

# Experienced Returning Registration Policy

Effective date: 14 November 2025



## Purpose

The Victorian Institute of Teaching's (VIT) vision is for all Victorian children and young people to have the best teachers. The purpose of this policy is to outline the requirements for applying for experienced returning registration and the subsequent pathway to gaining full registration.

This policy is to be read with the [Experienced Returning Registered Teacher Guide](#).

## Scope

This policy applies to

- applicants who are eligible for experienced returning registration
- provisionally registered teachers (PRTs) who are eligible for experienced returning registration
- experienced returning registered teachers (ERRTs) completing the returning to full registration process.

Throughout this document, the term 'teacher' includes 'early childhood teacher' unless specified otherwise.

## Key policy points

Eligibility requirements	<p>An applicant may be eligible for experienced returning registration if they have previously held full registration within the past 15 years and have demonstrated recent experience at the proficient level of the Australian Professional Standards for Teachers (APST).</p> <p>Applicants not holding full registration within the last 10 – 15 years will need to provide evidence of their further education-related qualification(s) and/or education-related practice, to be assessed by VIT on a case-by-case basis (see Appendix 1).</p>
Recognition of experience	<p>ERRTs are recognised for their prior knowledge and experience and are not expected to meet the same requirements that teachers holding provisional registration are required to comply with, such as completing the moving to full registration process.</p>
Returning to full registration	<p>To return to full registration, an ERRT must demonstrate</p> <ul style="list-style-type: none"><li>• 80 days teaching, completed within the last five years in an Australian or New Zealand school, early childhood service or non-school setting</li><li>• successful completion of the returning to full registration process, including<ul style="list-style-type: none"><li>– evidencing practice at the proficient teacher level of the APST</li><li>– an attestation to their proficiency completed by their employer (a fully registered principal or early childhood centre director / delegate)</li></ul></li><li>• continued suitability to teach.</li></ul>

## Operational roles and responsibilities

VIT	<ul style="list-style-type: none"> <li>• provide a pathway for previously registered teachers to re-enter the profession</li> <li>• determine an applicant's eligibility to hold experienced returning registration based on their application</li> <li>• support ERRTs to transition to full registration through a simplified process</li> <li>• collaborate with employers / co-regulators to ensure that ERRTs meet the appropriate level of proficiency against the APST.</li> </ul>
ERRT	<p>Completes the returning to full registration process by</p> <ul style="list-style-type: none"> <li>• undertaking the duties of a teacher</li> <li>• accepting support from the workplace</li> <li>• arranging observations of their practice</li> <li>• seeking opportunities for professional discussions</li> <li>• reflecting on their practice in relation to the APST</li> <li>• submitting an application for full registration once evidence is acquired.</li> </ul>
Employers / co-regulators (schools / early childhood services)	<p>Supports an ERRT to complete the returning to full registration process by</p> <ul style="list-style-type: none"> <li>• providing guidance and professional support</li> <li>• facilitating observations and professional discussions</li> <li>• providing access to professional development opportunities</li> <li>• assessing the completed evidence in relation to registration requirements and the APST</li> <li>• submitting an attestation to VIT on the ERRT's proficiency of practice.</li> </ul> <p>The attestation must be made by a principal, early childhood director / service leader who holds full VIT registration. Where they are not fully registered, the principal or early childhood director/ service leader may delegate this requirement.</p> <p>In a non-school setting, the ERRT will need to discuss with VIT the appropriate person to make the attestation.</p>

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# 1. Policy statement

## 1.1 The purpose of this policy is to outline the

- eligibility requirements for applicants for experienced returning registration
- next steps for completing the returning to full registration process and associated timelines

