

ACCREDITATION OF RETURNING TEACHERS

Supporting re-orientation to teaching

The following steps are suggestions for Teacher Accreditation Authorities (TAAs) and schools to use in supporting the re-orientation of Returning Teachers. Processes and programs should enable TAAs, schools, Returning Teachers and their colleagues to identify and recognise the full range of existing knowledge, skills and experiences of Returning Teachers. Returning Teachers are not to be regarded as beginning teachers.

The steps and processes are relevant for all positions: full-time, part-time, temporary and casual.

Step 1

Explain	<ul style="list-style-type: none">▪ that returning teachers' previous work experiences and existing skills are valued▪ that returning teachers are not regarded as beginning teachers
Inform	Returning teachers of planned support processes (see first meeting below)
Include	Returning teachers in initial section of school induction program – eg; school information; school policies and routines; OH&S
Provide	copies/make available the following documents: <ul style="list-style-type: none">▪ Accreditation of Returning Teachers policy▪ <i>The Framework of Professional Teaching Standards</i>▪ <i>Accreditation Advice at Professional Competence</i>▪ <i>An Evidence Guide for Accreditation at Professional Competence.</i>
Arrange	first meeting with returning teachers: <ul style="list-style-type: none">▪ Confirm accreditation status - refer to <i>Guideline scenarios</i>▪ Explain policy and processes for accreditation▪ Advise they are required to demonstrate all Standards for Professional Competence across the 7 elements - refer to <i>The Framework</i>▪ Clarify roles: Institute; TAA; other teachers▪ Talk about work experiences and skills – immediate past, prior teaching▪ Arrange second meeting with returning teacher/s.

Step 2

Revisit	initial talk about work experiences and skills: <ul style="list-style-type: none">▪ Recognise existing knowledge, skills, previous teaching, qualifications and accreditations, from notes during initial talk at first meeting▪ Acknowledge additional skills and experiences brought back to teaching
Establish	shared responsibility for identifying any required professional learning or strategies to address areas requiring further support, referenced to the standards – eg; collegial discussion re assessment tasks; analysis BST results; accessing BOS website for HSC marking guidelines; professional readings; resources
Discuss	<ul style="list-style-type: none">▪ Accreditation processes – use of evidence guide, report▪ Possible to demonstrate all standards readily, in a short timeframe
Suggest	range of collegial support available
Arrange	third meeting to identify any required professional learning or strategies.

Step 3

Assist	Returning teacher to start process of identifying any required professional learning or strategies, referenced to the standards for Professional Competence
Clarify	Returning teacher may require on-going support only in specific elements or particular standards
Discuss	Collection of documentary evidence – refer to <i>Accreditation Advice and An Evidence Guide</i> : <ul style="list-style-type: none">▪ Sources: programs; lesson plans; student learning (informal and formal); observation of teaching; professional engagement▪ Examples for inclusion in Accreditation Report – analysis, reflection▪ Examples supporting pathway to accreditation – recording understanding and interpretation
Plan	indicative timeline to achieve accreditation - refer to max periods of time; allow for flexibility and tailoring to individual circumstances
Arrange	next meeting/s.

Step 4

Provide	feedback on progress and guidance for further development
Reiterate	achievement means: <ul style="list-style-type: none">▪ demonstrated capacity on a consistent basis▪ takes account of the context
Discuss	re-orientation support: <ul style="list-style-type: none">▪ Accreditation processes▪ Additional professional learning/ strategies identified▪ Documentary evidence
Revise	timeline.

Step 5

Prepare	Accreditation Report
Discuss	Accreditation Report
Send	Accreditation Report including evidence to Institute of Teachers.