

Regulatory Impact Statement – Q2 2026



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Regulatory context and overview

This quarterly report provides an overview of the regulatory performance of the Victorian Institute of Teaching for the period 1 April 2026 to 30 June 2026 (Q2 2026).

Victoria's teaching workforce continued to grow during Q2 2026, with overall registration numbers increasing following the seasonal decline recorded in the previous quarter.

Growth was observed across both full and provisional registration cohorts, particularly within early childhood teaching. The number of experienced teachers returning to the profession also continued to increase compared with the same period last year.

Regulatory and operational performance remained strong throughout the quarter. Registration application assessment timeframes continued to improve, and customer service measures remained strong. Professional conduct reforms delivered improved closure rates in active caseloads and reductions in historical backlog matters.

Together, these results demonstrate the ongoing effectiveness of initiatives designed to strengthen service delivery and improve regulatory performance and responsiveness.

This report also provides expanded workforce insights through the inclusion of additional permission to teach (PTT) and mutual recognition reporting. These measures provide a broader view of workforce supply pathways and teacher mobility, supporting a more comprehensive understanding of factors influencing workforce availability across Victoria.

Key takeaways for Q2 2026

- Overall teacher registration increased by 1.3%, reflecting continued workforce growth, following the seasonal decline recorded in the previous quarter.
- Early childhood registration remained a key contributor to growth, with strong increases across both full and provisional pathways.
- Experienced returning teacher registrations continued to increase, highlighting the contribution of established teachers re-entering the workforce.
- New reporting on PTT and mutual recognition activity provides greater visibility of alternative workforce pathways and interstate mobility trends.
- Application assessment timeframes and customer service performance demonstrate improvements in regulatory efficiency and effectiveness.
- Implementation of professional conduct reforms continued to reduce backlogs and active caseloads, improving the timeliness of regulatory decision making.



The second quarter of 2026 outcomes reflect a teaching workforce that continues to grow and adapt to meet Victoria's education needs.

Growth across early childhood, provisional and returning teacher cohorts, combined with strong regulatory performance, demonstrates the resilience of the profession and the efficacy of measures supporting workforce supply.

Martin Fletcher
CEO Victorian Institute of Teaching

Registration trends

As of 30 June 2026, there were 163,853 teachers on the register, a 1.3% increase from the previous quarter. This growth reflects strengthening workforce supply, particularly in early childhood and among experienced returning teachers compared to the same time last year.



Overall, registrations continued to trend upwards this quarter, with steady increases across full and provisional cohorts, more early childhood and experienced returning teachers joining the register, and an increase in registrations across categories that were affected in the previous quarter by the mid-year graduation cycle for teaching qualification students.

Registration type breakdown



Fully registered teachers

Teachers with full registration have achieved the proficient teacher level of the Australian Professional Standards for Teachers (APST) and have demonstrated their suitability to teach through professional practice and professional learning.

Full registrations increased by 0.7% quarter-on-quarter.

- Fully registered school teachers increased by 0.5%, due to mid-year graduates being eligible to apply for registration.
- Fully registered early childhood teachers increased by 4.1%, continuing the upward trend observed throughout 2025 and into 2026, with 954 more teachers than at the same time last year.
- Fully registered teachers with dual registration (someone who holds both teacher and early childhood registration) increased by 2.0%, continuing the upward trend seen throughout 2025 and into 2026, highlighting greater workforce flexibility across school and early childhood settings.

Provisionally registered teachers

Provisional registration is for graduate, early career and returning overseas experienced teachers who are qualified to teach and ready to commence or resume teaching in Victoria. It provides temporary registration while teachers work towards full registration by demonstrating proficiency against the Australian Professional Standards for Teachers.

Provisional registrations increased by 3.5% overall, driven by strong and consistent growth in early childhood cohorts throughout the year and an increase in applications from mid-year teaching graduates.

- Provisionally registered early childhood teachers increased by 7.4%, reinforcing continued reliance on provisional pathways in the sector, with 2,332 more teachers compared with this time last year.
- Provisionally registered school teachers increased by 1.4%.
- Provisionally registered teachers with dual registration increased by 1.3%, showing a steady increase throughout 2026.



