victorian institute of teaching

# Experienced Returning Registered Teacher Employer Guide




## Returning to full registration

Last updated October 2026

*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.*

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# Section 1: About this guide

Teacher registration in Victoria is regulated by the Victorian Institute of Teaching (VIT). It's a legal requirement for all teachers to be registered with VIT in order to be employed in a Victorian school or early childhood education and care service.

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

As 'co-regulators' of the teaching profession, employers are required to ensure their teachers hold valid teacher registration. This is critical in maintaining professional status and public confidence in the profession, and providing for the safety and wellbeing of children and young people.

To address recent teacher workforce shortages, VIT has introduced a new registration category that makes it easier for experienced teachers to return to the profession. Experienced returning registration recognises teaching expertise, while protecting the profession's high standards of professional practice and conduct.

The purpose of this guide is to assist you in understanding how experienced returning registration works and your obligations to comply as an employer. You'll discover how to support an experienced returning registered teacher in your workplace, as well as guide them through the returning to full registration process.



# 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 Australian Professional Standards for Teachers 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 from a fully registered teacher, as well as guidance from their employer.

Please note: the attestation meeting with the employer is an evidence-based discussion about the ERRTs's progress and professional practice - it's not a panel and does not require an inquiry.

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)
- 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
- comply with regulatory requirements.


FITZROY NORTH
PRIMARY SCHOOL

# 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 via their MyVIT account.

As part of this process, an ERRT must complete the Return to Full Registration Pathway, which is designed to guide them through the five stages of the requirements. Each stage is represented as a module within the pathway.

### 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 identified priority areas of the APST

- 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 goals for their return to proficiency.

### 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 completing the Return to Full Registration Pathway
- confirm the return to the Proficient Teacher level of the APST
- confirm the completion of at least 80 days of teaching in one or more Australian or New Zealand schools or early childhood services.

The employer recommendation must be completed by one of the following

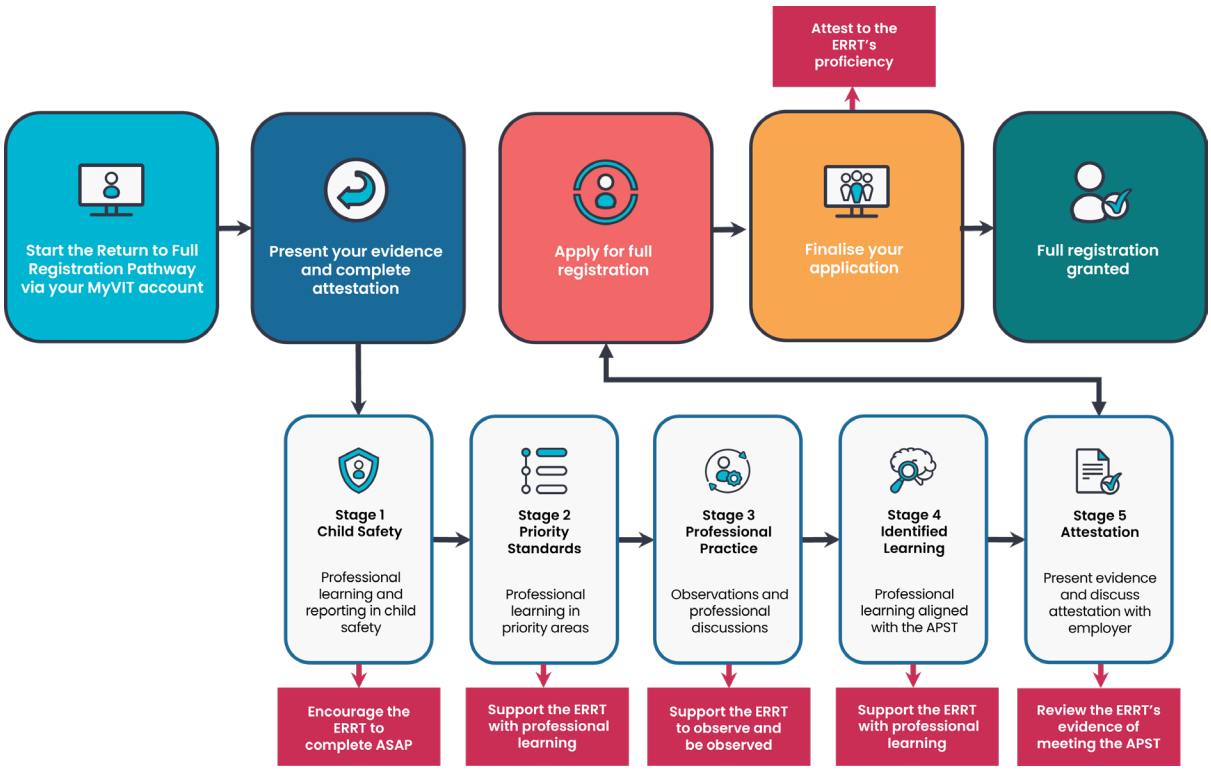
- VIT fully registered principal
- VIT fully registered early childhood Director/Service Leader
- VIT fully registered early childhood teacher delegate.