## 1.2 The principles that guide this policy are

Statutory functions	<p>This policy aligns with VIT's functions, including to</p> <ul style="list-style-type: none"><li>• develop, establish and maintain the standards of professional practice for entry into and remaining in the teaching profession</li><li>• have regard to raising the quality of teaching</li><li>• ensure child safety and wellbeing</li><li>• recognise and regulate members of the teaching profession.</li></ul>
National consistency	<p>The policy is in line with the national approach to teacher registration. This allows for</p> <ul style="list-style-type: none"><li>• improving teacher supply through prioritising provisional registration</li><li>• collaborating with state and territory teacher regulatory authorities (TRAs) to attract teachers back to the profession</li><li>• improving the mobility of teachers throughout the nation</li><li>• requiring the same standards and consistent processes to achieve full registration</li><li>• ensuring that registration is part of a wider framework for teachers' career progression and professional learning guided by the APST.</li></ul>
Australian Professional Standards for Teachers	<p>The APST establish the competency requirements for registered teachers and early childhood teachers.</p>
Acknowledgment of experience	<p>Experienced returning registration supports eligible applicants returning to the profession, acknowledges teaching experience and assures proficiency against the APST.</p>
Co-regulatory approach	<p>Collaboration between the regulator, the registered teacher and their workplace is the most effective way to ensure currency of practice and knowledge of changes in the educational landscape.</p>
Ensuring contemporary practice	<p>Experienced returning registration assures teachers completing the returning to full process are meeting relevant child safety obligations and are up to date on current education state priorities.</p>

## 2. Eligibility for experienced returning registration

- 2.1 Experienced returning registration is a type of provisional registration granted to eligible applicants with demonstrated recent experience at the proficient level of the APST.
- 2.2 To be granted experienced returning registration, applicants must demonstrate that they
  - a. are suitable to teach
  - b. meet VIT's qualification requirements
  - c. have held full registration in Australia or New Zealand
    - i. within the previous 5 years and do not meet immediate full eligibility requirements; **or**
    - ii. within the previous 10 years; **or**
    - iii. within the previous 10–15 years and have completed further education-related qualification(s) and / or education related practice (Appendix 1)

*Applicants who have not held full registration within the past 10–15 years will need to provide evidence of their further education-related qualification(s) and/or education-related practice, to be assessed by VIT on a case-by-case basis.*

## 3. Progressing from experienced returning to full registration

- 3.1 ERRTs are recognised for their prior knowledge and experience and are not required to complete the moving to full registration process for provisionally registered teachers (i.e. completing the Inquiry process and presenting to a workplace recommendation panel to gain full registration).
- 3.2 An ERRT has the flexibility to self-identify their focus areas and determine their own pace for meeting the experienced returning registration requirements.
- 3.3 An ERRT is required to have their professional practice observed by a fully registered experienced colleague. Employers / co-regulators may require additional observations or completion of further professional development to support their attestation of proficiency.
- 3.4 An ERRT must complete the returning to full registration process and apply for full registration before the two-year expiry date of their experienced returning registration. The VIT may accept applications within the three-month grace period after their registration expires, on a case-by-case basis.
- 3.5 Once the returning to full registration process is complete, an ERRT can apply for full registration via their [MyVIT](#) account.
- 3.6 To apply for full registration, an ERRT must demonstrate
  - a. 80 days teaching, within the last five years in an Australian or New Zealand school or early childhood service
  - b. successful completion of the returning to full registration process, including
    - i. evidencing practice at the proficient teacher level of the APST
    - ii. an attestation to their proficiency completed by their employer (a VIT fully registered principal, early childhood centre director / delegate or in a non-school / early childhood setting a fully registered education leader / delegate)
  - c. continued suitability to teach.
- 3.7 An ERRT who does not complete the experienced returning registration requirements within their two-year grant may apply for provisional registration.
- 3.8 Applications for provisional registration must be submitted before the two-year expiry date of their experienced returning registration. The VIT may accept applications within the three-month grace period after expiry of registration, on a case-by-case basis.

**3.9** If approved, this will be counted as a further 2 year-grant of provisional registration<sup>1</sup>.

### **Educational settings for returning to full registration process**

**3.10** The returning to full registration process must be undertaken in the teaching context best aligned with the teacher's registration.

**3.11** The VIT recognises that ERRTs and provisionally registered teachers or early childhood teachers (PRTs) may be working in diverse non-school or early childhood settings and may be seeking to complete the returning to full registration process to gain full registration in these settings.

**3.12** The VIT must make a determination on a case-by-case basis that teaching in the non-school setting is deemed equivalent to experience in a school or early childhood service for the purpose of progressing from provisional to full registration.