These results demonstrate the continued strength and adaptability of the teaching workforce, with sustained growth in early childhood and experienced returning teachers helping to strengthen the profession and support more learners across Victoria. The ongoing uptake of flexible and provisional pathways is supporting workforce supply and helping ensure continuity for learners across settings.

Martin Fletcher
CEO Victorian Institute of Teaching

Non-practising and returning teachers

Non-practising registration is a registration status for teachers who are not currently teaching – often due to a break from the profession or inability to meet practice requirements. This allows them to remain registered while maintaining suitability and fitness to teach but does not allow them to teach or be employed as a registered teacher in any Victorian school or early childhood service.

Non-practising registrations increased by 0.5% this quarter, highlighting the fluctuation of teachers taking a break from teaching for different reasons throughout the year (e.g. going on family leave or taking a career break).

The number of experienced returning registered teachers increased by a further 49.1% (from 159 to 237), continuing the strong upward trend in this experienced workforce cohort. Since its introduction last year, this registration type has grown from 27 as of 31 March 2025 to 237 this quarter, with numbers 191 higher than the same time last year.

Permission to teach (PTT) holders

PTT is an alternative authorisation to teach that exists primarily to address workforce shortages. Schools may apply for PTT if they are unable to recruit a qualified teacher for a specific role or subject, and they have an alternative candidate with subject matter expertise. Generally, PTT holders are individuals that have been identified by a school as experienced in their field and therefore able to teach the subject matter. PTT holders can only teach in the specific school and subject listed on their PTT grant.

Individuals granted PTT can teach while working towards meeting the requirements for full teacher registration.

There were 3,426 PTT holders registered as of 30 June, an increase of 0.9% from the previous quarter. PTT grants can vary in length, based on workforce shortage and school requirements (from 1 month to a maximum 3 years). Reflecting on the number of PTT holders at a point in time doesn't provide a full picture of workforce pressures.

For a year-on-year summary, please refer to [Section 5: Appendix – Annual PTT trends](#).

New teachers

There were 2,239 new registrants (i.e. never previously been registered with VIT) in Q2 2026, a 51.2% decrease compared to Q1 2026. The percentage drop reflects usual seasonal variations. In comparison to this time last year, we are sitting on similar figures with 2,350 new registrants in Q2 2025 and 2,239 in Q2 2026.

Applicants with Victorian and interstate qualifications all saw quarter-on-quarter declines, while remaining broadly in line with levels recorded at the same time last year.

- Victorian-qualified registrants declined by 55.7% to 1,284, though numbers remain comparable to Q2 last year (1,116).
- Interstate-qualified registrants declined by 26.4% to 176, with totals exceeding Q2 last year (106).

The number of new mutual recognition and PTT applicants also declined quarter-on-quarter, with year-on-year comparisons showing some divergence across these pathways.

- Mutual recognition applicants declined by 35.2% to 322, remaining below Q2 last year (433), suggesting a downward trend in this pathway.
- PTT registrants declined by 61.9% to 247, also below Q2 last year (397), with lower volumes likely reflecting the timing of application submissions, which may be captured in the next quarter's data.

Interstate and New Zealand registered teachers

Applicants who hold current teacher registration in another Australian state or territory, or in New Zealand, can apply for registration in Victoria under mutual recognition.

If the teacher holds

- provisional registration interstate or in New Zealand, they may be eligible to obtain provisional registration via mutual recognition, or
- full registration interstate or in New Zealand, they may be eligible to obtain immediate full registration via mutual recognition.