**For a full overview of stages 1 – 5 of the Return to Full Registration Pathway, please read the Experienced Returning Registration Guide.**

# Section 4: Supporting your experienced returning registered teacher

As an employer, you have a shared responsibility to support your ERRT to meet the requirements throughout the returning to full registration process.

The following areas in red highlight your touch points in this process.




**The support and professional learning provided can be linked to workplace goals and the ERRT's professional development plan. This work shouldn't be in addition to the professional learning that's already in place for staff.**

## Stage 1 (Child Safety module)

The first stage of the pathway requires your ERRT to demonstrate knowledge and understanding of their responsibilities as a teacher regarding child safety and wellbeing.

You're encouraged to support your ERRT to complete the Stage 1 requirements as soon as possible.

| Stage one requirements | |
|---|---|
| Attend an Experienced Returning Registered Teacher (ERRT) Webinar | The VIT delivers free webinars throughout the year to introduce the returning to full registration process and unpack the Code of Conduct. This session will help to understand child safety responsibilities and complete the Return to Full Registration Pathway. |
| Complete the Protecting Children: Mandatory Reporting and Other Obligations (PROTECT) online training | All registered school and early childhood teachers in Victoria are mandated to report to the Department of Families, Fairness and Housing. This training is designed to help understand their responsibilities for protecting the safety and wellbeing of children and young people. |
| Complete a Professional Responsibilities Report | The provided template isn't 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. |

This stage and the related requirements must be completed before moving on to stages 2 - 5 within the pathway.

## Stage 2, 3 & 4 (Priority Standards, Professional Practice and Identified Learning)

You're also required to check in with your ERRT at regular intervals to ensure they're engaging with the pathway and progressing throughout the remaining stages.

While practices may vary across workplaces, it's expected that you'll

- provide your ERRT with an opportunity to observe and be observed by an experienced colleague / fully registered teacher to assist in regaining their proficiency of practice and guide them through the Return to Full Registration Pathway
- provide your ERRT additional guidance, professional learning opportunities and resources should gaps in their proficiency be identified
- review evidence of your ERRT 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



## Stage 5 (Attestation)

Once your ERRT has completed all the requirements, it's important to discuss and reflect on their progress through each stage.

Your ERRT can organise a meeting to present their evidence of achieving 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.

The evidence provided during should include

- a VIT Experienced Returning Registered Teacher (ERRT) Webinar certificate of completion
- a PROTECT eLearning module certificate of completion
- a Professional Responsibilities Report
- documentation of at least 20 hours of professional learning against all 37 descriptors of the APST which includes
  - the dates, duration and type of professional learning
  - which APST link to the professional learning activity
  - what was learnt from the activity and how it will be applied to teaching practice to improve learning outcomes
- notes / reflections / feedback from two observations and following professional discussions
- documentation of 80 days of teaching in Victoria.

Once the evidence is presented, you can confirm that you're ready to provide an attestation.

