DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS

THE GENERAL
TEACHING COUNCIL
FOR SCOTLAND

gtc
SCOTLAND

Review of Professional Code and Professional Standards

Summary of Consultation Responses and Recommendations for Next Steps

January 2020

Contents

1   The Purpose of this Report

This report summarises the outcomes of a recent consultation in relation to proposed changes to the suite of Professional Standards and Professional Code for Scotland's teachers.   Our approach to consultation is described alongside an analysis of the data we gathered. Several recommendations are put forward for consideration by the General Teaching Council for Scotland's (GTCS) Council in March 2020.

2   The Professional Standards and Professional Code

The Professional Standards and Professional Code need to constantly evolve as the landscape of education and the public's expectations of its teaching professionals are ever changing. Increasingly, there are multiple purposes for the Professional Standards and Professional Code. They are used as a benchmark of conduct and professional competency; to provide a framework for initial teacher education; to support career-long professional growth; to develop and enhance professionalism; to create a shared language for teaching professionals; and to ensure and enhance public trust and confidence in the teaching profession.

In Scotland, the Professional Standards and Professional Code are values-based and do not focus on behaviours but encourage professional criticality and self-evaluation. They articulate definitions of acceptable practice and aspirations for enhancement and offer activities that should encourage reflective practice.

Teachers' values and beliefs guide their actions, classroom relationships and pedagogy. Inclusion is a universal value which requires all teachers to embrace the diverse needs of every learner and promote equity, equality, respect and compassion.

Using the Professional Standards and the Professional Code as tools to support professional growth enables the continued development of teachers' identity and the undertaking of appropriate professional learning. Consequently, a suite of Professional Standards provides a framework for teachers to map out their learning pathway and plot their professional career. They provide a guide to professional learning that is aspirational. The Professional Standards and Professional Code together represent what it means to be a teacher in Scotland.

The current suite of Professional Standards was launched on 1 August 2013 with the substantive content having been written in 2012. The Professional Code, formerly known as the Code of Professionalism and Conduct (COPAC), along with the Student Code were published in 2012. At the time of publication, a commitment was given by GTCS that these would be reviewed on a five-year cycle.

In its report, "Improving schools in Scotland: an OECD perspective" (2015), the OECD (the intergovernmental Organisation for Economic Cooperation and Development) provided specific commentary on the Professional Standards for Scotland's teachers as follows:

"The standards are bold and supportive [sic]... However, standards frameworks are much harder to implement effectively than to set in the first place. There is a question of how deeply the GTCS standards have moved from the theory to the practice and become embedded in the professional culture of the Scottish educational system." (2015:126)

Subsequent to the OECD report (2015) and in line with the five-year evaluation cycle, the following developments led GTCS to conclude that it was the appropriate time to start the review the Professional Standards.

❖ Evaluation of feedback gathered from teachers as Professional Update has been rolled out, implemented and embedded.

- ❖ Curricular developments.
- ❖ Developments and changes in education policy.
- ❖ Developments in teacher professionalism and leadership thinking and practice, as reflected in the National Improvement Framework.
- ❖ Contemporary national and international research.

A summary of the story of the background and development of Professional Standards and Professional Code in Scotland can be found in appendix 1.

3   The Proposed Changes for Consultation

Through this consultation, the GTCS has sought views on a refreshed set of Professional Standards as well as a revised Professional Code replacing COPAC.

3.1   Refreshed Professional Standards

The introductory section to the existing Professional Standards, as well as the diagrams showing the connectivity between and within the Professional Standards, the professional values and the personal commitment sections have been updated and placed into a single overarching document (the document entitled *Introduction to the Professional Standards and the Professional Code*). This has allowed those common and introductory parts to be updated while keeping the sections on knowledge and understanding, skills and abilities and professional actions largely unchanged. This was considered to be the best approach to keep the integrity of the Professional Standards, as admired by the OECD and found to be most useful by many in the profession but allow for an update to the context within which they sat.

3.2   Revised Professional Code

The proposed Professional Code reflects a fresh and different approach from the present COPAC. However, it is important to emphasise that the underlying expectations remain substantively unchanged. The new Professional Code is a values-based document which is more accessible and more positively framed. As set out in the proposed Introduction to the Professional Standards and Professional Code documents, the new Professional Code aligns with the suite of Professional Standards as it has the professional values at its core. Feedback has suggested that the Professional Code would be usefully supported by a series of professional guidance documents providing advice on specific related topics that can be augmented and adapted over time.

The refreshed Professional Standards and revised Professional Code are the product of collaboration, engagement and consensus building across the Scottish education system.

The **strategic working group** and other **working groups** that developed the suite of documentation were constituted from all parts of the education system i.e. teachers; head teachers; employer representatives; professional associations; parental groups and other stakeholders; and university teacher educators.

The **national conversation** that was conducted over an 18-month period, together with research that GTCS commissioned from **Children in Scotland**, gave a voice to teachers, parents, children and young people with a view to ensuring that the proposals being made are relevant and appropriate.

4   Consultation Methodology

The consultation collected data in a number of ways. An online **consultation survey** sought to capture responses to a series of questions. Most questions were asked in a format that offered

the respondents an opportunity to respond with the extent of agreement/disagreement with the statement using a Likert scale.

The quantitative data collected through the **consultation survey** was used to generate a bar chart (which includes all responses) which illustrates the agreement/disagreement for each statement using a Likert scale.

The qualitative data collected for most questions in the **consultation survey** were framed as an 'any other comment'. This qualitative data was coded to identify key themes.

In addition to the **consultation survey**, additional data was collected to ensure stakeholders had the following opportunities to engage with the consultation:

❖ GTCS contacted key stakeholders to offer engagement sessions to suit stakeholder needs. GTCS Officers were invited to four **professional dialogue sessions** focussing on the Review of the Professional Standards and Professional Code consultation. Extensive field notes were gathered. These field notes were coded to elicit key emergent themes which were used to augment the data collected through the public consultation.

