STATEMENT OF EXPECTATIONS EVALUATION REPORT:
VICTORIAN INSTITUTE OF TEACHING
2018-20

THE
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CONTENTS

1.   GLOSSARY

Acronym/Abbreviation	Full Name
AITSL	Australian Institute for Teaching and School Leadership
APST	Australian Professional Standards for Teachers
ATAR	Australian Tertiary Admission Rank
CCYP	Commission for Children and Young People
Department	Department of Education and Training
DJCS	Department of Justice and Community Safety
Evaluation Plan	Statement of Expectations Evaluation Plan
Evaluation Report	Statement of Expectations Evaluation Report
GRPP	Good Regulatory Practice Plan
KPI	Key Performance Indicator
ITE	Initial Teacher Education
MoU	Memorandum of Understanding
NCCHC	Nationally Coordinated Criminal History Check
PRT	Provisionally registered teachers
RCS	Reportable Conduct Scheme
Royal Commission	Royal Commission into Institutional Responses to Child Sexual Abuse
SOE	Statement of Expectations
SOE Framework	Statement of Expectations Framework for Regulators
SOE Letter	Ministerial Statement of Expectations Letter
SOE Response	Regulator Response to the Ministerial Statement of Expectations Letter
QARD	Quality Assessment and Regulation Division of the Department of Education and Training
VRQA	Victorian Registration and Qualifications Authority
VIT	Victorian Institute of Teaching
Victorian Selection Framework	Victorian Framework for Selection into Initial Teacher Education
VIT Review	Review of the Victorian Institute of Teaching: Final Report (2017)
WWC Check	Working with Children Check
WWC Check Victoria	Working with Children Check Victoria

2. EXECUTIVE SUMMARY

The Victorian Institute of Teaching (VIT) regulates the teaching profession in Victoria. The Department of Education and Training (the Department) has evaluated the performance of the VIT in implementing its Statement of Expectations (SOE) 2018-20. A summary of the outcome evaluation is provided below.

The VIT performed strongly in the following expectations:

- **Timeliness of decisions–** a timely response to decisions on teacher registration and disciplinary action, including assessing new graduate applications and provisional to full registration applications faster, (5 days and 8 days respectively) and reviewing 100% of suspensions within 30 days, and 100% of new graduate applications prior to Term 1 of the school year.

- **Improving teacher quality and education –** setting consistent and transparent standards for initial teacher education (ITE), with the sector 100% compliant in requiring a 70 Australian Tertiary Admissions Rank (ATAR) for entry into ITE courses and supporting special needs.

- **Providing effective compliance advice –**achieving a high compliance rate with registration requirements, evident through the low rate of unregistered teaching (0.02%) and high rate of teachers completing registration tasks on schedule (approximately 90%). The VIT coordinated 15 professional learning programs, conferences and network meetings across 118 sessions to support a range of teachers across tertiary sector, Government and Catholic school sectors, and independent schools to comply with registration requirements.

- **Strengthening the regulatory approach to child safety and wellbeing –** modernising the regulatory approach and strategically aligning the VIT with the new legislative function to take into account child safety, including undertaking corporate business planning (the Strategic Plan 2018-20) and policy development to update all internal and external policies.

- **Transparent and accountable decisions –** providing quality assurance to the public that teachers are safe to work with children, through publishing transparent and accountable information in the Register of Teachers and the Register of Disciplinary Actions on its website.

The VIT could improve in:

- **Data collection for the SOE –** timely data collection to enable performance measures and targets to be achieved. At the time of the evaluation, the VIT was upgrading its IT systems, and this had an impact on data collection and performance reporting. Half of the data required to report against the performance measures was unable to be provided to the Department to assess performance against the SOE.

- **Coordinating and sharing information with agencies and regulators –** building partnerships with co-regulators to align with other child safety regulatory schemes, including ensuring roles are clear in the Reportable Conduct Scheme (RCS) and the Working with Children (WWC) Check Scheme. The VIT Review recommended developing MoUs with co-regulators to clarify interrelated roles and responsibilities, and in response the VIT has developed nine MoUs, with a further six MoUs under development to fulfil this requirement.

- **Supporting the government to implement child safety legislative reforms –** supporting regulated parties to understand the complex and evolving child safety

space, through continuing to provide advice and regularly updating compliance guidance on the regulatory requirements for child safety.

- **Continuing to improve compliance assistance–** providing compliance-related assistance and advice to people with disability. Currently policy and procedures documents available on the VIT website are not accessible to people with disability.

- **Engaging with stakeholders to meet community expectations –** clarifying the role of the regulator and strengthening stakeholder consultation and engagement to improve performance, satisfaction with service delivery and alignment to community expectations. The Stakeholder Engagement Committee should gather information on community expectations and strengthen stakeholder engagement. A regular annual stakeholder survey could provide a consistent approach to seeking feedback and insights into performance.

The Department and the VIT could consider improving processes for future SOEs, such as:

- **Strategic alignment –** clearly aligning the Evaluation Plan to the SOE Letter and SOE Response. The three documents were developed independently, and closer linkages between expectations, activities and performance measures would have improved the coherence of the SOE and the evaluation.

- **Develop outcomes-based measures –** measures should demonstrate an improvement in performance and quality outcomes. Many of the performance measures were based on outputs, and in these cases the result of the VIT action to support regulated parties or reduce regulatory burden was not demonstrated.

- **Comparable data** - comparing all data across the same timeframe, as the evaluation has a mix of financial year and calendar year data. The SOE is framed in the financial year, however calendar year data (in line with the school year) is most appropriate for performance reporting in the teaching sector.

