

Written submission form: Diocese of Ballarat Catholic Education Ltd.

Relevant elements for review	Question	Response
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 conditions under which a PTT can work are not clear –</p> <ul style="list-style-type: none"> <i>Professional learning.</i> What does that mean? Does it mean informal or formal learning? For example an accredited course or internal professional learning? Is there a time exemption for the casual relief teacher. For example, schools may be required to use a CRT (because there is no staff member) for over 1 week. Would a PTT be granted for this? When is it no longer classified as ‘casual teaching’ and instead a PTT? Alternatively, could it work the other way, where the PTT is only required for 1 class (minimum of 2hrs)? How does VIT assist or have oversight in ensuring that the PTT is progressing towards gaining VIT registration? Who is monitoring the plan the applicant puts together from VIT as part of their application for PTT? Or does VIT rely on PTT being granted for 3 years in this scenario? The policy is unclear on what schools must provide as evidence to show they have advertised and attempted recruitment for a role before opting to apply for a PTT.
1(iv, v)	<p>To what extent do you consider the Institute could improve its consistency of assessments of applications for PTT? Are there are</p>	

	an example(s) that you are aware of where consistency of decision making has been an identified issue.	
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>Supervision and mentoring requirements are light on in the documentation –</p> <p>How do you appropriately support a PTT who is still studying and working within the current EBA restrictions? Generally a PTT is utilised when the school doesn't have another qualified teaching option and the school is often short staff, so the ability to provide additional support to a PTT is not an easy solution. PTTs are often young and inexperienced individuals (thus making them vulnerable) so how does the profession ensure that these people are provided the right support before even becoming qualified to ensure they stay in the profession long-term?</p>
1(vi)	<p>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> <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 	<p>Presently VIT will not liaise with any school governing body. This makes it very difficult for a governing body to assist a particular school if/when required.</p> <p>The DOBCEL experience is that VIT I will not share any information about DOBCEL schools with a DOBCEL authorised rep, despite DOBCEL being the governor of all our schools. It would also be helpful if there was visibility from a school level to have an understanding of where the application was up to in the process.</p> <p>In the past there has been slow feedback from VIT on approving school initiated PTT – 1 + months in some cases. Surely if it is school initiated, it should be seen as a priority?</p> <p>Slow PTT approvals are costing schools money. For example, in the case of applying for a PTT, a CRT is needed to be paid to supervise the class. This can impact the learning of young people if the CRT does not have the specific skills for that class (eg: music).</p> <p>Specialist subject teachers (eg: music teacher) are not automatically granted an exemption and therefore need to re-apply for their PTT every 3 years – should be granted an exemption</p>

	<ul style="list-style-type: none"> - what is required in order for the applicant to be eligible for a grant of PTT. 	from needing PTT or the process should be more simple as it is at times blocking ongoing employment.
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Please provide a summary of no more than 500 words for your responses to the above questions

The DOBCEL experience is that VIT I will not share any information about DOBCEL schools with a DOBCEL authorised rep, despite DOBCEL being the governor of all our schools.

Slow PTT approvals are a big problem.

How is the wellbeing of PTTs being monitored? – is VIT offering any support on top of what support they may be getting from schools?

How does VIT know where all PTT are being engaged?

How can DOBCEL get any feedback from VIT on the number of PTT being engaged in our schools?