### **Audits**

**3.13** Applications for full registration may be subject to audits in accordance with VIT's [audit procedure](#).

## **4. Right to review**

**4.1** When an application for full teacher or early childhood teacher registration is refused by VIT, an applicant has the right to seek a review by the Victorian Civil and Administrative Tribunal (VCAT).

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<sup>1</sup> Under the Education and Training Reform Act 2006, provisional registration should only be granted for a maximum of six years (or three grants of provisional registration). VIT may grant further applications beyond this limit under special circumstances. Each application will be assessed upon its merits.

## Definitions

Term	Definition
Australian Professional Standards for Teachers (APST)	<p>Approved as the professional practice standards used by VIT to regulate Victorian teachers and early childhood teachers. Nationally consistent standards published in February 2011 by the Australian Institute of Teaching and School Leadership (AITSL).</p> <p>The APST comprise of seven standards, which outline what teachers should know and be able to do. The standards are grouped into three domains of teaching: professional knowledge, professional practice and professional engagement. Victoria uses the areas of focus and descriptors of the APST at the professional career stages of Graduate and Proficient.</p>
Code of Conduct	<p>The Code of Conduct has been developed for and by the Victorian teaching profession and applies to all teachers and early childhood teachers registered with VIT.</p> <p>The Code of Conduct identifies a set of principles which describe the professional conduct, personal conduct and professional competence expected of a teacher by their colleagues and the community. It is based on the values set out in the accompanying Code of Ethics – integrity, respect and responsibility.</p>
Code of Ethics	<p>The values that underpin the teaching profession are integrity, respect and responsibility. The purpose of the Code of Ethics is to</p> <ul style="list-style-type: none"> <li>• state the values that guide our practice and conduct</li> <li>• enable us as a profession to affirm our public accountability</li> <li>• promote public confidence in our profession.</li> </ul>
Co-regulator	A fully registered school principal or early childhood centre director or their delegate, working in support of VIT to assist teachers in meeting their regulatory requirements.
Early Childhood Teacher	<p>An early childhood teacher will hold an approved early childhood teaching qualification and includes a preschool teacher and kindergarten teacher.</p> <p>It does not include</p> <ul style="list-style-type: none"> <li>• a school teacher</li> <li>• an educator (within the meaning of the Education and Care Services National Law (Victoria)) or a staff member of a children's service (within the meaning of the <i>Children's Services Act 1996</i>) who does not hold an approved early childhood teaching qualification or an equivalent early childhood teaching qualification.<sup>9</sup></li> </ul>
Education-related qualifications	Tertiary study that is related to education and/or education related fields.
Education-related practice	Working in alternative educational settings with a clear relationship between the role and their teaching career.

Term	Definition
Experienced returning registration	The registration held when a teacher or early childhood teacher who previously held full registration in Australia and New Zealand is returning to the profession and eligible to complete the returning to full registration process.
Full registration	<p>The registration held when a teacher is a qualified teaching professional who can demonstrate</p> <ul style="list-style-type: none"> <li>• proficiency in the APST</li> <li>• ability to maintain professional practice</li> <li>• suitability to teach.</li> </ul>
Non-school/early childhood setting	<p>An alternative institution not identified as an early childhood service, primary, secondary, P-12 or special education school such as, Melbourne Zoo, Royal Children's Hospital, TAFE institutions offering the VCAL or VET programs that</p> <ul style="list-style-type: none"> <li>• delivers an approved curriculum to school aged learners</li> <li>• assesses student learning against the approved curriculum</li> <li>• plans for learning against the approved curriculum</li> <li>• provides feedback on learning to students both formally and informally</li> <li>• reports student progress (informally and formally) to parents / carers</li> <li>• demonstrates clear understanding of the legal obligations pertaining to registered teachers and strategies to ensure a safe and inclusive learning environment.</li> </ul>
Proficient teacher	<p>The APST are organised into four career stages designed to reflect the continuum of the development of a teacher's expertise</p> <ul style="list-style-type: none"> <li>• graduate teacher</li> <li>• proficient teacher</li> <li>• highly accomplished teacher</li> <li>• lead teacher.</li> </ul> <p>The VIT has adopted the graduate and proficient career stages for teacher registration and renewal of annual registration.</p> <p>A proficient teacher has met and demonstrated proficiency in the standards of the APST.</p>
Provisional registration	The registration held when a graduate, early career or returning teacher is completing the moving to full registration process.



