



Return to Practice Transition Plan Template and Guidelines

Your Transition Back into Teaching

Acknowledging your skills and experience:

When you return to practice and transition back into teaching, we are fortunate that you bring your previous teaching experience, and valuable learning from your time out of the profession with you. You will recognise, when returning to the teaching profession after five years or more, your knowledge and practice may not be current in all areas. Therefore, the Teaching Council does require teachers returning to the profession, after no teaching in New Zealand for the past five or more years, to identify their professional learning needs and actively take steps to upskill in those areas i.e. develop and implement a 'Return to Practice Transition Plan'.

Purpose of the Transition Plan and associated template:

This document includes a Transition Plan template that provides a structure for you to identify your professional learning needs as you transition back into active teaching practice. Although we might think of teaching as being 'like riding a bike', the landscape changes very quickly, so you might need to be prepared for a few bumps in the road! You will need a supportive mentor* who has the skills and time to effectively guide you along your journey back into teaching.

A Transition Plan is not the same as an *orientation*. An orientation of your educational setting might include the location and use of physical spaces, the 'go-to' people in the organisation, and how to get your keys and set the alarm code! A Transition Plan focuses on recognising your skills, as well as understanding how

theoretical and practical changes in teaching may positively impact your future professional practice.

Through discussions with your mentor, guided by prompts in the following template, you will establish your professional learning needs, identify priority areas, and co-construct a plan for your development. You will need to make a regular meeting time with your mentor dedicated to re-viewing your plan and updating progress you make over the year.

*Your mentor:

- will be an experienced teacher and hold a full practising certificate;
- is likely to be a senior teacher or could be a school/centre leader (they may be in the senior leadership team or, in secondary school, the Specialist Classroom Teacher - SCT);
- is more than a buddy who is assigned to remind you of institutional processes;
- is knowledgeable of your educational setting's kaupapa/philosophies;
- has time to check-in and meet you on a regular basis;
- must be up to date with current pedagogy and practices;
- is able to facilitate educative mentoring and provide advice and guidance when needed; and
- has the skills to co-construct priorities and seek solutions to your professional learning needs.



What does it mean to be a teacher in Aotearoa New Zealand?

Our Code Our Standards | Ngā Tikanga Matatika me Ngā Paerewa

As teachers, we respect our trusted position in society and recognise the influence we have on learners, their understanding of the world and the future wellbeing of our society. This has not changed since you were last in the classroom! However, the supporting documents for our teaching practice may have.

Our Code Our Standards | Ngā Tikanga Matatika me Ngā Paerewa has been crafted by teachers, leaders and teaching experts to articulate the expectations and aspirations of our profession.

Our Code of Professional Responsibility | Ngā Tikanga Matatika mō te Haepapa Ngaiotanga** sets out the high standards for ethical behaviour that are expected of every teacher.

Our Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakakoranga describes the expectations of effective teaching practice.

Together these supporting documents set out what it is, and what it means, to be a teacher in Aotearoa New Zealand.

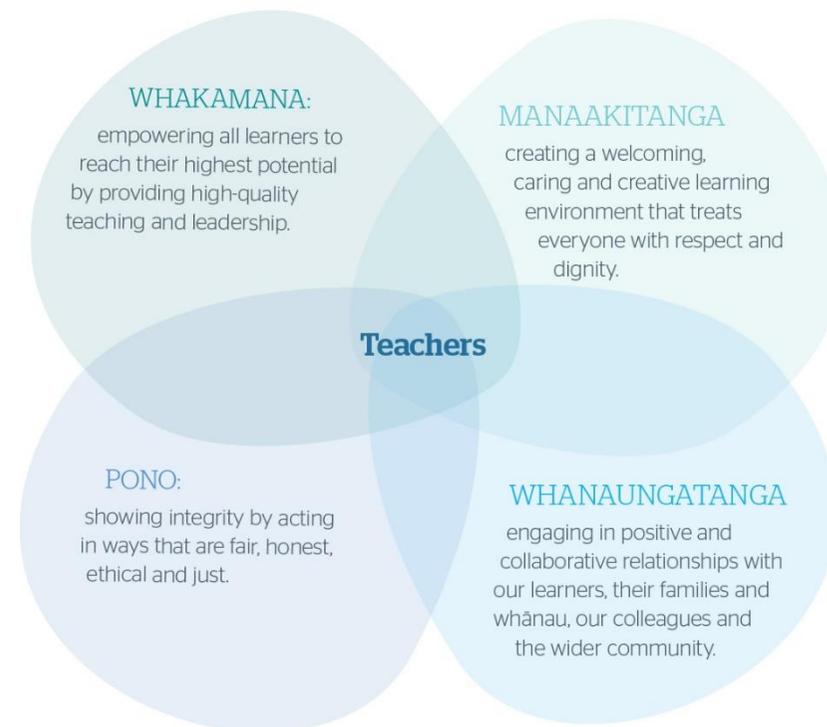
Underpinning *Our Code Our Standards* Ngā Tikanga Matatika me Ngā Paerewa are four values/ ngā uara. They define, inspire and guide use as teachers. These values / ngā uara are: whakamana, manaakitanga, pono and whanaungatanga.