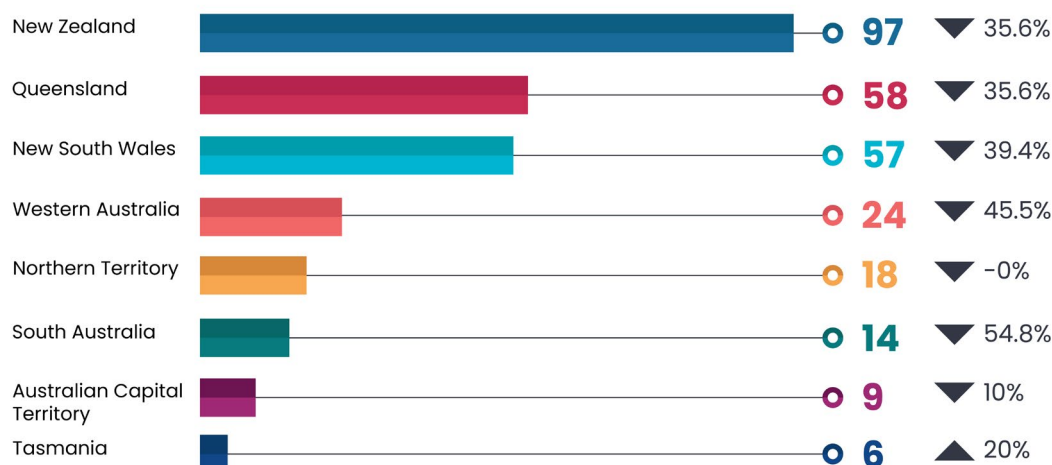
Mutual recognition applications approved

A total of 283 mutual recognition applications were received in Q2 2026, representing a 36.5% decrease from 446 approvals in Q1 2026.

Approval of an application under mutual recognition does not necessarily indicate that these individuals commenced teaching in Victoria. Analysis of mutual recognition applications over the past 12 months suggests a significant number of applicants from interstate and New Zealand don't necessarily take up teaching positions in Victoria. Only 28.6% of applicants approved through mutual recognition in the last year are affiliated with a Victorian school or early childhood service, and 39.6% have a Victorian residential address.

While address data should be interpreted with caution, as registrants are only prompted to update contact details during the annual registration period, employer affiliation data provides a more reliable indicator of employment, as schools and services are responsible for maintaining current staff records through their VIT Employer portal.

The decline in approved applications was observed across most jurisdictions



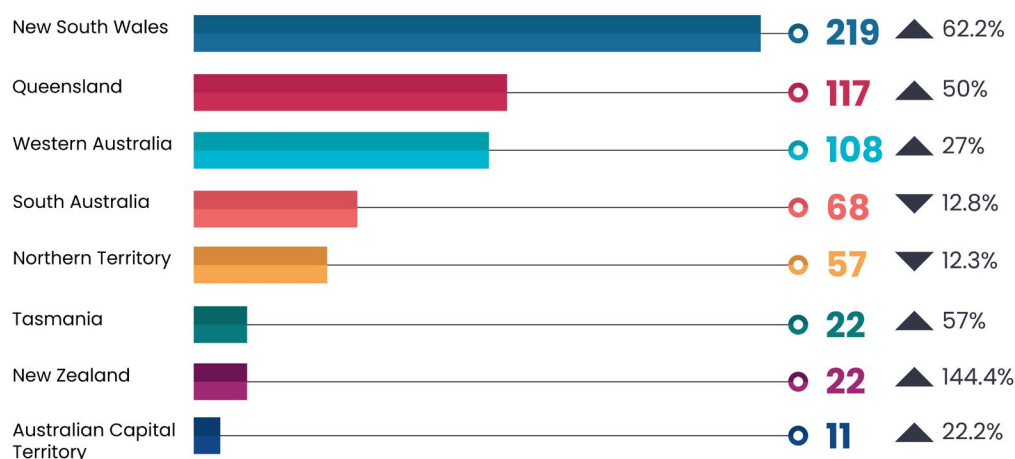
Mutual recognition checks requested

A total of 624 mutual recognition checks were requested by teacher regulatory authorities in Q2 2026, representing a 31.9% increase from 473* requests in the previous quarter. These figures reflect requests for registration verification by other jurisdictions and don't necessarily indicate that an individual subsequently commenced teaching in that jurisdiction.

*January 2026 data is not included, as the information was not captured in VIT's system at that time. As a result, total volumes are likely understated.

