

Our vision for all Victorian children and young people to have the best teachers

Our purpose






to regulate for a highly qualified, competent and reputable teaching profession

Our functions

register teachers and assist compliance | accredit teacher education programs | ensure all teachers maintain standards | investigate misconduct and take appropriate regulatory action

Our principles

accountable and transparent | efficient and timely | intelligence-led and expert | risk-based and proportionate

 <p>Provide for the safety and wellbeing of children and young people</p>	 <p>Enable quality teaching and the best educational outcomes</p>	 <p>Engage actively with and learn from stakeholders</p>	 <p>Strengthen governance and accountability</p>	 <p>Be a capable, high performing regulator</p>
AREAS OF FOCUS	AREAS OF FOCUS	AREAS OF FOCUS	AREAS OF FOCUS	AREAS OF FOCUS
<ul style="list-style-type: none">strengthen child safety screening and the teacher suitability frameworkembed risk-based approach.	<ul style="list-style-type: none">enhance initial teacher education (ITE) and accreditationbuild understanding of professional standards of teachersstrengthen teacher professional learning.	<ul style="list-style-type: none">give voice to community expectationsbetter understand teaching profession.	<ul style="list-style-type: none">build governance capabilityunderstand authorising environmentbuild strategic relationships with co-regulators and education sector.	<ul style="list-style-type: none">build systems to support regulatory functions and obligationsbuild high performing workforce.
STRATEGIC ACTIONS	STRATEGIC ACTIONS	STRATEGIC ACTIONS	STRATEGIC ACTIONS	STRATEGIC ACTIONS
<ul style="list-style-type: none">review and revise the Codes of Conduct and Ethicsmake school and early childhood centre leadership aware of the revised Code of Conduct and provide tools for them to actively implement the Code in their schools and centresdevelop a suitability framework and use it to assess and identify applicants that are unsuitable for holding teacher registrationinform school and early childhood centre leadership on reporting obligationsbuild effective information sharing with co-regulatorsimplement risk management framework for the assessment of harm to children<ul style="list-style-type: none">investigate misconduct and breaches of the Code of Conduct and take appropriate regulatory actionallocate resources to the greatest risk of harm to childrenuse data to intervene and prevent harmalign systems and process with Working with Children schemebuild effective information sharing with co-regulators.	<ul style="list-style-type: none">educate teachers and pre-service teachers about professional standards and Codes of Conduct and Ethicsfacilitate effective mentoring of early career teachersassure quality of ITE programsshowcase best teaching practicesenhance ongoing professional learning frameworkuse data to identify improvement opportunities in ITE and teacher professional development.	<ul style="list-style-type: none">implement stakeholder engagement planconduct biennial stakeholder satisfaction survey<ul style="list-style-type: none">develop Stakeholder Engagement Committee work programembed process for learning from stakeholder feedbackdevelop opportunities for stakeholder feedback on VIT processes and policiesdevelop and implement social media strategygauge and document community expectations to inform teachers on community expectations.	<ul style="list-style-type: none">engage with early childhood and school leaders, service providers, and school councilsstrengthen governance structuresreview delegations framework and revise existing delegations for regulatory, financial and HR functionscontribute to state and national policy and initiatives.	<ul style="list-style-type: none">implement business transformation strategy (incl new technology platform)realign culture to support organisational transformationenable greater internal and external collaboration and communicationattract, retain and engage people with the right capabilities and attributesenhance staff performance development and performance management.
OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
<ul style="list-style-type: none">pre-service teachers and teachers are aware of and comply with the Codes of Conduct and Ethicsframework for the assessment of teacher suitability is applied consistently and transparentlyschool and early childhood centre leadership are aware of and actively implementing the code in their schools and centres, resulting in a reduction in misconduct / serious misconductreduced rate of recidivismschool and early childhood centre leadership are aware of reporting obligations and are actively doing so.	<ul style="list-style-type: none">Code of Conduct adhered to by the professionAPST embedded in practice by the professionteachers comply with professional learning frameworkaudits show increased complianceincreased educational outcomes measures for Victorian studentsincreased efficacy of professional learning requirements for teachersall Victorian ITE programs for school teachers accredited by VITVIT's revitalised approach to professional learning is trusted and appropriate to the needs of teachers and requirements of the profession.	<ul style="list-style-type: none">give voice to community expectationsbetter understand and engage with the teaching professionimproved mechanisms for listening to community and stakeholders.	<ul style="list-style-type: none">strengthened governance capabilitycommunicate with and work effectively with authorising environmentbuild strategic relationships with co-regulators and education sector.	<ul style="list-style-type: none">build systems to support regulatory functions and obligationsbuild high performing workforce.
LEAD INDICATORS	LEAD INDICATORS	LEAD INDICATORS	LEAD INDICATORS	LEAD INDICATORS
<ul style="list-style-type: none">open rate of Welcome to Profession email (reading Code of Conduct) remains over 85%high no. of resources being accessedimprovement in compliance with suitability assessment frameworkregulatory actions aligned with those of Working With Children.	<ul style="list-style-type: none">teacher satisfaction of professional learningCode of Conduct is part of profession's shared vocabularynew professional learning measurement and recording system at renewal.	<ul style="list-style-type: none">reduction in complaints against VIT processes and practicesincreased no. of stakeholders knowing and understanding our purposeincreased input from, and outreach to, key stakeholders.	<ul style="list-style-type: none">delegations operating as effectively as possible within existing legislative frameworkincreased VIT involvement in the development and implementation of state education policy and legislative initiatives.learning from other regulators<ul style="list-style-type: none">Regulators Forum OBRATRAIFTRAfulfilling reporting requirements to Councilimproved use of data through NEXUS development.	<ul style="list-style-type: none">increased ability to manage key regulatory functions through business systemshigh level staff engagement and satisfaction, evidenced through PMS surveyssuccess of new appointments - satisfactory completion of probationpercentage of performance development plans in placeperformance management issues resolvedfeedback through staff pulse surveys and actionsnumber of hours of learning and development per staff memberoutcomes from development activity - learning and application.