

Permission to Teach (PTT) Policy

REVIEWED: 10 JUNE 2021

THIS POLICY REPLACES THE PERMISSION TO TEACH POLICY 2 DECEMBER 2020, AND INCLUDES POLICY TO SUPPORT IMPLEMENTATION OF THE TUTOR LEARNING INITIATIVE IN 2021

This policy has been made in accordance with Section 2.6.3 of the *Education and Training Reform Act 2006*.

1. PURPOSE

The purpose of this policy is to state the eligibility requirements for Permission to Teach (PTT). Permission to Teach is not a renewable form of registration and is limited to a maximum of 3 years for any grant.

2. SCOPE

This policy applies to individuals who are to be employed to undertake the duties of a teacher in a school but who do not meet the qualification requirements for registration as a teacher.

3. AUTHORITY

The Victorian Institute of Teaching (VIT) is an independent statutory authority for the regulation of the teaching profession in Victoria. The functions of VIT are stated in *the Education and Training Reform Act 2006* (the Act).

4. KEY LEGISLATION

4.1. The application requirements for PTT are specified by the Act and contained in:

- a) Section 2.6.13 Application for permission to teach; and
- b) Section 2.6.14 permission to teach.

4.2. Section 2.6.13 of the Act states:

- (1) An application for permission to teach may be made to the Institute.
- (2) An application must be—
 - a) in the form approved by the Institute and contain particulars of the person or body who intends to employ or engage the applicant; and
 - b) subject to section 2.6.13A, accompanied by—
 - i. subject to subsection (4), evidence satisfactory to the Institute that the person or body intending to employ or engage the applicant had first attempted to employ or engage a teacher registered under Division 3 of this Part to fill the teaching position relating to the application; and
 - ii. the application fee fixed by the Minister; and
 - iii. a consent signed by the applicant for the Institute to conduct a national criminal history check on the applicant; and
 - iv. the information specified in the application form relating to the identity of the applicant required for the purposes of the national criminal history check; and
 - v. the fee fixed by the Minister for the national criminal history check.

(2A) The application must include an authorisation by the applicant for the Institute to arrange for the conduct of a State police record check—

- a) on the applicant in connection with the consideration of the application; and
- b) if permission to teach is granted, on the teacher from time to time during the period for which the permission remains in force.

(2AB) The application must include an address for the applicant to be used by the Institute in corresponding with the applicant.

(2B) In considering an application under this section, the Institute—

- a) subject to section 2.6.13A, must conduct a national criminal history check on the applicant; and
- b) may arrange for the conduct of a State police record check on the applicant.

(3) The Institute may require an applicant to provide further information or material in respect of the application including information about criminal records.

(4) The Institute may give a written exemption to an applicant under this section from having to provide the evidentiary material required under subsection (2)(b)(i).

4.3. Section 2.6.14 of the Act states:

(1) The Institute may grant an applicant permission to teach if—

- a) the applicant has the appropriate skills and experience to teach and satisfies the requirements of section 2.6.8(a)(ii);
- b) there are no grounds under section 2.6.9(2) that apply to the applicant;
- c) the applicant has provided any information or material required under section 2.6.13; and
- d) the applicant has paid the fee fixed by the Minister.

(2) The Institute may impose any condition, limitation or restriction it thinks appropriate on the permission to teach including—

- a) the period for which the permission remains in force, which may not exceed 3 years from the date of the grant of the permission;
- b) any subject that the person is permitted to teach;
- c) the school where the person is permitted to be employed or engaged at and teach;
- d) that the teacher provides information about criminal records within the period specified by the Institute.

(3) The Institute may, on application by a person granted permission to teach, amend, vary or revoke any condition, limitation or restriction imposed under subsection (2).

(4) The Institute may, from time to time, conduct a State police record check on a person granted permission to teach during the period that the permission to teach remains in force.

(5) Permission to teach does not permit a person to be employed by or engaged in an early childhood service as an early childhood teacher.

5. PRINCIPLES

The following principles apply to this policy:

Principle 1

PTT is an 'alternative authorisation to teach' and exists:

- a) To address a workforce shortage; or
- b) As a pathway to teacher registration

Principle 2

PTT applies only to positions where the duties to be undertaken are those of a teacher delivering an educational program in a school.

