

# Rethinking Permission to Teach

Consultation paper



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# About this consultation

## What is the intent of the PTT policy?

The intent of PTT is to support the education sector by addressing teacher workforce shortages on a temporary basis. The primary use of PTT is to fill a specific shortage in a single school and subject area, and it also applies to areas of sustained workforce shortage and approved qualification pathways designed to increase teacher supply.

While PTT seeks to support the Victorian education sector during periods of teacher workforce shortage, we must also consider the impact of unqualified individuals teaching Victorian students, especially when a school employs a significant number of PTT holders and/or recent graduates.

## Why is the PTT policy being reviewed?

On 18 December 2024, the Victorian Institute of Teaching (VIT) received a Direction from the Victorian Minister for Education to review its approach to granting permission to teach (PTT), our PTT policy and how that policy is applied.

We consulted key stakeholders throughout 2025 to gather feedback on how the PTT policy and process operate, and to identify opportunities for improvement.

This consultation paper explores proposed opportunities for us to redesign our approach to PTT, in order to reduce complexity, improve flexibility and better support the needs of schools.

We are seeking feedback from key stakeholders impacted by the PTT policy to ensure the redesign:

- delivers a **fit-for-purpose, flexible and streamlined policy** position and approach
- **reduces complexity** for stakeholders
- provides **clearer and more accessible communication** and advice to PTT holders and their employers
- **reduces regulatory burden** on PTT applicants and their employers, where feasible
- strengthens a targeted and proportionate, trust based **co-regulatory approach** with employers
- **clarifies the conditions** applied to each PTT category.

## Your feedback and making a submission

We will carefully consider your feedback to inform revisions to our PTT policy and related processes. This consultation document contains eight questions, and you are not required to respond to all questions.

The consultation period runs from 30 March to 17 April 2026.

You can provide feedback on the questions in this consultation paper by emailing [Strategy@vit.vic.edu.au](mailto:Strategy@vit.vic.edu.au) using the attached submission form.

Please direct any queries about this consultation to [Strategy@vit.vic.edu.au](mailto:Strategy@vit.vic.edu.au).

## Next steps and timeline

We will carefully consider the feedback received from written submissions alongside other data, research and information to inform revisions to our PTT-related policies and processes.

Throughout 2026, we will undertake further targeted consultation with relevant focus groups to support the development of additional processes, resources and guidance materials.

We intend to implement a revised policy and approach for the 2027 school year.

## Publication of submissions

The VIT may publish submissions, summaries or extracts of submissions at its discretion. We generally publish submissions on our website to encourage discussion and to inform stakeholders and the broader community about the consultation responses.

We will not publish, or otherwise make public, submissions that contain offensive or defamatory material or that fall outside the scope of this consultation. Before publishing any submission, we may remove personally identifying information, including contact details.

We will accept submissions made in confidence. These submissions will not be published on the website or elsewhere. Submissions may be confidential because they include personal experiences or other sensitive information. A request for access to a confidential submission will be determined in accordance with the *Freedom of Information Act 1982* (Cth), which includes provisions designed to protect personal information and information given in confidence.

Please advise us if you do not want your submission published or if you would like us to treat all or part of it as confidential.

**Published submissions will include the names of the individuals and/or organisations that made them, unless the submitter expressly requests confidentiality.**

## Section 1: Current approach to PTT

The current PTT requirements are set out in VIT's *Permission to Teach Policy*, which the Minister for Education approved on 31 October 2022. The last major review of the policy took place in 2015, and the revised policy was implemented in 2017.

Schools primarily use PTT when they cannot source a suitably qualified and registered teacher, or to employ pre-service teachers undertaking an employment-based initial teacher education (ITE) program.

The policy includes 10 categories of PTT, outlined below.

PTT category	Intent of PTT category
PTT (General)	<p>This general category of PTT applies to individuals teaching a specific subject/s at a particular school, where a workforce shortage is demonstrated.</p> <p>A sub-category of PTT (General) applies to language instructors employed by the Victorian School of Languages (VSL). These individuals teach community languages to students outside normal school hours, typically on Saturdays.</p>
PTT (Internship)	<p>This category applies to individuals undertaking an accredited employment-based internship pathway to teacher registration, such as the Teach for Australia (TFA) program or the Master of Teaching (Internship) at the University of Melbourne.</p> <p>The VIT cannot grant PTT (Internship) to an individual for more than one school at the same time. PTT (Internship) is granted for the duration of the ITE program, up to the maximum allowable three-year period. It authorises the individual to teach specific subjects or subject areas at a particular school.</p>
PTT (VET)	<p>This category applies to individuals with vocational qualifications and experience and permits them to teach a Vocational Education and Training (VET) subject/s in a school. Holders of PTT (VET) can teach the approved VET subject/s in any Victorian school.</p>
PTT (Exchange)	<p>Applicants in this category participate in the Victorian International Teaching Fellowship (VITF), coordinated by the Department of Education and Training. Because VITF teachers exchange roles with Victorian registered teachers, they cannot receive a PTT to teach a specific subject. The PTT (Exchange) allows them to teach for a maximum of 12 months. Anyone wishing to continue teaching beyond this period must apply for registration or a new PTT. Future exchange programs will be assessed individually.</p>
PTT (JSM)	<p>Applicants in this category of PTT are appointed by the Japanese Government to teach the Japanese curriculum at the Japanese School of Melbourne (JSM). Because they work as generalist teachers, they cannot be granted a PTT to teach a specific subject.</p> <p>The JSM is registered by the Victorian Registration and Qualifications Authority (VRQA) as a 'specific purpose' school authorised to deliver an overseas curriculum. Any future 'specific purpose' schools registered by the</p>

	VRQA to deliver an overseas curriculum will be assessed on a case-by-case basis.
PTT (VCASS)	Individuals in this PTT category teach dance or music subjects at the Victorian College of the Arts Secondary School (VCASS).
PTT (Deemed)	Individuals in this category held PTT status when the VIT was established in 2002 and have maintained it continuously since then. They must submit an annual declaration to retain this category of PTT, and they are restricted to teaching specific subjects at a particular school.
PTT (Teacher tutor)	Individuals in this category of PTT support students to catch up on learning they may have missed due to the coronavirus (COVID-19) pandemic. Under the Victorian Government's Tutor Learning Initiative, holders of PTT (Teacher Tutor) can tutor in one or more subject or key learning areas in any Victorian school.
PTT (Aboriginal languages)	Individuals in this category of PTT deliver an Aboriginal language program in any Victorian school.
PTT (Higher Education Studies)	Individuals in this PTT category teach one or more higher education studies subjects to school-aged learners in a Victorian school setting. This category applies only to currently practising academic staff from Victorian higher education providers who are employed in an approved school setting, such as the Centre for Higher Education Studies (CHES).

