

Initial Teacher Education 2025 insights

Purpose

To maintain the quality, safety and integrity of the teaching workforce, the Victorian Institute of Teaching (VIT) serves as Victoria’s teacher regulatory authority. One of its key responsibilities is accrediting Initial Teacher Education (ITE) programs.

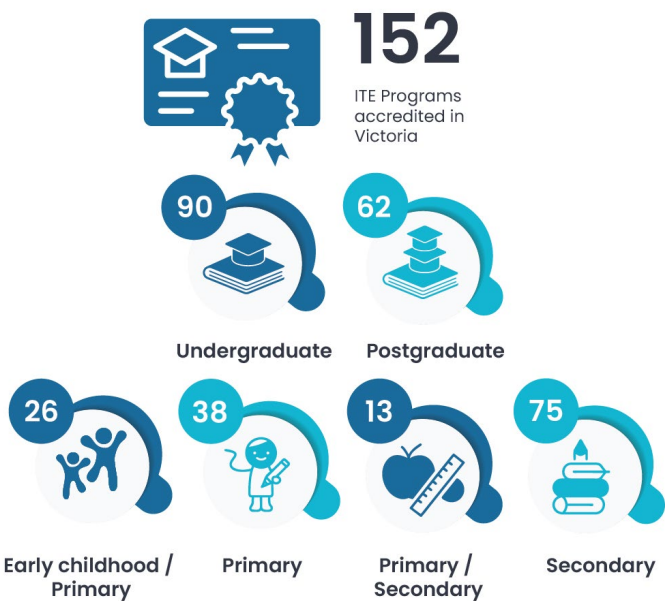
Programs recognised as ITE qualifications have been assessed against national standards and are delivered at either the undergraduate or postgraduate level.

VIT collects annual data from higher education providers about their ITE programs to support accreditation and ongoing quality assurance, in line with the Australian Institute for Teaching and School Leadership (AITSL) Accreditation Standards and Procedures.

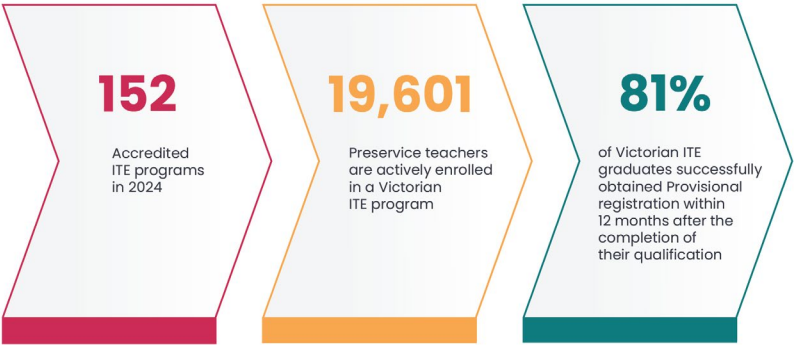
Scope

The following data relates to the 2024 annual reporting calendar year.

Accredited Victorian initial teacher education (ITE) programs



ITE Highlights



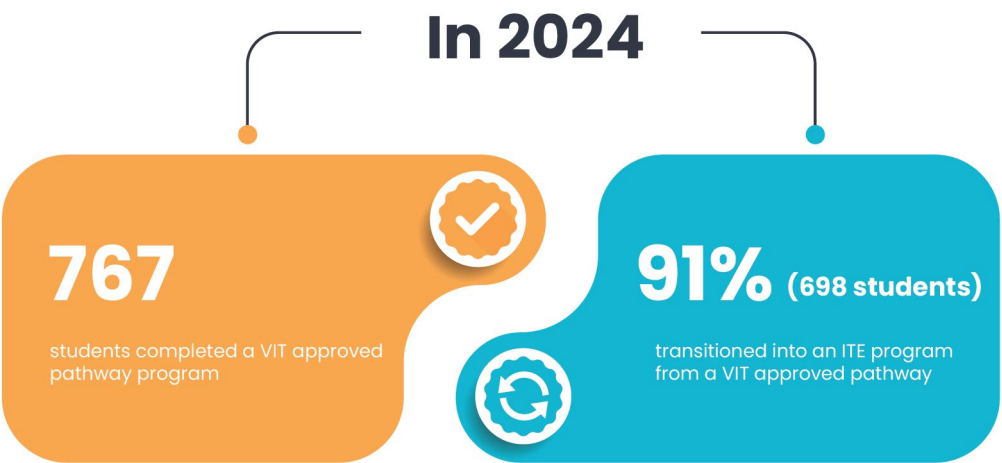
Pathway programs into ITE

Under the Education and Training Reform Act 2006, the VIT is responsible for approving pathway programs into initial teacher education.

