

Regulatory Impact Statement – Q1 2026



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Regulatory context and overview

This quarterly report provides an overview of the regulatory performance of the Victorian Institute of Teaching for the period 1 January 2026 to 31 March 2026 (Q1 2026)

The report shows a period of adjustment and consolidation following the usual end-of-year activity. This quarter typically reflects the impact of the annual registration cycle, when many teachers renew their registration or others may leave the workforce. As expected, overall registration numbers dipped slightly, which aligns with the normal pattern of registration expiries and suspensions (due to failure to pay the annual registration fee) that occur in January.

Operational performance remained strong. Application assessment timeframes continued to improve, and service levels across our contact channels stayed steady. Professional conduct activity remained high but stable, and case completion rates show that we're actively managing our caseload despite ongoing demand.

Key takeaways for Q1 2026

- Seasonal declines in total registration are expected and consistent with historical patterns.
- Provisional and early childhood registration pathways continue to expand, supporting workforce supply.
- Professional conduct completion rates remain strong, demonstrating effective caseload management.
- Assessment and service performance metrics show continued improvement, reinforcing regulatory efficiency.



The first quarter of 2026 reflects the predictable reset that follows annual registration, rather than any underlying shift in the strength or stability of Victoria's teaching workforce. These movements are well understood, closely monitored, and consistent with historical patterns.

Martin Fletcher, CEO
Victorian Institute of Teaching

Registration trends

As of 31 March 2026, there were 161,825 teachers on the register – a 1.5% decrease from Q4 2025. This shift is expected and reflects normal post-renewal movements, including non-renewals, expiries and suspensions linked to annual registration requirements.



This decline doesn't signal a long-term reduction in the teaching workforce. Growth in the provisional and early childhood categories continued this quarter, helping to balance decreases in the full and non-practising groups.

Full registration

Teachers with full registration have achieved the proficient teacher level of the Australian Professional Standards for Teachers (APST) and have demonstrated their suitability to teach through professional practice and professional learning.

Total full registrations declined by 1.6% since last quarter:

- fully registered school teachers decreased by 1.8%, consistent with January annual registration outcomes.
- fully registered early childhood teachers increased marginally (+0.1%), continuing the gradual upward trend observed throughout 2025.
- fully registered teachers and early childhood teachers (dual registration) increased by 0.7%, reflecting growing workforce flexibility across school and early childhood settings.

Provisional registration

Provisional registration is a temporary registration for graduate, early career, or returning overseas experienced teachers who are qualified to teach and ready to commence or resume teaching in Victoria while they work toward full registration.

Provisional registrations increased by 2.1% overall, underpinned by strong growth in early childhood cohorts:

- provisionally registered school teachers declined slightly (0.4%), suggesting stabilisation following elevated graduate intake in late 2025.
- provisionally registered early childhood teachers increased by 6.0%, reflecting continued reliance on provisional pathways in the sector.
- provisionally registered teachers and early childhood teachers (dual registration) increased by 5.9%.

These patterns are consistent with broader workforce needs and growth demand pressures in early childhood education and care.

Registration type breakdown



Growth in provisional and early childhood registrations demonstrates how the regulatory framework continues to support workforce supply where demand is greatest, while maintaining appropriate safeguards around suitability and professional standards.

Martin Fletcher, CEO
Victorian Institute of Teaching

Non practising and returning teachers

Non practising registration is a registration status for teachers who are not currently teaching—often due to a break from the profession or inability to meet practice requirements—allowing them to remain registered while maintaining suitability and fitness to teach, but prohibiting them from teaching or being employed as a registered teacher in Victorian schools or early childhood services.

Non practising registrations declined by 13.9%, largely due to teachers either re entering or leaving the profession following the annual registration process.

Encouragingly, the number of experienced returning registered teachers increased significantly:

- total experienced returning registrants increased from 59 to 159 (+169.5 %).

This cohort represents an important source of experienced workforce supply and continues the positive trend noted in late 2025.

New teachers

There were 4,588 new teachers and early childhood teachers registered in Q1 2026, broadly stable compared to Q4 2025 (0.4%). Qualification pathways highlight several notable shifts:

The Experienced Returning Registration category provides a clear and supportive pathway for teachers re-entering the profession. It recognises prior experience, professional learning, and the skills a teacher has developed both inside and outside the classroom, rather than requiring them to start again from the beginning. Teaching careers are not always linear and experienced teachers bring valuable insight, maturity, and perspective back into schools. By creating a more flexible and inclusive pathway, the Experienced Returning Registration strengthens the profession and supports the retention and return of skilled teachers.

