

5 August 2015

The Hon. James Merlino, MP  
Deputy Premier  
Minister for Education  
1 Treasury Place  
MELBOURNE VIC 3002

Dear Minister Merlino

## **Statement of Expectations for the Victorian Institute of Teaching**

Thank you for your letter of 26 June 2015, containing your Statement of Expectations (SOE) for the Victorian Institute of Teaching (the Institute).

This letter responds to the SOE and confirms the Institute's strong commitment to improving the efficiency and effectiveness of its regulatory activity.

In your letter you recognise the progress the Institute has made in implementing the strategies and achieving the targets set out in the previous Statement of Expectation.

### **How the Institute intends to meet the expectations**

- The Institute has implemented a risk-based compliance and enforcement framework and allocates its regulatory activity towards areas of greatest risk.
- The Institute's move to processing all suitable categories of registration applications in an online environment is showing significant efficiency gains. The Institute has extended its online process to the early childhood sector and has commenced processing applications for registration in that sector.
- The Institute's existing communication strategy is being reviewed with input from stakeholders. A new communications strategy will be delivered within the timeframe proposed.
- The Institute Council approved a Governance Framework for implementation of early childhood registration. It established a project board which developed an implementation plan, developed a communication strategy, has engaged with stakeholders and established a risk management framework. The Institute established a stakeholder reference group to establish firm links between the Institute and the profession. The project identified eligible teachers and employers, developed an appropriate IT infrastructure, developed policy and processes and made contact with eligible teachers and employers. The Institute has now commenced the registration process for the entry of early childhood teachers to the profession. The Institute will meet its target of registration of these teachers by September 2015.
- The Institute is developing a stakeholder engagement policy. A substantial redevelopment of the Institute's website has been completed as planned.
- The Institute's complaints handling procedure has been reviewed and a new complaints handling policy has been completed within the timeframe.

- Memorandums of Understanding have been completed with some regulators and key partners and development of further Memoranda are continuing.
- The Institute has responded to the Government's Special Needs Plan for Victorian Schools by developing a comprehensive framework for pre-service and registered teachers to address professional development about teaching students with special needs. The Institute is working closely with the Department of Education and Training (the Department) on this initiative. The Institute is also currently working with tertiary education providers and stakeholders from the profession to determine the parameters and process for special needs training. In applying the Australian Professional Standards for Teachers in regulatory processes the Institute is able to focus on how teachers understand and plan for the learning of those they teach who have special needs. This includes a focus on learners with a disability, those who are gifted and talented and those with diverse cultural backgrounds, in particular aboriginal and Torres Strait Islander learners.
- The Institute has worked in partnership with the Department on a project to develop on-line modules as a professional learning resource for teachers to assist in developing their knowledge and understanding of Aboriginal cultures. A teacher who completes the modules will satisfy part of the annual professional practice requirement for registration.
- The Institute will continue discussions with the Department on Memorandums of Understanding covering the management of teacher misconduct in government schools and in early childhood settings.
- The Institute will work with the Department on appropriate regulatory mechanisms in relation to the teaching profession to ensure that Victorian children are safe.

The Institute plans to report on the progress of the identified performance improvement activities in January and July 2016.

The Institute will publish the Minister's Statement of Expectation and this response on its website. Although the Institute's Strategic Plan 2013-16 is well established, the Institute Council will give consideration to the Minister's request that the performance improvements identified be incorporated into the Strategic Plan.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Don Paproth', with a stylized flourish at the end.

**Don Paproth**  
Chairperson