❖ Some key stakeholders submitted **extensive text responses** rather than submitting a response to the online consultation survey. In these instances, the text was coded to elicit key themes which were then used to augment the data collected through the public consultation.

❖ Where very **specific feedback** was received. e.g., 2.2.2 "we suggest adding "…including [LGBT] inclusive education…" to point 3 of Standard for Professional Registration and point 5 of Standard for Registration, this has been collated and will inform the final drafts.

Further data was collected from children and young people on behalf of the GTCS who conducted five direct delivery workshops and created a resource pack which was sent out to schools.

5 Consultation Responses

The consultation was open from 30 September 2019 to 20 December 2019 and 246 responses were received. Additionally, a further 20 responses were submitted outwith the online consultation format. Reasons given for the provision of feedback in this way included views that the consultation questions did not provide enough scope for desired responses and/or responses were too large to fit within the feedback box available in the survey format.

5.1 Outline of Report

There were 43 questions in the online consultation survey. Most questions were asked in a format that offered the respondents an opportunity to respond with the extent with which they agreed or disagreed with the statement using a Likert scale. There has been no weighting of quantitative data although it is recognised that a few represent the views of a larger group of teaching professionals than other responses.

The total responses to each question, including no response, are presented in a bar chart for each question. Each graph is presented alongside a summary of the qualitative data for the question. This includes data from the submissions made outwith the online consultation.

5.2 Demographics

For the purposes of analysis, all respondents were given the opportunity to identify from which perspective they were responding to the consultation from the following groups:

- ❖ Individual teacher (including principal teacher, depute headteacher, headteacher).
- ❖ Groups of teachers.
- ❖ Local authority officer.
- ❖ College lecturer (including curriculum leaders, programme leaders, others as appropriate).
- ❖ University lecturer (including curriculum leaders, programme leaders other as appropriate).
- ❖ National educational body (e.g. Education Scotland, SQA, Professional Association, College Development Network).
- ❖ Education stakeholder (e.g. Parent bodies, 3rd sector organisations, voluntary organisations, industry, employers).
- ❖ Government organisations.
- ❖ Parent/carer.
- ❖ Student/pupil.
- ❖ Other.

*Graph 1: Demographics respondent population (n=246)*
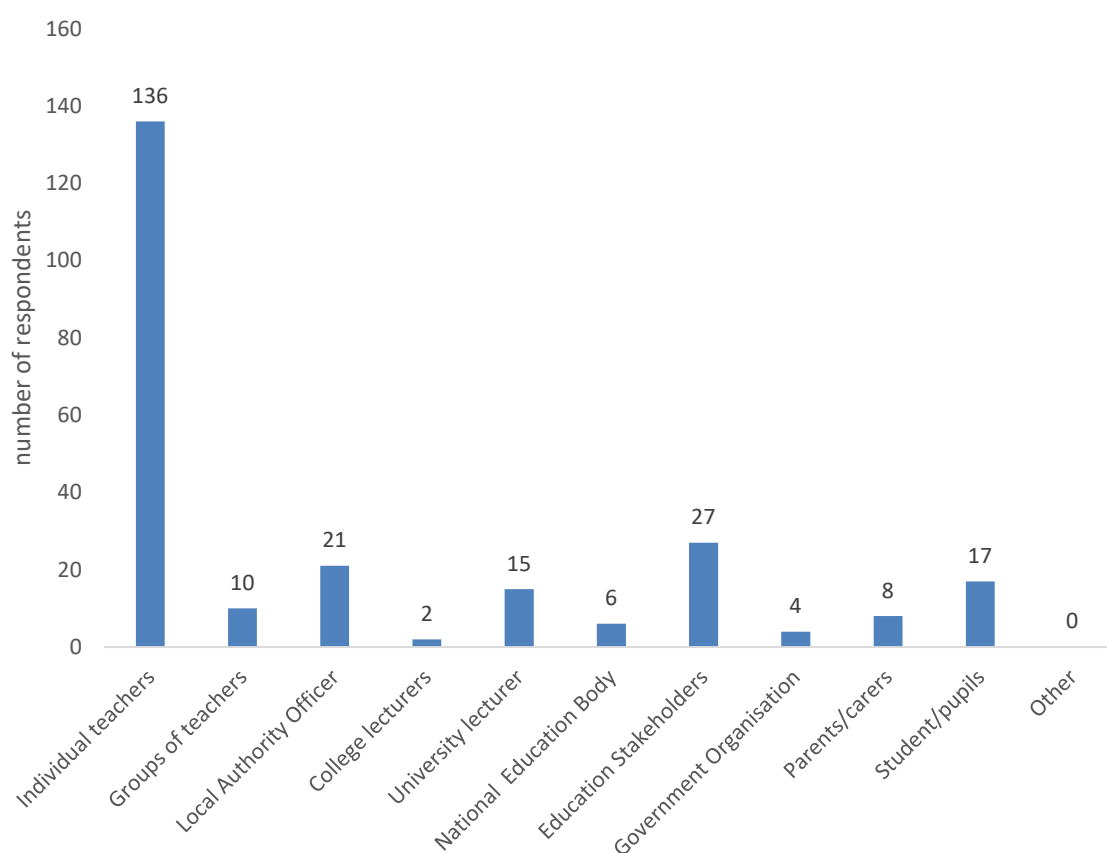
5.3 Individual Question Responses

5.3.1 Consultation question: The new introductory documents clearly sets out the purpose of the refreshed Professional Standards and The Professional Code.

The majority of respondents (70.3%) strongly agree/agree the purpose of the new suite of documents is clearly set out. Education stakeholders were the biggest respondent group who did not record an answer for this question.