## Eligibility requirements

To be eligible for a grant of PTT, an applicant must generally provide evidence of:

1. relevant content knowledge in the subject area(s) they will teach
2. skills and experience that enable them to build positive relationships with students
3. the ability to maintain safe learning environments
4. the ability to use a range of teaching practices and resources to engage students in effective learning
5. English language competency (ELC)
6. suitability for teacher registration.

An employer must endorse the applicant for PTT and outline the support and supervision they will provide. In some cases, the employer may also need to provide evidence of a teacher workforce shortage as part of their endorsement.

Specific eligibility requirements vary by PTT category, and a summary is provided in [Table 1](#).

## Conditions and exemptions

The VIT may apply any condition, limitation or restriction on a grant of PTT under the Act. The most common conditions include:

- limiting the grant to specific subjects or subject areas at a particular school, which means it cannot be used for casual relief teaching
- requiring the PTT holder to make [progress toward teacher registration](#), most commonly by completing an accredited ITE program.

[Table 1](#) outlines the standard conditions for each category of registration.

Additional conditions depend on an applicant's individual circumstances and may include:

- improving English language skills if they do not meet the required standard
- completing specified professional learning activities
- suitability conditions.

**Table 1: Current eligibility requirements and standard conditions on PTT**

PTT categories	Eligibility requirements					Standard conditions			
	Skills and experience – content knowledge	Skills and experience – teaching skills	Skills and experience – VET RTO standards	English language competence	Workforce shortage	Progress towards teacher registration	Professional learning	Limited to specific school(s)	Limited to specific subject/subject area(s)
General	Yes	Yes	No	Yes (standard varies)	Yes	Yes	Yes	Yes	Yes
General – VSL / community languages	Yes	Yes	No	No	No	No	Yes	Yes	Yes
General – Deemed	No	No	No	No	No	No	Yes	Yes	Yes
General – Religious Education	Yes	Yes	No	Yes (standard varies)	No	Yes	Yes	Yes	Yes
Internship	Yes	No	No	Yes	No	Yes	Yes	Yes	Yes
VET	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes
Exchange	No	No	No	No	No	No	Yes	Yes	Yes
JSM	No	No	No	No	No	No	Yes	Yes	Yes
VCASS	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes
Teacher Tutor	No	Yes	No	No	No	No	Yes	No	Yes
Aboriginal Languages	Yes	Yes (alternative)	No	No	No	No	Yes	Yes	Yes
HES	No	Yes	No	No	No	No	Yes	Yes	Yes

## Section 2: Proposed improvements to PTT

This section outlines proposed improvements to VIT’s PTT policy and approach, developed in response to issues raised by key stakeholders in 2025. The summary below highlights the challenges stakeholders face and explains how the proposed revisions may address them.

Issues raised by stakeholders	Proposed resolution
Complexity of PTT policy	<ul style="list-style-type: none"> <li>Revising the PTT policy and process</li> <li>Reducing the number of PTT categories from 10 to 3</li> </ul>
PTT process and requirements are unclear	<ul style="list-style-type: none"> <li>Revising the policy, guidance and communications</li> </ul>
The requirement for specialist religious instructors to complete an ITE program	<ul style="list-style-type: none"> <li>Introducing a new PTT (Specialist – Instructor) category that would not require religious instructors to complete an ITE program</li> </ul>
The PTT grant restricts the applicant’s time-fraction for employment	<ul style="list-style-type: none"> <li>Removing the restriction, and the decision will rest with the employer and/or sector authority</li> </ul>
Length of grants are restricted (too short) or not reflective of the school year	<ul style="list-style-type: none"> <li>PTT grants will reflect the realities of the school year and, where relevant, align with the applicant’s expected ITE graduation date</li> </ul>
Insufficient co-regulation with employing schools	<ul style="list-style-type: none"> <li>Placing greater emphasis on co-regulation in partnership with employing schools</li> <li>Developing Employer Agreements between VIT and schools</li> </ul>
Overseas qualifications with minor deficits are not accepted for registration	<ul style="list-style-type: none"> <li>Introducing a new flexible PTT (Transitional) category to allow overseas-qualified teachers with minor deficits to upskill and meet registration requirements</li> </ul>
Lack of flexibility with English language competency (ELC) requirements	<ul style="list-style-type: none"> <li>Clarifying the existing policy that an alternate ELC standard applies to PTT holders who teach, or teach in, a language other than English</li> <li>Providing exemptions or flexibility in ELC requirements where appropriate</li> </ul>
Inconsistent application assessment outcomes	<ul style="list-style-type: none"> <li>Revising the policy and process documentation</li> <li>Providing updated guidance and training for VIT officers</li> </ul>
Unclear communications	<ul style="list-style-type: none"> <li>Revising all communications with applicants and employers</li> </ul>
Customer service/inconsistent advice	<ul style="list-style-type: none"> <li>Revising the policy and process documentation</li> <li>Providing updated guidance and training for VIT officers</li> </ul>

Improved mentoring and support for PTT holders	<ul style="list-style-type: none"> <li>• Developing Employer Agreements between VIT and schools to articulate a clear plan of support and to strengthen monitoring and compliance activities</li> </ul>
Maintaining expectations that qualified teachers are preferred	<ul style="list-style-type: none"> <li>• Adhering to policy intent that schools prioritise employing qualified and registered teachers wherever possible</li> <li>• Requiring schools to demonstrate teacher workforce shortages before employing a PTT holder, with some reasonable exceptions</li> </ul>
The need for reduced regulatory burden on schools/PTT applicants	<ul style="list-style-type: none"> <li>• Placing greater emphasis on a co-regulatory approach, increasing the length of PTT grants, and implementing process changes</li> </ul>

## Proposed changes and rationale

### Renaming PTT

#### Proposed change

The name of PTT will be changed to Conditional Authority to Teach (CATT).

#### Rationale for change

The change in name more accurately reflects the intent and operation of this category of registration, particularly that it is an alternative authorisation to teach, which is conditional on specific requirements.

