



## Supporting re-orientation to teaching

The following steps are suggestions to use if you are an experienced teacher who needs to be accredited. As a teacher **returning to the profession in NSW**, you have existing knowledge, skills and experience. Accreditation processes and programs should identify and recognise your existing skills and knowledge. You will not be regarded as a beginning teacher. The steps and processes outlined here are relevant for all employment modes: full-time, part-time and casual.

**Your Principal or delegated senior colleague, may support you by doing the following:**

### STEP ONE

- Explain** that, as a returning teacher, your previous work experiences and existing skills are valued  
that, as a returning teacher, you are not regarded as a beginning teacher
- Inform** you of the school's planned support processes (see first meeting below)
- Include** you in the initial section of the school's induction program. This could include giving information about the school; school policies and routines; OHS.
- Provide** and make available to you the following documents:
- *Accreditation at Proficient Teacher/Professional Competence Policy (Section 6)*
  - *The Australian Professional Standards for Teachers*
  - *Summary - How do I Become Accredited at Proficient Teacher?*
  - *Information for Teachers Progressing to Proficient Teacher*
  - *Advice for Casual and Part-time Teachers*
  - *An Evidence Guide for Accreditation at Proficient Teacher*
- Arrange** a first meeting with you and any other returning teachers:
- confirm your accreditation status and your timeframe for achieving Proficient Teacher
  - explain the policy and processes for accreditation
  - advise that you are required to demonstrate **all** standard descriptors for Proficient Teacher across the 7 Standards - refer to *The Framework*
  - clarify the roles of the Institute; TAA; other teachers
  - discuss your work experiences and skills – immediate past and prior teaching
  - arrange a second meeting with you and any other returning or experienced teachers.

## STEP TWO

<b>Revisit</b>	your initial talk about work experiences and skills. Your existing knowledge, skills, previous teaching, qualifications and accreditation/s, established during initial talk at your first meeting, will be recognised Your additional skills and experiences brought back to teaching will be acknowledged
<b>Establish</b>	shared responsibility for identifying any required professional learning or strategies to address areas requiring further support, referenced to the Standard Descriptors, for example, collegial discussion re assessment tasks; analysis of NAPLAN results; accessing BOS website for HSC marking guidelines; professional readings; resources
<b>Discuss</b>	accreditation processes – use of the Standards and the <i>Evidence guide</i> the possibility of demonstrating all standards readily, that is, in a shorter timeframe than beginning teachers
<b>Suggest</b>	a range of collegial support available
<b>Arrange</b>	a third meeting to identify any required professional learning or strategies.

## STEP THREE

<b>Assist</b>	you to start the process of identifying any required professional learning or strategies, referenced to the Australian Professional Standards for Teachers
<b>Clarify</b>	your future direction For example, you may require on-going support only in specific standard descriptors
<b>Discuss</b>	your collection of documentary evidence – refer to <i>Information for Teachers Progressing to Proficient Teacher</i> and <i>the Evidence Guide</i> : <ul style="list-style-type: none"><li>• sources: programs; lesson plans; student learning (informal and formal); observation of teaching; professional engagement</li><li>• examples for inclusion in Accreditation Report – analysis, reflection</li><li>• examples supporting the pathway to accreditation – recording understanding and interpretation</li></ul>
<b>Plan</b>	an indicative timeline to achieve accreditation - referring to maximum periods of time; allowing for flexibility; and tailoring to individual circumstances and employment modes
<b>Arrange</b>	next meeting/s

## STEP FOUR

- Provide** feedback on progress and offer guidance for further development
- Reiterate** that achievement means consistent demonstration of the Standards
- Discuss** re-orientation support:
- Accreditation processes
  - Additional professional learning/ strategies identified
  - Documentary evidence
- Revise** your timeline

## STEP FIVE

- Review** your evidence and annotations
- Prepare** your Accreditation Report
- Discuss** the Accreditation Report
- Send** the Accreditation Report and annotated evidence to the TAA