjustments would better support bilingual schools and the teachers who are essential to their success, while also recognizing the unique circumstances they face.</p>
1(iv, v)	To what extent do you consider the Institute could improve its consistency of assessments of applications for PTT? Are there are	<p><u>A dedicated case worker</u> responsible for reviewing all bilingual school PTT applications would streamline and simplify the overall process. Currently, there are instances where case workers question why PTT applications are being submitted for candidates (i) who are not yet in Australia and (ii) more than three months before their employment start date.</p>

Relevant elements for review	Question	Response – Camberwell Primary School
	an example(s) that you are aware of where consistency of decision making has been an identified issue.	<p>We have also witnessed a shift in policy. Initially, candidates were granted PTT registration with the accepted lower level of English language proficiency, as is customary for bilingual schools. However, recent changes now require candidates to submit detailed plans outlining how they will meet the higher English standards needed for provisional or full registration.</p> <p>In many cases, PTT is granted for shorter periods, with extensions only given if candidates can demonstrate progress toward meeting these language requirements. This change creates unnecessary pressure on candidates, especially given that, under the previous policy, they had the opportunity to improve their language skills while teaching.</p>
1(iv, v)	<p>To what extent are conditions on Permission to Teach understood? For example</p> <ul style="list-style-type: none"> • restrictions on the duties of a teacher that a PTT holder can undertake (including subject areas) • the requirement to progress towards teacher registration • the requirements for supervision and mentoring from the employer. 	<p>We understand that PTT is primarily intended as an alternative authorization to teach, designed to address workforce shortages. However, many of our French-speaking candidates are not initially interested in migrating permanently to Australia. As such, we need a system that facilitates their temporary stay to teach in specific bilingual programs, while also offering a clear pathway toward full registration should they decide to pursue permanent residency in the future.</p> <p>This approach would attract and support these candidates, ensuring they can contribute to the workforce while also providing flexibility for their long-term decisions.</p>
1(vi)	Are there any areas where the Institute could improve communications with unsuccessful applicants and their employers on the way decisions are made and provide them with clear information on	<p>The school recruitment process and the PTT application process would be streamlined and supported if the VIT provided a checklist of candidate requirements to schools.</p> <p>We believe reviewing qualifications at a cost implements a punitive approach to candidates wanting to work in Australia. The review process should be the role of a registration body.</p>

Relevant elements for review	Question	Response – Camberwell Primary School
	<ul style="list-style-type: none"> • 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 • in the case of unsuccessful applicants: <ul style="list-style-type: none"> - why their application was unsuccessful; and - what is required in order for the applicant to be eligible for a grant of PTT. 	

Please provide a summary of no more than 500 words for your responses to the above questions – Camberwell Primary School

Bilingual schools require native or near-native speakers of foreign languages, and we are facing a chronic workforce shortage. We believe the creation of a new category specifically designed to meet the needs of bilingual schools would streamline the registration process. The current network of rules under which we operate is confusing and inconsistent, creating unnecessary complexity. Establishing a separate category would help clarify the process and address these challenges more effectively.

A tailored registration category would attract candidates that meet our needs, support their integration into the Australian education system, and provide a clear path to full registration, ultimately addressing both recruitment challenges and the long-term needs of bilingual education.