Jackie Mardini, Teacher and early implementor of the Experienced Returning Registered Teacher pathway

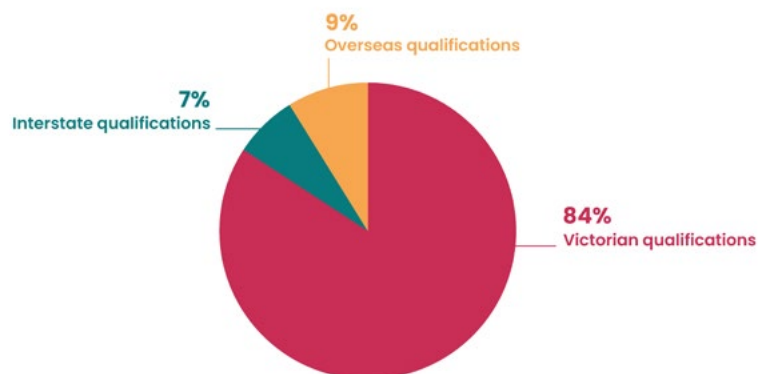
- Victorian qualified teachers declined by 8.2%, consistent with the seasonal taper following the main graduation period.
- interstate qualified teachers increased by 59.3%, indicating increased interstate mobility into Victoria.
- mutual recognition registrations increased by 2.3%, continuing an upward trend. Mutual recognition refers to teachers who are transferring their registration from another Australian state or territory or from New Zealand
- Permission to Teach (PTT) grants of registration increased by 25.8%, reflecting ongoing workforce needs, particularly in harder to staff settings .

Teachers with overseas qualifications

In 2025, VIT established a pre-assessment service for overseas qualified teachers seeking registration in Victoria.

- Initial calculations predicted around 1,400 applications per year.
- The service has now been up and running for 9 months and as of 29 April 2026 we've received 1,945 assessment applications from overseas qualified teachers.
- Of this, 1,611 applicants have been assessed as equivalent (qualification-wise) to an Australian initial teacher education qualified teacher, and 941 have subsequently been registered.
- **The top 3 countries are:**
 - UK
 - India
 - Canada

New teacher qualifications



Teachers leaving the register

A total of 5,167 teachers left the profession during Q1 2026, a 2.8% increase from Q4 2025. This increase is consistent with annual registration cycles and doesn't indicate a concerning level of attrition. The overwhelming majority of exits relate to non renewal or expiry of registration – as opposed to a regulatory sanction.

Operational performance and service delivery

Application Assessment Timeframes

- Average total application assessment time for registration applications decreased from 26 days to 21 days (19.2%).
- Teaching position assessment times decreased from 8 days to 6 days (25%). The average time taken to assess a teaching registration application decreased by 25% in the quarter. Decreasing from 8 days on average down to 6 days on average.
- Permission to Teach assessment times decreased from 14 days to 12 days (14.3%).

These improvements reflect continued operational refinements and a reduction in end of year processing pressure.

Application assessment rate

The total application completion rate increased markedly to 1.863, reflecting the completion of a high volume of applications submitted in prior quarters.

Contact centre performance

- Teacher hotline answer rate remained high at 95%.
- Principal hotline answer rate increased to 95.7%.
- Average wait times remained within acceptable ranges, despite reduced overall call volumes.
- Email response times remained stable at 2 business days.

Performance measure statistics	Q1 2026	% change from previous quarter
Total application assessment time (business days)	21	-19.2%
Teaching position assessment time (business days)	6	-25.0%
PPT assessment time (business days)	12	-14.3%
Total app completion rate (per cent)	186	60.10%
Call answer rate – teacher hotline (per cent)	95	-1.50%
Call answer rate – principal hotline (per cent)	96	0.40%
Average call wait time – Teacher hotline (seconds)	114	16.30%
Average call wait time – Principal hotline (seconds)	86	-2.30%
Calls responded to	10,005	-21.90%
Emails responded to	8,558	-10.10%
Average email response time (business days)	2	0.0%

Professional conduct trends

Activity during Q1 2026 reflects our continued focus on risk based decision making, timely resolution of matters, and early regulatory intervention where there is potential risk of harm to children and , young people, or the integrity of the profession.