### Revision of policy

#### Proposed change

To improve readability and accessibility, we are proposing to streamline PTT categories, clarify eligibility requirements, clearly identify standard conditions placed on each category, and incorporate specific guidance around skills and experience.

The revised policy position would still enable us to consider exemptions and apply relevant conditions depending on the individual context of the applicant and their employing school.

A draft revised PTT policy can be found at [Annexure 1](#).

A summary of the proposed consolidated categories, eligibility requirements and standard conditions can be found at [Table 2](#).

#### Rationale for change

We recognise that the current PTT policy is no longer fit for purpose and requires a comprehensive review. The updated policy must determine the best approach to supporting the education sector where an unqualified person is required to teach in a Victorian classroom, noting that the preference should always be a suitably qualified and registered teacher.

The current PTT policy can be difficult to interpret; particularly the eligibility requirements and conditions for each PTT category.

This policy position is responsive to feedback from stakeholders and maintains quality thresholds. It ensures a flexible, yet proportionate, response to identified areas of need, and maintains consistent expectations that schools should prioritise employing qualified and registered teachers wherever possible.

### Streamlining of categories

#### Proposed change

The proposed approach consolidates the existing PTT categories into the following three categories of CATT:

#### 1. CATT (Qualifying)

For all applicants currently undertaking or commencing an [accredited initial teacher education](#) (ITE) program.

This category will relate to applications for pre-service teachers (PSTs) being engaged by a school due to teacher workforce shortages and PSTs enrolled in an accredited Internship ITE program.

This category of CATT will require demonstration of teacher workforce shortage for all applications, except those as part of an accredited Internship ITE program.

## **2. CATT (Specialist – Instructor)**

For instructors in specific subject area(s) or school contexts that have been identified as both having ongoing teacher workforce shortage issues and requiring a different set of skills/qualifications than general classroom teaching roles.

Teacher workforce shortage will not need to be demonstrated for each application; however, we will consider evidence of ongoing/sustained teacher workforce shortages as necessary for inclusion within this category.

This approach will futureproof the policy and enable additional schools or subject areas to be added or removed from the “Specialist – Instructor” category, dependent on the context of the time, without having to add new categories or revise the policy.

[Annexure 1](#) in the draft CATT policy outlines the subject area(s) or schools that would be currently eligible for this category.

## **3. CATT (Transitional)**

For applicants with teaching qualifications who have been assessed as having minor additional study, testing or work requirements to render them eligible for teacher registration. This includes:

- overseas or historically qualified teachers whose qualifications have been assessed as partially equivalent to an accredited ITE, with minor deficits that can be rectified via additional study or work
- applicants who meet the qualification requirements but do not meet other (non-suitability) registration requirements, such as [English language competency](#) (ELC) or the [Literacy and Numeracy Test for Initial Teacher Education](#) (LANTITE).

CATT (Transitional) enables these individuals to progress towards teacher registration by undertaking additional study/work to upskill to meet the requirements for registration without having to undertake a full ITE program.

We will undertake additional targeted consultation to determine clear thresholds for what can be considered a minor deficit in a qualification. It is anticipated that there will be a very small number of CATT (Transitional) holders each year (less than 30, according to current data) and that these applicants will be managed on a case-by-case basis.

### **Rationale for change**

Feedback from policy users strongly demonstrated that the current policy structure is overly complex and challenging to use.

## Case studies

### Example CATT (Qualifying) holder – Hannah

Hannah is enrolled in an accredited Internship ITE program at a Victorian university. She is studying a Master of Teaching (Secondary) with secondary teaching methods of Humanities and Legal Studies. She has previously studied a Bachelor of Laws/Bachelor of Arts (major in History and Politics).

The University has connected Hannah with a local secondary school and Hannah is granted CATT (Qualifying) to teach Legal Studies and History part time whilst she completes her ITE program.

### Example CATT (Qualifying) holder – George

George is in his second year of a Master of Teaching (Secondary) at a Victorian university. His secondary teaching areas are Mathematics and Science. George has previously studied a Bachelor of Science.

A local school has recently advertised for a science teacher and has been unable to find a suitably qualified and registered teacher to fill the position through statewide advertisement. The school has previously hosted George on placement during his studies and initiates an application with VIT to seek CATT (Qualifying) for George.

George is granted CATT (Qualifying) to teach Science at the local school whilst he completes his ITE program.

### Example CATT (Specialist – Instructor) holder – Esma

Esma is fluent in Bosnian and is granted PTT (Specialist – Instructor) to teach Bosnian on Saturday mornings at the Victorian School of Languages.

### Example CATT (Specialist – Instructor) holder – Brian

Brian has a Certificate III in Carpentry, a Certificate IV in Training and Assessment, and has worked as a carpenter for 12 years.

Brian is granted CATT (Specialist – Instructor) to teach VCE VET Certificate II in Construction Pathways at any Victorian school.

### Example CATT (Specialist – Instructor) holder – Ali

Ali is an Imam and is granted CATT (Specialist – Instructor) to teach Islamic Studies and Quran during school hours at an independent Islamic school.

### Example CATT (Transitional) holder – Conrad

Conrad completed a Graduate Diploma of Teaching in Spain. The VIT assessed the qualification for equivalency to an Australian ITE and found the qualification met all requirements except that it only required 200 hours (33 days) of supervised teaching practice.

Conrad is granted CATT (Transitional) to teach in a Victorian school. Conrad is required to work for a minimum of 10 weeks, during which time he must be observed by a fully registered teacher who will attest that his practice meets the Graduate Teacher level of the Australian Professional Standards for Teachers (APST). Once Conrad has met these requirements, he will be eligible for provisional registration.

### Example CATT (Transitional) holder – Maria

Maria completed a Bachelor of Elementary Education in the Philippines. The VIT assessed her qualification for equivalency to an Australian ITE program and found it substantially equivalent.

She has attempted an English language competency test and scored slightly below the required level for writing and reading.

Maria is granted PTT (Transitional) to teach in a hard-to-staff Victorian primary school whilst she undertakes additional study to pass the English language competency test for teacher registration.