3.   EVALUATION CONTEXT

STATEMENT OF EXPECTATIONS FRAMEWORK

The Minister outlined expectations for the VIT to promote greater efficiency in regulation in the SOE over two years.

The SOE Framework for Regulators (SOE Framework) process was followed, including:

- the Minister set priorities within an SOE Letter that was published on the regulator's website
- the VIT set activities to deliver the SOE (the SOE Response) that was published on the regulator's website
- The Department developed an SOE Evaluation Plan in consultation with the VIT
- the VIT reported publicly against the improvements and targets included in the SOE Letter and SOE Response in its annual report
- the Department evaluated the VIT's performance in implementing the SOE and published this report on the evaluation findings on the Department's website
- Better Regulation Victoria will review this evaluation report to identify areas of best practice across the regulation sector.

OVERVIEW OF THE VICTORIAN INSTITUTE OF TEACHING

The VIT is an independent statutory authority for the regulation of the teaching profession.

The VIT's key regulatory functions include:

- registering teachers to ensure only qualified and suitable persons are eligible to teach in Victorian schools
- providing quality assurance to ensure that teachers maintain standards of professional practice
- supporting provisionally registered teachers to fulfil requirements of full registration
- working with teachers to develop and implement a professional learning framework
- approving and accrediting ITE programs that provide teaching qualifications
- investigating breaches of conduct, competence, fitness and suitability and undertaking enforcement action.

The VIT SOE 2018-20

The Hon James Merlino MP, Deputy Premier and Minister for Education issued the VIT SOE letter 2018-20 on 26 June 2018. The VIT Council issued its SOE Response and response attachment to the Ministerial SOE Letter 2018-20 on 10 September 2018 and published it on the VIT website. The nominal expiry date of the current SOE Letter is 30 June 2020.

PURPOSE OF THE EVALUATION

The evaluation was designed to assist the regulator to improve performance and reduce costs on regulated parties.

Scope of the Evaluation

The evaluation considered the VIT's progress in implementing key recommendations of the VIT Review (2017), including child safety and wellbeing, legislative reform, and improving teacher quality, education, processes, policies and governance. The performance of the VIT

was analysed against the SOE Evaluation Plan and the SOE Framework. Other elements of the VIT's operations were out of scope, such as enforcement, incidents and complaints.

Evaluation Team

Table 1: Relevant contacts involved in the evaluation of the VIT SOE.

Contact	Area of involvement
Strategic Projects Team, Secondary Schooling, Pathways and Tertiary Education Reform Division, Policy, Strategy and Performance Group, Department of Education and Training (the Department)	The team within the Department that conducted the evaluation.
Corporate Legal Counsel, Governance and Council Secretariat, Executive and Governance Branch, the VIT	The team within the regulator that collected the data and information on each improvement and target to inform the evaluation.

APPROACH TO THE OUTCOME EVALUATION

The outcome evaluation assessed the impact of the SOE in improving regulation.

Methodology

The VIT's performance was assessed in the outcome evaluation, including the:

- activities that delivered on the Minister's expectations (the VIT Review 2017)
- extent to which the selected elements of good regulatory practice from the SOE Framework were delivered, including timeliness, risk-based strategies, compliance-related assistance and advice, stakeholder consultation and engagement, role clarity and cooperation amongst regulators.

Data collection

The Department reviewed internal data from the VIT officers and publicly available data to develop the evaluation report. A full list of references is provided in chapter 6. The data and data sources for performance measures follows the SOE Evaluation Plan and was mapped back to the SOE Letter and SOE Response.

Limitations

This evaluation covered 18 months (July 2018 to December 2019) of the two-year SOE cycle (July 2018 to June 2020) in order to inform the next iteration of the SOE. The timing of the evaluation excluded key work of the VIT from January to June 2020 to fulfil the SOE, particularly around recommendation 21 of the VIT Review (implementing a new IT system to improve timeliness of business practices).

Quantitative data was provided where available. The SOE was framed for the financial year, however the sector operated on the school year, and data was based on the calendar year.

The SOE focused on process improvements, and measured activity rather than outcomes.

APPROACH TO PROCESS EVALUATION

The process evaluation assessed the effectiveness of the SOE process.

Methodology

The VIT's process of implementing the SOE was considered in the process evaluation, including the:

- SOE development: including the elements of good regulatory practice, self-assessment, Good Regulatory Practice Plan (GRPP) and SOE Letter

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- SOE implementation: including the SOE Response, Evaluation Plan and Evaluation Report.

Data collection

The Department collected data to inform the process evaluation from officers within the VIT, a survey on the SOE process, the VIT self-assessment and GRPP.

Limitations

The staggered advice from the Department of Treasury and Finance on the SOE Framework meant that the Evaluation Plan was developed after the SOE Letter and Response. The Minister requested the VIT to prioritise fulfilling key recommendations of the VIT Review, however some areas were not accepted by the Government (1b) or decisions were delayed (1a, 1c, 2, 3, 4, 6, 12c) and these activities could not be completed by the VIT.

The VIT was not able to collect and track 53% of the data required for SOE performance reporting, with 18 of 34 performance measures missing data. In some areas, data collection for performance measures was not possible within the timeframe, particularly where new IT systems and processes were established.

4. OUTCOME EVALUATION

EFFECTIVE REGULATION – TIMELINESS DATA

The data below addressed the mandatory element of good regulatory practice 'timeliness' in the SOE Framework. Timeliness in this context referred to regulatory decisions, issues and approvals being resolved in a timely manner, to avoid unnecessary administrative costs for regulated parties. The VIT committed to the following activities to meet the Minister's expectation to support effective regulation.

Expectation	Response Activity	Outcome	Measure	Result 2018-20
Improving the efficiency and effectiveness of the VIT's processes through the development of a set of regulatory principles applying to all functions and activities, and the adoption of contemporary, aligned regulatory policies and governance models.