Principle 3

PTT is not a renewable form of registration and is limited to a maximum of 3 years for any grant.

Principle 4

Holders of PTT are expected to progress towards teacher registration unless explicitly exempt.

Principle 5

PTT is granted to teach specific subjects or subject areas at a particular school.

Principle 6

PTT confers the same professional obligations of a registered teacher.

Principle 7

The suitability and English language competence requirements for registration equally apply to PTT.

6. DEFINITIONS AND ABBREVIATIONS

Term	Definition
Approved Curriculum	An educational program delivering: <ol style="list-style-type: none">a) the Victorian Curriculum;b) the Australian National Curriculum;c) the Victorian Certificate of Education (VCE);d) the Victorian Certificate of Applied Learning (VCAL);e) Vocational Education and Training (VET);f) School Based Apprenticeships and Traineeships (SBAT);g) any other curriculum or program approved by the Victorian Curriculum Assessment Authority (VCAA) or Australian Curriculum, Assessment and Reporting Authority (ACARA), which is to be delivered in Victorian schools;h) the International Baccalaureate (IB) authorised by the International Baccalaureate Organisation;i) any element, in a non-government school, approved as the compulsory educational program that is not otherwise included by a) to h) above; orj) an overseas curriculum delivered at a school registered with the VRQA as a 'Specific Purpose' school.
Casual Relief Teacher	A person engaged for a short term to provide relief for a teacher employed as part of the normal staffing establishment of a school.
Community Language	A language used on a daily basis by members of a cultural or linguistic group resident in Victoria to communicate with family members and within their own community.

Community Language Schools	The providers of language education programs that are complementary to those provided by mainstream schools and the Victorian School of Languages to students from Prep to Year 12 (depending on the language) outside mainstream school hours, i.e. after school or on weekends.
Curriculum	Defined as per Section 2.5.1 of the Act. <i>The course design including content, support materials and other learning resources in accordance with course accreditation.</i>
Educational Program	A school-based, planned program of learning and assessment that delivers an approved curriculum and reports formally to parents about student progress. Schools have flexibility in the design of their educational program to ensure sequencing of knowledge and skills across the years of schooling to support a progression of learning such that students of all achievement levels are able to progress.
Emerging Language	A language spoken by a new immigrant community to Australia, including refugee and humanitarian entrants, within the first eight years of the community being established in Victoria.
Small Candidature Language	A language for which there are fewer than 500 student enrolments in language programs across Victorian primary and secondary schools.
Teacher	Defined as per Section 2.6.1 of the Act. <ul style="list-style-type: none"> a) <i>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;</i> b) <i>Includes a person employed as the principal or the head of a school whether or not that person undertakes the duties of a teacher if the person has been employed as a teacher in any school prior to being employed as the principal or the head of a school; and</i> c) <i>Does not include a teacher's aide, a teacher's assistant or a student teacher.</i>
Teacher Tutor	A person employed as a tutor in a government or non-government primary, secondary or specialist school under the Victorian Government's Tutoring Learning Initiative.

Abbreviation	Expansion
The Act	The Education and Training Reform Act 2006
CRT	Casual Relief Teacher
ELC	English Language Competency
IELTS	International English Language Testing System
ISLPR	International Second Language Proficiency Rating
ITE program	Initial Teacher Education program
JSM	Japanese School of Melbourne
PTT	Permission to Teach
RTO	Registered Training Organisation
TFA	Teach for Australia

VCASS	Victorian College of the Arts Secondary School
VET	Vocational Education and Training
VIT	Victorian Institute of Teaching
VITF	Victorian International Teaching Fellowship
VRQA	Victorian Registration and Qualifications Authority
VSL	Victorian School of Languages

7. POLICY

7.1 CATEGORIES OF PTT

7.1.1 The categories of PTT recognised are:

PTT (General)

This is a general category of PTT and applies to individuals seeking permission to teach a particular subject (or subjects) at a particular school.

PTT (Pathway)

This category applies to applicants undertaking an accredited employment based pathway to teacher registration such as the Teach for Australia (TFA) program or the Master of Teaching (Internship) at the University of Melbourne.

This category only applies to Initial Teacher Education (ITE) programs accredited by the Institute as an employment based ITE pathway program. PTT (Pathway) cannot be granted to an individual for two or more schools concurrently.