**Table 2: Proposed eligibility requirements and standard conditions on CATT**

Proposed categories	Application eligibility requirements					Standard conditions			
	Skills and experience - content knowledge	Skills and experience - teaching skills	Skills and experience - VET RTO standards	English language competence*	Demonstrated workforce shortage	Progress towards teacher registration	Professional learning	Limited to specific school(s)	Limited to specific subject / subject area(s)
Qualifying	Yes	Yes	No	Yes*	Yes (except interns)	Yes	Yes	Yes	Yes
Specialist - Instructor	Yes	Yes	VET only	Yes*	No	No	Yes	Yes (except VET)	Yes
Transitional	Yes	No	No	Yes*	No	Yes	Yes	Yes	Where appropriate

\*Alternate English language competency requirements outlined in draft policy at Annexure 1.

## Employer support and supervision agreements

### Proposed change

In general, it is an employing school that is seeking to engage a person who is not eligible for teacher registration. They may be seeking to engage this person due to teacher workforce shortages or due to specialist subject or content knowledge not available within the existing workforce, such as teachers of Vocational Education and Training (VET) or small candidature languages.

Employers play a critical role in ensuring that PTT holders are provided with adequate support, mentoring and supervision, given they are not qualified teachers.

To strengthen and clarify a co-regulatory approach with employers and to ensure consistency in the provision of support to PTT holders, we propose to enter into more formal agreements with employers.

These formal agreements would also support us to discontinue placing time-fraction conditions on PTT holders and enable this determination between an employer and an individual. With these in place, concerns regarding potential burn-out and risk of PTT holders not receiving appropriate support would be mitigated by the development of an agreed, clear plan of support from the employing school, requiring them to support a PTT holder to meet any condition on their registration (such as completion of their ITE program). This would not prevent an employing school or body from deciding to place time-fraction restrictions on a PTT holder as part of the plan of support.

These agreements would provide clarity for both the employer on their obligations, and the PTT holder on the level of support they are entitled to. A formal agreement would enable us to appropriately monitor the provision of this support and take action if it is not being provided.

We intend to undertake further targeted consultation to develop templates, examples and guidance about the level of supervision, support and mentoring that should be provided within a plan of support. This guidance will be developed to provide advice and examples that cater to different school contexts and individual circumstances of PTT holders.

### Rationale for change

Feedback was received that PTT holders are seeking autonomy in determining their own study and workload for their situation and context. We recognise that employers play a key co-regulatory role in supporting PTT holders and that the needs of PTT holders may be better met with clear and targeted support from their employers.

## Section 3: Questions for consultation

### Draft PTT (CATT) policy position and approach

1. Is it clear what the eligibility requirements and standards conditions are for each new CATT category? Why/why not?
2. Does the policy clearly articulate how VIT assesses skills and experience for CATT?
3. Is the proposed approach reasonable and proportionate to support schools during times of teacher workforce shortages? Why/why not?

### Employer agreements

4. To what extent is it appropriate that employers have a clear and transparent plan to support a CATT holder they employ?
5. Are employers and individuals better placed to determine their time fraction rather than VIT? Why/why not?
6. Would clear employer agreements help mitigate concerns regarding employers taking advantage of PTT holders? Why/why not?
7. Does the proposed approach to employer agreements enable flexibility to cater for different school contexts / individual needs?

### Access and equity (for representative groups only)

8. Considering the cohort you represent, are there any additional accessibility and/or equity considerations VIT should consider in the development of this policy?

Please submit your feedback by filling out the attached submission form and emailing [Strategy@vit.vic.edu.au](mailto:Strategy@vit.vic.edu.au).

## **Annexure 1: Draft revised policy**

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# Conditional Authority to Teach Policy

Effective date: [Click or tap to enter a date]

## Purpose

This policy has been made in accordance with Section 2.6.3 of the [Education and Training Reform Act 2006 \(Vic\)](#) (the Act).

This policy articulates the eligibility requirements and restrictions for Conditional Authority to Teach (**CATT**).

CATT is a category of registration which enables an individual who does not meet the qualification requirements for registration as a teacher in Victoria under the Act to undertake the duties of a teacher in Victoria in a limited capacity based on their skills and experience.

CATT exists to address instances of teacher workforce shortage in Victoria. It is predominantly used to address a specific shortage within a single school and specific subject area(s), and also covers areas of identified sustained workforce shortage and approved qualification pathways to increase teacher supply.

CATT is an alternative authorisation to teach which is conditional on specific requirements. CATT requirements reflect the different and additional needs of unqualified individuals engaged to teach in Victorian schools. These include support and supervision requirements of employers, and professional development, child safety, and – in most cases – transition to registration requirements of CATT holders.

## Scope

This policy applies to individuals who will be employed to undertake the duties of a teacher in a limited capacity in a Victorian school, but do not meet the qualification requirements for registration as a provisional or fully registered teacher under the Act.

This policy should be read in conjunction with all other relevant policies and legislation to determine full eligibility for registration.

## Categories of CATT

Category	Intent and operation
CATT (Qualifying)	For pre-service teachers currently <ul style="list-style-type: none"><li>• undertaking an accredited ITE program, engaged by a school to teach due to a workforce shortage; or</li><li>• undertaking an Australian accredited internship ITE program.</li></ul>
CATT (Specialist – Instructor)	For instructors in a specific subject area or school context. <i>Eligible subject areas and school contexts are listed in Appendix 1 of this policy.</i>
CATT (Transitional)	For individuals with minor additional requirements to be eligible for teacher registration.

## Operational roles and responsibilities

VIT	<ul style="list-style-type: none"> <li>• assessing eligibility in line with the CATT policy and, where eligible, granting CATT registration</li> <li>• providing guidance and support to CATT applicants, and their endorsers /employers</li> <li>• establishing and monitoring employer agreements</li> <li>• monitoring and managing compliance with requirements and obligations of CATT holders and their employers.</li> </ul>
Endorser / employing school	<ul style="list-style-type: none"> <li>• commence a CATT teaching position endorsement, including by providing evidence of demonstrated workforce shortage (if required)</li> <li>• assessing a CATT applicant's skills and experience for the advertised position</li> <li>• providing supervision, support and mentoring to the CATT holder</li> <li>• supporting a CATT holder to meet any requirements on their grant</li> <li>• complying with any requirements under the employer agreement.</li> </ul>
CATT applicant	<ul style="list-style-type: none"> <li>• submit a CATT application, including by             <ul style="list-style-type: none"> <li>- providing evidence of eligibility in line with the CATT policy</li> <li>- ensuring they meet any requirements under their CATT grant (e.g. only teaching in the school / subject listed on their grant)</li> </ul> </li> <li>• ensuring they meet any additional regulatory requirements</li> <li>• progressing to teacher registration (if required).</li> </ul>

