

Internship Initial Teacher Education Programs Policy

Effective date: 29/04/2022

1. Purpose and context

Under the *Education and Training Reform Act 2006* (Vic) (the Act), the Victorian Institute of Teaching (VIT) has the power to accredit Initial Teacher Education (ITE) programs.

VIT has accredited a number of ITE programs that are fast-tracked, employment-based or innovative (referred to as internship programs for the purposes of this policy). These internship programs allow for pre-service teachers (PSTs) to undertake all or part of their supervised teaching practice (STP) days employed (paid or unpaid) by a school under VIT's Permission to Teach (Internship) category.

In 2021, an amendment to the Act mandated that VIT must have regard to raising the quality of teaching and provide for the safety and wellbeing of children and young people when developing, establishing and maintaining

- standards of professional practice for entry into, and remaining in, the teaching profession
- standards for the recognition of higher levels of professional practice attained by teachers and early childhood teachers in Victorian schools and early childhood services
- a Professional Learning Framework to support and promote the continuing education and professional development of teachers and early childhood teachers.

This policy is designed to support VIT's overarching obligation to raise the quality of teaching in relation to internship programs.

2. Scope

The policy applies to all Victorian IITE providers who currently deliver, or intend to deliver, an accredited internship program*, which is inclusive of

- employment-based programs
- programs that are part of the Victorian Government's Innovative ITE initiative
- programs that deliver a fast-tracked model
- any other programs where a PST may be granted PTT (Internship).

3. Relevant legislation and policy

- [VIT's Provisional to full registration policy](#)
- [VIT's Permission to Teach policy](#)
- [Education and Training Reform Act \(2006\)](#)

4. Definitions

Term	Definition
Accredited initial teacher education (ITE) program	Means a program or course of study <ul style="list-style-type: none"> a) leading to qualifications for entry to teaching as teacher; and b) that is approved by VIT under Division 2A as an initial teacher education program.
Australian Institute for Teaching and School Leadership (AITSL)	Commonwealth government agency 'providing national leadership for the Australian States and Territories in promoting excellence in the profession of teaching and school leadership'.
Australian Professional Standards for Teachers (APST)	Approved as the professional practice standards used by VIT to regulate Victorian teachers and early childhood teachers. Nationally consistent standards published in February 2011 by AITSL. The APST comprise seven standards, which outline what teachers should know and be able to do. The standards are grouped into three domains of teaching: professional knowledge, professional practice, and professional engagement.
Full registration	A category of registration granted to a person who has demonstrated proficiency against the APST in the manner required by VIT.
Internship initial teacher education (ITE) program	An accredited ITE program that has been designed to allow for PSTs to undertake the duties of a teacher as part of ITE program using PTT (Internship). This may include, but is not limited to, the following types of ITE programs <ul style="list-style-type: none"> • employment-based programs • programs part of the Victorian Government's Innovative ITE initiative • programs that deliver a fast-tracked model any other programs where a PST may be granted PTT (Internship).
PTT (Internship)	This category of Permission to Teach applies to PSTs undertaking an accredited internship program.
Pre-service teacher (PST)	A student enrolled in an accredited ITE program.
Provisional registration	A category of registration granted to a person who has met the graduate teacher level of the APST through the required qualification, and meets the requirements to be a fit and suitable person to teach. Provisional registration is granted with the condition that a teacher undertakes professional practice to meet the requirements for the proficient teacher level of the APST and becomes fully registered as a teacher or early childhood teacher within a period of two years.

Term	Definition
Teacher	An individual who has been registered by the VIT to undertake the duties of a teacher or early childhood teacher in a Victorian school or early childhood service in accordance with their qualification(s).

5. Principles

Principle 1

The VIT is guided by nationally-consistent approaches to the accreditation of ITE programs.

Principle 2

ITE providers utilising PTT (Internship) must provide adequate supervision and support to PSTs to ensure the safety and wellbeing of children.