Recommendation 21 of the VIT Review – Ensure reforms to registration processes and customer-interfaces, including migration to online registration and renewal processes are completed by the end of 2018. | To support effective regulation the VIT will:

• review its regulatory framework and tools to promote the best interests of children

• work with the Department and co-regulators to form a community of practice and adopt strategies to ensure suitable persons are registered as teachers.

In response to the expectation, VIT will:
• update risk-based policies and regulatory frameworks

• adopt best practice in business systems to support compliance and reduction in regulatory burden. | Improved application, assessment and registration times

Reduced regulatory burden | Average number of business days taken to process new graduate applications | 5.1 calendar days (2018-19)
4.9 calendar days (2019-20) |
| | | | Percentage of new graduate applications finalised prior to 31 January | 86.3% (2018-19)
99.4% (2019-20) |
| | | | Average number of business days taken to assess 'provisional to full' registration applications | 21.3 calendar days (2018-19)
8.3 calendar days (2019-20) |
| | | | Percentage of key registration processes that are partially or fully paper based | Data is not available for 2018-19
39% (2019-20) |
| | | | Number of suspensions reviewed within 30 days | 100% (2018-19)
100% (2019-20) |
| | | | Percentage of calls answered within 20 seconds | 31.4% (2018-19)
12.6% (2019-20) |
| | | | % calls handled | 72% (2018-19)
57% (2019-20) |
| | | | Time taken to suspend registration when notified of a Category A offence or Negative Notice | Data is unavailable for 2018-20. Data will be available from 2020-21. This measure became a legislative requirement on 1 September 2019. |
| | | | Number of preliminary assessments undertaken per annum | 279 (2018-19)
Data is not available for 2019-20. |

KEY FINDINGS FOR TIMELINESS OF EFFECTIVE REGULATION

Achievement of Minister's expectations

The VIT applied best endeavours to meet the Minister's expectation to improve the timeliness of the VIT registration processes.

Registration applications for provisional teachers seeking full registration and new graduate applications were assessed in a short timeframe. The VIT worked towards automating registration processes to save time for teachers, with just under two thirds of registration processes electronic. The VIT ensured all suspensions of teachers were reviewed within 30 days and conducted preliminary assessments of child safety notifications, including from criminal history checks, complaints from the public and employers, the RCS and own motion enquiries.

The VIT worked towards improving timeliness for customer service, with a deterioration in two metrics: a drop of 19% in the percentage of calls answered in 20 seconds, and a drop of 15% in the percentage of calls handled. The VIT received a higher volume of enquiries for new business practices, including online renewal notices and the RCS, that led to the reduction in timeliness.

Achievement of standards set out in the SOE Framework

The VIT fulfilled all minimum and best practice standards of the SOE Framework[1].

The VIT had established systems, processes and advice to support teachers to comply with registration requirements. The VIT provided timely registration advice to teachers through the online portal, MyVIT, including the ability to track registration status. The VIT established partnerships with co-regulators to understand other compliance requirements for teachers and ensure timely requests for information.

The VIT worked towards improved e-capability, including managing data online. The paper-based Permission to Teach registration process will be transferred to an online IT system by 2020-21.

Overall comment

The VIT performed well in timeliness, ranging from a strong performance in the timeliness of approval and decision processes to delays in responding to issues. Key risks affecting performance included a lack of investment in IT and customer service. Proactive data analysis could support improved timeliness. The VIT maintained a good performance in avoiding unnecessary delay costs for teachers.

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[1] The minimum standards referred to are those outlined in the SOE Framework

TEACHER QUALITY AND EDUCATION – RISK-BASED STRATEGIES DATA

The data below addressed the mandatory element of good regulatory practice 'risk-based strategies' in the SOE Framework. Risk-based strategies in this context referred to improving regulatory outcomes by strategically focusing on activities where the risks are greatest. The VIT committed to the following activities to meet the Minister's expectation to improve teacher quality and education.

Expectation	Response Activity	Outcome	Measure	Result 2018-20
Continuing to improve teacher quality and education, and risk identification and compliance. Recommendation 22 of the VIT Review – Expand future-focused research activity, including through facilitating and fostering stronger feedback loops between ITE providers and employers. Improving the efficiency and effectiveness of the VIT's processes through the development of a set of regulatory principles applying to all functions and activities, and the adoption of contemporary, aligned regulatory policies and governance models. Recommendation 19 of the VIT Review – The VIT leverage its data to better inform and draw out intelligence about where areas of regulatory risk exist in teacher regulation, including through establishing partnerships with research and/or tertiary institutes. Recommendation 24 of the VIT Review – Improve the efficiency, consistency and timeliness of enforcement processes by adopting risk-based triage and other processes which ensure reduced duplication of effort, greater streamlining, and improved notifier-experience. Collaborating on the Government's agenda to make Victoria's teachers the best in the country, through our continued focus on ensuring excellence in teacher quality, education and practice.	To support high quality education the VIT will: • collaborate with the Department and ITE providers to implement the Victorian Selection Framework • undertake reform in the area of ITE programs to improve teacher quality • work with the Department to deliver an effective mentoring program for early career teachers, including those in the Early Childhood sector • support Early Childhood teachers • support teachers to participate in professional learning to address children with Special Needs. In response to the Minister's expectation to improve teacher quality the VIT will: • develop close partnerships with ITE providers to improve teacher quality, and develop an ITE engagement plan • adapt regulatory approach to support teachers and	Improved compliance against teacher standards Improved teacher quality Reduced teacher misconduct (especially child safety)	Compliance with special needs requirements	100% (2018) 100% (2019) All university degrees require compliance with special needs, therefore the sector is compliant
			Tertiary selection requirements met by ITE providers (ATAR 70 and other non-academic attributes)	Data is unavailable for 2018. 100% (2019) All university degrees require an ATAR of 70, therefore the sector is compliant
			Number of approved Victorian ITE programs	Data for 2018 is unavailable. 89 (2019)
			Compliance with the "Accreditation of Initial Teacher Education Programs in Australia, Standards and Procedures" (including any Victorian overlays)	100% (2018) 100% (2019) All university degrees require compliance accreditation of ITE, therefore the sector is compliant
			% of provisional teachers registered in the past 5 years meeting Australian Professional Standards for Teachers (APST) and moving to (full) registration within a given timeframe	Data is unavailable for 2018-19 and 2019-20. The VIT is upgrading IT systems and is unable to report on cohort data until all teachers are in the new system.