Term	Definition
School	<p>School as defined under s.1.1.3 of the <i>Education and Training Act 2006</i> is a place at or from which education is provided to children of compulsory school age during normal school hours, but does not include</p> <ul style="list-style-type: none"> <li>• a place at which registered home schooling takes place</li> <li>• a university</li> <li>• a TAFE institute</li> <li>• an education service exempted by Ministerial Order</li> <li>• any other body exempted by the regulations.</li> </ul> <p>School also refers to an equivalent institution in another Australian State or Territory, or another country.</p>
Suitability to teach	<p>Suitability to teach refers to whether the person is fit to teach (e.g. physically or mentally able to teach). This includes</p> <ul style="list-style-type: none"> <li>• assessing whether the character, reputation and conduct of the person are such that the person should be allowed to teach in a school and / or early childhood service</li> <li>• consideration of the person's criminal history, whether the person has engaged in reportable conduct, whether their right to teach or to be employed as a teacher in Australia, or any other country, has been cancelled or suspended, and whether the person is seriously incompetent in their teaching practice.</li> </ul> <p>It also includes assessing whether the person has a physical or mental impairment, disability, condition or disorder including substance abuse or dependence that substantially detrimentally affects their ability to teach.</p>
Teacher	<p>A person who</p> <ul style="list-style-type: none"> <li>• undertakes duties in a school that include the delivery of an educational program or the assessment of student participation in an educational program</li> <li>• is employed as the principal or the head of a school whether or not that person undertakes the duties of a teacher, if the person has been employed as a teacher in any school, whether the school was within or outside of Australia, prior to being employed as the principal or the head of a school.</li> </ul> <p>It does not include</p> <ul style="list-style-type: none"> <li>• a teacher's aide</li> <li>• an assistant teacher</li> <li>• a student teacher.</li> </ul>

Term	Definition
Teaching	<p>Includes</p> <ul style="list-style-type: none"> <li>• delivering an approved curriculum</li> <li>• individually assesses student learning against the approved curriculum</li> <li>• planning for learning against the approved curriculum</li> <li>• providing feedback on learning to students both formally and informally</li> <li>• reporting student progress (informally and formally) to parents / carers</li> <li>• demonstrating clear understanding of the legal obligations pertaining to registered teachers and strategies to ensure a safe and inclusive learning environment</li> <li>• able to demonstrate all 37 descriptors of the APST at the proficient standard</li> </ul>

## Relevant legislation and policy

- [Education and Training Reform Act 2006](#)
- [Provisional to full registration policy](#)
- [Code of Conduct](#)
- [Code of Ethics](#)
- [Suitability to Teach Policy](#)
- [Qualifications Policy](#)
- [English Language Competency Policy](#)

## Appendices

Appendix	Document name
1	Appendix 1: Eligibility for experienced returning registration (education-related practice)

# Appendix 1: Eligibility for experienced returning registration (education-related practice)

## Teaching related practice usually accepted

- teaching education in further or higher education institutes, such as universities
- teaching learners older than school age
- tutoring
- working as a teacher's aide, teacher's assistant, learning support officer, integration aide or education support officer
- working as an educator (within the meaning of Section 5 of the Education and Care Services National Law (Victoria)) or a staff member of a children's service (within the meaning of the Children's Services Act 1996)
- working as an educational consultant
- undertaking education or teaching related qualification in higher education institutes, such as universities.

## Teaching related experience not usually accepted

- teaching non educational industry related content in further or higher education institutes, such as universities
- teaching employment training courses
- completion of a non-educational or non-teaching related qualification
- work experience or volunteering in non-educational settings
- home-schooling
- working as a carer or support worker in a non-educational setting

## **Victorian Institute of Teaching**

717 Bourke Street, Docklands VIC 3008  
PO Box 531, Collins Street West VIC 8007

**t.** 1300 888 067

**e.** [vit@vit.vic.edu.au](mailto:vit@vit.vic.edu.au)

**w.** [vit.vic.edu.au](http://vit.vic.edu.au)