As their employer, you'll 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.

**This discussion is not a workplace recommendation panel / Inquiry presentation required for provisionally registered teachers. This discussion should help ERRTs address specific focus areas and provide valuable feedback on their teaching practice.**

If you confirm 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'll be required to provide your details for the employer recommendation.



# Section 5: Recommending your experienced returning registered teacher for full registration

By completing stages 1 - 5, your ERRT has indicated that they've met all requirements for returning to full registration.

You'll be prompted to recommend them for full registration via the VIT Employer portal.

To submit your recommendation, you can

1. click on the 'Applications' tile
2. open the 'Recommendations for full registration' tile
3. locate the recommendation under the 'Experienced returning to full recommendations for review' table
4. select review from the drop-down menu on the right-hand side of the row
5. complete the Workplace panel and APST modules.

**For more information on how to recommend an ERRT for full regsitration, please read the VIT Employer Portal Guide.**

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 your recommendation has been submitted, VIT will assess the application for full registration.

If you attest that your 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 you don't attest that your 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 you and your ERRT will be notified of the outcome.

Your ERRT should then discuss the next steps with you, which may include applying for provisional registration.



# Section 6: Frequently asked questions

## How do I log in to the VIT Employer portal?

You can log in to your VIT Employer portal by entering your username and password. Your username is the official education setting email address held by VIT.

To reset your password, select 'Forgot your password?'. This will prompt you to enter your username.

You'll receive an email with a reset password link – it's important that you only click on the link once. The email may take up to 2 hours to receive - ensure you check your junk mail folder.

Please note: the link will expire within 24 hours. If you cannot remember your password, and do not have access to the email address you set up your account with, please contact us.

We recommend using the latest version of Google Chrome.

## How do I locate the experienced returning registration application in the VIT Employer portal?

Ensure your ERRT has completed all five stages and modules of the Return to Full Registration Pathway. They must also select the correct employer name, location and/or School ID in their MyVIT account.

Their application will appear if the above information is correctly entered, enabling a seamless process for you to recommend their application for full registration.

For more information on how to recommend an ERRT for full regsitration, please read the VIT Employer Portal Guide.

## What if my experienced returning registered teacher doesn't reach proficiency?

In partnership with you, the ERRT is responsible for completing the returning to full registration process within the two-year period granted.

Your ERRT can only hold this registration category once - no further grants will be offered to teachers who can't demonstrate proficiency.

If the ERRT can't demonstrate proficiency on their first attempt, they can try again, as long as its within their two-year grant once they've met the area/s identified by their employer.

If you attest that your ERRT doesn't meet proficiency, VIT will close the application and they'll be required to apply for provisional registration and move to full registration using the Inquiry pathway.

Your ERRT can continue to work on the requirements and until their two year expiry date. If they've continued to work on their proficiency in this time, they can apply again for full registration. If you still don't approve them and then their registration expires, they'll have the option to apply for provisional registration.

## How can I support my casual relief teacher (CRT)?

An experienced returning registered teacher (ERRT) working as a casual relief teacher (CRT) may seek assistance from you to

- conduct an observation of a fully registered teacher and / or have their class observed (this can be for an agreed timeframe based on their availability)
- meet with you to discuss their readiness for their attestation
- seek guidance on accessing professional learning opportunities and resources
- support them to complete the Return to Full Registration Pathway modules via their MyVIT account.

## Can I use this process to performance manage my experienced returning registered teacher?

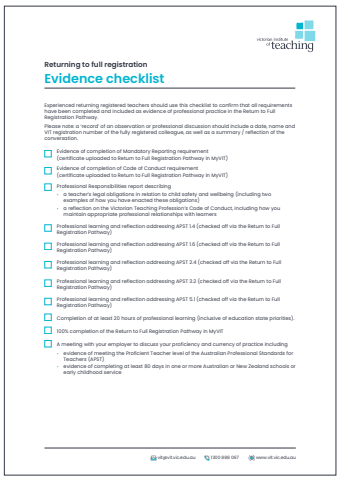
The returning to full registration process is designed to help experienced teachers achieve full registration. The process is not intended to be used to manage staff performance and must remain separate from any employment-based issues or processes.