To obtain VIT approval, the Pathway Program must first meet a broad range of [criteria and standards](#) to support prospective teachers who have yet to demonstrate the academic and non-academic attributes for direct entry into ITE. These standards are designed to support quality candidates from diverse backgrounds, with a strong disposition to teach, to successfully pathway into an ITE program.

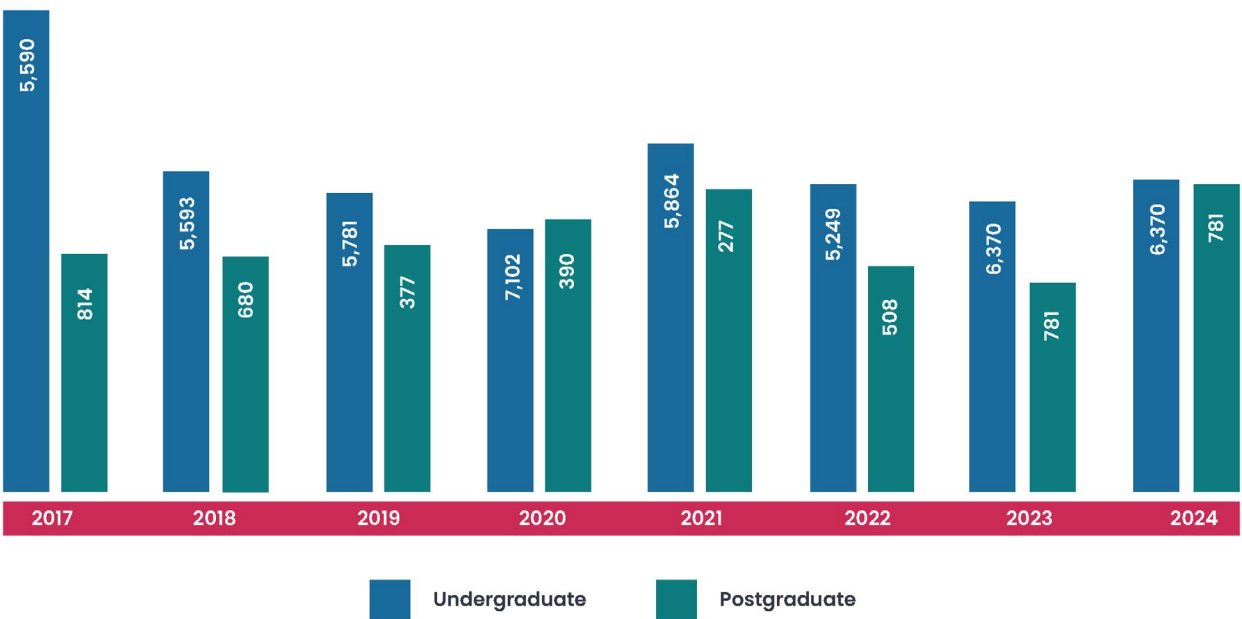
Undertaking a VIT-approved Pathway Program will ensure the selection requirements for students entering an ITE program are aligned with the intent of the [Victorian Selection Framework](#) and the entry requirements outlined in the national ITE accreditation standards.

VIT-approved Pathway Programs support students to demonstrate the required academic skills and personal attributes to successfully enter an ITE program, as well as maintain success throughout the program.