The increase in requests may be linked to recent changes to early childhood teacher (ECT) registration requirements in New South Wales and South Australia, where Graduate Diploma and Graduate Certificate qualifications are no longer recognised pathways to ECT registration. The VIT has received reports that some individuals from these jurisdictions are obtaining ECT registration in Victoria and subsequently using mutual recognition arrangements to gain registration in their home state or territory. We are working with relevant bodies to understand the impact on other jurisdictions.

Changes by jurisdiction were mixed



Teachers with overseas qualifications

Since the introduction of the pre-assessment of overseas teaching qualifications in July 2025, we have continued to see unprecedented demand. In Q2, 563 individuals applied to have their overseas teaching qualifications assessed to determine whether they met the qualification requirements and could apply for registration. Of these, 442 were assessed as holding valid qualifications and 96 are pending assessment outcome. A total of 36 applicants were deemed ineligible and were provided with tailored advice to support them in meeting the VIT registration requirements.

While service demand and approval rates remain consistently high, these figures do not immediately translate into an increase in the number of applicants with overseas qualifications. Data suggests that individuals who have their overseas qualifications pre-assessed often do so well in advance of their planned move to Victoria and only apply for registration when they are ready to move. As a result, there can be a delay between qualification assessment and registration. Since the service became a standalone function, 2,163 applicants have been assessed as holding valid qualifications. Of these, 1,228 have subsequently registered with VIT, achieving a conversion rate of 57%.

Teachers leaving the register

A total of 864 teachers left the register in Q2 2026, representing an 83.3% decrease compared to Q1 2026. Most teachers who leave the register do so at the end of the registration year, on 31 December. As such, Q1 data for teachers leaving the register is always significantly higher than other reporting periods.

The data for Q2 2026 is broadly consistent with the same period last year, when 799 teachers left the register in Q2 2025, although the Q2 2026 figure was slightly higher (up 8.1%).

Of the teachers who left the register in Q2 2026

- 816 provisionally registered teachers and PTT holders let their registration expire (i.e. did not apply for a further grant of provisional registration or PTT)
- 10 fully registered teachers had their registration expire due to non-completion of annual registration requirements
- 4 provisionally registered teachers or PTT holders were fee suspended for not completing their annual registration requirements (these individuals can revoke their suspension by paying the annual registration fee before their registration expires)
- 38 teachers (all categories) opted to cease their registration.

Operational performance and service delivery

Application assessment timeframes

- Average total registration application assessment times improved during this quarter, decreasing from 21 days to 18 days, a 14.3% reduction compared with Q1 2026.
- Teaching position assessment times increased from 6 days to 10 days, often due to incomplete applications being submitted, which necessitated VIT requesting additional information to support the application.
- PTT assessment times increased from 12 days to 15 days – this is still well within VIT’s advertised assessment timeframes of 4–6 weeks.

Continued enhancements to assessment processes contributed to further improvements in assessment timeframes during the quarter, including

- the ability to upload supported documents to applications after they have been submitted
- allowing applicants to submit English language competence (ELC) test results with 3-year validity (previously 2 years)
- the addition of Working with Children Check cards and Citizenship Certificates to the suite of identity documents accepted for nationally coordinated criminal history checks
- system rule change that prevents case officers from being able to close applications that have pending overseas criminal record check or ELC documents
- system rule to funnel NSW registered teachers who hold conditional registration into an initial registration application (rather than mutual recognition application for which they are ineligible)
- clarity on Statement of Current Registration Status (SOCRS) applications aimed at stopping individuals from paying for a SOCRS when they do not need one).

Contact centre performance

- Teacher hotline answer rate remained high at 96.7%, a 1.5% increase from the previous quarter.
- Principal hotline answer rate increased again this quarter to 97.7%, a 2.1% increase quarter-on-quarter.
- Average wait times improved across both teacher and principal hotlines during Q2 2026, supporting faster access to registration advice and customer support.
 - **Teacher hotline:** Average wait time decreased by 10.5%, from 114 seconds in the previous quarter to 102 seconds. Performance also improved compared with Q2 2025, when average wait times were 108 seconds.
 - **Principal hotline:** Average wait time decreased by 9.4%, from 86 seconds in the previous quarter to 78 seconds. While this represents an improvement on Q1 2026 performance, wait times remained higher than Q2 2025, when the average wait time was 64 seconds.
- Email response times remained stable at 2 business days.