Graph 2: The new suite of documents clearly sets out the purpose of PS/PC (n=246)
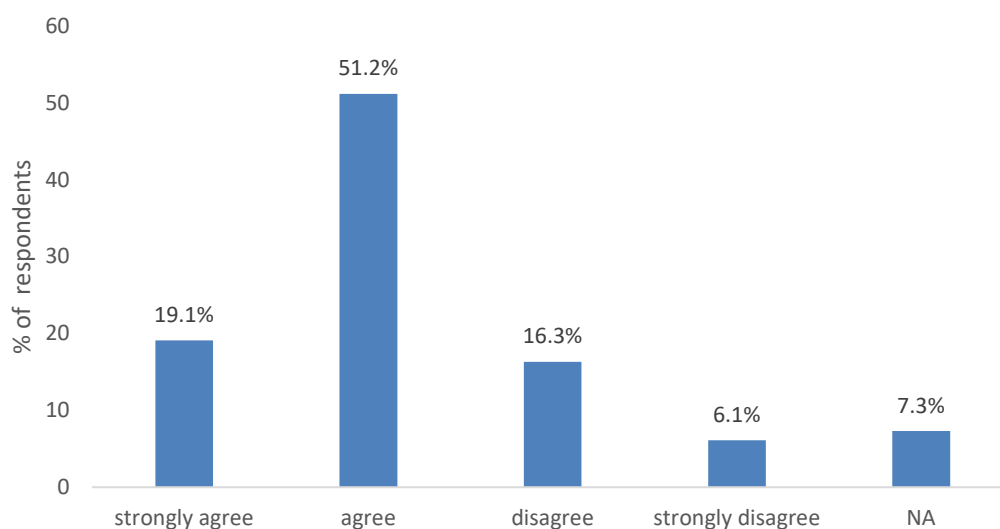
In comparing classroom teachers with local authority officer, national educational bodies and government organisations, graph 3, teachers responded more positively than other respondent groups.

Graph 3: The new suite of documents clearly sets out the purpose of PS/PC (n=177)
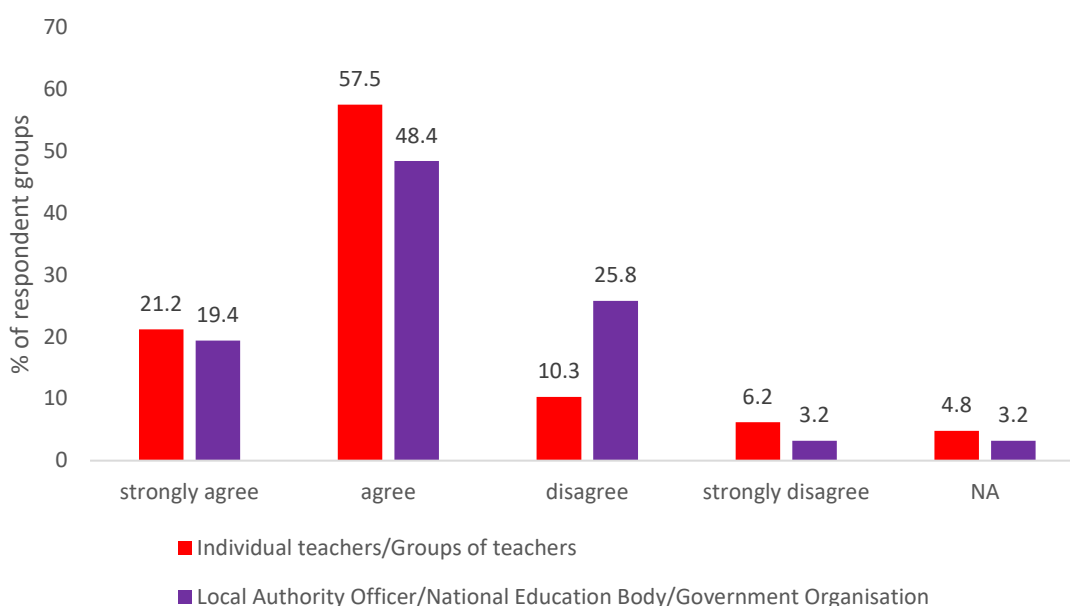
There were 68 comments relating to this question and teachers and college lecturers, in the main, agreed that the new introductory documents clearly set out the purpose of the refreshed Professional Standards and the Professional Code. However, there were still calls for a more accessible suite of documents, with more exemplification. This aligns with the feedback from the national conversation, as the Professional Standards and Professional Code are still perceived, by some, to be "too wordy".

There was also a call from College lecturers to ensure the language of the Professional Code is more inclusive and recognises learning environments beyond classrooms. For example, the use of the word 'teacher' can be problematic and offer 'teaching professionals' as an alternative.

It was suggested that the multiple purposes of the Professional Standards and Professional Code must be stated within the suite of documents to support a common understanding of why Professional Standards are essential to teacher professionalism and how they support teachers across the education system in Scotland. The purposes of Professional Standards and Professional Code are as follows.

- ❖ As a benchmark of conduct and professional competency.
- ❖ To provide a framework for initial teacher education.
- ❖ To support career-long professional growth.
- ❖ To help enhance teacher professionalism.
- ❖ To create a shared language for teachers.
- ❖ To ensure and enhance public trust and confidence in the teaching profession.

There was a call for the "uncoupling" of the Professional Standards from the Professional Code, as the documents serve different purposes. This call was from across respondent groups but stated very strongly in the responses from professional associations.

All respondent groups (including those who responded outwith the online consultation) offered feedback on the positioning of professional values within the Professional Standards and Professional Code. The change to reference them only in the introductory document was not well received by most as there was concern that it may lead to a lack of coherence across the suite of documents and "may result in the professional values becoming distanced from the Professional Standards".

The tabular format for the values was well received by most. However, there were views that the previous narrative invited deeper thinking and consideration for those in education, which may be lost with the revised statements. Some also commented that the relationship between stated values and how these are demonstrated through practice needed to be further explored to recognise that professional values are enacted individually and across the wider education system.

There were calls in the feedback to increase the emphasis on Learning for Sustainability and outdoor learning as these were felt to have been diminished in the new iteration of the Professional Standards and Professional Code.

Some teachers and some professional associations also expressed reservations around how the Professional Standards and Professional Code could be interpreted by leadership teams across schools and called for 'duty of candour' to be more explicit.