WHAKAMANA: empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

MANAAKITANGA: creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

PONO: showing integrity by acting in ways that are fair, honest, ethical and just.

WHANAUNGATANGA: engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community



Prior to meeting with your mentor, it would be timely for you to remind yourself of these Values / Ngā Uara, Our Code of Professional Responsibility / Ngā Tikanga Matatika mō te Haepapa Ngaiotanga and Our Standards for the Teaching Profession / Ngā Paerewa mō te Umanaga Whakaakoranga ([Our Code Our Standards](#)), along with other current documents, such as [The Code of Professional Responsibility – Examples in Practice](#) which can be found on the [Teaching Council](#) website.

**The Code applies to all certificated teachers and those who have been granted a Limited Authority to Teach, in every role and teaching context. It is a set of aspirations for professional behaviour and not a list of punitive rules. We believe that it reflects the expectations society puts on our profession. The Code replaced the Code of Ethics from 30 June 2017. As it says in section 387 (6) of the Education Act, it's binding on all teachers.



Conversations and Check-ins Between You and Your Mentor

The intention of this Transition Plan template is to scaffold your reflective thinking and facilitate meaningful discussion between you and your mentor. The Plan will assist you to gain an understanding of your individual professional learning needs as you transition back into teaching. The template is structured using the four values / *ngā uara* underpinning the teaching profession, followed by discussion prompts and key ideas to focus your discussions. Your discussion will be defined by your sector: Early Childhood; Primary; Maori Medium; Secondary, and the philosophies of your educational setting.