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## 1. Policy statement

- 1.1 This policy articulates the eligibility requirements and restrictions for Conditional Authority to Teach (CATT).
- 1.2 The principles that guide this policy are

Statutory functions	<p>This policy aligns with VIT's functions, including to</p> <ul style="list-style-type: none"> <li>• grant CATT in Victorian schools</li> <li>• have regard to raising the quality of teaching</li> <li>• provide for child safety and wellbeing.</li> </ul>
Ensuring quality of teaching	<p>Schools should prioritise employing qualified and registered teachers, with CATT being used</p> <ul style="list-style-type: none"> <li>• to address a workforce shortage; and / or</li> <li>• as a pathway to teacher registration.</li> </ul> <p>CATT holders must have the requisite skills and experience to undertake the duties of a teacher in a limited capacity and must progress towards teacher registration within the grant unless explicitly exempt.</p>
Co-regulatory approach	<p>Employers and VIT have a joint duty to CATT holders. This duty extends to providing</p> <ul style="list-style-type: none"> <li>• support to undertake the duties of a teacher in a Victorian school</li> <li>• support and supervision that is proportionate and relevant to the individual and school, and encourages retention in the profession.</li> </ul>
Limited form of registration	<p>CATT is not a renewable form of registration and is limited under the Act to a maximum of 3 years for any grant.</p> <p>It is designed for persons who have not met the qualification requirements for registration and provides limitations on the duties of a teacher that can be undertaken.</p>

## 2. Conditional Authority to Teach (all categories)

- 2.1 Requesting CATT is a two-step process with a teaching position submitted by an endorser and application submitted by an applicant. The following requirements apply to all categories of CATT.

### Teaching position endorsement requirements

- 2.2 A CATT teaching position must be initiated by the relevant endorser.
- 2.3 The endorser must provide an assessment of the applicant's skills and experience (as defined in Appendix 2) relevant for the position.
- 2.4 The endorser must provide the following information that will form an employer agreement with VIT and the applicant
- a. a professional support plan for the applicant, that includes the supervision and oversight to be provided to the applicant for

- i. the planning and implementation of educational programs
- ii. continued professional development in relation to pedagogical practices and curriculum
- iii. continued professional development regarding child safety and wellbeing
- b. the support that will be provided to the applicant to meet all relevant requirements on their CATT grant, including the completion of additional study and/or testing to be eligible for teacher registration
- c. any workload accommodations to enable the applicant to meet the requirements of their CATT grant.

## Application requirements

**2.5** Following VIT approval of a teaching position, the prospective CATT holder can commence their application.

### Skills and experience

**2.6** Applicants must provide evidence that they have appropriate content knowledge of the subject area(s) that they will be teaching as detailed in Appendix 2.

**2.7** Applicants must provide evidence of their teaching skills and experience as detailed in Appendix 2.

### English language competency

**2.8** Applicants must meet the English Language Competency (ELC) criteria outlined in the [ELC Policy](#) approved by the Minister, unless an alternative standard below applies.

**2.9** Applications to teach (or teach in) a language other than English must meet the following minimum English language test scores

- a. International English Language Testing System (IELTS) – Academic module, where there is no score below 6 in any of the four skills areas of speaking, listening, reading and writing; or
- b. International Second Language Proficiency Rating (ISLPR) – teaching module, where there is no score below 3 in any of the four skill areas of speaking, listening, reading and writing.

**2.10** Applications to teach Aboriginal Languages or small candidature languages are exempt from ELC requirements.

**2.11** Where an applicant does not meet the ELC criteria under 2.8-2.10, a temporary exemption may be requested. To be considered, the applicant must demonstrate English language skills and will be required to meet the standard within the grant. The applicant will be required to provide evidence to support the request, and all applications will be assessed on a case-by-case basis.

### Suitability

**2.12** All applicants must meet [Suitability to Teach Policy](#) requirements as approved by the Minister.

## 3. Conditional Authority to Teach (Qualifying)

### Teaching position endorsement requirements

- 3.1** A CATT (Qualifying) teaching position must be initiated by
- a. a Victorian school, and provide evidence of workforce shortage for the position; or
  - b. an ITE provider, where the applicant is enrolled in an accredited Internship ITE program.

### **Application requirements**

- 3.2 An application for CATT (Qualifying) must meet the application requirements in section 2.5-2.12.
- 3.3 An application for CATT (Qualifying) under section 3.1 (a) must provide a progression plan towards gaining provisional teacher registration.

### **Requirements of CATT (Qualifying)**

- 3.4 A holder of CATT (Qualifying) can only teach the subject(s) / subject area(s) listed on their grant.
- 3.5 A holder of CATT (Qualifying) is required to only teach in the school listed on their grant.
- 3.6 A holder of CATT (Qualifying) is required to progress towards gaining provisional teacher registration by undertaking an accredited ITE program.
- 3.7 A holder of CATT (Qualifying) is required to undertake child safety and other professional learning activities as identified by VIT.
- 3.8 The VIT may impose other conditions, limitations or restrictions on a grant of CATT (Qualifying).

## **4. Conditional Authority to Teach (Specialist Instructor)**

### **Teaching position endorsement requirements**

- 4.1 A CATT (Specialist - Instructor) teaching position must be initiated by the relevant endorser, and be
  - a. a school identified in Appendix 1; or
  - b. for subject area(s) identified in Appendix 1.

### **Application requirements**

- 4.2 An application for CATT (Specialist - Instructor) must meet the application requirements in section 2.5-2.12.

### **Requirements for CATT (Specialist Instructor)**

- 4.3 A holder of CATT (Specialist - Instructor) is required to only teach the subject(s) / subject area(s) listed on their grant.
- 4.4 A holder of CATT (Specialist - Instructor) is required to only teach in the school(s) listed on their grant.
- 4.5 A holder of CATT (Specialist - Instructor) is required to undertake child safety and other professional learning activities as identified by VIT.
- 4.6 The VIT may impose other conditions, limitations or restrictions on a grant of CATT (Specialist - Instructor).