Expectation	Response Activity	Outcome	Measure	Result 2018-20
	employers to comply with policy			
	• review its strategic plan to focus on teacher quality (VIT Council)			
	• engage a Principal Practitioner.			
	To support effective regulation the VIT will:			
	• review its regulatory framework and tools to promote the best interests of children			
	• work with the Department and co-regulators to form a community of practice and adopt strategies to ensure suitable persons are registered as teachers.			
	In response to the Minister's expectation to improve the efficiency of processes, the VIT will:			
	• update risk-based policies and regulatory frameworks			
	• adopt best practice in business systems to support compliance and reduction in regulatory burden.			

KEY FINDINGS FOR RISK-BASED STRATEGIES OF TEACHER QUALITY AND EDUCATION

Achievement of Minister's expectations

The VIT applied best endeavours to meet the Minister's expectation to apply a risk-based approach to regulating teacher quality and education.

All university degrees complied with requirements for teacher education, including entry requirements, supporting students with special needs and accreditation of programs.

The VIT is on track to be able to monitor the number of provisional teachers that achieve full registration through an upgraded IT system.

Achievement of standards set out in the SOE Framework

The VIT fulfilled all minimum and best practice standards of the SOE Framework.

The VIT collected comprehensive data to track compliance history and develop a risk profile for teachers, with enforcement action tailored to the risk profile. The VIT assessed and prioritised incidents and complaints according to the highest risk, guided by the Risk Management Framework. Targeted audits and data analysis supported risk mitigation.

A consistent and documented approach was applied to risk management, setting requirements for teacher registration in line with the APST.

The VIT applied a transparent approach to regulation, providing public access to the registration details of teachers in the Register of Teachers and Register of Disciplinary Action on the VIT website.

Overall comment

The VIT performed strongly in following a risk-based strategy, by having consistent and transparent standards, and targeting resources to support proactively identifying risks. A key risk to the VIT in the short-term included the upgrade of IT systems, affecting its ability to proactively analyse data and respond to risks. The VIT is expected to be more efficient in the long-term as the new IT system will improve capability for data analysis and risk identification, reducing the need for intervention over time.

TEACHER QUALITY AND EDUCATION – COMPLIANCE-RELATED ASSISTANCE AND ADVICE DATA

The data below addressed the mandatory element of good regulatory practice 'compliance-related assistance and advice' in the SOE Framework. Compliance-related assistance and advice in this context referred to providing regulated parties with access to effective assistance and advice to support high rates of compliance with regulatory requirements. The VIT committed to the following activities to meet the Minister's expectation to improve teacher quality and education.

Expectation	Response Activity	Outcome	Measure	Result 2018-20
Continuing to improve teacher quality and education, and risk identification and compliance. Recommendation 23 of the VIT Review – Undertake a significant shift toward more risk-based, intelligence-led and outcomes-focused regulation in the immediate term to assist in best targeting resources. This should include utilising the full suite of compliance activities and significantly increasing assistance given to teachers to comply with the standards and prevent misconduct. Recommendation 25 of the VIT Review – Expand its activities beyond a narrow focus on compliance, towards proactive education of teachers and the community about teacher quality. This includes showcasing leading practice in teacher quality. It should not extend to advocacy and representation of the profession. The VIT should continue to advise and support the Government's policy agenda as appropriate, and to play a role in achieving this agenda through the VIT's regulatory function and by cooperating with my Department and other regulators and departments across jurisdictions and portfolios.	To support high quality education the VIT will: • collaborate with the Department and ITE providers to implement the Victorian Selection Framework • undertake reform in the area of ITE programs to improve teacher quality • work with the Department to deliver the effective mentoring program for early career teachers, including those in the Early Childhood sector • support Early Childhood teachers • support teachers to participate in professional learning to address children with special needs. In response to the Minister's expectation, the VIT will: • develop close partnerships with ITE providers to improve teacher quality, and develop an ITE engagement plan • adapt regulatory approach to support teachers and employers to comply with policy • review its strategic plan to focus on teacher quality (VIT Council) • engage a Principal Practitioner.	Improved understanding of the VIT's messages and regulatory requirements (role of teachers) by teachers, graduates and the VIT's staff	Reduction in incidents of unregistered teaching	74 cases investigated, with 30 confirmed cases of unregistered teaching (2018) Data unavailable for 2019
			Number of teachers moved to non-practicing registration after identifying that they are unable to support declarations	7.2% (80 teachers) were unable to support declarations following random renewal of registration audit (2018) Data unavailable for 2019
			Degree of understanding of provisionally registered teachers (PRT) obligations and responsibilities regarding professional conduct as a teacher	41.2% Survey of Provisionally Registered Teachers (2018) Data unavailable for 2019-20 as the survey was not conducted (this is not an annual survey)
			Percentage of teachers demonstrating the APST at the Proficient Teacher Level within five years of their initial registration	Data is unavailable for 2018-19 and 2019-20. VIT is upgrading IT systems and is

Expectation	Response Activity	Outcome	Measure	Result 2018-20
				unable to report on cohort data until all teachers are in the new system.
			Percentage of registrants that completed annual registration tasks by 30 September	91.3% (2018) 93.7% (2019)
			Total number of teacher demand (calls, emails and reception) per registered teacher	Teacher demand was 0.97, with each teacher contacting the VIT approximately once on average (2018-19). Data will be available for 2019-20 at the end of the financial year.