Professional conduct trends

Professional conduct reforms continued to deliver strong results during Q2 2026, with sustained reductions in completion of both backlog and active cases. Since the commencement of the Backlog Reduction Project, 526 backlog matters have been finalised, reducing the number of open backlog cases from 1,048 to 522.

These changes are helping professional conduct matters move through the regulatory process more efficiently, providing greater certainty for teachers and complainants while ensuring matters are assessed fairly and in the public interest. The reduction in both backlog and active caseloads demonstrates that improvements are being realised across the broader professional conduct function, not just within the dedicated backlog project.

Quarter	Incoming cases	Finalised cases	Completion rate (Incoming vs. finalised)
Apr – Jun 2025	454	466	103%
Jul – Sep 2025	498	345	69%
Oct – Dec 2025	468	436	93%
Jan – Mar 2026	392	407	103%
Apr – Jun 2026	462	884	191%

During Q2 2026

- 462 new professional conduct matters were received
- 884 matters were closed during Q2 2026, representing a 117.2% increase from 407 matters closed in the previous quarter
- 31.9% reduction in matters awaiting further information
- improvements to processes, governance and decision-making arrangements have also strengthened case progression, contributing to a total completion rate of 191% in Q2 2026.



The significant reduction in backlog matters demonstrates the positive impact the Backlog Reduction Project is achieving to improve the timeliness and efficiency of the professional conduct process. By resolving more historical matters while continuing to progress new cases, we are reducing delays, providing greater certainty for teachers and complainants, and strengthening public confidence in the profession.

Martin Fletcher
CEO Victorian Institute of Teaching

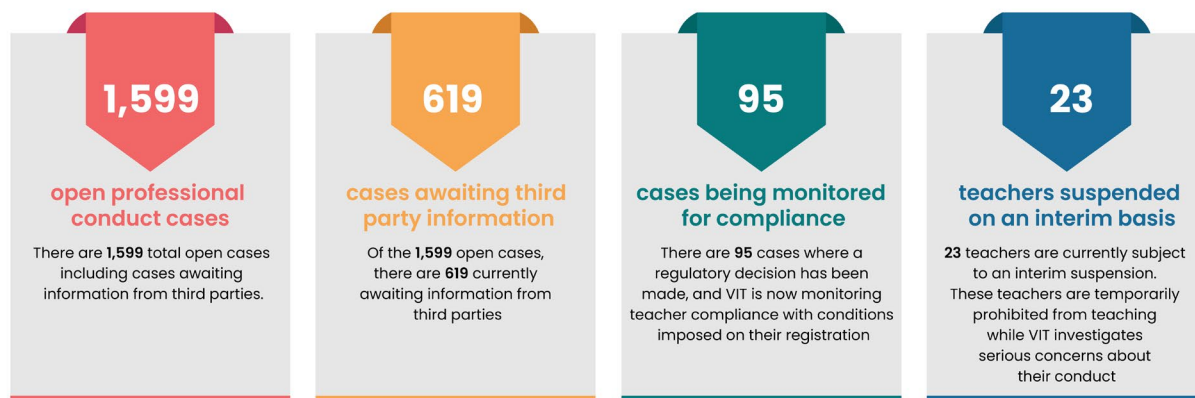
The completion rate in this quarter reflects a significant increase in VIT's capacity to resolve matters while continuing to respond to new demand. As professional conduct volumes remain higher than historical levels, the Backlog Reduction Project is playing an important role in building a more sustainable regulatory function by reducing caseload pressures and enabling resources to be directed towards current and emerging matters.