## **5. Conditional Authority to Teach (Transitional)**

### **Teaching position endorsement requirements**

- 5.1 A CATT (Transitional) teaching position must be initiated by a Victorian school, where the applicant has
  - a. an overseas qualification pre-assessment outcome letter from VIT that specifies they are eligible for CATT (Transitional); or
  - b. a historical ITE qualification but has less than four years of higher education; or

- c. a valid overseas qualification (equivalent to an ITE program) but has not met the ELC requirements; or
- d. completed an ITE program except for the successful completion of LANTITE.

### **Application requirements**

- 5.2 An application for CATT (Transitional) must meet the application requirements in section 2.5-2.12.
- 5.3 An application for CATT (Transitional) must provide a progression plan towards provisional teacher registration.

### **Requirements for CATT (Transitional)**

- 5.4 A holder of CATT (Transitional) may be restricted to teaching only the subject(s) / subject area(s) listed on their approval.
- 5.5 A holder of CATT (Transitional) may be restricted to teaching in the school(s) listed on their approval.
- 5.6 A holder of CATT (Transitional) is required to progress towards provisional teacher registration by completing any study, work or testing as determined by VIT to meet the requirements for provisional teacher registration.
- 5.7 A holder of CATT (Transitional) must undertake child safety and other professional learning activities as identified by VIT.
- 5.8 The VIT may impose other conditions, limitations or restrictions on a grant of CATT (Transitional).

## **6. Length of grant**

- 6.1 The length of grant will account for school year / term dates and be determined considering the
  - a. duration of the employment contract / advertised teaching position
  - b. expected timeframe within which the CATT holder is expected to progress towards gaining provisional teacher registration (if relevant).
- 6.2 A grant of CATT is for a maximum of 3 years.

## **7. Monitoring and compliance**

- 7.1 The VIT will monitor adherence to the particulars set out in employer agreements. In monitoring adherence, VIT may
  - a. request information that is necessary to assess compliance with an agreement from persons or bodies who have entered into agreements with VIT;
  - b. visit persons or bodies who have entered into agreements with VIT to assess compliance with these agreements; and
  - c. develop improvement plans for persons or bodies who have entered into agreements with VIT to assist them in complying with these agreements.
- 7.2 Persons or bodies who have entered into agreements with VIT are required to comply with any requests for information from, visits from or improvement plans developed by VIT.
- 7.3 Non-compliance with an employer agreement may result in regulatory action by VIT.
- 7.4 Non-compliance with any grant requirement by a CATT holder may result in regulatory action by VIT.

## 8. Withdrawal of a CATT grant

- 8.1 The VIT may withdraw a grant of CATT if
- a. a Victorian school, employing body or ITE provider ceases their endorsement for a CATT holder;
  - b. the CATT holder ceases their employment with the endorser; or
  - c. an employer or CATT holder is non-compliant with an employer agreement or the terms of this policy.

## 9. Variations

- 9.1 By exception, VIT may grant a request to vary the date(s), subject(s), internship program host school or requirements of a CATT grant.
- 9.2 A CATT holder or the Victorian school, employing body or ITE provider endorsing the CATT grant may request a variation to a CATT grant to VIT.
- 9.3 Variation requests must be made in writing, include valid justification and contain relevant supporting documentation.
- 9.4 Substantial variations will require a new application for CATT.

## 10. Costs

- 10.1 All applications for CATT will be subject to an application fee.
- 10.2 A subsequent grant of CATT is considered a new application and will be subject to an application fee.
- 10.3 Any costs associated with making a CATT application is the responsibility of the applicant.
- 10.4 Any costs associated with meeting the requirements of a grant of CATT are the responsibility of the applicant.

## 11. Outcomes

- 11.1 The VIT will inform the endorser and the applicant in writing when a grant of CATT is approved.
- 11.2 Where an endorsement or application does not meet the requirements set out in this policy, VIT will inform the endorser and / or the applicant of the reason(s).
- a. where appropriate, VIT will provide reasonable time for the endorser or applicant to supply additional information to meet eligibility requirements
  - b. the VIT will then assess any new information to determine whether the eligibility requirements have now been met
- 11.3 The VIT will inform the endorser and / or the applicant when a grant of CATT is not approved and specify the reason(s) for the decision.

## 12. Disputes

- 12.1 Applicants and endorsers may apply for an internal review of an outcome decision made by VIT by emailing [vit@vit.vic.edu.au](mailto:vit@vit.vic.edu.au). The applicant or endorser will be required to provide supporting information outlining the basis for the review, and all applications will be assessed on a case-by-case basis.
- 12.2 Requests for review must be lodged within 28 days of an application outcome. Requests beyond this time will require a new application submission with associated fees.

- 12.3 The outcome of an internal review will be notified to the endorser and / or applicant.
- 12.4 An endorser and / or applicant can seek independent legal advice following the outcome of an internal review.

## Definitions

Term	Definition
Australian accredited Initial Teacher Education (ITE) program (ITE program)	An Australian ITE program accredited against <a href="#">AITSL's Accreditation of initial teacher education programs in Australia: Standards and Procedures</a> .
Australian approved curriculum	The approved content to be covered in a classroom or educational setting, including <ul style="list-style-type: none"> <li>the Foundation to Year 10 Victorian / Australian Curriculum</li> <li>the Victorian Certificate of Education (VCE)</li> <li>alternative curriculum frameworks that have been assessed by the Victorian Curriculum Assessment Authority (VCAA) / Australian Curriculum, Assessment and Reporting Authority (ACARA) as meeting the requirements of the Australian Curriculum</li> <li>any curriculum authorised by jurisdictional authorities</li> <li>the Victorian Early Years Learning and Development Framework (VEYLDF) / Early Years Learning Framework for Australia (EYLF).</li> </ul>
CATT holder	A person who has been granted CATT registration with VIT.
Discipline studies	Studies related to the core subject areas with an Australian approved curriculum for primary and secondary schools.
Employer agreement	An agreement between VIT and the endorsing employer detailing the support and supervision to be provided to the CATT holder to undertake the duties of a teacher and, where applicable, progress towards gaining provisional teacher registration.  Agreements are individualised, considering the <ul style="list-style-type: none"> <li>category of CATT</li> <li>characteristics of the school</li> <li>skills and experience of the CATT holder</li> <li>progression requirements of the CATT holder.</li> </ul>
Endorser	The endorser for CATT (Qualifying) is either a Victorian school or Australian internship ITE provider.  The endorser for CATT (Specialist - Instructor) is either a Victorian school or Registered Training Organisation.  The endorser for CATT (Transitional) is a Victorian school.
Equivalent full-time student load (EFTSL)	Is a measure of the study load based on a student undertaking a course on a full-time basis over an academic year. For example, one EFTSL is equivalent to a full-time study load for one year.

