# Languages Education – Roles and Responsibilities

Victorian schools are required under the Education and Training Reform Act 2006 (Vic) (Act) and the Education and Training Regulations 2017 (Vic) to provide languages education. While the VRQA can grant exemptions to the requirement to provide a languages program, it cannot exempt schools from section 2.6.56 of the Act which makes it an offence to undertake (or to employ a person to undertake) teaching duties without VIT registration or Permission to Teach (PTT).

Schools sometimes provide languages programs with the support of externally sourced expertise and resources, or by employing non-teaching staff with languages expertise. It is important that principals ensure that only VIT registered teachers or staff with PTT undertake teaching duties which are defined as “*duties that include the delivery of an educational program or the assessment of student participation in an educational program” (ETRA, section 2.6.1).*

This guide aims to help principals ensure they are meeting legislative and policy requirements as set out in the ETRA, Minimum Standards and Requirements for School Registration and the [Languages education policy](https://www2.education.vic.gov.au/pal/languages-education/policy) in the Policy Advisory Library (PAL).

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| Scenario | Requirement | Resources/Links |
| **Contracted Providers**  A contracted provider without VIT registration is supporting language instruction through the provision of   * live online classes (synchronous) where students meet a language instructor in a virtual classroom * online courses where students learn without any real time language instructor (pre-recorded video lessons). * self-paced online learning where individual students learn their chosen language using a language learning website and/or app | The primary focus of the classroom teacher is on the planning, preparation and teaching of a language program to achieve specific student outcomes.  Purchased online language lessons/courses can only be used to **support** the classroom teacher to deliver the language program - it is not sufficient that a VIT registered teacher is present or providing onsite supervision during a lesson.  The classroom teacher is expected to:   * plan and implement the language program * have (or be developing) the content knowledge and pedagogical practice to teach the language * monitor, evaluate and report on student language learning progress * implement strategies to achieve student learning outcomes. | [Classroom teachers](https://www2.education.vic.gov.au/pal/roles-and-responsibilities-teaching-service/policy-and-guidelines/classroom-teachers) |
| **VIT registered teacher providing instruction in culture only** | The Languages curriculum aims to develop student knowledge, understanding and skills so that they can communicate in the language they are learning.  A program that focuses only on culture is not a language program. Teachers providing language instruction must have (or be developing) the content knowledge and pedagogical practice to provide instruction in all domains and strands of the *Victorian Curriculum F-10: Languages*. | [Victorian Curriculum F-10: Languages](https://victoriancurriculum.vcaa.vic.edu.au/languages/introduction/about-the-languages) |
| **Staff with permission to teach (PTT)**  A staff member with PTT is delivering language instruction | A staff member with PTT can undertake classroom teaching duties consistent with any limitations, restrictions or conditions determined by the VIT.  All individuals holding PTT must be supported by a registered teacher. This support includes oversight of the planning and implementation of class programs, and support with regard to teaching methods, student welfare and assessment procedures.  Note that this does not mean that a registered teacher has to be present in the classroom with the PTT holder at all times. | [Paraprofessionals](https://www2.education.vic.gov.au/pal/roles-and-responsibilities-teaching-service/policy-and-guidelines/paraprofessionals)  [Guidance for principals and school leaders – Supporting PTT holders](https://www.vit.vic.edu.au/sites/default/files/media/pdf/2023-02/Guidance_Supporting_PTT_holders_0.pdf) |
| **Education Support**  A native speaker is employed as an Education Support staff (including Language Assistants) to help with delivery of the language program. | Education support staff **support** the educational services being provided to students but must not include teaching duties, such as delivering a language program and assessing student learning achievement and progress.  Note: For the classroom teacher to be responsible for delivering and assessing the language program they must have (or be developing) the content knowledge and pedagogical practice to teach the language. | [Education support class](https://www2.education.vic.gov.au/pal/roles-and-responsibilities-teaching-service/policy-and-guidelines/education-support-class) |

## Duty of Care

All staff working with students owe them a duty of care and must take reasonable steps to reduce the risk of reasonably foreseeable harm that may come to them. See [Duty of Care](https://www2.education.vic.gov.au/pal/duty-of-care/policy)

## Guidance and support

For further guidance or support in relation to the Minimum Standards, contact the School Compliance Unit at [school.compliance@education.vic.gov.au](mailto:school.compliance@education.vic.gov.au)

For guidance on the Department’s policy requirements relating to providing a language program and the support available to implement a compliant language program, contact the Languages Unit or Regional Languages Support Officers at [languages.query@education.vic.gov.au](mailto:languages.query@education.vic.gov.au).