

Experienced Returning Registered Teacher Guide



Returning to full registration

Last updated December 2025

The Victorian Institute of Teaching (VIT) respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to their continuing connection to land, waters, and community.

We honour the enduring cultures, languages, and contributions of Aboriginal and Torres Strait Islander Peoples, and recognise their custodianship of Country for tens of thousands of years.

The VIT is committed to reconciliation and acknowledges the role of education in truth-telling, healing, and creating a future where Aboriginal and Torres Strait Islander children and young people thrive. We strive to build respectful relationships and embed culturally safe practices across our work.

Contents

Section 1: About VIT and Teacher Registration	1
About the Victorian Institute of Teaching (VIT)	1
Why teacher registration is important	2
Section 2: Experienced Returning Registration	3
What is experienced returning registration?	3
Experienced returning registration requirements	3
Section 3: How to Return to Full Registration	5
The Return to Full Registration Pathway	5
Stage 1 – Child Safety	6
Stage 2 – Priority Standards	9
Stage 3 – Professional Practice	11
Stage 4 – Identified Learning	13
Stage 5 – Attestation	15
Ready to get started?	17
Section 4: Tools and Resources	18
Returning to full registration – Evidence checklist	19
Returning to full registration – Observations and discussions template	20
Returning to full registration – Professional Responsibilities Report	24
Returning to full registration – Professional learning resources	25
Returning to full registration – Professional learning template	27

Section 1: About VIT and why your registration matters

About the Victorian Institute of Teaching (VIT)

The Victorian Institute of Teaching (VIT) is an independent statutory authority for the teaching profession, whose primary function is to regulate members of the teaching profession.

The VIT undertakes its functions in accordance with the Education and Training Reform Act 2006. In performing its functions, VIT must take into consideration the safety and wellbeing of children and young people.

The VIT regulates teachers across all systems and sectors: teaching professionals in government, independent and Catholic systems across primary, secondary and early childhood sectors.

The term 'teachers' refers to both school and early childhood teachers. The term 'employer' refers to principals, school leaders, early childhood managers and other employers of teachers.

Our vision is to ensure that Victorian learners have the best teachers.

We achieve this by registering teachers to ensure only qualified and suitable persons are eligible to work in Victorian schools and early childhood services.

The VIT approves and accredits most initial teacher education programs that prepare early career teachers for working in Victoria. Early Childhood courses are approved by ACECQA and both support beginner teachers to enter the profession and develop their practice through professional standards.

The VIT also regulates compliance with the Codes of Conduct and Ethics and investigates instances of misconduct, incompetence or lack of fitness to teach.

All of this work is completed on a cost recovery basis, with VIT's operational costs funded primarily through revenue from teacher registration fees.



Why teacher registration is important

It is a legal requirement for all teachers to be registered with VIT in order to undertake the duties of a teacher in a Victorian school or early childhood service.

Teacher registration helps maintain professional status, standing and public confidence in the teaching profession, particularly in the suitability of teachers to work with children.

Registration recognises the expertise of teachers and protects the profession's high standards of practice and conduct.

Registered teachers are expected to take responsibility for their professional behaviour and their professional practice, including the maintenance of their teacher registration.

Professional responsibilities

A crucial part of the role of all teachers is to respond effectively to children and young people whose safety and wellbeing may be at risk, or who are in need of protection.

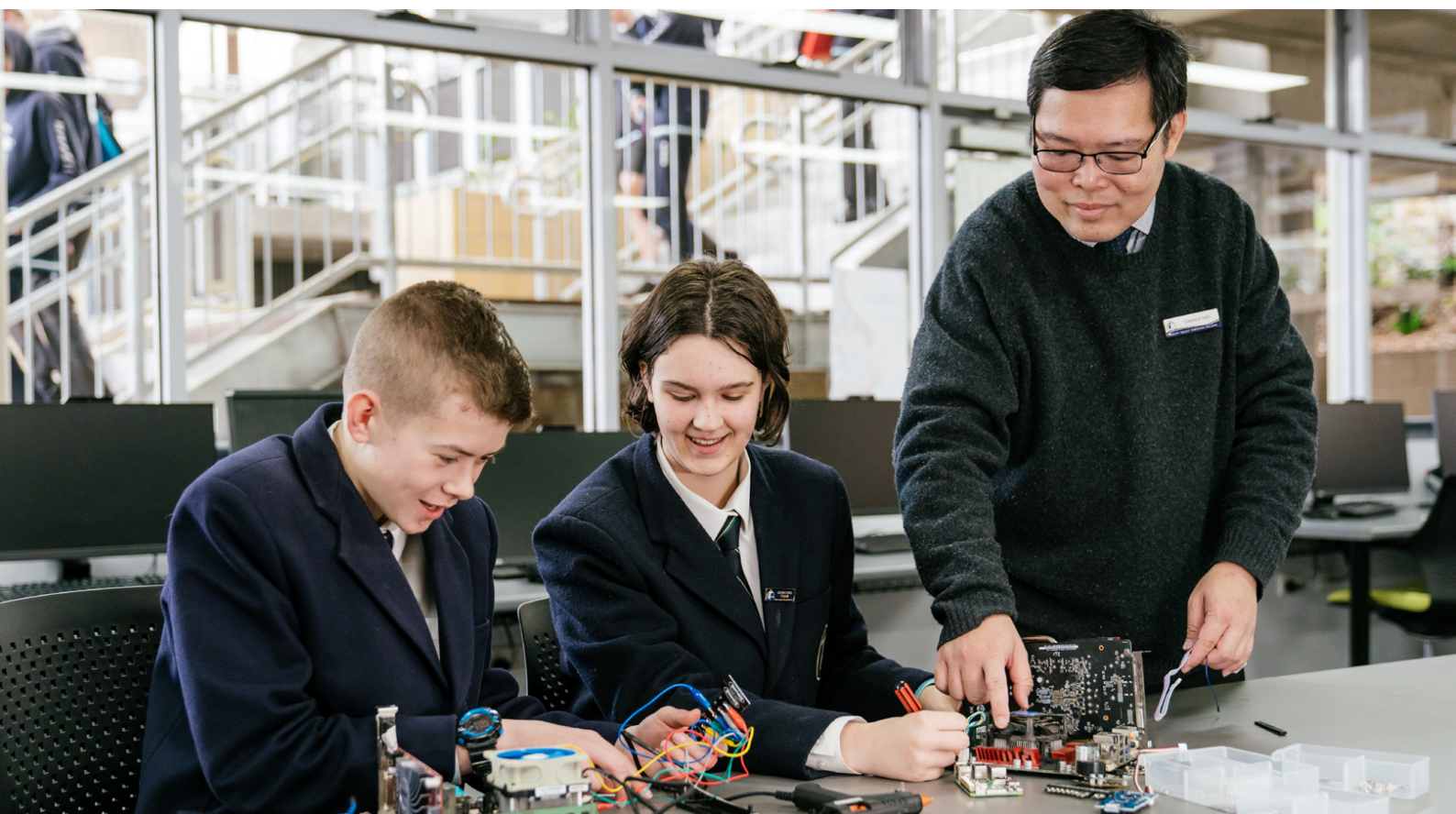
All registered teachers in Victoria are obligated by law to report to various co-regulators, including the Department of Families, Fairness and Housing, Child Protection and the Victoria Police.

