

# Qualification for Registration Policy

Effective date: 28 October 2025

## Purpose

The Victorian Institute of Teaching (VIT) operates under Part 2.6 of the *Education Training and Reform Act 2006* (Vic) (the Act).

This policy articulates the requirements under these sections and is used to assess eligibility for registration. The qualification requirements for teacher registration outlined in this policy conform with the nationally agreed standards – [Accreditation of initial teacher education programs in Australia: Standards and Procedures](#) (AITSL).

## Scope

This policy applies to all VIT registered teachers and early childhood teachers, and prospective applicants for VIT teacher and early childhood teacher registration. It does not apply to persons seeking registration under permission to teach.

This policy relates only to the qualification requirements for registration; there are other requirements for registration. To determine full eligibility requirements for registration this policy should be read in conjunction with other relevant policies and legislation.

In this policy, 'teacher registration' refers to those qualified to teach in school settings and 'early childhood teacher registration' refers to applicants qualified to teach in early childhood settings.

## Key policy points

Qualifications for teachers in school settings	To be eligible for registration as a teacher, applicants must have completed at least four years of higher education study equivalent full-time student load (EFTSL), including completion of an Australian accredited initial teacher education (ITE) program.
Qualifications for teachers in Early Childhood settings	To be registered as an Early Childhood Teacher (ECT), an applicant is required to have completed an early childhood teaching qualification that is approved or recognised by the Australian Children's Education and Care Quality Authority (ACECQA).
Overseas and historical qualifications	The VIT will assess historical and overseas qualifications to determine their equivalency to an Australian accredited ITE program.

## 1. Policy statement

- 1.1 This policy articulates the qualification requirements for teacher and early childhood teacher registration in Victoria.
- 1.2 The principles that guide this policy are

Statutory functions	This policy aligns with VIT's functions, including to <ul style="list-style-type: none"><li>• develop, establish and maintain the standards of professional practice for entry into and remaining in the teaching profession</li><li>• have regard to raising the quality of teaching</li><li>• ensure child safety and wellbeing</li><li>• recognise and regulate members of the teaching profession.</li></ul>
Competency of practice	Qualifications must prepare teachers to effectively undertake the duties of a teacher in a Victorian education setting.
Consistency and transparency	Qualification requirements and assessments are consistent with legislation, national standards and frameworks.

## 2. Qualifications for registration as a teacher in school settings

### Higher education pathway

- 2.1 To be eligible for registration as a teacher, applicants must have completed at least four years of higher education study [equivalent full-time student load](#) (EFTSL), including completion of an Australian accredited initial teacher education (ITE) program.
- 2.2 The accredited ITE program must be no less than two years EFTSL.
- 2.3 Typical pathways to teacher registration include
- a. an accredited Australian undergraduate ITE program of at least four years EFTSL with a minimum of 80 days of supervised teaching practice (e.g. Bachelor of Education)
  - b. an accredited Australian postgraduate ITE program of at least two years EFTSL with a minimum of 60 days of [supervised teaching practice](#) (e.g. Master of Teaching) and an academic higher education qualification(s). For this pathway, the total qualification package must be at least four years EFTSL duration.

### Historical qualifications

- 2.4 The VIT may accept historical qualifications (including historical interstate qualifications) when VIT has assessed and approved it to be equivalent to an accredited ITE program.
- 2.5 An applicant that has previously held provisional or full teacher registration with VIT may be considered to have met the qualification requirements for registration.

### Overseas qualifications

- 2.6 Individuals who completed their ITE qualification(s) overseas must have their qualifications package assessed by VIT as equivalent to an [accredited ITE program](#) before they can apply for teacher registration.<sup>1</sup>
- 2.7 The VIT will undertake an assessment and approval of all relevant overseas qualifications to determine equivalency to an accredited ITE program.
- 2.8 The cost of the pre-assessment is borne by the applicant.

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<sup>1</sup> If an individual is unable to have their qualifications pre-assessed, VIT may assess these separately on a case-by-case basis.

**2.9** Further details regarding the assessment of overseas qualifications can be found on VIT's [website](#).

**2.10** The VIT will accept overseas qualifications for registration providing

- a.** they were recognised as an entry to primary and / or secondary teaching in the country of origin; and
- b.** VIT has assessed and approved them as equivalent to an accredited ITE program.

### Assessment of equivalency

**2.11** The VIT will undertake an assessment and approval of all relevant historical and / or overseas qualifications to determine equivalency to an accredited ITE program.

**2.12** An applicant's qualification(s) must include

- a.** completion of at least four years of higher education study which includes an ITE program of at least one year EFTSL;
- b.** a minimum of 45 days of supervised teaching practice in a primary and / or secondary school setting; and
- c.** discipline studies appropriate to the primary and / or secondary teaching curriculum.

**2.13** In determining the equivalence of an overseas qualification, VIT will refer to Country Education Profiles managed by the Commonwealth Department of Education as the authoritative reference source. The VIT may also consider the individual content of ITE programs and any other relevant resources.

### Mutual recognition

**2.14** Teachers who hold current registration in any Australian state or territory or in New Zealand are eligible for recognition of their qualifications and registration as set out in the *Mutual Recognition Act 1992 (Cth)* or *Trans-Tasman Mutual Recognition Act 1997 (Cth)*.