KEY FINDINGS FOR COMPLIANCE-RELATED ASSISTANCE AND ADVICE IN THE AREA OF TEACHER QUALITY AND EDUCATION

Achievement of Minister's expectations

The VIT applied best endeavours to meet the Minister's expectation to improve teacher quality and education, including through supporting teachers to comply with regulation.

Enforcement activity was undertaken for a small number of incidents of unregistered teaching, and teachers falsifying declarations on registration renewal documents.

On average, each teacher contacted the VIT once for support, and there was a high compliance rate of teachers' completing registration requirements within the specified timeframe. The VIT supported teachers to achieve the Proficient Level of the APST within five years of initial registration, with data unavailable at the time of reporting due to an upgrade of IT systems.

Achievement of standards set out in the SOE Framework

The VIT fulfilled the minimum standards, and partially fulfilled the best practice standards of the SOE Framework.

Compliance-related assistance and advice was provided on the website and registration portal (MyVIT) to support teachers to maintain registration and raise awareness of professional responsibilities. The VIT provided resources online, including on the regulatory approach, policies and best practice. Teachers contacted the VIT for tailored advice through email or phone enquiries. Compliance information was provided in multiple formats, however accessible formats for people with disability were not available.

The VIT evaluated teachers' understanding of professional standards through annual random audits of registration and a survey seeking feedback on obligations.

Overall comment

The VIT performed strongly in providing effective compliance-related assistance and advice as there was a high compliance rate and stakeholders had the opportunity to seek advice without fear of unnecessary enforcement action. Key risks to performance included unregistered teaching and increasing demand for customer service support. Guidance should continue to be updated to support all cohorts of stakeholders to achieve compliance and reduce the need for intervention.

The VIT was effective in providing compliance advice, with a low risk of non-compliance.

SECTOR COMMUNICATION – STAKEHOLDER CONSULTATION AND ENGAGEMENT DATA

The data below addressed the suggested element of good regulatory practice 'stakeholder consultation and engagement' in the SOE Framework. Stakeholder consultation and engagement in this context referred to effective communication and engagement with stakeholders to facilitate better regulator performance and lead to better regulatory outcomes. The VIT committed to the following activities to meet the Minister's expectation to improve teacher quality.

Expectation	Response Activity	Outcome	Measure	Result 2018-20
Continuing to improve teacher quality and education, and risk identification and compliance. Recommendation 25 of the VIT Review – Expand its activities beyond a narrow focus on compliance, towards proactive education of teachers and the community about teacher quality. This includes showcasing leading practice in teacher quality. It should not extend to advocacy and representation of the profession. Recommendation 29 of the VIT Review – Establish an executive-level Principal Practitioner position as a direct report to the Chief Executive Officer (CEO). This position should support the building of public trust and confidence in the VIT's teaching expertise.	To support high quality education the VIT will: • collaborate with the Department and ITE providers to implement the Victorian Framework for Selection into Initial Teacher Education (Victorian Selection Framework) • undertake reform in the area of ITE programs to improve teacher quality • work with the Department to deliver an effective mentoring program for early career teachers, including those in the Early Childhood sector • support Early Childhood teachers • support teachers to participate in professional learning to address children with special needs. In response to the Minister's expectation, the VIT will: • develop close partnerships with ITE providers to	Duty holder satisfaction Perceptions of consistency Measure of public confidence	Number of online resource downloads	Data is not available for 2018. Registered teacher moving to full registration 74,260 downloads (2019) Resources and seminars for full registration 25,197 downloads (2019) Professional responsibilities Conduct and Ethics 31,915 downloads (2019)
			Number of Conduct and Registration podcast downloads	Podcast total downloads 5,065 (2018 and 2019) Podcast video total downloads 43,200 (2018 and 2019)
			Readership of principal, early childhood and casual relief teacher circulars	Data unavailable for 2018. Early Childhood Circular (e-newsletter sent to all early childhood provider managers) 40% open rate (2019) Principal Circular (e-newsletter sent to all school principals) 66% open rate (2019) Casual Relief Teacher Circular (e-newsletter sent to all casual relief teachers) 67% open rate (2019)
			Readership of Professional Practice	Data unavailable for 2018. Professional Practice (e-newsletter sent to all registered teachers) open rate 53% (2019)
			Number of resolved queries from conferences (Early	Data unavailable for 2018-20. This is a new measure; data will be collected from 2020-21.

Expectation	Response Activity	Outcome	Measure	Result 2018-20
	improve teacher quality, and develop an ITE engagement plan		Childhood Education, Education State School Leadership)	
	• adapt regulatory approach to support teachers and employers to comply with policy • review its strategic plan to focus on teacher quality (VIT Council) • engage a Principal Practitioner.		Teachers understand what constitutes APST-referenced professional learning	Data unavailable for 2018 Effective Mentoring Program course feedback 95% satisfaction (good or very good for coverage of the registration requirements and Code of Conduct) (2019) The VIT conducted a survey of provisionally registered teachers in 2019, results were inconclusive as there was a low response rate. Anecdotal feedback was positive regarding professional learning.
			Evidence of engagement with the sectors and other initiatives in professional practice, led by the Principal Practitioner	The Principal Practitioner coordinated 15 professional learning programs, conferences and network meetings across 118 sessions, including for mentors, early-career teachers, provisionally registered teachers, principals, casual and relief teachers in Government, Catholic and Independent schools and the tertiary sector (2018-20).
			Strategic Plan reflects stakeholder and community expectations	VIT developed a 2018-2020 Strategic Plan and business plan to implement the strategy.