All registered teachers are expected to be aware of and comply with all laws, as well as other reporting obligations that may be described in relevant workplace policies or processes and the Codes.

Professional practice

The VIT is a standards-based regulator and the Australian Professional Standards for Teachers (APST) underpin its regulatory functions and operations.

The APST is designed to clarify the professional knowledge, practice and engagement required for all teachers.



Section 2: Experienced returning registration

What is experienced returning registration?

Experienced returning registration is designed to acknowledge the prior knowledge and experience of teachers returning to the profession who previously held full registration in Australia and New Zealand.

It helps returning teachers understand their obligations and professional responsibilities and allows them to familiarise themselves with the current teaching landscape in Victoria before returning to full registration.

Experienced returning registration applies to teachers who meet the [current requirements for registration](#) and have held full registration within the last

- 5 years and wish to return to teaching (but ineligible for immediate full registration due to missing 80 days of classroom teaching)
- 5 – 10 years and wish to return to teaching
- 10 – 15 years and have engaged in teaching-related experience during that time and wish to return to teaching.

This includes experienced teachers who have previously held full registration and taught in a casual, relief or emergency basis as a casual relief teacher (CRT) or in a non-school / early childhood education setting such as a hospital, museum or zoo.

The process for returning to full registration is the same for all teachers – regardless of their employment context.

An experienced returning registered teacher (ERRT) has two years to complete the returning to full registration process by demonstrating

- their practice meets the Proficient Teacher level of the APST
- they have taught for at least 80 days in one or more Australian or New Zealand schools or early childhood services.

Once an ERRT has completed the returning to full registration process, they can apply for full registration.

Experienced returning registration requirements

The requirements are assembled into the 5-stage supported *Return to Full Registration Pathway* consisting of

1. Child Safety
2. Priority Standards
3. Professional Practice
4. Identified Learning
5. Attestation

These requirements are completed with support and observations from other experienced teachers, as well as guidance from their employer / co-regulator.

Completing the requirements ensures returning teachers

- are up to date with the Victorian Teaching Professional's Code of Conduct and Ethics and Child Safety Standards
- are familiar with the current Education State priorities
- are acclimatised to the current Victorian teaching landscape and aware of the professional responsibilities and community expectations of being a teacher
- can demonstrate knowledge and understanding of their responsibilities as a teacher regarding child safety and wellbeing
- can demonstrate their proficiency against the APST, including knowledge of current localised practices such as working with Aboriginal and Torres Strait Islander learners (1.4)
- comply with regulatory requirements
- are reflective and can identify their areas for professional improvement
- engage in professional discussions and have feedback provided from their experienced colleagues and employers
- have their proficiency and currency of practice attested by their employer.



Section 3: How to return to full registration

The Return to Full Registration Pathway

Once an application for experienced returning registration has been approved, an ERRT can commence the returning to full registration process.

The Return to Full Registration Pathway is designed to guide an ERRT through the five stages of the experienced returning registration requirements, with each stage represented as a module within the pathway.

The below summarises each stage and module requirements.



Stage 1 – Child Safety

Module requirements

- attend a VIT Code of Conduct Webinar
- complete the Protecting Children: Mandatory Reporting and Other Obligations (PROTECT) online training
- complete a Professional Responsibilities Report.



Stage 2 – Priority Standards

Module requirements

Engage in a minimum of 5 hours of professional learning focusing on the five identified priority areas based on standards

- 1.4: Strategies for Teaching Aboriginal and Torres Strait Islander Learners
- 2.4: Understand and Respect Aboriginal and Torres Strait Islander People to Promote Reconciliation between Indigenous and Non-Indigenous Australians
- 1.6: Strategies to Support the Full Participation of Learners with Disabilities
- 3.2: Plan, Structure, and Sequence Learning Programs
- 5.1: Assess Learning.