Principle 3

The APST establish the competency requirements for teachers.

Principle 4

The VIT considers a graduate of an accredited ITE program to have demonstrated the APST at the graduate teacher level and be eligible for provisional registration.

6. Statement of policy

6.1. National consistency in the accreditation of ITE programs

The VIT adheres to a nationally-agreed approach to accreditation. This ensures all ITE programs meet the Australian standards outlined in the Accreditation of initial teacher education programs in Australia: Standard and Procedures (AITSL).

These standards are designed to ensure all graduates of ITE programs have the knowledge, skills and experience to make a positive impact on student learning. The VIT recognises the structure and design of an employment-based ITE program may reduce the amount of time a PST has to observe, and be directly supervised by, an experienced teacher.

ITE providers delivering or intending to deliver employment-based ITE programs must ensure that

- professional experience meets the requirements of Program Standard 5, including that there is opportunity for diversity of placements consistent with the expectations of Program Standard 5.2c*
- the requirements of the endorsed Teaching Performance Assessment (TPA) Program Standard 1.2 are met
- the PST has sufficient opportunity to demonstrate the graduate teacher level of the APST
- the PST is supervised by a teacher who has a strong working knowledge of the APST.

*VIT recognises there are numerous ways in which diversity may be obtained in an Internship program and providers must explicitly address how this is achieved within their submission.

6.2. Providing for the safety and wellbeing of children and young people

ITE providers must comply with [VIT's Permission to Teach policy](#).

The structure and design of the internship program must ensure the following prior to a PST's commencement of their employment under PTT (Internship)

1. support is provided to the PST to ensure they have access to, and an understanding of, all relevant workplace policies in relation to child safety and wellbeing
2. the PST engages with the following elements of teaching and learning in relation to child safety and wellbeing
 - mandatory reporting

- working with learners with special needs
- Child Safe Standards
- The Victorian Teaching Profession's Codes of Conduct and Ethics.

6.3. Requirements for completion of an accredited ITE program

The VIT recognises the structure and design of an internship program may be more intensive and completed in a condensed time-frame.

All accredited ITE programs must continue to ensure PSTs meet the requirements for successful completion of the program, including but not limited to, that a PST has

- demonstrated all 37 descriptors of the APST at the graduate teacher level
- successfully completed a Teaching Performance Assessment (TPA) in the final year of study
- successfully met the required standard in the Literacy and Numeracy Test for Initial Teacher Education (LANTITE).

6.4. Eligibility for registration on completion of an ITE program

The VIT considers a graduate of an accredited ITE program to have demonstrated the APST at the graduate teacher level and is eligible to apply for provisional registration.

The requirements for a person who holds provisional registration to move to full registration are detailed in [VIT's Provisional to full registration policy](#).

6.5. Special needs and / or alternative school settings

Where an ITE provider intends to support a PST to undertake employment under PTT (Internship) in a special needs school, there are additional considerations that VIT will review on a case-by-case basis.

Given the vulnerability and diversity of learners in a special needs setting, VIT will discuss with providers the specific requirements around these employment arrangements, including but not limited to, the following considerations

- adequate opportunity for the PST to undertake a diversity of placements – specifically in a mainstream school
- as PTT (Internship) is granted only for a specific subject area(s) and special education is not a curriculum area, the PST will only be allowed to work in the subject area(s) listed on their grant of PTT (Internship) – consequently, consideration will need to be given as to whether the PST's teaching areas are appropriate and applicable to a special school setting
- whether the PST has any relevant background / experience in the field of special needs or working with vulnerable people
- additional measures will need to be in place to ensure the safety and wellbeing of the learners, such as additional supervision and support for the PST and targeted professional learning.

Where an ITE provider intends to support a PST to undertake employment under PTT (Internship) in an alternative school setting, there are additional considerations that VIT will discuss with the provider on a case-by-case basis.