Consistent with the approach outlined in the Q4 2025, we have prioritised matters involving alleged serious misconduct, mandatory notifications, and fitness to teach considerations, while continuing to actively manage legacy and lower risk matters.

Quarter	Incoming cases	Finalised cases	Completion rate (Incoming vs. finalised)
Jan - Mar 2025	349	410	117%
Apr - Jun 2025	454	466	103%
Jul - Sep 2025	498	345	69%
Oct - Dec 2025	468	436	93%
Jan - Mar 2026	392	407	103%

During Q1 2026:

- 392 new professional conduct matters were received.
- 407 matters were closed, resulting in a completion rate of 103 per cent.



Closing more matters than we received this quarter reflects a disciplined, risk based approach to professional conduct regulation. Our priority remains clear: intervene early where there is risk, act decisively where it is warranted, and resolve matters efficiently and fairly.

Martin Fletcher, CEO Victorian Institute of Teaching

A completion rate above 100 per cent shows that we met current demand and also reduced existing case numbers pressure. This reflects ongoing improvements in how information is triaged, how processes are managed, and how cases are prioritised.

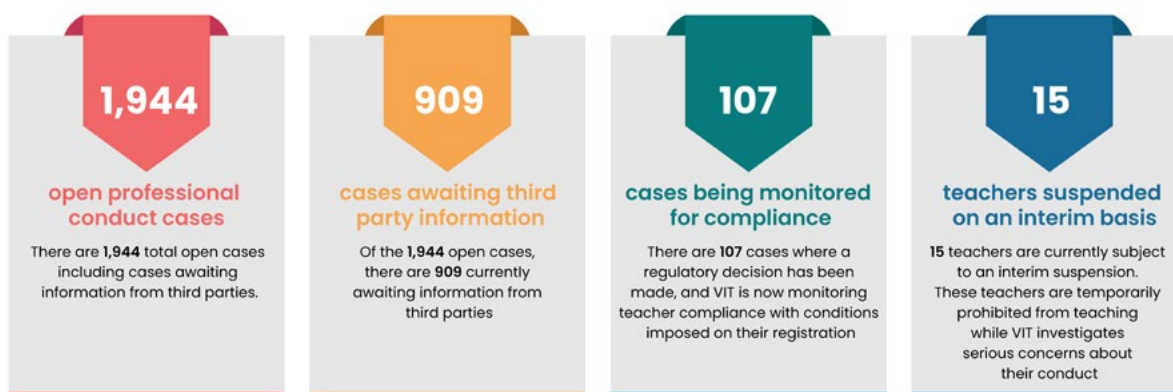
While incoming matters eased slightly compared with late 2025, overall professional conduct demand remains high. This continues a trend seen over several years and highlights the importance of maintaining strong regulatory capability to manage both current and emerging risks.



Active caseload composition

As of 31 March 2026, there were 1,944 open professional conduct matters, comprising:

- 909 matters awaiting further information,
- 107 matters subject to active monitoring, and
- 15 matters involving interim suspension.



Interim suspension is a serious and targeted regulatory tool, used only where necessary to respond to allegations of serious and immediate risk. The relatively small number of such cases highlights both the seriousness with which we treat these decisions and the effectiveness of graduated regulatory responses.

Martin Fletcher, CEO Victorian Institute of Teaching

The composition of the active caseload shows that many matters rely on information from external bodies such as employers, courts, police and other statutory authorities. Timeframes in these matters are often shaped by factors outside of our direct control, and longer durations should not be interpreted as a lack of regulatory work.

Professional conduct work undertaken during Q1 2026 continued to support our core regulatory purpose of maintaining public confidence in the teaching profession.

Outcomes achieved during the quarter:

- reduced the number of unresolved matters presenting residual risk,
- supported transparent and defensible decision making, and
- reinforced professional standards through consistent regulatory messaging.

Every regulatory decision we make is directed toward maintaining public trust in the teaching profession. That trust depends on firm action where needed, fairness at every step, and a system that works efficiently for teachers, students and the community alike.

Martin Fletcher, CEO Victorian Institute of Teaching

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The VIT respectfully acknowledges the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respect to their Elders past, present and emerging for they hold the memories; the traditions; the culture and the hopes of all indigenous Australians.