Stage 3 – Professional Practice

Module requirements

- observation of a fully registered teacher
- observation conducted by a fully registered teacher
- two professional conversations to identify and develop a professional learning plan.



Stage 4 – Identified Learning

Module requirements

Identify areas for improvement and professional learning that aligns with the APST. Topics may include, but are not limited to

- inclusive education
- curriculum-focused initiatives
- technology in the classroom
- assessment techniques
- classroom management strategies
- classroom practices
- workplace priorities.



Stage 5 – Attestation

Module requirements

- meet with employer to discuss progression through each stage of the pathway
- present evidence of meeting the Proficient Teacher level of the APST and completing at least 80 days in one or more Australian or New Zealand schools or early childhood services
- confirm with employer if the requirements have been met and their intention to make a recommendation for full registration.

The employer recommendation must be completed by one of the following

- VIT fully registered principal
- VIT fully registered early childhood Director/Service Leader
- VIT fully registered early childhood teacher delegate.

Stage 1

Child Safety

The regulatory landscape surrounding the issues of child safety and wellbeing in Victoria have been dynamic. A crucial part of the role of all teachers is to respond effectively to children and young people whose safety and wellbeing may be at risk, or in need of protection.

Before an ERRT can return to full registration, they must demonstrate knowledge and understanding of their responsibilities as a teacher regarding child safety and wellbeing.

Any demonstration of proficiency includes direct reference to teachers' legal responsibilities, and the expectations of the community on teachers to establish and maintain appropriate professional boundaries.

The VIT, the Commission for Children and Young People (CCYP), the Victorian Registration and Qualifications Authority (VRQA) and the Quality Assessment and Regulation Division (QARD) of the Victorian Department of Education work with each other as co-regulators who are committed to child safety.

Victoria's [Child Safe Standards](#) are a set of mandatory requirements to protect children and young people from harm and abuse. Since first introduced in 2016, the standards have improved safety for children and young people across Victoria.

The CCYP implemented the new Child Safe Standards in Victoria on 1 July 2022.



Codes of Conduct and Ethics

[The Victorian Teaching Profession's Codes of Conduct and Ethics](#) are public statements developed for and by the teaching profession to

- reflect shared principles about practice, conduct and ethics to be applied to promote the highest standards of professional practice
- enable registered teachers to reflect on their ethical decisions
- establish the quality of behaviour that reflects the expectations of the profession and the community, and
- provide a clear statement to the community about these expectations.

The Code of Conduct supports all teachers to understand the expectations of the teaching profession and the community in relation to their professional conduct, personal conduct and professional competence.

The VIT has an overarching function of providing for child safety and wellbeing, and this underpins the principles set out in the Code of Conduct.

As part of a registered profession and a profession of high public trust and accountability, teachers must be aware of and reflect the expectations and standards expected of them – the Code of Conduct can assist teachers to guide their professional and personal conduct.

The Code of Conduct applies to all teachers and early childhood teachers registered with VIT. It is important to also be aware that teachers are usually subject to multiple codes of conduct based on their employment context.

Code of Conduct Webinar

The VIT delivers a free one-hour webinar designed to support all teachers and educational leaders in understanding the key changes to the Code and help reflect on their personal and professional conduct to ensure it is aligned with the expectations of the Code.

More information and registration details can be found on the [Events and seminars page](#).

Mandatory reporting

All registered teachers in Victoria are [mandated to report](#) to the Department of Families, Fairness and Housing, Child Protection if they form a reasonable belief that a child or young person needs protection from physical injury or sexual abuse and the child's parents are unable or unwilling to protect the child from that abuse.

An ERRT is encouraged to understand their mandatory reporting obligations and undertake a professional learning module that is most applicable for their current teaching context.

Protecting Children – Mandatory Reporting and Other Obligations (PROTECT) online training

[The Protecting Children – Mandatory Reporting and Other Obligations eLearning modules](#) are available for all school and early childhood staff to alert them to their responsibilities for protecting the safety and well-being of children and young people and enable them to

- identify indicators that a child or young person may need protection
- make a report about a child or young person who may need protection, and
- comply with reporting obligations under child protection law and criminal law and fulfil their duty of care.

More information about the Child Safe Standards, mandatory reporting and other helpful resources, can be found at [PROTECT](#) or [Department of Families, Fairness and Housing](#).

Other reporting obligations and resources

All adults, including registered teachers, are mandated to report to the Victoria Police if they form a reasonable belief that another adult has committed an offence (sexual and physical abuse) against a child under 16 years of age in Victoria.

The VIT has developed a [conduct reporting guide](#) to help teachers to understand and act on child safety matters. The guide also assists parents, learners, the general public, schools and early childhood services in reporting concerns about the conduct of any person employed in a Victorian education setting.

The guide includes a wide range of practical scenarios and various conduct concerns individuals may be obligated to report on, such as

- criminal behaviour (sexual and non-sexual)
- inappropriate conduct
- teacher registration concerns
- school / service-based concerns.

For concerns about someone's conduct, the guide outlines who to report concerns to, maps out which organisations are involved following a report, and explains the relationship between the VIT and other co-regulators.

Professional Responsibilities Report

After attending a VIT Code of Conduct Webinar and completing the PROTECT eLearning module, An ERRT must write a Professional Responsibilities Report.

A Professional Responsibilities Report should include

- a teacher's legal obligations in relation to child safety and wellbeing
- two examples of how to comply with these legal obligations
- a reflection on the Victorian Teaching Profession's Code of Conduct, including how to maintain appropriate professional relationships with learners.