Children and young people commented that an introductory document was supportive of teachers to help their understanding and use of the suite of documents. They could also identify the importance of Professional Standards and a Professional Code and the impact this suite of documents can have on their learning now and into the future.


Recommendations:

- ❖ Consideration should be given to how the Professional Standards can be made more accessible and the inclusion of exemplification of professional actions.
- ❖ The multiple purposes of Professional Standards and the Professional Code should be explicit within the suite of documents.
- ❖ Further consideration is needed to whether the Professional Standards and Professional Code should be within one document or should sit separately in different documents.
- ❖ Professional values need to be explicitly stated in each Professional Standard and within the Professional Code and woven through the Professional Knowledge and Understanding, Professional Skills and Abilities and Professional Actions.
- ❖ A 'Speaking out' guide should be produced by GTCS to address the 'duty of candour' agenda.

5.3.2 Consultation question: The refreshed Professional Standards and The Professional Code set out clearly what it means to be a teacher in Scotland.

Almost two thirds of those who responded (62.6%) strongly agreed/agreed that the new suite of documents clearly sets out what it means to be a teacher in Scotland.

Graph 4: The refreshed PS/PC set out clearly what it means to be a teacher in Scotland (n=246)
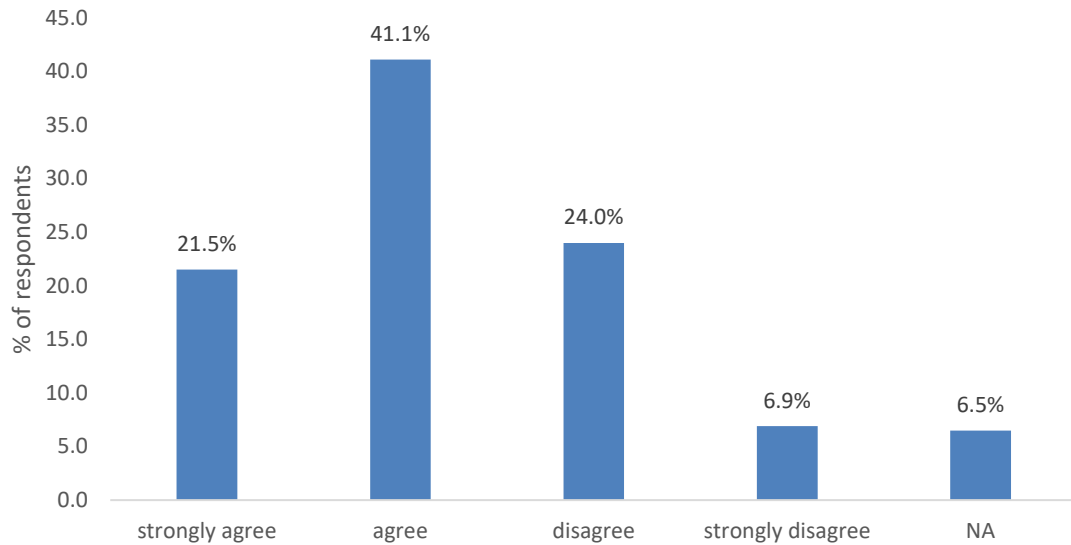
In comparing the views of teachers with partners in the education and education stakeholders, graph 5, below, illustrates that more teachers considered the refreshed Professional Standards and the Professional Code does set out clearly what it means to be a teacher in Scotland than for other respondent groups.
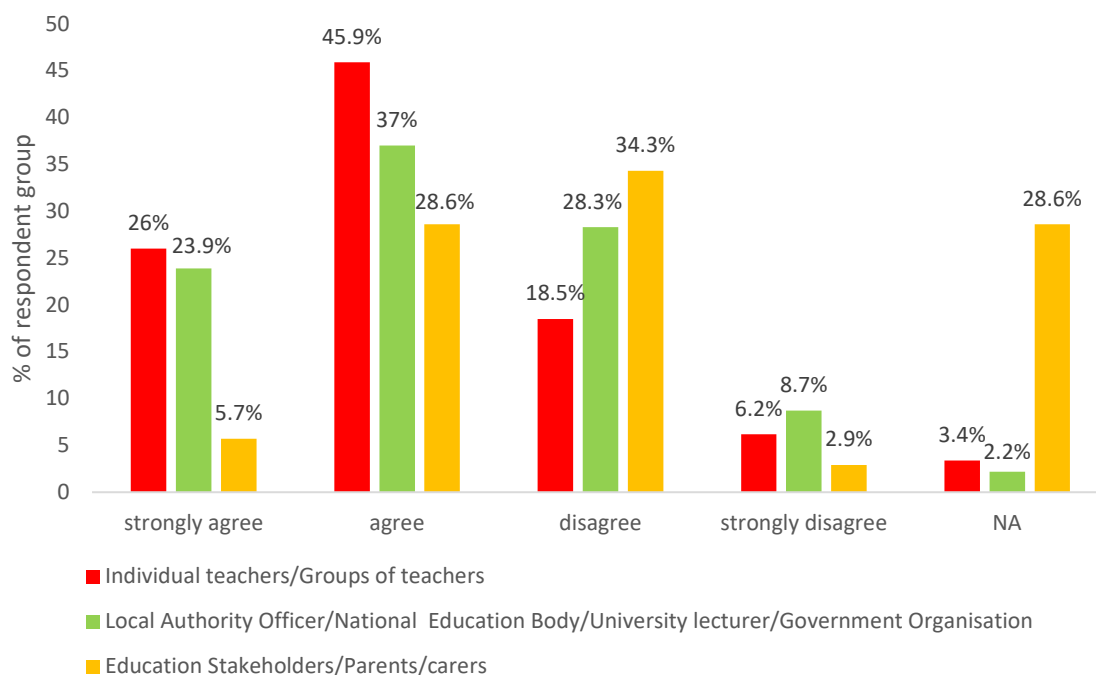
Graph 5: The refreshed PS/PC set out clearly what it means to be a teacher in Scotland (n=227)

There were opposing views amongst the 79 comments. Although teachers responded most positively, most student teachers and some individual teachers stated that they did not think that the refreshed suite of documents outlined clearly enough what it means to be a teacher in Scotland. There were views expressed from individual teachers and education stakeholders that the impact that teachers have on the development of children and young people is vital to what it means to be a teacher in Scotland. Those who responded expressed a view that this aspect of teacher professionalism was not explicitly reflected in the refreshed suite of documents.

