



The Hon James Merlino MP

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Minister for Mental Health

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Dear Mr Corcoran

STATEMENT OF EXPECTATIONS 2020-22 FOR THE VICTORIAN INSTITUTE OF TEACHING

I am pleased to provide you with the Statement of Expectations (SOE) for the Victorian Institute of Teaching (VIT). This SOE replaces the SOE 2018-20 and applies for the period 2020-22, or until otherwise amended.

Improving the administration and enforcement of regulation

This SOE sets out my expectations of the VIT's contribution to the Government's program to reduce red tape affecting teachers, initial teacher education providers, schools and communities by promoting greater efficiency and effectiveness in the administration and enforcement of regulation. It also outlines my expectations on broader improvements for the VIT's performance.

As Minister for Education, I am responsible for administering the *Education and Training Reform Act 2006* (the Act), which provides for a high standard of education and training for all Victorians by setting out the functions and powers of the VIT. This SOE sets out my expectations of how the VIT will improve the efficiency and effectiveness of its regulatory activities and should be read within the context of the objectives, obligations and functions outlined in these Acts (as amended).

I acknowledge the achievements of the VIT over the period of the 2018-20 SOE, including implementing the recommendations of the VIT Review. Key achievements included upgrading IT systems, implementing a new Committee structure, developing new policies, introducing a Principal Practitioner position, improving relationships with co-regulators and incorporating child safety as a new legislative function.

This SOE outlines key governance and performance objectives and targets aimed at improving the administration and enforcement of regulation and thus reducing its cost impact on teachers, initial teacher education (ITE) providers, schools and the community.

Improvements and targets

I have identified key elements of governance and operational performance where there are opportunities for the VIT to reduce the administrative burden on teachers and ITE providers. In developing the SOE expectations and performance measures and targets I have considered the context of regulating the teaching profession and consultation between the Department and the VIT.

SOE Framework element of good regulatory practice	SOE Expectations	Performance measures and targets
Timeliness Timeliness in this context refers to resolving regulatory decisions, issues and approvals in a timely manner, to avoid unnecessary administrative costs for regulated parties.	Improve the timeliness of VIT processes and systems, including registration, case management of professional conduct, compliance and accreditation of ITE programs	90% of teachers complete annual registration (including renewal) tasks by 30 September per annum 90% of registration applications processed within 6 weeks (of complete application being submitted) 90% of permission to teach applications completed within 6 weeks (of complete application being submitted) 90% of new graduate applications processed within 2 weeks of final information being received (e.g. evidence of completion) 90% of applications from provisional teachers to achieve full registration assessed within 2 weeks of employer endorsement
Compliance related assistance and advice Compliance-related assistance and advice in this context refers to providing effective guidance to regulated parties to support high rates of compliance with regulatory requirements.	Support teachers, ITE providers and employers to comply with regulatory requirements	10% reduction in the number of teachers working without active registration by December 2021 - VIT will publish guidance material for teachers on their regulatory compliance obligations on the website by December 2021 - VIT will publish guidance material for principals and teachers on common areas of non-compliance for unregistered practice on the website by December 2021 75% of seminar participants were satisfied with the quality of the seminars in helping them to understand the APST and the process of moving to (full) registration 60 webinars/seminars delivered by Professional Practice on provisional registration across the state via face-to-face and online delivery, aiming to

SOE Framework element of good regulatory practice	SOE Expectations	Performance measures and targets
		reach 3,000 provisionally registered teachers 40 mentor training seminars delivered by Professional Practice in partnership with employers / sectors across the state via face-to-face and online delivery
Risk-based strategies Risk-based strategies in this context refers to improving regulatory outcomes by strategically focusing on activities where the risks are greatest.	Improve the risk-based regulatory approach to the safety and wellbeing of children, including assessing compliance against the regulatory scheme [teacher conduct against the requirements of ETRA (including ELA) and the Code and supporting Victoria Police and employers to respond to incidents].	- Less than 10% rate of recidivism for those teachers who have previously had a disciplinary condition imposed on their registration 100% teachers who have conditions imposed on their registration due to disciplinary concerns comply with those requirements by their due date 100% of Category A offence and Negative Notice notifications are processed within 30 calendar days of receipt 100% of interim suspensions are reviewed within 30 calendar days - Reassess all historical disclosable court outcomes against the new requirements of the <i>Education Legislation Amendment (Victorian Institute of Teaching, TAFE and Other Matters) Act 2008</i> (Vic) by 30 June 2022 - All outcomes from ELA reassessments have been actioned (including cancellations for Category A offences)
Clear and consistent regulatory activities Clear and consistent regulatory activities in this context refers to applying efficient practices and enforcement to reduce the regulatory burden on regulated parties and the community.	Continue to monitor and improve teacher quality and education, including: - reporting to the Minister on the implementation of the Victorian Selection Framework - Professional practice and accreditation will engage in seminars to assist pre-service teachers to understand their registration and ongoing	100% of ITE providers comply with the Victorian Selection Framework per annum 100% of ITE providers have engaged in at least one seminar with Professional Practice and Accreditation regarding registration and professional obligations with their pre-service teachers 100% of new and modified ITE courses are assessed within nine months where all requirements are met (excluding

SOE Framework element of good regulatory practice	SOE Expectations	Performance measures and targets
	professional obligations with all 12 ITE providers by working with ITE providers and through the accreditation of initial teacher education programs	time taken by ITE providers to respond to requests for further information) 100% of fast track ITE and internship programs are assessed in less than nine months to support DET's innovation in ITE initiative
Stakeholder consultation and engagement Stakeholder consultation and engagement in this context refers to effective communication and engagement with stakeholders to facilitate better regulator performance and outcomes.	Implement an ITE data sharing agreement with the Department to support efficient workforce planning and streamline regulation	Acquittal only
	Engage with stakeholders to inform regulatory policy, including developing feedback mechanisms and responding to Ministerial priorities	75% of Principals were satisfied with PTT registration process per annum (survey result) 10 Stakeholder engagement meetings held per annum
	Implement a permission to teach registration pathway to support DET's Tutoring in 2021 initiative	Acquittal only

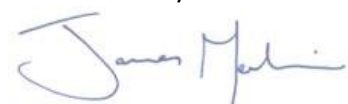
Reporting

I expect the VIT to respond to this SOE, outlining the activities it will undertake to achieve these expectations. The VIT should publish the SOE and the VIT's response on its website within three months.

I expect the VIT to incorporate this SOE into its corporate planning processes and systems to monitor its performance in achieving the SOE. I expect the VIT to report on its progress implementing the expectations, activities and performance measures and targets in its Annual Reports.

I look forward to seeing the VIT continue to work towards achieving best practice in its critical role as the regulator of teachers in Victoria.

Yours sincerely



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