The Professional Responsibilities Report Template can be used to complete the report. This template is not mandatory or required to be uploaded as evidence to complete the Child Safety module, however may be useful to demonstrate completion and used as evidence during the attestation meeting with the employer.



Stage 2

Priority Standards

The APST were founded on extensive research, expert input, a review of pre-existing standards used by VIT and other regulating bodies, employers and professional associations across Australia. The APST identify what teachers should be aiming to achieve at every stage of their career, which maintains a high standard and improving practice.

An ERRT must demonstrate their proficiency against the APST, including knowledge of current localised practices, before they can return to full registration.

To reacquaint themselves with the current Education State priority areas, an ERRT must engage in a minimum of 5 hours of professional learning focusing on the five identified priority areas, which are derived from the 37 descriptors of the APST.

More information about the APST and priority areas at can be found at [Australian Institute of Teacher and School Leadership](#) (AISTL).



Priority areas

1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners

Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.

1.6 Strategies to support full participation of learners with a disability

Design and implement teaching activities that support the learning and participation of learners with a disability and address relevant policy and legislative requirements.

The Victorian Government has identified inclusive education as a focus area to address the growing need for teachers to gain skills and experience and to improve educational outcomes for learners living with a disability.

Every learner has a right to the knowledge and skills that will help shape productive and positive lives, regardless of their physical, social and intellectual development and characteristics.

An ERRT should consider the modifications to the curriculum and/or their practice they need to make to support the full participation of [learners with a disability](#).

The following examples may be demonstrated when meeting descriptor 1.6

- understanding the learning needs of a learner with a disability through quality differentiated teaching
- developing individual learning plans for learners with disability
- indicate strategies that address disability policy or legislation through annotations in learning experiences/lesson or unit plans
- design and implement play and learning programs that utilise notes of meetings with families, specialist support teams or services.

The following examples may be helpful in meeting priority area 1.6

- [Working with learners with special needs](#)
- [Inclusive education](#)
- [Standard Inquiry matrix](#)

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Provide opportunities for learners to develop an understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.

The following videos may be helpful in supporting Aboriginal and Torres Strait Islanders learners and demonstrating the cross-curricular priority of Aboriginal and Torres Strait Islander histories and cultures

- [Strategies for teaching Aboriginal and Torres Strait Islander learners](#)
- [Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians](#)

3.2 Plan, structure and sequence learning programs

Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning.

The VIT professional practice team regularly showcase examples of excellence in teaching. The following example may be helpful in meeting priority area 3.2

- [Establishing confidence and capability with collaborative planning](#)

5.1 Assess learning

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.

For an ERRT, 5.1 is an opportunity to update their digital literacy practices and methods for collecting data to inform their teaching. This includes familiarising themselves with workplace systems, curriculum outcomes, programs and processes in assessing student learning.

Stage 3

Professional Practice

Teaching is a changing landscape and teaching practices are constantly adjusting to the contemporary environment. Teachers returning to the profession have an opportunity to build upon their existing expertise and show that their practices are reflective of the contemporary teaching landscape.

While an ERRT completes their registration requirements autonomously, they must be **observed by** and observe other experienced colleagues who hold full registration.

The purpose of these observations is to engage in professional discussions and an opportunity for feedback on the ERRT's practice. Feedback is critical to the returning to full registration process and should be focused on supporting the ERRT to update their practice and continue to meet the proficient teacher level of the APST.

Actively engaging in ongoing professional practice assures the community that Victorian teachers have the most appropriate and current teaching practice. Feedback is critical to professional growth and the returning to full registration process and should be focused on supporting the ERRT on areas of the APST they identify.

The input provided during observations may inform adjustments to practice, including adapting to the specific identified needs of learners. There must be at least two of these observations and the ERRT may complete this requirement at any point of their return to full registration.

It is important to note that an employer may request additional observations of an ERRT's teaching practice to complete their recommendation.



Pre-observation

Before an observation takes place, there should be a conversation to set out what is being observed and the focus / purpose for the observation. This will allow the ERRT to give the observer some guidance, which in turn allows the observer to provide targeted, evidence-based feedback.

Post-observation

A follow-up conversation is a crucial part of the returning to full registration process. Ideally, this conversation happens as soon as possible after the observation; it should also happen in a place where both people can talk and listen comfortably and undisturbed.

An ERRT should take the time to self-reflect after this conversation and then formally document the observation by utilising the Observations and Discussions Template.



Stage 4

Identified Learning

The APST is designed to clarify the knowledge, practice and professional engagement required for teachers, and provides a common language for teachers, teacher educators / organisations, professional associations and the public.

The standards are used by all teachers in Australia and, in Victoria, underpin the requirements for

- accreditation of initial teacher education programs
- teacher registration
- annual renewal.

Engaging in professional learning provides an opportunity to reflect and identify areas of improvement or interest. These areas could be identified through feedback from observations, as a workplace priority or to address an ERRT's current role and professional responsibilities as a teacher.

Standards at the Proficient Teacher level

Professional Knowledge		Professional Practice			Professional Engagement	
1	2	3	4	5	6	7
Know learners and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on learning	Engage in professional learning	Engage professionally with colleagues, parents / carers and community

An ERRT can use the returning to full registration process to re-familiarise themselves and conduct professional learning as evidence towards maintaining the standards at the Proficient Teacher level after a period of absence from the profession.