Commencements into ITE

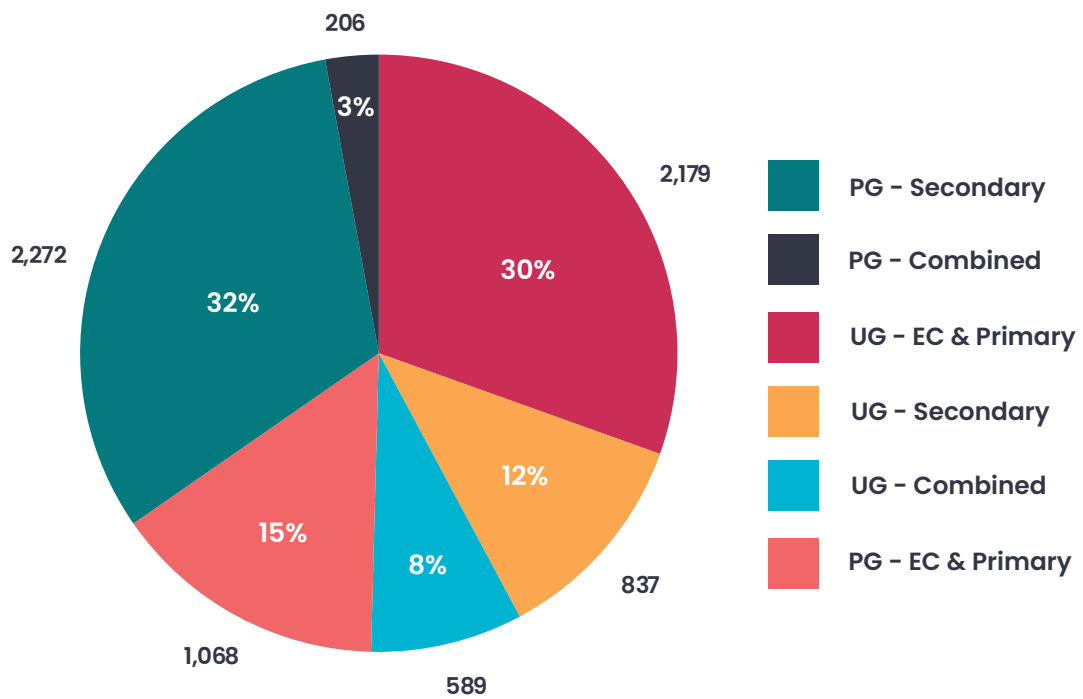
The data indicates that commencements into ITE have strengthened. In 2024, 7,151 students commenced a Victorian ITE program, representing a 24 per cent increase compared with 2023, when 5,757 commencements were reported.



Commencements per program category

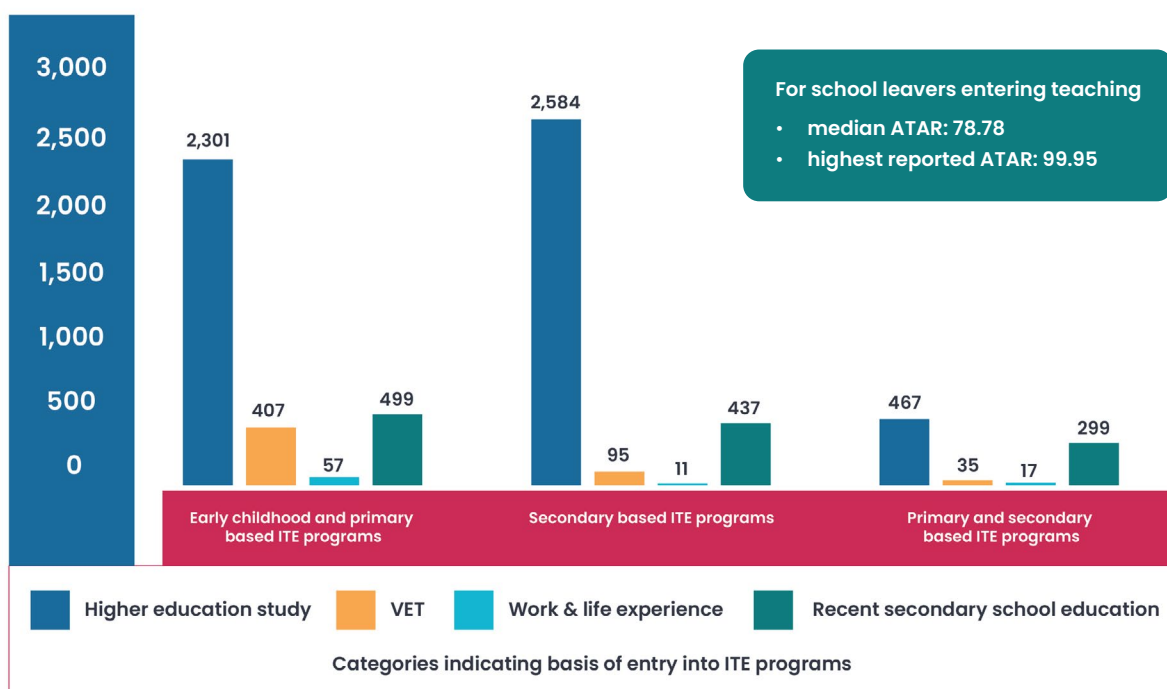
In 2024, the highest commencements were into postgraduate secondary ITE programs (32 per cent), followed by undergraduate early childhood and primary programs (30 per cent).