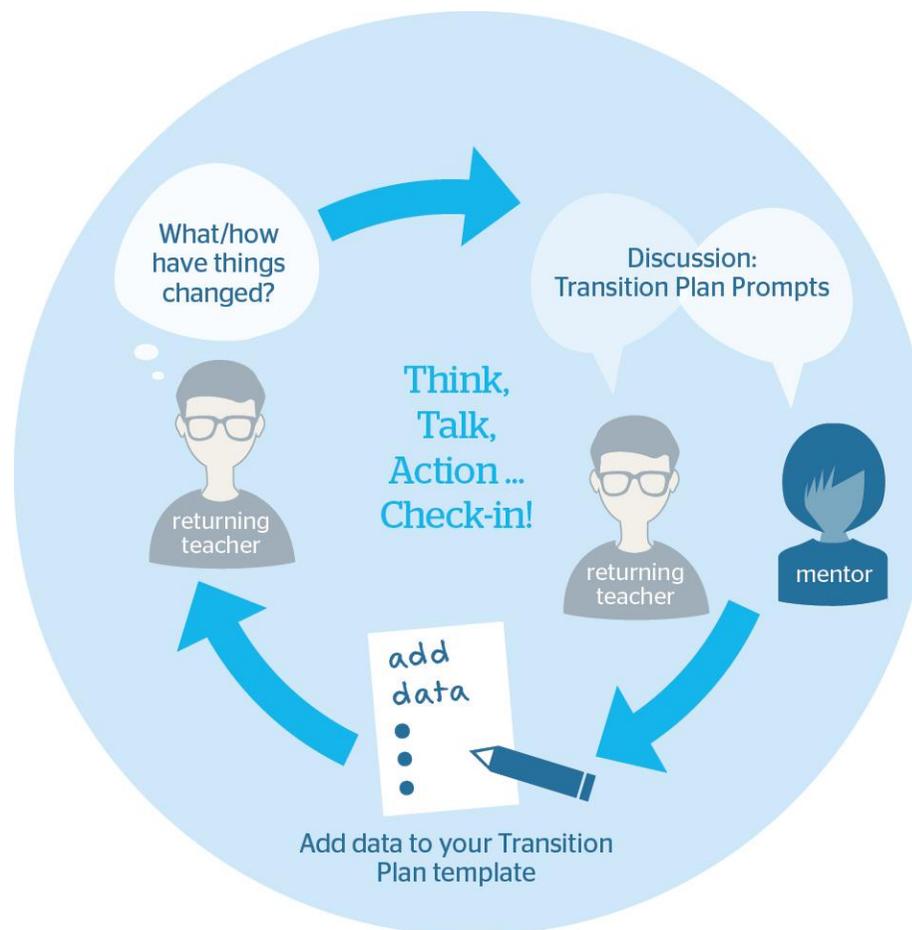
Read through the following template taking note of the discussion prompts in preparation for your first meeting with your mentor. This meeting should occur before you start your new teaching position. You are not expected to complete everything prior to your meeting. Feel free to add some concise bullet points in relevant places on the templates to aid your conversation. Then you can co-construct notes and action points after some discussion.

As you undertake this journey, your mentor will help you link your understanding of our Values / *Ngā Uara*, and *Our Code, Our Standards Ngā Tikanga Matatika me Ngā Paerewa* to you and your educational setting. It will be important that you have an understanding of these when thinking about the relationship between your practice and the outcomes for your learners. You will find this a key supporter in your growth and development.

Once you have completed the table by identifying your priorities (this may take a couple of meetings), make sure you have regular check-in meetings with your mentor for support on your journey, to clarify your thinking, and evaluate your development. Perhaps meet fortnightly initially then go to monthly once you have settled in.

After one year of regular meetings and participation in mentoring you will have made significant progress towards meeting the Standards. Talk to your mentor about applying for your Full Practising Certificate and transferring into the educational setting's system of appraisal and PLD at this time.

Transition Plan Process



Welcome back!



Transition Plan Template – Think, Talk, Action ... Check-in!

The template is structured and prompted by the four values / ngā uara that underpin *Our Code Our Standards* | *Ngā Tikanga Matatika Ngā Parewa*.

Value / Ngā Uara: Whakamana : empowering all learners to reach their highest potential by providing high-quality teaching and leadership...		
<p>Think ...</p> <p>Possibly areas to focus on initially and related discussion prompts are listed in this column.</p>	<p>Talk... when talking to your mentor, consider the following:</p> <p>What was this like when you left teaching in the classroom?</p> <p>What does this look like now in your educational setting? Make connections to your school/kura/centre philosophies.</p> <p>How might this impact your return to teaching and in the future? Make links to what this might look like in your teaching practice when you go back into the learning space.</p> <p>Considering this, what are some possible strategies to address the changes and challenges when you return to your educational setting.</p>	<p>Action Points ...after your discussion make relevant notes on:</p> <p>What support might be needed? E.g. observations of you and by you, PLD, professional readings, ongoing discussions with colleagues.</p> <p>From where/whom?</p> <p>When? What are your priorities / plan for the year?</p>
<p>Pedagogy:</p> <p>Co-construction and collaborative learning with colleagues and students, centre/school curriculum, differentiation, priority learners, inclusive education, gifted and talented, ILE.</p>		
<p>Curriculum & Assessment:</p> <p>Curriculum documents, current assessment tools and methods and their intent, data recording</p>		



and analysis, communication and feedback to students and whanau.		
Professional Learning: Incorporating student and whanau voice, observations, kahuia ako, Teaching as Inquiry, goal setting.		
Other		

Value / Ngā Uara: Manaakitanga: Thinking about creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity...