### Trade qualification pathways to registration

**2.15** The following trade qualification pathways<sup>2</sup> are accepted for the purposes of registration

- a.** an accredited ITE program with an approved Certificate of Proficiency / Completion in a trade and at least eight years of industrial experience (including apprenticeship)
- b.** an accredited ITE program with an approved trade technician course (or an approved equivalent program of post-apprenticeship studies) equal to at least one year EFTSL and at least eight years of industrial experience (including apprenticeship)
- c.** an accredited secondary ITE program with an approved Certificate of Technology (or equivalent qualification) and six years of relevant industrial experience.

## 3. Qualifications for registration as a teacher in early childhood settings

**3.1** To be registered as an early childhood teacher (ECT), an applicant is required to have completed an early childhood teaching qualification that is approved or recognised by the [Australian Children's Education and Care Quality Authority \(ACECQA\)](#). This includes<sup>3</sup>

- a.** an approved Australian ECT-level qualification

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<sup>2</sup> Relevant professional experience can contribute to achieving Australian Qualifications Framework (AQF) levels, particularly at higher levels (5–10) which are typically associated with higher education. This is often achieved through a combination of relevant qualifications and substantial professional experience, demonstrating a depth of knowledge and skills comparable to those achieved through formal study.

<sup>3</sup> *Definitions, S2.6.1 (a) & (b) of the Act*

- b. qualifications attained outside Australia that have been assessed by ACECQA at ECT level against Australian standards
- c. an ECT qualification recognised by a former teaching authority of Australia
- d. any other qualification recognised by ACECQA as an equivalent ECT qualification at the time of application.

## 4. Qualifications for registration as a teacher in both school and early childhood settings

- 4.1 If a person is seeking to obtain registration as a teacher and an ECT, they must meet the qualification requirements for both registration categories. Dual registration may be sought at the time of initial registration or at any time during registration.

## 5. Disputes

- 5.1 The VIT does not have power under the *Education and Training Reform Act 2006* (Vic) to approve applications that do not meet the requirements outlined in this policy. Where an applicant does not meet the qualification requirements, VIT will inform them why and provide information on how they can address this.
- 5.2 Applicants may request VIT to reconsider their qualifications against the requirements in this policy if they believe they meet the required standard. Requests can be made within 28 days of being informed that their qualifications do not meet the requirements for registration. Requests beyond this time may require a new application submission with associated fees.
- 5.3 After a review has been conducted, an applicant can seek independent legal advice on their options for further appeals if their qualifications still do not meet the required standard.

## Definitions

Term	Definition
Approved qualification	A qualification approved by VIT as meeting the requirements for entry into the teaching profession.
Australian accredited Initial Teacher Education (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>
Australian Institute for Teaching and School Leadership (AITSL)	The national body that provides national leadership for the Australian, state and territory governments in promoting excellence in the profession of teaching and school leadership.
Certificate of Proficiency / Certificate of Completion	The evidence of proficiency / completion of trade training through an approved authority incorporating indentured employment (apprenticeship), on-the-job-training and formal studies at an approved institution.
Discipline studies	Studies related to the core subject areas with an Australian approved curriculum for primary and secondary schools.
Early childhood <sup>4</sup>	The period of childhood up to six years of age.
Early childhood teacher (ECT) <sup>5</sup>	<ul style="list-style-type: none"> <li>includes a preschool <a href="#">teacher</a> and a kindergarten <a href="#">teacher</a>; and</li> <li>does not include an educator [within the meaning of section 5 of the <a href="#">Education and Care Services National Law</a> (Victoria) or within the meaning of section 3 of the <a href="#">Children's Services Act 1996</a>] who does not hold an approved <a href="#">early childhood teaching qualification</a>; and</li> <li>does not include a <a href="#">teacher</a></li> </ul>
Equivalent full-time student load (EFTSL)	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.

<sup>4</sup> Definitions S2.5.1 of the Act

<sup>5</sup> Definitions S2.6.1 of the Act

Term	Definition
Higher education provider	A university, TAFE or other accredited post-secondary institution that is registered by the Tertiary Quality and Standards Agency (TEQSA) or equivalent, which provides a course of higher education study.
Higher education qualification	A 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 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.
Discipline studies	Studies related to the core subject areas with an Australian approved curriculum for primary and secondary schools.
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.
School <sup>6</sup>	<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 also refers to an equivalent institution in another Australian state or territory, or another country.</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 then formally assessed by the ITE provider.</p>

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<sup>6</sup> Definitions s1.1.3 of the Act

Term	Definition
Teacher <sup>7</sup>	<p>A person who, in a school, undertakes duties that include the delivery of an educational program or the assessment of student participation in an educational program; or employed as principal or head in any school, even when they do not undertake the duties of a teacher if, prior to being employed as principal or head, the person was employed as a teacher in any school in Australia or overseas.</p> <p>This does not include teacher aides, assistant teachers and student teachers.</p>

## Relevant legislation and policy

- [Education and Training Reform Act 2006 \(Vic\)](#)
- [Mutual Recognition Act 1992 \(Cth\)](#)
- [Trans-Tasman Mutual Recognition Act 1997 \(Cth\)](#)
- [Initial Teacher Education Policy](#)
- [Pathway programs into Initial Teacher Education Policy](#)
- [English Language Competence Policy](#)
- [Permission to teach \(PTT\) policy](#)
- [Literacy and Numeracy Test for Initial Teacher Education \(LANTITE\) Policy](#)
- [Applying for Teacher Registration Guide](#)

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<sup>7</sup> Definitions, s2.6.1 of the Act

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