## Can 80 days of teaching be transferred from other schools?

A school or early childhood service can verify previous days of teaching via a payroll statement of service or a reference letter from the previous employer/s.

# Section 7: Tools and resources

This section provides practical tools to support your return to full registration. The following pages include checklists, templates, and resources to help you plan, reflect, and document your progress.



Returning to full registration

Evidence checklist

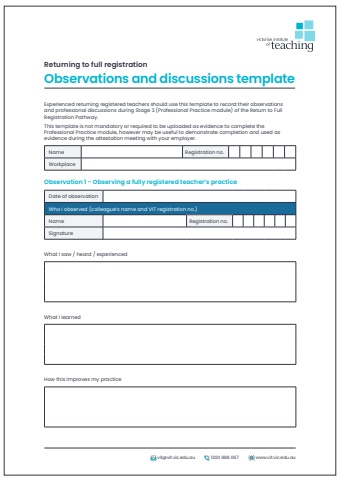
Experienced returning registered teachers should use this checklist to confirm that all requirements have been completed and included as evidence of professional practice in the Return to Full Registration Pathway.

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

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**Returning to full registration: Evidence checklist**



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 | |

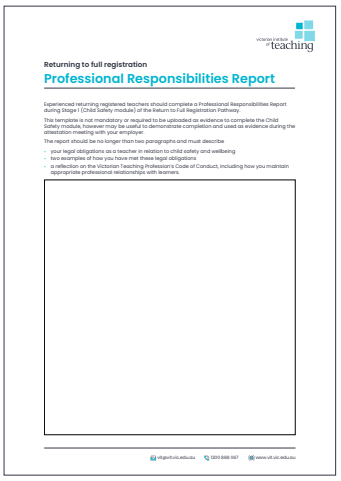
What I saw / heard / experienced

What I learned

How this improves my practice

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**Returning to full registration: Observations and discussions template**



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.

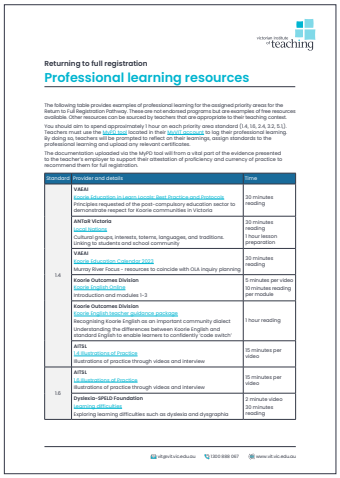
This template is not mandatory or required to be uploaded as evidence to complete the Child Safety module, however may be useful to demonstrate completion and used as evidence during the attestation meeting with your employer.

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.

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**Returning to full registration: Professional Responsibilities Report**



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.

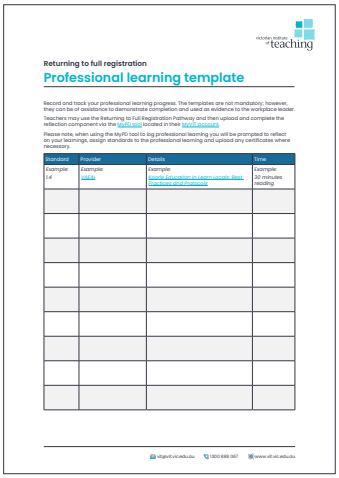
You should aim to spend approximately 1 hour on each priority area standard (1.4, 1.6, 3.4, 3.2, 5.1). Teachers must use the MyPD tool located in their dashboard in MyVIT to log their professional learning. By doing so, teachers will be prompted to reflect on their learnings, assign standards to the professional learning and upload any relevant certificates.

