

# Criteria for review of a Returning to Teaching condition

## Applying for consideration of equivalence for recency

Teaching experience being considered for a review of a Returning to Teaching (RTT) condition will be assessed against criteria that establish whether the particular experience is the equivalent of teaching in a Queensland school. Your application must include a response to each of the criteria listed below, accompanied by evidence in the form of descriptions of relevant practice and supporting documentation.

When applying for a review you must refer to the guidelines for responding to the criteria (over page) for information about the criteria and examples of supporting evidence.

The following template will assist you organise your response:

[Template for responding to criteria for considering individual applications for equivalence for recency](#)

### Criteria for review of RTT condition – consideration for equivalence

Evidence of:

- i. Currency in effective teaching practice as applicable in schools
- ii. Practice addressing contemporary issues about education (curriculum and assessment initiatives; syllabus implementation; and policies equivalent to those for Queensland schools)
- iii. Legislation relevant to teachers about the care or protection of children equivalent to those for Queensland
- iv. Teacher roles that reflect and embed the Australian Professional Standards for Teachers (Proficient career stage) through:
  - delivering an educational program
    - establishing challenging learning goals
    - operating effectively at all stages of the teaching and learning cycle, including planning for learning and assessment; designing and implementing learning and teaching programs that reflect knowledge of curriculum, assessment and reporting requirements, teaching, assessing and providing feedback on student learning and reporting to parents/carers
  - structuring lessons and differentiating teaching to meet the physical, social and intellectual development and learning needs of all students including those with diverse linguistic, cultural and religious backgrounds
  - using effective, developmentally appropriate strategies in learning and teaching programs to make the content meaningful to students
  - using information and communication technology to contextualise and expand students' modes and breadth of learning
- v. The age of the students taught (between 3½ years and 18 years)
- vi. Regulated environments with formal structures in place for accountability and teacher supervision, support and development.
  - creating and maintaining a respectful, inclusive, supportive, challenging and safe learning environment
  - fostering positive, collaborative and productive relationships with colleagues, parents/carers, families and communities
  - committing to reflective practice and ongoing professional development

## Guidelines for responding to criteria for considering individual applications for equivalence for recency (review of 'Returning to Teaching' condition)

### Explanatory notes

Teachers with experience (other than in recognised schools in Queensland and other Australian states and territories) which they can demonstrate meets specific criteria can apply for a review of the 'Returning to Teaching' condition on their registration.

The information provided below is to assist you with the preparation of an appropriate response to the criteria. Please note these are examples only, not a definitive list, but they are indicative of the detail expected to enable a considered assessment of your application for review.

A single item, for example a referee report, may serve as evidence for more than one criterion, but it is your responsibility to demonstrate that this is the case.

### What to include as your response to the criteria

#### Employment as a teacher

List of teaching positions for each year of the previous five year registration period including school name & location; position/s held; dates of employment; year groups (ages) taught.

**Supporting evidence** may include:

- statements of service, pay slips, employment contract, referee/appraisal reports
- position description or duty statement, records of involvement in professional development activities

#### Contemporary practice

Overview of curriculum; curriculum standards; assessment & reporting requirements; syllabus content.

**Supporting evidence** may include:

- extracts from or links to systemic/school/jurisdiction documents
- records of involvement in professional development activities

#### Care and protection of children

List of systemic/school/jurisdiction policies related to student safety, codes of conduct etc and description of training provided in relation to the implementation of such policies.

**Supporting evidence** may include:

- extracts from or links to systemic/school/jurisdiction policies
- certificate of attendance at training etc

#### Professional standards

Description/overview of professional standards for teachers or for school accreditation highlighting similarities to the Australian Professional Standards for Teachers (Proficient career stage).

#### Teaching and learning

Extracts from unit/program of work showing planning, content, learning activities, differentiation, and teaching and assessment strategies.

**Supporting evidence** may include:

- references from employer/s or supervisor/s detailing your roles and responsibilities, and engagement with colleagues and broader community
- extracts from relevant school policies regarding inclusion, diversity, special needs, behaviour management
- records of involvement in continuing professional development activities that address specific areas.

#### Registration and accountability

Details of teacher registration requirements; performance management or appraisal structures; ongoing training & development requirements.

**Supporting evidence** may include:

- extracts from relevant standards
- appraisal or certification reports; training program outline, certificates of attendance

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