<p>Think ...</p> <p>Possibly areas to focus on initially and related discussion prompts are listed in this column.</p>	<p>Talk... when talking to your mentor, consider the following:</p> <p>What was this like when you left teaching in the classroom?</p> <p>What does this look like now in your educational setting? Make connections to your school/kura/centre philosophies.</p> <p>How might this impact your return to teaching and in the future? Make links to what this might look like in your teaching practice when you go back into the learning space.</p> <p>Considering this, what are some possible strategies to address the changes and challenges when you return to your educational setting.</p>	<p>Action Points ...after your discussion make relevant notes on:</p> <p>What support might be needed? E.g. observations of you and by you, PLD, professional readings, ongoing discussions with colleagues.</p> <p>From where/whom?</p> <p>When? What are your priorities / plan for the year?</p>
<p>Te Reo Māori:</p> <p>Normalising te reo as part of the learning programme, pronunciation, conversational te reo Maori, basic tikanga Maori.</p>		
<p>Student Diversity:</p> <p>Cultural, ethnic, age and gender diversity and groups, leading with moral purpose.</p>		
<p>Teacher Support and Wellbeing:</p> <p>Connections to school and community support structures,</p>		



current regulations/health and safety.		
Other		

Value / Ngā Uara: Whanaungatanga: Thinking about engaging in positive and collaborative relationships with our learners, their families and whanau, our colleagues and the wider community...

<p>Think ...</p> <p>Possibly areas to focus on initially and related discussion prompts are listed in this column.</p>	<p>Talk... when talking to your mentor, consider the following:</p> <p>What was this like when you left teaching in the classroom?</p> <p>What does this look like now in your educational setting? Make connections to your school/kura/centre philosophies.</p> <p>How might this impact your return to teaching and in the future? Make links to what this might look like in your teaching practice when you go back into the learning space.</p> <p>Considering this, what are some possible strategies to address the changes and challenges when you return to your educational setting.</p>	<p>Action Points ...after your discussion make relevant notes on:</p> <p>What support might be needed? E.g. observations of you and by you, PLD, professional readings, ongoing discussions with colleagues.</p> <p>From where/whom?</p> <p>When? What are your priorities / plan for the year?</p>
<p>Cultural Context:</p> <p>Whakawhanaungatanga (establishing a relationship)</p> <p>Cultural diversity and responsiveness considering the population of the community, local hapu, iwi and marae, key places and people, local history, meeting and engaging with whanau. Pasifika communities, immigrant populations, ESOL, international students.</p>		



Relationships: Pastoral care, behaviour management systems and practices, communicating with whanau, maintaining positive learning relationships with akonga, colleagues and whanau, access to external support agencies.		
Other		

Value / Ngā Uara: Pono: Thinking about showing integrity by acting in ways that are fair, honest, ethical and just...

Think ... Possibly areas to focus on initially and related discussion prompts are listed in this column.	Talk... when talking to your mentor, consider the following: What was this like when you left teaching in the classroom? What does this look like now in your educational setting? Make connections to your school/kura/centre philosophies. How might this impact your return to teaching and in the future ? Make links to what this might look like in your teaching practice when you go back into the learning space. Considering this, what are some possible strategies to address the changes and challenges when you return to your educational setting.	Action Points ...after your discussion make relevant notes on: What support might be needed? E.g. observations of you and by you, PLD, professional readings, ongoing discussions with colleagues. From where/whom? When? What are your priorities / plan for the year?
Cultural Competencies: Tiriti o Te Waitangi, Current research and Ministry guidance (e.g. Tataiako, Tapasa).		
E-learning: use of devices in learning, online communities, social media, digital pedagogy.		
Other		



Check-in!

Catch up with your mentor on a regular basis to talk about your Transition Plan and action points. At the end of each term (or approximately every 12 weeks), make a summary of your progress in this table.

Think ... Talk.... Action
Term 1
Term 2
Term 3
Term 4
Needs for next year (what will you need further support with in the future?):