College lecturers were more positive in their response, as they stated that in their view the Professional Code sets what being professional is in Scottish education. They went on to state that the Professional Code helpfully sets out expectations around commitment but needs to take cognisance of the Professional Standards for Lecturers in Scotland's Colleges.

There were also differing views as to whether the documents were supportive "clear and concise" or, unhelpful, "ambiguous, open to interpretation, content heavy, dumbed down". One respondent commented that this suite of documents did not reflect the extensive, complex nature of teaching and the additional responsibilities that are 'expected' of all teachers. Some education stakeholders suggested that there was not a wide enough appreciation of different contexts where teaching takes place across the education system.

College lecturers commented that the principles in the Professional Code are relevant, clear and concise however in their view, the tone may need to be reconsidered to meet the needs of the FE sector. One College lecturer commented that through this consultation that they agree that "there is a strong argument that all educators should have the same Professional Code."

There was praise for the professional values which were said to "demonstrate the kind of country/society we want Scotland to be" and as one College lecturer commented they "are relevant to all sectors of the education system". However, some respondents commented that with the values sitting separately, rather than being woven through the suite of documents, was a missed opportunity to articulate the strong vision and values that underpin the Scottish education system. There was a concern expressed by education stakeholders that the use of the

term 'Professional Relationships' within the values could be misconstrued and a suggestion that further advice would be welcome.

There was a call, from individual teachers and professional associations, for the challenges facing teachers in maintaining a private life in the current technological age to be recognised and for GTCS to assist by taking a lead role in educating the profession in this regard.

Although most respondent groups agreed that the refreshed Professional Standards and Professional Code are helpful, some respondents who identified as local authority, university or national educational bodies, expressed a view that the aspirational focus in the previous suite of Professional Standards had been lost and the refreshed suite of documents read more like a job description. Professional Associations also commented that in their view the Professional Standards and Professional Code were too aspirational and may lead to "unrealistic and unfair expectations of teachers in the minds of the public, employers and teaches themselves" which could lead to a demoralisation of the teacher workforce.


Recommendations:

❖ Teacher professionalism and the impact of teachers on children and young people's development need to be explicitly referenced within the new suite of documents.
❖ The refreshed suite of Professional Standards should recognise the complex nature of teaching and wider contexts for learning across the education system.
❖ Professional values need to be explicit stated in each Professional Standard and within the Professional Code and woven through the Professional Knowledge and Understanding, Professional Skills and Abilities and Professional Actions.
❖ The values table should be re-considered to ensure the language is appropriate and explicit.
❖ Consideration given to advice in the Professional Code as to how teacher professionalism can support teachers to maintain a private life in the current technological age
❖ The language of the suite of documents needs to be reviewed to ensure it retains the current realistic aspiration to enhance teacher professionalism.
❖ Share with partners findings that relate to their areas of work within the education system.

5.3.3 Consultation question: The Professional Standards inspire public confidence of the teaching profession. The Professional Code inspires confidence of the teaching profession.

Of those respondents who recorded a response, graph 6 refers, more than half strongly agree/agree that the Professional Standards (53.2%) and Professional Code (56.5%) inspired public confidence. The largest respondent group who did not record a response to this question were education stakeholders.

Graph 6: The PS/PC inspire and public confidence in the teaching profession (n=246)
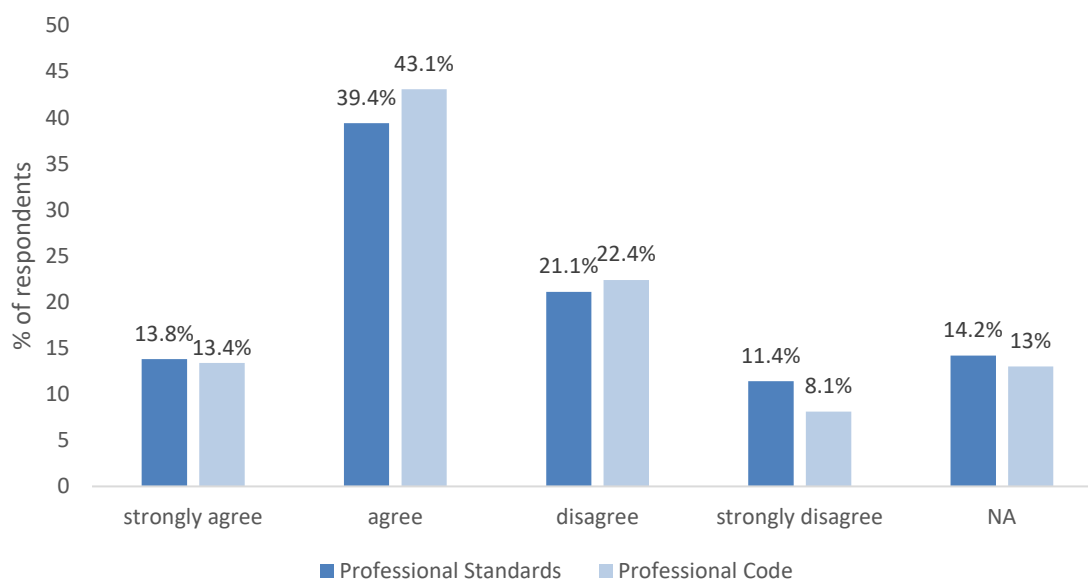
The (141) comments from respondents coalesce around the themes whether the public know about Professional Standards or the Professional Code and public engagement.