The 20 hours required for this component of the returning to full registration process may include the following

- inclusive education
- curriculum-focused professional development
- technology in the classroom
- assessment of your learners
- classroom management
- workplace priorities
- classroom instruction.

What counts as professional learning?

Professional learning may be undertaken individually or with colleagues, in an ERRT's learning environment or externally, and online or face-to-face. Please note individual education settings may have specific professional learning requirements for employment purposes.

Types of professional development accepted may include

- seminars, conferences, workshops and online learning
- professional development days and action research projects within the workplace
- short courses, multi-session professional learning and post-graduate study
- research participation
- professional reading (i.e. journals, research papers, books, reports)
- collegiate meetings and professional conversations focused on improving practice and outcomes for learners
- resource research (i.e. professional associations and education organisations such as DET, VCAA, ACARA, AITSL, VIT).

Professional learning activities should be recorded and include a short reflection demonstrating how the activity has enhanced the ERRT's professional knowledge and / or teaching practice. Professional learning activities can be entered via the [MyPD tool](#) in the ERRT's [MyVIT account](#).

More information on professional learning can be found at [Teacher Resources](#).



Stage 5

Attestation

Once an ERRT has completed all the requirements, it's important to discuss and reflect on their progress through each stage with their employer. The ERRT must organise a meeting to present their evidence of meeting the Proficient Teacher level of the APST and completing at least 80 days in one or more Australian or New Zealand schools or early childhood services. Once the evidence is presented, the ERRT can confirm if the employer is ready to provide an attestation.

As a co-regulator, the employer will advise if the ERRT has

- demonstrated proficiency and currency of practice, and successfully completed the requirements to return to full registration or

- not demonstrated proficiency and currency of practice, and requires further demonstration before completing the requirements to return to full registration.

If the employer confirms the ERRT has demonstrated proficiency against the APST, familiarity with the current Victorian teaching landscape and a thorough understanding of their professional responsibilities, the ERRT can complete this final module of the Return to Full Registration Pathway by declaring they have fulfilled all requirements.

Once complete, the ERRT can apply for full registration via their [MyVIT account](#) where they will be required to provide their employer's details for the employer recommendation.



Employer recommendation

The employer will be prompted to recommend the ERRT for full registration via the [Employer portal](#).

To submit their recommendation, the employer can

1. click on the 'Provisional to Full recommendations' tile under the 'Pending Employer' section
2. locate the ERRT in the 'Experienced Returning Recommendations' list. Employers should refer to the ERRT employer pack for further information.

The employer recommendation must be completed by one of the following

- the principal, a fully registered teacher in a position of leadership (school)
- the leader or director if they are a fully registered teacher (EC service)
- a delegated fully registered early childhood (EC) teacher if they are not (EC service).

Once the recommendation has been submitted by the employer, VIT will assess the application for full registration.

If the employer attests their satisfaction that the ERRT has met the APST at the Proficient Teacher level and completed all the requirements, the application for full registration will be approved and the ERRT will be granted full registration.

If the employer does not attest their satisfaction that the ERRT has met the APST at the Proficient Teacher level and completed all the requirements, the application for full registration will be closed and both the employer and ERRT will be notified of the outcome. The ERRT should then discuss the next steps with their employer, which may include applying for provisional registration.

VIT audits

To ensure integrity and consistency, each year VIT will randomly select and review a sample of evidence collated by an ERRT who is applying for full registration.

An ERRT is not required to provide their evidence of professional practice directly to VIT as part of their application for full registration. However, the evidence must be retained for a period of two years, enabling VIT to undertake an audit of the process.

An ERRT may be selected to provide VIT with their evidence of professional practice which is used to assure that across Victoria

- the process is undertaken consistently
- judgements about the standards are made consistently
- the expectations of the process and evidence requirements are not overly burdensome or complex.

A sample of all applications are selected for audit, but where an ERRT has completed the process in a non-school setting teachers will always be required to submit their evidence of professional practice.

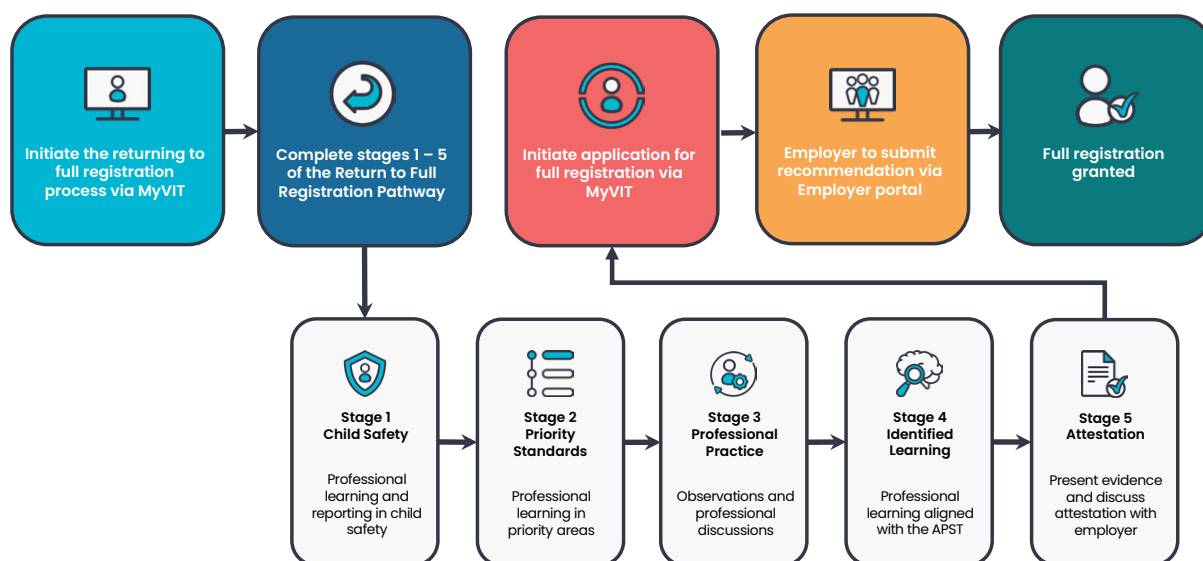
Should VIT determine there is insufficient evidence to meet the APST, the PRT will be given an opportunity to provide additional evidence that will satisfy the requirements.