Term	Definition
Evidence of workforce shortage	<p>Documentation supplied by an employing school in a CATT endorsement to demonstrate a workforce shortage.</p> <p>Documentation required to evidence a workforce shortage includes</p> <ul style="list-style-type: none"> <li>• evidence of the position being advertised in state-wide media appropriate to teacher recruitment for at least 7 days in the preceding 3 months</li> <li>• evidence from the recruitment platform showing all applicants for the role</li> <li>• a statement outlining the reason(s) any qualified teacher applicants were not appointed</li> <li>• a statement providing broader context of the recruitment challenges particular to the school or role</li> <li>• where relevant, an outline of additional / alternative recruitment actions taken.</li> </ul>
Higher education qualification	Post year 12 study / Australian Qualifications Framework (AQF) Levels 5 to 10, undertaken at a university, registered higher education Provider or equivalent.
Historical qualification	An Australian ITE qualification undertaken prior to the introduction of National Accreditation in 2011.
Industrial experience	Work undertaken within a particular industry or sector.
Initial teacher education (ITE)	Accredited initial professional studies in education, inclusive of curriculum and pedagogical studies, general education studies and supervised teaching practice, appropriate to teaching in primary and / or secondary schools.
Minor additional requirements	<p>Individuals with a completed ITE program may have minor additional study or testing requirements to be eligible for teacher registration. This includes</p> <ul style="list-style-type: none"> <li>• Individuals with overseas qualifications assessed by VIT as partially equivalent to an ITE program. The minor additional requirements will be articulated in the overseas qualifications pre-assessment outcome letter. Requirements will typically include one or more units of higher education study.</li> <li>• Individuals with overseas qualifications assessed by VIT as substantially equivalent to an ITE program who, under the English Language Competency (ELC) Policy, must undertake an approved ELC test.</li> <li>• Individuals who have completed an Australian ITE program except for the completion of LANTITE*. The individual will be required to successfully complete LANTITE within the grant of CATT.</li> <li>• Individuals with an approved ITE program who have less than four years of higher education study. The individual</li> </ul>

Term	Definition
	<p>will be required to complete the additional higher education study within the grant of CATT.</p> <p>*LANTITE is not required for exempt individuals with demonstrated proficiency in an Australian First Nations language.</p>
Overseas qualification	Post year 12 study undertaken outside of Australia at a university, registered higher education provider or equivalent.
Pre-service teacher	A higher education student with active enrolment in an accredited initial teacher education program.
Progression plan towards teacher registration	<p>A plan by an applicant for CATT (Qualifying) or CATT (Transitional) outlining how and when they will fulfil any outstanding requirements to be eligible for teacher registration. The plan will be specific to the individual and include supporting evidence.</p> <p>The plan may include</p> <ul style="list-style-type: none"> <li>• the ITE qualification being undertaken <ul style="list-style-type: none"> <li>- how much of the qualification is complete</li> <li>- when the qualification will be finished (expected completion/award date)*</li> <li>- how the remaining study will be structured to achieve this (e.g. individual course map)</li> </ul> </li> <li>• the English language or LANTITE testing being undertaken <ul style="list-style-type: none"> <li>- when the test is scheduled or planned</li> <li>- preparations being undertaken to ensure successful completion of the test</li> </ul> </li> <li>• relevant factors which may limit the individual's ability to progress (e.g. personal circumstances, university restrictions, visa limitations)</li> <li>• relevant factors which support the individual's ability to progress, such as release time arrangements with the school.</li> </ul> <p>*it is expected that a CATT holder will undertake a minimum study load of 0.5 EFTSL on average over a year</p>
Qualification	An award granted by a university, higher education provider or other recognised vocational or professional body on completion of an approved course of study or training, or both.
Qualification requirements for registration	<p>Qualification requirements for registration include:</p> <ul style="list-style-type: none"> <li>• teaching qualifications</li> <li>• other qualifications</li> <li>• English language competency</li> </ul>

Term	Definition
	<ul style="list-style-type: none"> <li>• LANTITE.</li> </ul> <p>For clarity, qualification requirements do not include suitability requirements.</p>
School	<p>A place at or from which education is provided to children of compulsory school age during normal school hours, but does not include</p> <ul style="list-style-type: none"> <li>• a place at which registered home schooling takes place</li> <li>• a school boarding premises</li> <li>• a university</li> <li>• a TAFE institute</li> <li>• an education service exempted by Ministerial Order</li> <li>• any other body exempted by the regulations.</li> </ul> <p>School may also refer to an equivalent institution in another Australian state or territory, or another country.</p>
Small Candidature Language	<p>A language for which there are fewer than 500 student enrolments in language programs across Victorian primary and secondary schools.</p>
Supervised teaching practice (STP)	<p>The compulsory component of an ITE program during which time a pre-service teacher is on a professional experience placement (mostly in a school), and also engaged in the teaching and learning process with school students under the supervision of a qualified teacher and higher education provider staff.</p> <p>The practice is formally assessed by the ITE provider.</p>
Variation	<p>A minor change to the date(s), subject(s), internship program host school, or restrictions of a CATT grant.</p>
Workforce shortage	<p>A teaching vacancy in a school that cannot be filled with a qualified registered teacher through an appropriate recruitment process, generally occurring where other factors specific to the school, area and/or subject have detrimentally impacted teacher supply.</p> <p>A workforce shortage is generally not considered to occur where</p> <ul style="list-style-type: none"> <li>• a vacancy is short term and able to reasonably be managed by CRT or alternative coverage</li> <li>• qualified teachers applied for the role but were not shortlisted for interview due to application quality</li> <li>• qualified teachers applied for the role but were not hired due to limited experience.</li> </ul>

## Relevant legislation and policy

- [Education and Training Reform Act 2006 \(Vic\)](#) (the **Act**)
- [Qualifications Policy](#)
- [English Language Competency Policy](#)
- [LANTITE Policy](#)
- [Suitability to Teach Policy](#)
- [Information Privacy Policy](#)

## Appendices

Appendix	Document name	Document code
1	CATT (Specialist Instructor)	
2	Skills and experience for CATT	

# Appendix 1: CATT (Specialist – Instructor)

## Current as at [date]

The Victorian Institute of Teaching (VIT) has identified the following schools and subject areas as eligible for Conditional Authority to Teach (Specialist – Instructor) [CATT (Specialist – Instructor)] due to sustained teacher workforce shortages **and** requiring a different set of skills and/or qualifications than general classroom teaching roles.