Comments from individual teachers, education stakeholders, college lecturers and local authority respondents noted that it was the enactment of the Professional Standards and the Professional Code, rather than these being in place, that determined whether the public had confidence in the education system. It was stated by different respondent groups, indidivual teachers, professional associations, national education bodies and education stakeholders, that the Professional Standards and Professional Code do not inspire public confidence; it is the interaction of the public with teachers, and their own experiences that inspire confidence in the teaching profession.

There is an assumption that children and young people and parents understand that as a profession, teachers and lecturers are regulated, but the mechanisms of this regulation within the wider public is poorly understood. To improve public awareness, there were a few suggestions that the new Professional Standards and Professional Code should be supported with a campaign of public engagement. It was noted that this campaign could go some way to counteract media emphasis on Fitness to Teach cases and give a wider appreciation of the complexity of the teaching profession in Scotland.

Some teachers and professional associations were concerned that, if the Professional Standards and Professional Code were more widely understood this could be used maliciously against individual teachers. Professional associations also offered the caution that to set out public confidence as a central aim within the Professional Standards and Professional Code, may predispose the resultant documentation to be more regulatory than supportive of teacher professionalism.

Recommendations:

❖ Support for the enactment of Professional Standards and the Professional Code post-launch is desirable.
❖ The campaign to launch the refreshed Professional Standards and Professional Code should include wider public engagement.

5.3.4 Consultation question: Feedback from the national conversation suggested that the language used in the Professional Standards was 'too complicated' and 'ambiguous'. This has been addressed and the language in the refreshed Professional Standards and the Professional Code is appropriate, accessible and easy to understand.

From graph 7, below, it can be seen that the majority (64.2%) of the respondent population strongly agreed/agreed that the language in the new suite of documents is appropriate, more accessible and easier to understand than in previous iterations.

Graph 7: The language in the PS/PC is appopriate, accessible and easy to understand (n=246)
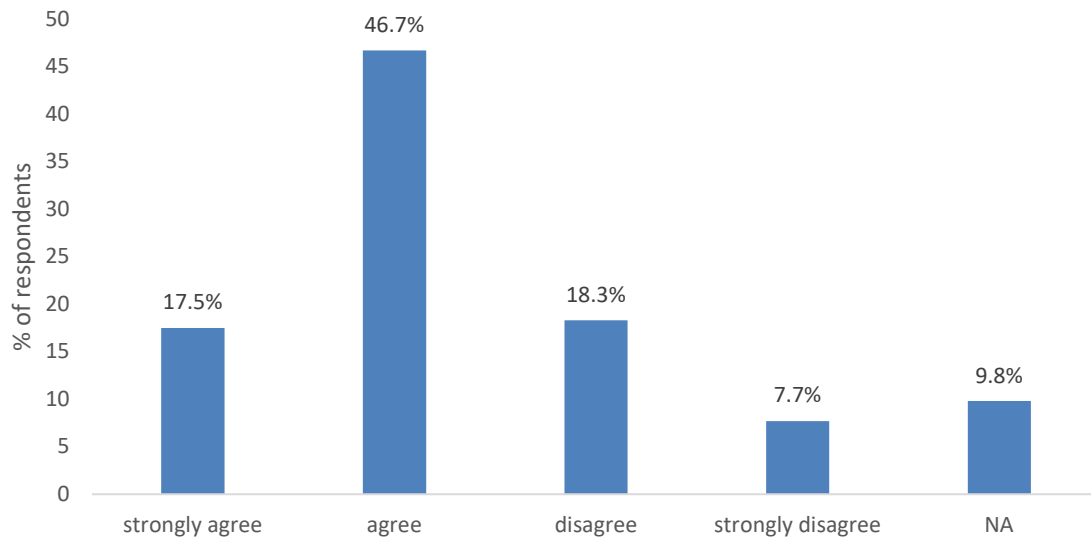
However, analysis of the 84 comments revealed conflicting themes, outlined as below:

❖ Some felt that there was very little difference or no change in the language of these versions of the Professional Standards and Professional Code from existing versions.
❖ Individual teachers, groups of teachers, students and pupils indicated that the refreshed Professional Standards and Professional Code were better, easier to understand and more accessible.
❖ Children and young people, with support, indicated that they had a broad understanding of key words and demonstrated this through exemplification of how these key words can be demonstrated in practice.
❖ Some, from across the group of respondents, felt that the language in the suite of documents was still ambiguous, with too much jargon and was inaccessible. Others felt the language was less aspirational.
❖ National education bodies and university lecturers were more critical of the language and tone of the Professional Standards and Professional Code, stating that the language is too basic, lacks clarity and is ambiguous. They go on to state that the removal of key words has had a significant impact, creating a more regulatory, managerial tone in the suite of documents and suggested that the language and tone need to be more precise, "aspirational and vision setting". Also, consideration needs to be given to the occurrence of subjective language such as 'high quality', 'meaningful', 'inspiring'.

Recommendations:

❖ Review the documentation and remove unnecessary jargon and ambiguity.
❖ Review the language and tone used in the suite of documents to ensure it retains the aspiration to enhance teacher professionalism whilst increasing accessibility.

5.3.5   Consultation question: The refreshed Professional Standards and Professional Code are aligned with current thinking in Scottish education around teacher professionalism. *GTCS Position Paper: Teacher Professionalism and Professional Learning in Scotland (Appendix two)*

The majority of respondents (60.9%) strongly agreed/agreed that the new suite of documents align with current thinking in Scottish education around teacher professionalism. The distribution of responses is consistent across all respondent groups who expressed a view. Those who did not express a view were mainly from the respondent groups educational stakeholder (63.5% of this group) and student/pupil (35.5% of this group).