There has been a 66 per cent increase from 2023 to 2024 in commencements into postgraduate secondary ITE programs.



Commencements by stage of schooling

In 2024, commencements through higher education pathways shifted away from early childhood and primary programs, dropping the previous year from 47 per cent to 43 per cent. Combined primary / secondary programs remained the least chosen option. For those entering via vocational education and training (VET) pathways, early childhood and primary programs continued to attract the most entrants.

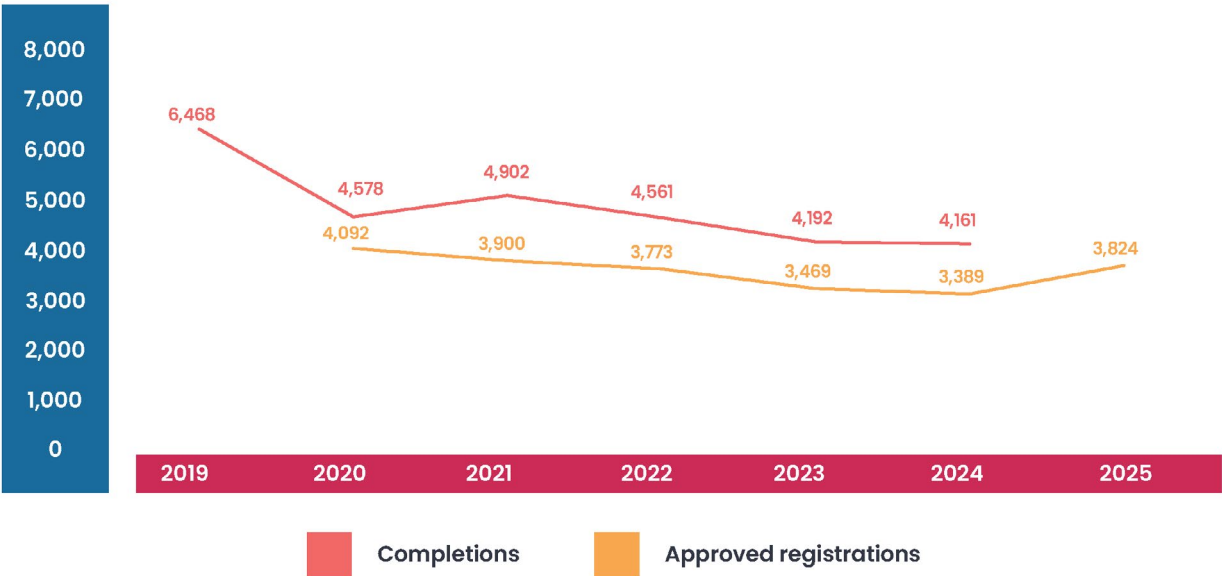


Over the years: Pre-service teacher (PST) to registered teacher

ITE programs differ in duration, which influences when students are able to complete their qualifications. The shortest pathway to gaining an ITE qualification is an accelerated postgraduate program, which can be completed in approximately 15 months. Standard postgraduate ITE programs require two years of full time study, while undergraduate ITE programs require four years.

As a result, the student cohort represented in the graph may complete their qualifications at different points in time rather than within a single, uniform timeframe. This variation means completion rates should be interpreted with the understanding that some students are still progressing through longer program pathways or taking extended time to finish.

On average 83 per cent of Victorian ITE graduates register with VIT within 12 months following the completion of their ITE program.



Secondary teaching areas

Secondary teaching graduates were most commonly prepared in major discipline areas, with Humanities and Social Sciences producing the largest cohort. There was also strong representation in English and Health and Physical Education.

Overall, the data indicates strong coverage of new teachers across all key academic discipline areas.