PTT (Pathway) is granted for the duration of the ITE program up to the maximum permissible 3 year grant period.

PTT (Pathway) applies to a particular subject/s (or subject areas) at a particular school.

At the completion of their ITE program the person holding PTT (Pathway) may be eligible to apply for (full) registration if the Inquiry process (including 80 days of teaching practice) was completed within the ITE program.

PTT (VET)

This category applies to applicants seeking permission to teach a Vocational Education and Training (VET) subject/s in a school. Holders of PTT (VET) are able to teach a particular subject/s in any Victorian school.

PTT (Exchange)

This category applies to the Victorian International Teaching Fellowship (VITF) coordinated by the Department of Education and Training. Holders of this category cannot be granted PTT to teach a specific subject as the teachers engaged through the VITF have exchanged roles with Victorian registered teachers.

PTT (Exchange) is granted only for a maximum period of 12 months.

Individuals holding PTT (Exchange) who wish to continue to teach beyond the 12-month grant are required to make an application for registration or PTT.

Future exchange programs will be considered on a case by case basis.

PTT (JSM)

This category of PTT applies only to those teachers appointed by the Japanese Government to teach the Japanese curriculum at the Japanese School of Melbourne (JSM). Holders of this category cannot be granted PTT to teach a specific subject as the teachers are engaged as generalist teachers within the school.

The JSM is registered as a 'specific purpose' school by the Victorian Registration and Qualifications Authority (VRQA) to deliver an overseas curriculum.

Future 'specific purpose' schools registered by the VRQA to deliver an overseas curriculum will be considered on a case by case basis.

PTT (VCASS)

This category of PTT applies only to individuals seeking permission to teach dance and music at the Victorian College of the Arts Secondary School (VCASS).

PTT (Deemed)

This category only applies to applicants who were deemed to hold PTT when the VIT was established in 2002 and who have maintained this status ever since. Individuals holding this category of PTT are required to make an annual declaration in order to continue to hold this category of PTT.

PTT (Teacher Tutor)

This category of PTT is granted to individuals to support students in catching up with any learning they may have missed due to the coronavirus (COVID-19) pandemic. Holders of PTT (Teacher Tutor) are able to tutor in one or more subject areas / key learning areas in any Victorian school, under the Victorian Government's Tutor Learning Initiative.

7.2 ELIGIBILITY REQUIREMENTS

7.2.1 All applicants must meet the following requirements to be eligible for PTT unless explicitly exempt.

7.2.2 PTT (Teacher Tutor) applies to applicants who have previously held teacher registration with VIT but are unable to meet current registration requirements, and have been selected to work as a tutor under the Victorian Government's Tutor Learning Initiative.

A SKILLS AND EXPERIENCE

A1 REQUIREMENTS

A1.1 All applicants must be able to demonstrate that they have appropriate content knowledge of the subject area/s that they will be teaching.

A1.1A Applicants for PTT (Teacher Tutor) will demonstrate appropriate content knowledge by providing evidence of registration previously held with VIT.

A1.2 All applicants for PTT must also provide evidence:

- a) that demonstrates they have the skills and experience to build positive relationships with students;
- b) that demonstrates they are able to maintain safe learning environments; and
- c) that demonstrates they are able to use a range of teaching practices and resources to engage students in effective learning.

A1.2A Applicants for PTT (Teacher Tutor) must complete 20 hours of professional learning aligned with the Australian Professional Standards for Teachers, including completing professional learning on the following topics:

- a) mandatory reporting
- b) working with learners with special needs
- c) Child Safe Standards
- d) Victorian Teaching Profession Code of Conduct and Ethics.

A1.3 Applicants for PTT (VET) must provide evidence of meeting the relevant requirements of the Standards for Registered Training Organisations 2015 (or its successor).

A2 EXEMPTIONS

A2.1 Individuals applying for the PTT (Pathway) category are exempt from requirement A1.2 as these areas are studied as part of the accredited ITE program.

A2.2 Individuals applying for the PTT (Exchange) category are exempt from requirements A1.1 and A1.2 if they provide evidence that they:

- a) hold registration in their home country; or

- b) they are qualified to teach in their home country where no teacher registration authority exists in their home country.