As part of the audit process, VIT may ask the employer about the attestation and/or the ERRT's evidence to determine if proficiency against the APST was achieved. VIT may also provide feedback to employers where evidence suggests the expectations of the process/evidence requirements by the workplace are significantly in excess of everyday teaching practice.

Ready to get started?

An ERRT can log into their [MyVIT account](#) to initiate the returning to full registration process and complete the Return to Full Registration Pathway.

The first stage and module requirements must be completed before accessing the remaining modules within the pathway, specifically within three months of being granted experienced returning registration



Once an ERRT has completed all five modules in the pathway, they can apply for full registration via their [MyVIT account](#).


An ERRT will be required to

- verify contact details
- make suitability declarations
- provide their employer details.

The employer can submit their recommendation through the [Employer portal](#), and once submitted, the ERRT's application for full registration will be reviewed by VIT.

Need help?

For questions regarding experienced returning registration or assistance completing the Return to Full Registration Pathway, contact VIT at rtf@vit.vic.edu.au.




Returning to full registration


Evidence checklist


Experienced returning registered teachers should use this checklist to confirm that all requirements have been completed and included as evidence of professional practice in the Return to Full Registration Portfolio.


Please note a record of an observation or professional preparation should include date, name and full registration number of the full, registered colleague and there is a summary / reflection of the evidence.

- ☐ Evidence of completion of mandatory pre-boarding requirement
 - Confirmed application to Return to Full Registration Portfolio in MyVET
- ☐ Evidence of completion of Code of Conduct registration requirement
 - Confirmed application to Return to Full Registration Portfolio in MyVET
- ☐ Evidence of professional practice requirement
 - Teacher's legal obligations identified in relation to safety and wellbeing. Including use of your New Zealand Council of Educational Research and Training (NZCER) template.
 - a reflection of the Incident Teaching Professional's Code of Conduct, including how you implemented your professional responsibilities with learners
 - ☐ Professional learning and reflection addressing APT 1.2 (checked off via the Return to Full Registration Portfolio)
 - ☐ Professional learning and reflection addressing APT 1.3 (checked off via the Return to Full Registration Portfolio)
 - ☐ Professional learning and reflection addressing APT 2.2 (checked off via the Return to Full Registration Portfolio)
 - ☐ Professional learning and reflection addressing APT 3.2 (checked off via the Return to Full Registration Portfolio)
 - ☐ Professional learning and reflection addressing APT 3.3 (checked off via the Return to Full Registration Portfolio)
- ☐ Completion of at least 30 hours of professional learning (inclusive of education sector priorities)
 - With completion of the Return to Full Registration Portfolio in MyVET
- ☐ Learning with your employer to ensure your professional development of practice including evidence of completing the Teachers' Practice tool of the Australian Professional Standards for Teachers
- ☐ Evidence of completing at least 60 days on or more in Australia or New Zealand schools or early childhood services









Returning to full registration

Observations and discussions template

Experienced returning registered teachers should use this template to record their observations and professional discussions during Stage 3 (Professional Practice module) of the Return to Full Registration pathway.

This template is not mandatory or required to be uploaded in order to complete the Professional Practice module, however, it may be used to demonstrate completion and used as evidence during the observation meeting with your adviser.

Name				
Registration no.				
Workplace				




Observation 1 - Observing a fully registered teacher's practice


Date of observation				
Who observed (signature name and OF registration no.)				
Name			Registration no.	
Signature				

What was / were / happened

What / feedback

How this improves my practice



University of teaching

Returning to full registration

Professional Responsibilities Report


Experienced returning registered teachers should complete a Professional Responsibilities Report during Stage 1 (Child Safety module) of the Return to Full Registration Pathway.

This template is not mandatory or required to be uploaded as evidence to complete the Child Safety module, however may be useful to demonstrate compliance and used as evidence during the observation meeting with your employer.

The report should be no longer than two paragraphs and must describe:


- your legal obligations as a teacher in relation to child safety and well-being
- ten examples of how you have met these legal obligations
- a reflection on the Victorian Teaching Profession's Code of Conduct, including how you maintain appropriate professional relationships with learners.