KEY FINDINGS FOR STAKEHOLDER CONSULTATION AND ENGAGEMENT OF SECTOR COMMUNICATION

Achievement of Minister's expectations

The VIT applied best endeavours to meet the Minister's expectations, including raising awareness of teacher registration and quality practice, and engaging a Principal Practitioner to provide professional advice to the teaching profession.

Teachers had access to compliance-related advice, including through professional teaching resources, podcasts and e-newsletters.

The Principal Practitioner provided teachers with a program of professional learning and conferences across the Government, Catholic and Tertiary sectors and Independent schools. The VIT collected stakeholder feedback at professional learning courses to measure its performance and received strong endorsement, noting data on one of the feedback measures was unable to be collected.

The VIT updated its Strategic Plan and business plan to improve regulatory outcomes, including for child safety and teacher quality.

Achievement of standards set out in the SOE Framework

The VIT fulfilled all minimum standards and partially met the best practice standards of the SOE Framework.

The VIT sought regular feedback from stakeholders to improve registration processes. Consultation with stakeholders informed the VIT Review discussion paper and supported policy development for future directions of the organisation.

Registration information was provided to teachers well in advance of deadlines. The VIT worked in partnership with the Department, Catholic sector and independent schools to ensure schools were fully staffed prior to the beginning of school terms.

The VIT worked towards strengthening relationships with stakeholders to identify risks, evaluate performance and improve regulatory processes. The VIT introduced the Principal Practitioner role, which will enhance its ability to engage with the sector to improve regulation and teacher quality.

Overall comment

The VIT performed well in supporting teachers to comply with registration requirements, including providing compliance advice and professional learning programs. A key risk is that the VIT does not conduct annual stakeholder surveys to engage consistently with regulated parties and seek feedback on performance. Proactively working towards improving stakeholder engagement will continue to support effective regulatory design and improve compliance and satisfaction. This approach will improve effectiveness of stakeholder consultation and engagement over time.

CHILD SAFETY – ROLE CLARITY DATA

The data below addressed the suggested element of good regulatory practice 'role clarity' in the SOE Framework. Role clarity in this context referred to clearly defined roles and responsibilities of regulators to strengthen regulatory performance and outcomes. The VIT committed to the following activities to meet the Minister's expectation to improve child safety.

Expectation	Response Activity	Outcome	Measure	Result 2018-20
Contributing to and collaborating with the Department on the development of reforms to Part 2.6 of the *Education and Training Reform Act 2006* (the Act), including the teacher disciplinary system, to ensure that the VIT's procedures represent best regulatory practice and address issues with the current system as identified in the VIT Review. Supporting the Government to consider and implement regulatory amendments arising from the VIT Review including the statutory requirement for the VIT to consider child safety and wellbeing, greater alignment of VIT registration to the WWC Check scheme, and coordination and information sharing between agencies and regulators. Recommendation 1 of the VIT Review – The Review recommends a comprehensive overhaul of Part 2.6 of the Act in order to streamline its operation and to ensure that it represents modern regulatory practice in connection with professional disciplinary schemes. In overhauling Part 2.6, consideration needs to be given to: c) Giving the VIT specific legislative objects in relation to: • ensuring child safety and wellbeing • taking into account community expectations • ensuring quality of teaching and teachers.	To support effective regulation the VIT will: • review its regulatory framework and tools to promote the best interests of children • work with the Department and co-regulators to form a community of practice and adopt strategies to ensure suitable persons are registered as teachers. In response to the Minister's expectation, the VIT will: • work with the Department on legislative reform to modernise regulatory tools and frameworks • draw on the experience and practice of other regulators to develop modern practice. To promote child safety and wellbeing the VIT will: • collaborate with co-regulators to support implementation of the RCS • update regulatory framework and policies to respond to the Betrayal of Trust Inquiry and Royal Commission • take a risk-based approach to reduce non-compliance, including adoption of best practice in business systems.	Improved disciplinary procedures	Staff and stakeholders understand the objectives of the regulation and place a high value on student safety and wellbeing	12.53% of PRT believed that 'protecting the safety, welfare and wellbeing of children' was a core function for VIT (Survey of Provisionally Registered Teachers, 2018) Data unavailable for 2019 as Survey was not conducted (this is not an annual survey)

Expectation	Response Activity	Outcome	Measure	Result 2018-20
The VIT should provide data, information and advice to the Department.	In response to the Minister's expectation, the VIT will: • update its Strategic Plan to reflect legislative change to functions • work with the Department on legislative reform • align VIT processes with DJCS WWC Check Unit • develop and review MoUs with co-regulators.			

KEY FINDINGS FOR ROLE CLARITY OF CHILD SAFETY

Achievement of Minister's expectations

The VIT progressed towards meeting the Minister's expectation to implement legislative reforms and update its regulatory practices in respect to child safety.

The VIT provided compliance advice online to clarify the VIT's new role in child safety, which came into force from 1 September 2019. However, the VIT was not able to undertake related data collection for the performance measure, as the survey occurred before the relevant legislative reform. Therefore, the data provided is a baseline for applicable data in future years.

Achievement of standards set out in the SOE Framework

The VIT has met all minimum and best practice standards of the SOE Framework.