Active caseload composition

As of 30 June 2026, there were 1,599 open professional conduct matters, comprising of

- 619 matters awaiting further information, a 31.9% decrease from 909 in Q2
- 95 matters subject to active monitoring, an 11.2% decrease from 107 in Q2
- 23 matters involving interim suspension, a 53.3% increase from 15 in Q2.



“The reduction in matters awaiting further information demonstrates progress in advancing professional conduct matters through the regulatory process, while the increase in interim suspensions reflects the careful and targeted use of a regulatory tool reserved for situations where immediate risk must be managed.

Martin Fletcher
CEO Victorian Institute of Teaching

Backlog Reduction Project

The following statistics were recorded as of 17 July 2026

- **Starting backlog cases:** 1,048
- **Current open backlog cases:** 522
- **Finalised backlog cases:** 526

At the end of Q2 2026, the dedicated backlog project achieved its target of finalising 50% of backlog cases within nine months of the team's establishment. A total of 526 backlog cases had been closed by 30 June 2026, representing a 253.3% increase from 107 closures in the previous quarter.

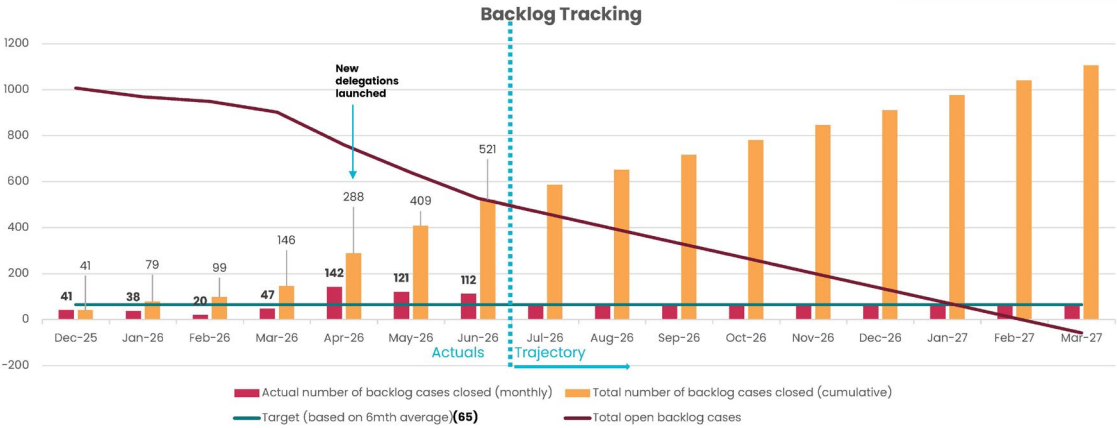
The introduction of new delegations in April 2026, alongside process improvements and changes to team structure and responsibilities, contributed to a significant increase in case finalisation. These results indicate that the reforms implemented to date are having a positive impact, enabling staff to progress matters more efficiently and supporting improved backlog management.

Backlog reduction data – as at end June 2026



Ahead of schedule

Measure of project success:
Finalisation of 50% of backlog cases within 9 months of establishing the dedicated team



Appendix

Annual PTT trends

The following PTT data represents the number of applications approved during the financial year, noting that PTT grants vary in length. For example, a person who has graduated from their teaching qualification, but has not yet been issued with the evidence of course completion required to apply for teacher registration, may apply for a one-month grant of PTT so they can teach while they wait for the evidence. Individuals teaching VET subjects are generally approved for three-year grants, noting the ongoing nature of their roles.

The data also includes applications for individuals with multiple grants of PTT. For example, an individual who holds PTT to teach Italian on Saturdays at the Victorian School of Languages (VSL), as well as casual classes at three other schools, may have had four different grants of PTT approved in the calendar year.

The following data has been presented in different ways to provide some detail about workforce shortages across Victorian regions.