A2.3 Individuals applying for the PTT (JSM) category are exempt from requirements A1.1 and A1.2 if the Japanese Ministry of Education has provided confirmation of their appointment to the school.

A2.4 Individuals holding PTT (Deemed) are exempt from requirements A1.1 and A1.2 as holders of this category of PTT are required to make annual declarations concerning their teaching practice.

A2.5 Applicants for PTT (Teacher Tutor) are exempt from requirements A1.1 and A1.2 if employing school has provided confirmation of their selection.

B ENGLISH LANGUAGE COMPETENCE

B1 REQUIREMENTS

B1.1 Applicants for PTT must be competent in speaking or communicating in English. This requirement is articulated in the English Language Competence Policy approved by the Minister.

B1.2 Applicants for PTT (other than those intending to teach a language other than English) are required to provide evidence that they can meet one of the following:

- a) An applicant for PTT satisfies English language competence if they provide evidence that the qualifications demonstrating their skills and experience in the subject/s to be taught were all undertaken in English in Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland.
- b) If an applicant for PTT cannot meet the English language competence requirements established above, then they must provide evidence that they have undertaken one of the following English language tests with achievement at the standard specified below:
 - i. International English Language Testing System (IELTS) – Academic module with an average band score of 7.5 across all four skill areas of speaking, listening, reading and writing – where there is no score below 7 in any of the four skills areas and a score of no less than 8 in speaking and listening. All skill areas must be met on an individual test.
 - ii. International Second Language Proficiency Rating (ISLPR) with Level 4 in all four areas of speaking, listening, reading and writing. Test achievements are only deemed valid if provided by approved testing sites where the assessment is teaching focused.
- c) The date of the English language test results must be no more than two years prior to the date of application.
- d) All four elements of the IELTS test must be sat at the one time. The ISLPR test may be sat at different times but the results must be reported on a single test report and all tests must be no more than two years old prior to application.

B1.3 Applicants for PTT to teach a language other than English must provide evidence of meeting the following minimum English language test scores:

- a) International English Language Testing System (IELTS) – Academic module with an average band score of 6.0 across all four skill areas of speaking, listening, reading and writing – where there is no score below 6 in any of the four skills areas. All skill areas must be met on an individual test;
- b) International Second Language Proficiency Rating (ISLPR) with at least Level 3 in all four areas of speaking, listening, reading and writing. Test achievements are only deemed valid if provided by approved testing sites where the assessment is teaching focused; and must also provide:
- c) a plan stating what the applicant will do to improve their English language competence during the period of her / his PTT; and

- d) a statement of support from the Principal who is endorsing the application as to the assistance the school will provide to help improve the applicant's English language competence during the period of time requested for the permission.

B2 EXEMPTIONS

B2.1 Applicants applying for the following categories of PTT are exempt from demonstrating the ELC requirements:

- a) PTT (Japanese School of Melbourne)
- b) PTT (Deemed)
- c) *Language* instructors employed by the Victorian School of Languages (VSL), who deliver courses in accordance with *Ministerial Order 1039 cl 2.4.5 and 2.4.6*
- d) PTT (Teacher Tutor) – Applicants for PTT (Teacher Tutor) are exempt from demonstrating the ELC requirements, as this has been established through registration previously held with VIT.

B2.2 Applicants applying for PTT an 'emerging or small candidature language' who do not meet the requirements in B1.3 may be granted PTT with conditions. Such conditions may include:

- a) undertaking appropriate training to improve their English language competence; and
- b) demonstrating an improvement of English language competence by way of an English language test.

C WORKFORCE SHORTAGES

C1 REQUIREMENTS

C1.1 The school wishing to employ a person holding PTT must provide evidence that there is a workforce shortage for the position for which the PTT is being sought.

C1.2 The evidence must be provided as part of an individual's application for PTT and include completion of a declaration by the Principal stating that the workforce shortage exists and that no qualified registered teacher is able to fill the position.

C1.3 The declaration by the Principal must state:

- a) the reasons for the workforce shortage
- b) the means by which the school sought to fill the position with a registered teacher (e.g. by advertising)
- c) that no registered teachers applied for the position or the registered teachers who applied for the position were not considered to have skills and experience relevant for the position
- d) the reasons why registered teachers who applied for the position were not considered to be appropriate for the position.