A CATT (Specialist – Instructor) endorsement does not require evidence of specific workforce shortage.

CATT (Specialist – Instructor) can only be granted to teach in the following schools or subject areas.

### Schools

- Community language schools accredited with Community Languages Australia / Community Languages Victoria (where the instructor delivers after school / Saturday language classes)
- Japanese School of Melbourne
- Victorian College of the Arts Secondary School (where the instructor delivers specialist dance and / or music subjects)
- Victorian School of Languages (where the instructor delivers Saturday language classes).

### Subject area(s)

- Aboriginal languages
- Religious instruction that is timetabled during school hours, and
  - is not a senior secondary subject (e.g. VCE Religion and Society, IB World Religions Diploma Programme)
  - is not delivered as part of an approved curriculum (e.g. integrated into VCAA F-10 Humanities)
- Small candidature languages
- Vocational Education and Training (VET) subjects.

The VIT will initiate a review to approve or revoke subject areas or schools in Appendix 1 at least every three years. Any additions must be approved by VIT's Council.

# Appendix 2: Skills and experience for CATT

## Background

The Victorian Institute of Teaching (VIT) will undertake an assessment of a Conditional Authority to Teach (CATT) applicant's subject area(s) skills and experience, along with teaching skills and experience to determine if they have the requisite knowledge to teach a subject area(s).

Applicants must be able to demonstrate that they have appropriate content knowledge of the subject area(s) that they will be teaching. The VIT will only assess an applicant's skills or experience for the subject areas(s) in which they are seeking CATT.

Applicants must provide evidence of their teaching skills and experience.

An applicant for CATT (Qualifying) who is undertaking an accredited Internship ITE program has met subject area(s) skills and experiences, and teaching skills and experience, by participation in the Internship program.

## Subject area skills and experience

The following provides an overview of the level of skills and experience an applicant is generally required to have to be eligible for CATT in a particular subject area(s) / school context.

School context / subject areas(s)	Eligibility requirements
Primary schools (generalist primary)	<ul style="list-style-type: none"> <li>enrolment in an accredited primary ITE program; and</li> <li>exposure to the primary key learning areas within their ITE program or from other higher education study.</li> </ul>
Primary schools (specialist subjects)	<ul style="list-style-type: none"> <li>enrolment in an accredited primary and secondary ITE program where the subject area is the applicant's secondary teaching method;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>enrolment in an accredited primary ITE program; and</li> <li>a minimum of a minor study (generally 4 units) of higher education study in the subject area(s) <b>or</b> a minimum of six years of relevant industry experience in the subject area(s).</li> </ul>
Secondary schools (excluding VET)	<ul style="list-style-type: none"> <li>enrolment in an accredited ITE program where the subject area is the applicant's secondary teaching method;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>enrolment in an accredited secondary ITE program; and</li> <li>a minimum of a minor study (generally 4 units) of higher education study in the subject area(s) <b>or</b> a minimum of six years of relevant industry experience in the subject area(s).</li> </ul>
VET	<ul style="list-style-type: none"> <li>evidence of meeting the relevant requirements of the Standards for Registered Training Organisations 2015 (or its successor), including               <ul style="list-style-type: none"> <li>evidence of a currently valid Certificate IV in Training and Assessment (TAE40110, TAE40116, TAE40122 or its</li> </ul> </li> </ul>

	<p>successor) or higher <b>or</b> evidence of enrolment in and actively working towards TAE40122 or its successor; and</p> <ul style="list-style-type: none"> <li>- evidence of holding the VET qualification being delivered (or higher) <b>or</b> an assessment of equivalency to the qualification that they will be delivering.</li> </ul>
Special education	<ul style="list-style-type: none"> <li>• enrolment in an accredited ITE program; and</li> <li>• a minimum of six years' experience <ul style="list-style-type: none"> <li>- within a special education setting</li> <li>- in a school or early childhood setting, with learners with disabilities</li> <li>- working with people with disabilities / vulnerable persons.</li> </ul> </li> </ul>
Community / small candidature languages	<ul style="list-style-type: none"> <li>• a minimum of a minor study (generally 4 units) of higher education study in the relevant language; or</li> <li>• evidence of completion of primary and / or secondary school education in the relevant language; or</li> <li>• evidence of a minimum of two years' experience teaching the language; or</li> <li>• a <a href="#">statement of equivalence</a> from an Australian University</li> </ul>
Aboriginal languages	<ul style="list-style-type: none"> <li>• Certificate IV in Teaching an Endangered Aboriginal Language; or</li> <li>• Certificate IV in Teaching an Australian First Nation Language; or</li> <li>• signed and dated letter of endorsement from an appropriate registered Aboriginal Community Controlled Organisation.</li> </ul>
Religious instruction	<ul style="list-style-type: none"> <li>• evidence of a related qualification / award; or</li> <li>• evidence of experience / applied skills; or</li> <li>• signed and dated letter of endorsement from a relevant religious authority.</li> </ul>

## Teaching skills and experience

The following provides an overview of the minimum teaching skills and experience generally required for a CATT holder in accordance with s2.6.14(1)(a) of the Act.

Area of focus	Skills and experience
Child safety and professional obligations	<ul style="list-style-type: none"> <li>• evidence of completion of <a href="#">Protecting Children: Mandatory Reporting and Other Obligations (PROTECT)</a> online training module; and</li> <li>• commitment to adhere to the <a href="#">Victorian Teaching Profession's Code of Conduct and Ethics</a></li> </ul>
Pedagogical practices and approaches	<ul style="list-style-type: none"> <li>• enrolment in an accredited Australian internship ITE program;</li> <li>• completion of a minimum of 50% of an accredited Australian ITE program;</li> <li>• evidence of teaching qualifications completed;</li> <li>• evidence of teaching / tutoring experience [for CATT (Specialist - Instructor) only]; or</li> <li>• work / volunteer experience with students or vulnerable persons [for CATT (Specialist - Instructor) only].</li> </ul>

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