ap@uot.ac.uk | 01203 6988107 | www.uot.ac.uk

	
Returning to full registration Professional learning resources	
<p>The following table provides a summary of professional learning opportunities for the assigned priority areas for the 18- to 24-month registration period. These are not exhaustive programmes and are just a sample of the resources available. These resources can be accessed through the links that are appropriate to the assigned priority area. The following content is intended to support opportunity 1 across all three priority areas (2.1, 3.1, 4.1, 5.1, 6.1, 7.1, 8.1, 9.1, 10.1). Teachers must use the professional learning opportunities in the accompanying table to meet professional learning by doing to achieve the professional learning outcomes for the assigned priority areas, design strategies for the professional learning and address any relevant constraints.</p> <p>Teachers must also ensure that they have completed the relevant part of the assessment for the assigned priority area and the work they prepare to support that attainment of probability and frequency of practice to professional learning for full registration.</p>	
Source and details	Time
Valid: British Council Learning Journal, Podcast, Video and Discussion Participants requested on the online competency evidence portal to communicate regularly to share experiences in relation to the assigned priority area.	20 minutes weekly
Valid: Cultural groups Cultural groups, internet, lessons, knowledge, and traditions, including in students and school community.	20 minutes weekly (after lesson preparation)
Valid: British Council Learning Journal Learning from focus – resources to coincide with OCA inquiry planning	20 minutes weekly
14 Exotic Countries Division Exotic Countries Division Exotic Countries Division 1, 2 Exotic Countries Division Exotic Countries Division 1 and 2 online activities Recognising Exotic English as an important community dialect (understanding the difference between British English and American English to enable learners to confidently 'code switch')	2 minutes per video 20 minutes weekly (after lesson preparation) (after lesson preparation)
2021 Bi-lingualism of growth through online and interview	20 minutes per video
15 Bi-lingualism of Growth Bi-lingualism of Growth Bi-lingualism of Growth through online and interview Systems of SPEECH Development Learning activities Learning activities such as games and dialogues	2 minutes per video 20 minutes weekly (after lesson preparation)

[British Council](#) | 0100 886 1007

[Return to full registration](#)






Returning to full registration

Professional learning template

Second and finish your professional learning progress. The templates are not mandatory; however, they can be of assistance to demonstrate compliance and as evidence to the workplace. Include together they use the following to full registration pathway and then upload and complete the reflection component via the [ePortfolio](#) system in the [eAssessment](#) system.

Please note, when using the ePortfolio to log professional learning you will be prompted to reflect on your learning, assign standards to the professional learning and upload any certificate where necessary.

Example 1st	Finaliser	Details	Time
Example 1st	Example 1st	Example 1st Access the ePortfolio in the eAssessment system Reflection and Evidence	Example 1st ePortfolio eAssessment ePortfolio eAssessment

 [www.cam.ac.uk](#)
 01223 333030
 [www.cam.ac.uk/teaching](#)

18



Returning to full registration

Evidence checklist

Experienced returning registered teachers (ERRTs) should use this checklist to confirm that all requirements have been completed and included as evidence of professional practice in the Return to Full Registration Pathway.

Please note: a 'record' of an observation or professional discussion should include a date, name and VIT registration number of the fully registered colleague, as well as a summary / reflection of the conversation.

Evidence of completion of Mandatory Reporting requirement
(certificate uploaded to Return to Full Registration Pathway in MyVIT)

Evidence of completion of Code of Conduct requirement
(certificate uploaded to Return to Full Registration Pathway in MyVIT)

Professional Responsibilities report describing

- a teacher's legal obligations in relation to child safety and wellbeing (including two examples of how you have enacted these obligations)
- a reflection on the Victorian Teaching Profession's Code of Conduct, including how you maintain appropriate professional relationships with learners

Professional learning and reflection addressing APST 1.4 (checked off via the Return to Full Registration Pathway)

Professional learning and reflection addressing APST 1.6 (checked off via the Return to Full Registration Pathway)

Professional learning and reflection addressing APST 2.4 (checked off via the Return to Full Registration Pathway)

Professional learning and reflection addressing APST 3.2 (checked off via the Return to Full Registration Pathway)

Professional learning and reflection addressing APST 5.1 (checked off via the Return to Full Registration Pathway)

Completion of at least 20 hours of professional learning (inclusive of education state priorities).

100% completion of the Return to Full Registration Pathway in MyVIT

A meeting with your employer to discuss your proficiency and currency of practice including

- evidence of meeting the Proficient Teacher level of the Australian Professional Standards for Teachers (APST)
- evidence of completing at least 80 days in one or more Australian or New Zealand schools or early childhood service



Returning to full registration

Observations and discussions template

Experienced returning registered teachers should use this template to record their observations and professional discussions during Stage 3 (Professional Practice module) of the Return to Full Registration Pathway.

This template is not mandatory or required to be uploaded as evidence to complete the Professional Practice module, however may be useful to demonstrate completion and used as evidence during the attestation meeting with your employer.

Name		Registration no.							
Workplace									

Observation 1 - Observing a fully registered teacher's practice

Date of observation									
Who I observed (colleague's name and VIT registration no.)									
Name		Registration no.							
Signature									

What I saw / heard / experienced

--

What I learned

--

How this improves my practice

--

Discussion 1

Date of observation								
Who I spoke with (colleague's name and VIT registration no.)								
Name				Registration no.				
Signature								

What we discussed and what I learned

--

What I plan on implementing into my own practice

--

Observation 2 – Observed by a fully registered teacher

Date of observation								
Who observed me (colleague's name and VIT registration no.)								
Name				Registration no.				
Signature								

Focus for observing teacher

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Reasoning for focus

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Notes

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Reflection

--

Discussion 2

Date of observation								
Who I spoke with (colleague's name and VIT registration no.)								
Name				Registration no.				
Signature								

Summary of the feedback received

--

How I plan to implement the feedback into my practice

--



Returning to full registration

Professional Responsibilities Report

Experienced returning registered teachers should complete a Professional Responsibilities Report during Stage 1 (Child Safety module) of the Return to Full Registration Pathway.

This template is not mandatory or required to be uploaded as evidence to complete the Child Safety module, however may be useful to demonstrate completion and used as evidence during the attestation meeting with your employer.