Graph 8: The refreshed PS/PC are aligned with current thinking in Scottish education around teacher professionalism (n=246)
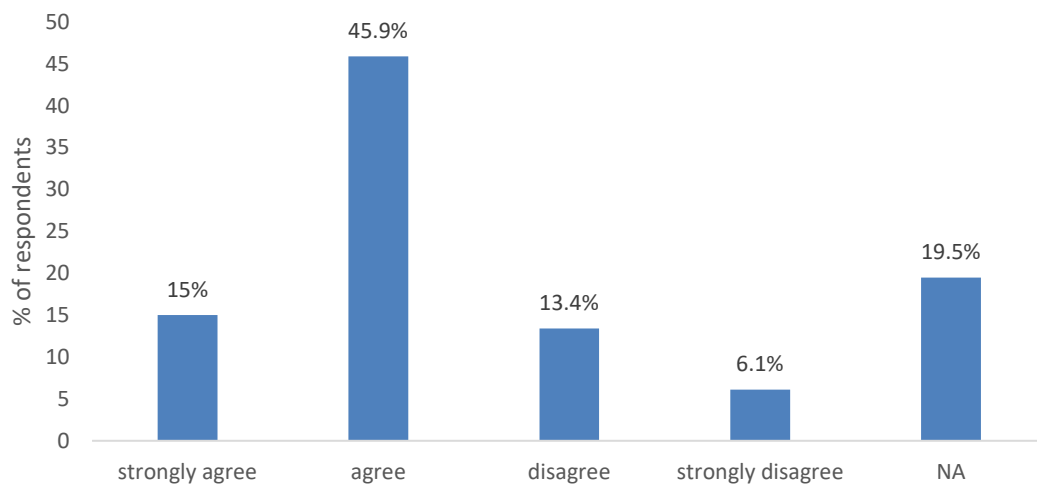
Across the 43 comments, there were mixed views. Teacher respondents commented that the refreshed suite of documents aligned successfully with current thinking and welcomed the inclusion of nurture, diversity and pupil voice.

Other respondent groups (national bodies, professional associations and university lecturers) highlighted that teachers' professionalism and current policy are contestable propositions and teacher professionalism is complex, multifaceted and underpinned by professional values. Respondents from all groups called for a reconsideration of the removal of professional values from the start of each Professional Standard, as (although repetitive) they were necessary to ensure all educators understood the underlying premises of social justice and the moral purpose of education.

Professional associations and teachers commented that the GTCS Position Paper: Teacher Professionalism and Professional Learning in Scotland (appendix 2) aligns with current thinking around teacher professionalism. However, their comments suggest that this view of teacher professionalism is very aspirational and may have implications for the workload and wellbeing of teachers. Professional associations go on to state that, the GTCS Position Paper: Teacher Professionalism and Professional Learning in Scotland (appendix 2) recognises the need for infrastructural changes, but in their view it does not take cognisance of the current issues around "staffing resources and workload demands" and the lack of access to appropriate professional learning for teachers and those in leadership and management positions.

Recommendations:

❖ Refreshed Professional Standards and Professional Code should align with the notion of teacher professionalism outlined in the GTCS Position Paper: Teacher Professionalism and Professional Learning in Scotland (appendix 2).

5.3.6 Consultation question: The inter-relationship between the refreshed Professional Standards and Professional Code is clear. The inter-relationship between the refreshed Professional Standards and Professional Code is coherent.

From graph 9, it can be seen that the respondent population strongly agreed/agreed that the inter-relationship between the refreshed Professional Standards and Professional Code are clear (61.4%) and coherent (61.8%).

Graph 9: The inter-realtion between PS/PC is clear and coherent (n=246)
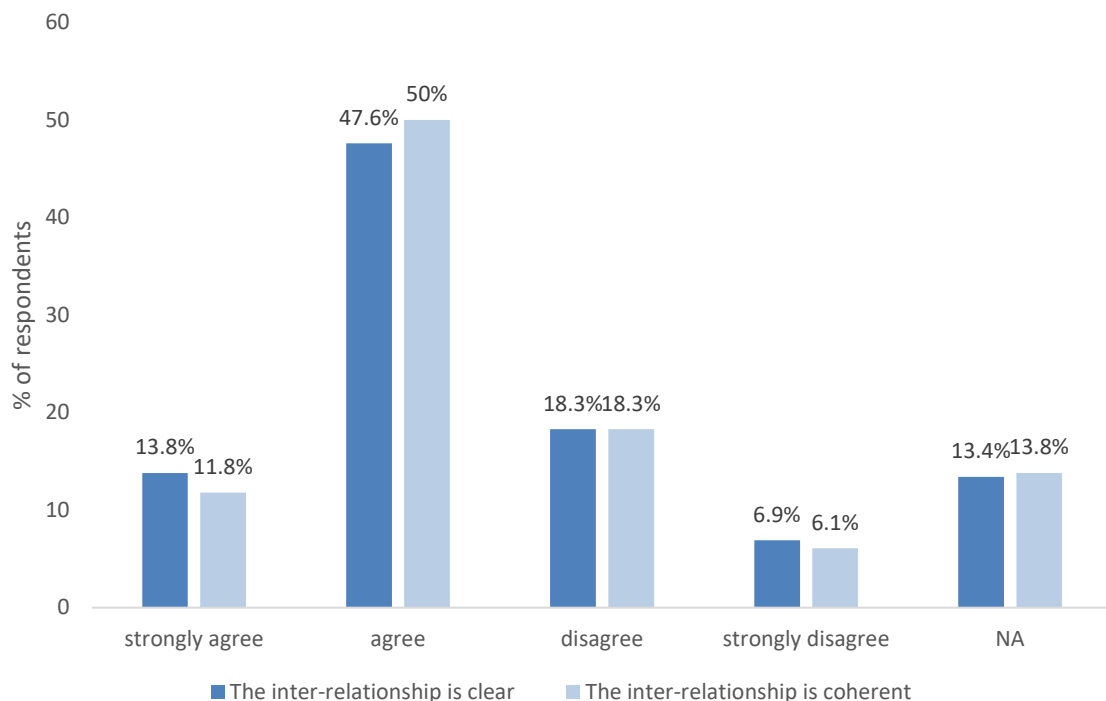
University lecturers disagreed with these statements most compared with other respondent groups, as can be seen in graph 10-11 below.