C1.4 A workforce shortage must be demonstrated for all positions regardless of the duration of the permission sought and for all subsequent PTT applications unless an exemption applies.

C1.5 Where PTT is sought for more than one school a workforce shortage must be demonstrated for all schools.

C2 EXEMPTIONS

C2.1 The following categories are exempt from demonstrating a workforce shortage:

- a) PTT (Pathway)
- b) PTT (VET)

- c) PTT (Exchange)
- d) PTT (Japanese School of Melbourne)
- e) PTT (Teacher Tutor).

C2.2 In addition, the following positions are also exempt from demonstrating that a workforce shortage exists:

- a) religious education positions of any faith where the duties of a teacher are being undertaken
- b) community languages offered by the Victorian School of Languages (VSL) and community language schools which are registered as a senior secondary provider
- c) PTT positions for 'emerging or small candidature languages' at any school.

D PROGRESS TOWARDS TEACHER REGISTRATION

D1 REQUIREMENTS

D1.1 Unless specifically exempt, all applicants for PTT must progress towards teacher registration.

D1.2 All applicants for PTT must provide a plan as part of their application that outlines what they will do to progress towards gaining teacher registration during the period of their grant.

D2 EXEMPTIONS

D2.1 The following categories of PTT are exempt from demonstrating progress towards teacher registration:

- a) PTT (VET)
- b) PTT (Japanese School of Melbourne)
- c) PTT (Exchange)
- d) PTT (Victorian College of the Arts Secondary School)
- e) PTT (Deemed)
- f) Language instructors employed by the Victorian School of Languages (VSL), who deliver courses in accordance with *Ministerial Order 1039 cl 2.4.5 and 2.4.6*
- g) PTT (Teacher Tutor).

D2.2 Although exempt from requirements D1.1 and D1.2, applicants for PTT (VET) or PTT (VCASS) must provide a plan as part of their application that outlines the professional development, industry engagement and professional practice they will undertake during the period of their grant.

D2.3 Individuals granted PTT an 'emerging or small candidature language' are not required to demonstrate progress towards teacher registration until the language is no longer considered to be an 'emerging or small candidature language'.

D2.4 Individuals granted PTT (Teacher Tutor) may only progress to teacher registration if they meet current registration requirements.

E SUBSEQUENT APPLICATIONS

E1 REQUIREMENTS

E1.1 All eligibility requirements apply to first and subsequent grants of PTT.

E1.2 An individual applying for a subsequent grant of PTT is required to provide evidence that they have completed the plan provided as part of their previous application in relation to progress towards gaining teacher registration, or in the case of PTT (VET), PTT (VCASS), PTT (VSL) holders and those individuals teaching an 'emerging or small candidature

language', the professional development, industry engagement or professional practice undertaken.

- E1.3** Individuals who have not completed the activities outlined in their plan submitted with their previous application may not be eligible for a subsequent grant of PTT.
- E1.4** Where an individual's PTT has expired within 6 months of making a new application for PTT to be eligible for a new grant of PTT they will need to provide:
 - a) evidence of progress towards teacher registration in accordance with the plan submitted as part of their previous application; or
 - b) in the case of a PTT (VET) or PTT (VCASS) applicant, evidence that they have completed the professional development, industry engagement and professional practice in accordance with the plan submitted as part of their previous application.
- E1.5** Holders of PTT (Deemed) are required to complete an annual declaration stating that they are teaching the same subject in the same school as at the time they were 'deemed' in 2002.
- E1.6** In addition, the Principal of the school where the PTT (Deemed) individual is employed, is required to confirm that the individual is teaching the particular subject at the particular school on an annual basis.
- E1.7** All individuals granted PTT to teach an 'emerging or small candidature language' who do not meet the minimum English language competence requirements are required to demonstrate an improvement of their competence over the course of their grant to be eligible for any subsequent grant of PTT.