The report should be no longer than two paragraphs and must describe

- your legal obligations as a teacher in relation to child safety and wellbeing
- two examples of how you have met these legal obligations
- a reflection on the Victorian Teaching Profession's Code of Conduct, including how you maintain appropriate professional relationships with learners.



Returning to full registration

Professional learning resources

The following table provides examples of professional learning for the assigned priority areas for the Return to Full Registration Pathway. These are not endorsed programs but are examples of free resources available. Other resources can be sourced by teachers that are appropriate to their teaching context.

You should aim to spend approximately 1 hour on each priority area standard (1.4, 1.6, 2.4, 3.2, 5.1). Teachers must use the [MyPD tool](#) located in their [MyVIT account](#) to log their professional learning. By doing so, teachers will be prompted to reflect on their learnings, assign standards to the professional learning and upload any relevant certificates.

The documentation uploaded via the MyPD tool will form a vital part of the evidence presented to the teacher's employer to support their attestation of proficiency and currency of practice to recommend them for full registration.

Standard	Provider and details	Time
1.4	VAEI Koorie Education in Learn Locals: Best Practice and Protocols Principles requested of the post-compulsory education sector to demonstrate respect for Koorie communities in Victoria	30 minutes reading
	ANTar Victoria Local Nations Cultural groups, interests, totems, languages, and traditions. Linking to students and school community	30 minutes reading 1 hour lesson preparation
	VAEI Koorie Education Calendar 2023 Murray River Focus – resources to coincide with OLA inquiry planning	30 minutes reading
	Koorie Outcomes Division Koorie English Online Introduction and modules 1–3	5 minutes per video 10 minutes reading per module
	Koorie Outcomes Division Koorie English teacher guidance package Recognising Koorie English as an important community dialect Understanding the differences between Koorie English and standard English to enable learners to confidently 'code switch'	1 hour reading
	AITSL 1.4 Illustrations of Practice Illustrations of practice through videos and interview	15 minutes per video
1.6	AITSL 1.6 Illustrations of Practice Illustrations of practice through videos and interview	15 minutes per video
	Dyslexia–SPELD Foundation Learning difficulties Exploring learning difficulties such as dyslexia and dysgraphia	2 minute video 30 minutes reading

Standard	Provider and details	Time
2.4	VAEAI Koorie Education Calendar 2024 Key dates and resources to embed Aboriginal perspectives	30 minutes reading
	VAEAI Framework for Embedding Koorie Cultures, Histories and Perspectives in Victorian Schools Recommendations for a four-point strategy to achieve structural and systemic change within the Victorian education sector	30 minutes reading
	AITSL Cultural competency in the teaching workforce in Australia Panel discussion with Dr Melitta Hogarth, Sharon Davis and Mathew Lillyst; moderated by Luke Pearson, IndigenousX	1 hour video
	AITSL 2.4 Illustrations of Practice Illustrations of practice through videos and interview	15 minutes per video
	VCAA Aboriginal Perspectives Webinars designed to provide guidance and information to assist whole-school and classroom implementation	30 minutes per video
	Koorie Outcomes Division Marrung Education Plan 2016 – 2026 Developed to ensure that all Koorie Victorians achieve their learning aspirations	30 minutes reading
3.2	AITSL 3.2 Illustrations of Practice Illustrations of practice through videos and interview	15 minutes per video
	VCAA Early years curriculum resources VEYLDF learning and development outcomes: birth – 8 years	30 mins to 1+ hour reading per resource
	VCAA F–10 curriculum area resources Curriculum-specific planning, assessment and reporting advice	30 minutes to 1+ hour reading per resource
5.1	AITSL 5.1 Illustrations of Practice Illustrations of practice through videos and interview	15 minutes per video
	VCAA Past professional learning materials Webinars designed to provide guidance and information to assist with implementing the Victorian Curriculum F–10	30 minutes to 1 hour per video



Returning to full registration

Professional learning template

Record and track your professional learning progress. The templates are not mandatory; however, they can be of assistance to demonstrate completion and used as evidence to the workplace leader.

Teachers may use the Returning to Full Registration Pathway and then upload and complete the reflection component via the [MyPD tool](#) located in their [MyVIT account](#).

Please note, when using the MyPD tool to log professional learning you will be prompted to reflect on your learnings, assign standards to the professional learning and upload any certificates where necessary.

Standard	Provider	Details	Time
<i>Example:</i> 1.4	<i>Example:</i> VAEAI	<i>Example:</i> Koorie Education in Learn Locals: Best Practices and Protocols	<i>Example:</i> 30 minutes reading

Images in this guide

Cover	Anne Naughton, registered teacher, Pascoe Vale Primary School
Page 1	Indira Ray, registered teacher, Kensington Community Children's Co-operative
Page 2	Clarence Goh, registered teacher, Plenty Valley Christian College
Page 4	Fitret Corso, registered teacher, Pascoe Vale Primary School
Page 6	Susan Dickson, registered teacher, Ashwood Children's Centre
Page 8	Jacqueline Abbott, registered teacher, Sacred Heart College Geelong
Page 9	Ahmet Kirca, registered teacher, Australian International Academy of Education
Page 11	Belinda Cheong, Marisa Matthys and Laurina van der El, registered teachers, St Mary's Parish Primary School Greensborough
Page 12	Jody Ogle, registered teacher, Hamilton College
Page 14	Emma Gurry, registered teacher, Ascot Vale Heights School
Page 15	James Taylor, registered teacher, Box Hill High School
Page 65	Lucella Pillay, registered teacher, Truganina P-9 College

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