The documentation uploaded via the MyPD tool will from 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 | **VAEAI**<br>Koorie Education to Learn (ecole): Best Practice and Protocols<br>Principles requested of the post-compulsory education sector to demonstrate respect for Koorie communities in Victoria | 30 minutes reading |
| | **AMTeR Victoria**<br>Jacob Nadruna<br>Cultural groups, interests, totems, languages, and traditions. Linking to students and school community | 30 minutes reading<br>1 hour lesson preparation |
| | **VAEAI**<br>Koorie Education Calendar 2025<br>Murray River Focus - resources to coincide with OLA inquiry planning | 30 minutes reading |
| | **Koorie Outcomes Division**<br>Koorie English Online<br>Introduction and modules 1-2 | 5 minutes per video<br>10 minutes reading per module |
| | **Koorie Outcomes Division**<br>Koorie English teacher guidance package<br>Recognising Koorie English as an important community dialect<br>Understanding the differences between Koorie English and standard English to enable learners to confidently 'code switch' | 1 hour reading |
| | **AITSL**<br>1.4 Illustrations of Practice<br>Illustrations of practice through videos and interview | 15 minutes per video |
| 1.6 | **AITSL**<br>1.6 Illustrations of Practice<br>Illustrations of practice through videos and interview | 15 minutes per video |
| | **Dyslexia-SPELD Foundation**<br>Learning difficulties<br>Exploring learning difficulties such as dyslexia and dysgraphia | 2 minute video<br>30 minutes reading |

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**Returning to full registration: Professional learning resources**



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 |
|---|---|---|---|
| *Example 1.4* | *Example VAEAI* | *Example Koorie Education to Learn (ecole): Best Practices and Protocols* | *Example 30 minutes reading* |
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**Returning to full registration: Professional learning template**




## 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

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What I learned

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How this improves my practice

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## 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

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| |

What I plan on implementing into my own practice

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| |

## 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

Reasoning for focus

Notes

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

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| |

How I plan to implement the feedback into my practice

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|---|
| |




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

| Standard | Provider and details | Time |
|---|---|---|
| 2.4 | **VAEAI**<br>Koorie Education Calendar 2024<br>Key dates and resources to embed Aboriginal perspectives | 30 minutes reading |
| | **VAEAI**<br>Framework for Embedding Koorie Cultures, Histories and Perspectives in Victorian Schools<br>Recommendations for a four-point strategy to achieve structural and systemic change within the Victorian education sector | 30 minutes reading |
| | **AITSL**<br>Cultural competency in the teaching workforce in Australia<br>Panel discussion with Dr Melitta Hogarth, Sharon Davis and Mathew Lillyst; moderated by Luke Pearson, IndigenousX | 1 hour video |
| | **AITSL**<br>2.4 Illustrations of Practice<br>Illustrations of practice through videos and interview | 15 minutes per video |
| | **VCAA**<br>Aboriginal Perspectives<br>Webinars designed to provide guidance and information to assist whole-school and classroom implementation | 30 minutes per video |
| | **Koorie Outcomes Division**<br>Marrung Education Plan 2016 - 2026<br>Developed to ensure that all Koorie Victorians achieve their learning aspirations | 30 minutes reading |
| 3.2 | **AITSL**<br>3.2 Illustrations of Practice<br>Illustrations of practice through videos and interview | 15 minutes per video |
| | **VCAA**<br>Early years curriculum resources<br>VEYLDF learning and development outcomes: birth – 8 years | 30 mins to 1+ hour reading per resource |
| | **VCAA**<br>F-10 curriculum area resources<br>Curriculum-specific planning, assessment and reporting advice | 30 minutes to 1+ hour reading per resource |
| 5.1 | **AITSL**<br>5.1 Illustrations of Practice<br>Illustrations of practice through videos and interview | 15 minutes per video |
| | **VCAA**<br>Past professional learning materials<br>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 |
|---|---|---|---|
| *Example:*<br>*1.4* | *Example:*<br>*VAEAI* | *Example:*<br>*Koorie Education in Learn Locals: Best Practices and Protocols* | *Example:*<br>*30 minutes reading* |
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# 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 |

**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
**w.** vit.vic.edu.au