Child safety was monitored through quality assurance processes, including the Nationally Coordinated Criminal History Check (NCCHC) required for registration and the disciplinary processes. The VIT provided assurance to the Victorian community that teachers met their mandated registration requirements through publishing the Register of Teachers and the Register of Disciplinary Action online.

Formal roles to manage child safety in the RCS have been outlined in the *Child Wellbeing and Safety Act 2005* to promote cooperation between regulators. The VIT has documented and established processes of working together with co-regulators, for example in Memoranda of Understanding's (MoU) for the RCS.

Overall comment

The VIT has performed well in meeting community expectations, particularly around providing assurance to the community that teachers are safe to work with children. A key risk was that teachers have been unclear on the role of the VIT as a regulator rather than a professional association. Other risks included the complexities of implementing the RCS in alignment with co-regulators and presenting a streamlined approach. The VIT should continue to develop compliance guidance to clarify roles and responsibilities in the complex child safety regulatory environment. The approach to child safety is evolving and good partnerships with co-regulators have improved regulatory outcomes.

CHILD SAFETY – COOPERATION AMONGST REGULATORS DATA

The data below addressed the suggested element of good regulatory practice 'cooperation amongst regulators' in the SOE Framework. Cooperation amongst regulators in this context referred to sharing information and developing a common understanding of regulation to support a positive compliance culture and improve outcomes. The VIT committed to the following activities to meet the Minister's expectation to improve child safety.

Expectation	Response Activity	Outcome	Measure	Result 2018-20
Supporting the Government to consider and implement regulatory amendments arising from the VIT Review including the statutory requirement for the VIT to consider child safety and wellbeing, greater alignment of VIT registration to the WWC Check scheme, and coordination and information sharing between agencies and regulators. Recommendation 6 of the VIT Review – Consider amending the legislative requirements of the VIT scheme to ensure equivalency with the WWC Check scheme, to the extent the policy objectives of the two schemes are aligned; and following legislative amendment (if that is required) include a statement on VIT registration cards to communicate that a person who holds a valid VIT card is not required to hold a WWC Check when engaging in child-related work given that the VIT registration and WWC Check schemes generally have similar and equivalent requirements. Recommendation 7 of the VIT Review – The VIT and Department of Justice and Community Safety (DJCS) Victoria's administration of the WWC Check scheme are adopted by the VIT through staff secondments and out-posting and potentially through a service provision MoU between DJCS and the VIT.	To promote child safety and wellbeing the VIT will: • collaborate with co-regulators to support implementation of the RCS • update regulatory framework and policies to respond to the Betrayal of Trust Inquiry and Royal Commission • take a risk-based approach to reduce non-compliance, including adoption of best practice in business systems. In response to the Minister's expectation, the VIT will: • update its Strategic Plan to reflect legislative change to functions • work with the Department on legislative reform • align VIT processes with DJCS WWC Check Unit • develop and review MoUs with co-regulators.	Alignment with co-regulators and regulatory best practice Reduced regulatory burden Improved understanding of roles and responsibilities for RCS	Number of the VIT registered teachers with a WWC Check	Data was not available for 2018-20. Data will be available from 2020-21 as this is a new scheme in Victoria. The VIT conducts a NCCHC for all registered teachers, which covers the requirements of the WWC Check and additional relevant offences. All teachers have a statement on their VIT Registration card to identify that the WWC Check is included. Teachers are no longer required to be included under both schemes, and this has potentially reduced the regulatory burden.
			Number of revised MoUs	Acquitted 9 MoUs revised and in place; 2 draft MoUs; consideration of another 4 MoUs that may be developed to clarify and reinforce the roles and responsibilities of regulators under the RCS (2018-19).
			Alignment of internal policies and procedures to best practice and government policy for regulators	Acquitted. All policies are under review to be updated to align with the VIT's new regulatory principles. The process is ongoing, with many policies updated and some policies under review (2018-20).
			Alignment of external policies and procedures to best practice and government policy for regulators	Acquitted. All policies are under review to be updated to align with the VIT's new regulatory principles. The process is ongoing, with many policies updated and some policies under review (2018-20).

Expectation	Response Activity	Outcome	Measure	Result 2018-20
Recommendation 8 of the VIT Review – The VIT to immediately agree and review any existing MoUs with Commission for Children and Young People (CCYP), Victoria Police and the other noted co-regulators so that respective RCS roles and responsibilities are clarified. Establish a formal forum for the DJCS, the VIT, the Quality Assessment and Regulation Division (QARD), the Victorian Registration and Qualifications Authority (VRQA), the CCYP and the Victoria Police to come together as co-regulators in the child safety and welfare sphere. Improving the efficiency and effectiveness of the VIT's processes through the development of a set of regulatory principles applying to all of its functions and activities, and the adoption of contemporary, aligned regulatory policies and governance models. Recommendation 15 of the VIT Review – Establish an internal VIT taskforce to thoroughly refresh the VIT's internal and external policies and procedures to ensure they align with best practice and broader government policy for regulators and statutory authorities. The VIT will need to consider any schools and teaching initiatives agreed with the Commonwealth Government, any relevant actions agreed in response to the Royal Commission, and any other emerging policy issues requiring the VIT input, including matters arising from the National Review of Teacher Registration being conducted by an Expert Panel under the auspice of the Australian Institute for Teaching and School Leadership.	To support effective regulation the VIT will: • review its regulatory framework and tools to promote the best interests of children • work with the Department and co-regulators to form a community of practice and adopt strategies to ensure suitable persons are registered as teachers. In response to the Minister's expectation, the VIT will: • work with the Department on legislative reform to modernise regulatory tools and frameworks • draw on the experience and practice of other regulators to develop modern practice.		Number of formal co-regulator forums attended	Acquitted, 5 forums attended. A forum was developed for co-regulators to engage with stakeholders and coordinate regulatory processes for child safety, co-hosted by the VIT and the CCYP. A Working Group was developed to coordinate the forum. Other forums attended include monthly Regulators Community of Practice, bi-monthly meetings with the VRQA, quarterly meetings with the QARD, and monthly meetings with the CCYP. Informal meetings were held with the DJCS on the WWC Check Scheme.