PTT applications approved by region (including VET and VSL)*

Victorian region	FY 2025	FY 2026	% change
Barwon	89	70	-21.3%
Bayside Peninsula	168	130	-22.6%
Brimbank Melton	227	182	-19.8%
Central Highlands	99	70	-29.3%
Gippsland	48	52	8.3%
Goulburn	169	136	-19.5%
Hume Merri-bek	314	222	-29.3%
Inner Eastern Melbourne	87	67	-23.0%
Inner Gippsland	122	91	-25.4%
Loddon Campaspe	86	67	-22.1%
Mallee	52	49	-5.8%
North Eastern Melbourne	197	134	-32.0%
North Eastern Melbourne – VSL ^A	320	156	-51.3%
Outer Eastern Melbourne	100	74	-26.0%
Ovens Murray	81	49	-39.5%
Southern Melbourne	319	250	-21.6%
Western Melbourne	344	289	-16.0%
Wimmera South West	77	66	-14.3%

*This data represents all PTT categories (details on each category and how it is used is listed below), including VET and VSL. It is important to note that grants for VET and VSL do not represent workforce shortages, rather they are highly specialised subject matter experts. It also includes PTT (Internship) and other PTT categories that are not connected to workforce shortage.

^ VSL holders are all linked to this location as it is where VSL head office is located – in reality, these individuals are teaching all over Victoria.

PTT (General) applications approval by region *

Victorian region	FY 2025	FY 2026	% change
Barwon	24	27	12.5%
Bayside Peninsula	105	72	-31.4%
Brimbank Melton	164	122	-25.6%
Central Highlands	71	45	-36.6%
Gippsland	41	43	4.9%
Goulburn	130	108	-16.9%
Hume Merri-bek	226	155	-31.4%
Inner Eastern Melbourne	56	52	-7.1%
Inner Gippsland	86	70	-18.6%
Loddon Campaspe	54	46	-14.8%
Mallee	40	30	-25.0%
North Eastern Melbourne	127	78	-38.6%
Outer Eastern Melbourne	67	47	-29.9%
Ovens Murray	52	29	-44.2%
Southern Melbourne	227	152	-33.0%
Western Melbourne	226	198	-12.4%
Wimmera South West	49	43	-12.2%

*This data represents PTT (General) data only and therefore better represents workforce shortages.

Most common subjects for PTT (General)*

	FY 2025	FY 2026	
1	Generalist Primary	Generalist Primary	1
2	English	Mathematics	2
3	Mathematics	Special Education	3
4	Special Education	Humanities	4
5	Science	English	5
6	Humanities	Health and Physical Education	6
7	Health and Physical Education	Science	7

*Ranked highest to lowest. Subjects from 8th highest and below had significantly lower total numbers and have therefore not been included.

This is an indication only of areas with high difficulty in recruiting qualified teachers but isn't a full representation of the situation in schools. PTT (General) isn't usually granted out of field or for senior secondary (VCE) subjects. This means a school may use a PTT holder to teach a subject that is not hard to staff so that a qualified teacher already employed by the school can be used to teach the hard to staff subject.

Grants in secondary schools (mostly in years 7–10) generally include multiple subjects or subject areas (e.g. English and French, Visual Arts and Visual Communication Design). Grants in primary schools will generally cover all curriculum areas, with only a limited number of subject-specific grants being approved (e.g. primary physical education, primary music).

PTT categories and their uses

PTT (General) – used to fill fixed term or ongoing roles made vacant through general workforce shortages. Schools must demonstrate workforce shortage; the PTT grant is subject and school specific; and applicants must be progressing toward gaining teacher registration (generally this means by undertaking an Initial teacher education program).

PTT (Internship) – applies to individuals undertaking an accredited employment-based initial teacher education (ITE) Internship program towards teacher registration, such as the Innovative ITE programs.

PTT (VET) – allows holders to teach a Vocational Education and Training (VET) subject(s) in a school.

PTT (Specialisation) – designed for individuals delivering weekend community language courses (e.g. VSL), Aboriginal language programs, Japanese curriculum at the Japanese School of Melbourne (JSM), and dance / music at the Victorian College of the Arts Secondary School (VCASS).

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The VIT respectfully acknowledges the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respect to their Elders past, present and emerging for they hold the memories; the traditions; the culture and the hopes of all indigenous Australians.