F SCHOOL OR EMPLOYER ENDORSEMENT

F1 REQUIREMENTS

- F1.1** An application for PTT must be endorsed by the school or body who intends to employ the applicant.
- F1.2** In the case of a school, the Principal must make the endorsement.
- F1.2A** In the case of PTT (Teacher Tutor), the endorsement must include confirmation the applicant has previously held teacher registration with VIT.
- F1.3** In the case of PTT (VET) applicants the endorsement can either be made by the Principal of the employing school or in the case of a Registered Training Organisation (RTO), the head of the department intending to employ the person.
- F1.4** In the case of PTT (Pathway) the endorsement can be made by the Secretary of the Department of Education and Training (DET) or delegate for employment at government schools.
- F1.5** For PTT (Exchange) applicants the endorsement must be made by the Principal of the Victorian school at which they will be engaged.
- F1.6** The endorsement must include the following:
 - a) the duties to be undertaken, including the subject/s to be taught;
 - b) the position description;
 - c) the physical location of the school;
 - d) the duration of the position;
 - e) an assessment of the applicant's skills and experience to teach and a statement as to why these skills and experience to teach are appropriate to the position;
 - f) details of the professional support to be provided to the applicant during the period of the permission, how the school will support the applicant to develop their pedagogical and classroom management skills and progress towards teacher registration according

to their plan;

- g) details of how the applicant will be supervised for the duration of the grant; and
- h) the name and position that the person endorsing the application holds.

F1.6A The endorsement for an application for PTT (Teacher Tutor) must include attestation that:

- a) support will be provided to the applicant to ensure they have access to, and an understanding of, all relevant workplace policies in relation to child safety and wellbeing
- b) oversight and support will be provided to the applicant to ensure they complete at least 20 hours of professional learning aligned with the Australian Professional Standards for Teachers
- c) oversight and support will be provided to the applicant to ensure that part of their 20 hours of professional learning will be in relation to:
 - mandatory reporting
 - working with learners with special needs
 - Child Safe Standards
 - Victorian Teaching Profession Code of Conduct and Ethics.

F1.7 Where PTT is sought for more than one school the endorsement must be made for each school.

F1.8 A school principal cannot endorse her / his own PTT application. In this case, the endorsement must be from the Chair of the School Council, Board of Management, Board of Governors (or equivalent).

G SUITABILITY

G1 REQUIREMENTS

G1.1 All applicants for PTT must be suitable to teach. This requirement is articulated in the Suitability to Teach Policy approved by the Minister. The Suitability to Teach Policy is part of the Qualification for Teacher Registration 2013.

G1.2 Holders of the PTT (Deemed) category are required on an annual basis to make declarations concerning their suitability to teach.

H SUPERVISION

H1 REQUIREMENTS

H1.1 All individuals holding PTT must be supervised by a registered teacher.

H1.1A Holders of PTT (Teacher Tutor) are exempt from being supervised by a registered teacher.

H1.2 Supervision includes oversight of the planning and implementation of class programs, and professional support with regard to:

- a) teaching methods / practices;
- b) student welfare; and
- c) assessment procedures and related matters

but does not mean that a registered teacher has to be present in the classroom with the PTT holder at all times.

I VARIATIONS

I1 REQUIREMENTS

- I1.1** Any variation to a grant of PTT such as the subject, school or duration will be considered as a new application for PTT.
- I1.2** A holder of PTT (Pathways) can apply to vary the subject/s for which they hold permission to teach at a particular school without making a new application for PTT. However, they must demonstrate that they meet the skills and experience requirements for the particular subject/s that they wish to teach and have the endorsement of the school.

J PRINCIPALS HOLDING PTT

J1 REQUIREMENTS

- J1.1** All Principals or Heads of a Victorian school are required to hold registration or PTT [excluding PTT (Teacher Tutor)] if they are undertaking the duties of a teacher. Principals or Heads of a Victorian school seeking PTT will need to meet the eligibility requirements set out in this policy.

8. TRANSITION

- 8.1** The following categories of PTT were discontinued with the commencement of amendments to this Policy on 1 October 2017:
- a) PTT (Casual Relief Teaching (CRT))
 - b) PTT (Generalist Primary)
- 8.2** All holders of PTT (CRT) are required to obtain a fourth year of higher education in order to gain teacher registration within three years of the commencement of this Policy.
- 8.3** All holders of PTT (CRT) will be given the option of extending their PTT (CRT) for a final 3 years at the commencement of this Policy so that they are given sufficient time to gain the further qualification.
- 8.4** No new grants of PTT (Generalist Primary) will be given from the commencement of this Policy.