KEY FINDINGS FOR COOPERATION AMONGST REGULATORS OF CHILD SAFETY

Achievement of Minister's expectations

The VIT met the Minister's expectation to promote child safety and wellbeing, including developing partnerships with co-regulators, and streamlining regulation practices.

Partnerships with co-regulators led to the development of processes to enforce the requirements for the RCS, including outlining roles and responsibilities in MoU documents.

The policy framework was revised to align with the policies of the Victorian Government.

The VIT supported networks and partnerships with other regulators to share information and provide advice and support, including the development of a formal co-regulator forum.

The VIT continued to perform well in evaluating teachers' suitability to teach. The VIT worked with co-regulators to streamline the NCCHC and the WWC Check into one scheme to reduce the regulatory burden on teachers. The VIT is working with WWC Victoria to collect additional data under the WWC Check Scheme.

Achievement of standards set out in the SOE Framework

The VIT met all minimum standards of the SOE Framework, and partially met the best practice standards.

The VIT worked in partnership with co-regulators to share information, and coordinate processes and practices for child safety. The VIT facilitated data sharing with co-regulators to streamline regulation, including key partnerships with the DJCS for teacher registration and the CCYP for the RCS.

The VIT is in the process of streamlining practices between regulators, for example improving the complex investigations process for the RCS managed by the VIT, the Department, CCYP and Victoria Police.

Overall comment

The VIT performed well in cooperation amongst regulators, ensuring teachers are evaluated for their safety to work with children in alignment across the regulatory system. Key risks included an unaligned regulatory framework in the complex interrelated regulatory approach that is required for child safety. The VIT should continue to work in partnership with co-regulators to continuously improve and streamline regulation. This approach is expected to increase effectiveness over time.

5. **PROCESS EVALUATION**

SOE DEVELOPMENT – SUMMARY OF FINDINGS

The process evaluation reviewed the process followed to develop the SOE.

The SOE Framework set out four key steps in the process for developing the SOE letter. The VIT and the Department's progress in fulfilling the steps has been outlined below:

SOE Development	Progress 2018-20
Identification of key elements of good regulatory practice	The VIT developed a plan considering nine elements of good regulatory practice under the SOE Framework. The VIT reviewed this plan and agreed on six elements of good regulatory practice (timeliness, risk-based strategies, compliance related assistance and advice, stakeholder consultation and engagement, role clarity and cooperation amongst regulators).
A self-assessment against the elements of good regulatory practice being undertaken for each regulator in order to establish a 'baseline' of current performance	The VIT undertook a self-assessment against the elements of good regulatory practice.
A GRPP being developed for each regulator, focusing on elements identified in the self-assessment as having the greatest opportunity for improvement	The VIT developed a GRPP that outlined opportunities for improvements.
A Ministerial SOE letter being issued to the regulator, taking into account the regulator's GRPP	Ministerial SOE letter was developed by the Department and issued on 26 June 2018.

Key findings

- The VIT implemented the SOE Framework process. The full process of self-assessment and planning through the GRPP was completed for SOE 2018-20.

- The SOE Letter was not developed at the same time as the Evaluation Plan, resulting in some alignment issues with data collection and quantitative measures. The SOE was developed around implementing the VIT Review and required new actions to continuously improve regulation of teaching profession.

- The Ministerial SOE letter was clear and understood by the regulator.

SOE IMPLEMENTATION – SUMMARY OF FINDINGS

The process evaluation reviewed the regulator's implementation of the SOE, including if the activities were undertaken as planned and on time. The SOE Framework set out three key steps in the process for implementing the SOE. The VIT and the Department's progress in fulfilling the steps has been outlined below:

SOE Implementation	Progress 2018-20
SOE Response	The VIT delivered the SOE Response to the Minister on 10 September 2018.
Evaluation Plan	The Department and the VIT developed the Evaluation Plan after the SOE Letter and SOE Response was published in September 2019.
Evaluation Report	The Evaluation Report evaluates the period from 1 July 2018 – 31 December 2019.

Key findings

- The Minister's priority for the SOE 2018-20 was the implementation of the 2017 VIT Review. It should be noted that some recommendations of the VIT Review were not supported (1b) or were delayed by the Government (1a, 1c, 2, 3, 4, 6, 12c), which meant that some of the Minister's expectations could not be fulfilled, and this was appropriate.

- In general, the activities outlined in the SOE Response had been undertaken as planned, with the VIT prioritising new activities, particularly key work to improve child safety and teacher quality. Legislation governing the VIT's operations, policies, risk management, business processes and strategic partnerships was amended to meet new requirements.

- The VIT partially met its performance reporting requirements, given that approximately half of the SOE activities could not be measured or reported. The VIT advised that data was unavailable due to the following: new data collection processes required, new IT systems required, surveys not conducted, the measurement period was not aligned to the reporting period, or data collection was not prioritised due to other commitments. As a result, performance could not be fully assessed.

- The Evaluation Plan was developed after the SOE Letter and SOE Response. In some cases, the VIT's performance could not be clearly demonstrated as the measures identified were not suitable for monitoring and evaluation, and primarily output focused, rather than outcome focused. Notwithstanding, the Evaluation Plan was considered appropriate for the purposes of a first cycle evaluation, as performance baselines have been established to build a platform for future performance evaluations under the SOE Framework.

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