Graph 10: The inter-relationship between the PS/PC is clear

population	(n=246)
university lecturer	(n=15)
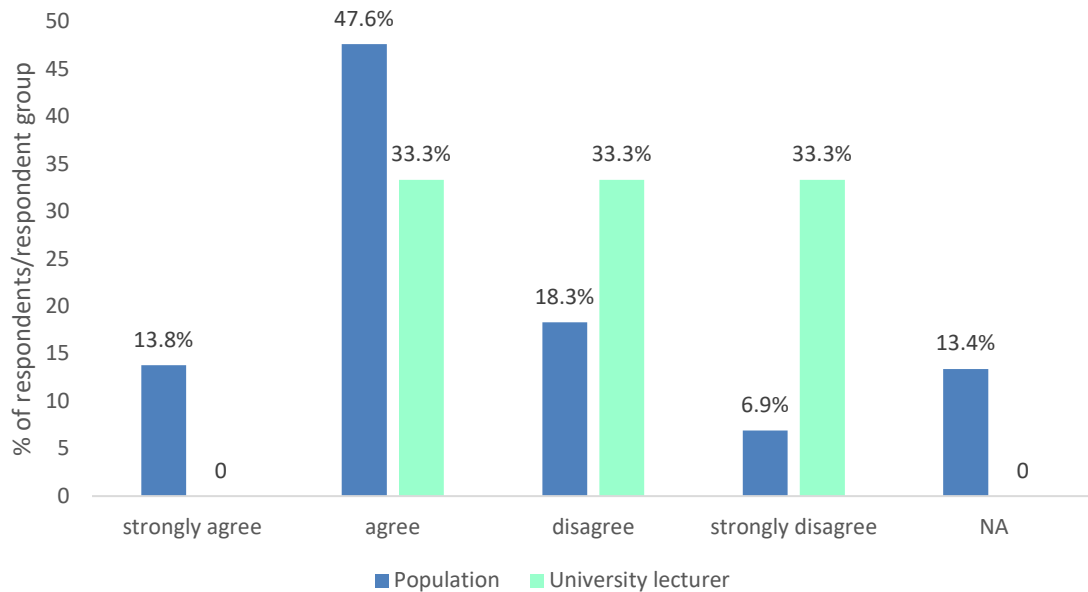
Graph 11: The inter-relationship between the PS/PC is coherent

population	(n=246)
university lecturer	(n=15)
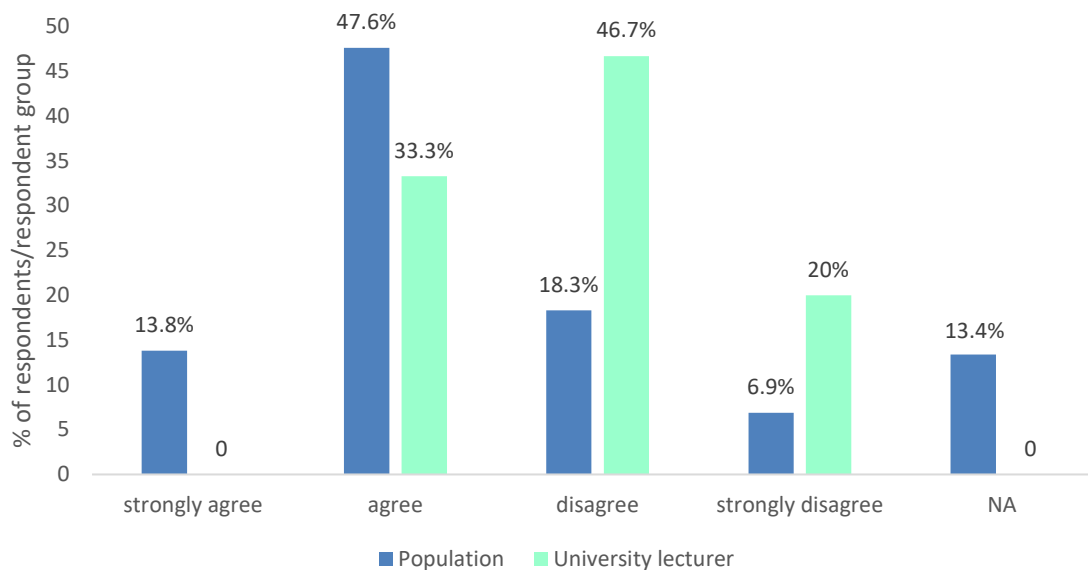
From the 79 respondents who offered comments, some, mainly from the individual teachers' respondent group, contrary to previous responses commented that the Professional Standards

and Professional Code should be integrated into one document for ease of use and to make more explicit the inter-relatedness of the documents.

Conversely, university, local authority, professional associations and Government body respondents questioned whether the suite of documents should be integrated and commented that they perceived this would be detrimental for the profession as the documents serve different purposes, described previously. They stated that the integration would diminish the important aspects of teachers in the 'being, thinking and knowing and doing' domains, as the Professional Code with its focus on behaviours, conduct and professional judgement of teachers in both work-related and non-work-related circumstances, would be given more prominence.

The other emerging theme from these responses was the position of professional values within the Professional Standards and Professional Code. There are major reservations expressed by all sectors of the respondent population that the placement of professional values as separate to the documents is "a fatal flaw", stating that these should foreground and be an intrinsic part of all aspects of Professional Standards and be aligned in the Professional Code.

Recommendations:

❖ Further consideration is needed to whether the Professional Standards and Professional Code should be within one document or should sit separately in different documents.
❖ Professional values need to be explicitly stated in each professional Standard and within the Professional Code and woven through the Professional knowledge and Understanding, Professional Skills and Abilities and Professional Actions.

5.3.7 Consultation question: The refreshed Professional Standards and Professional Code clarify the importance of professional values which are at the heart of teachers as professionals. The refreshed Professional Standards and the Professional Code clarify the importance of professional commitment which is at the heart of teachers as professionals.

Respondents strongly agreed/agreed that the refreshed Professional Standards and Professional Code clarify the importance that professional values (61.4%) and professional commitment (65.5%) are at the heart of teachers as professionals.

Graph 12: PS/PC clarify the importance of professional values and commitment (n=246)
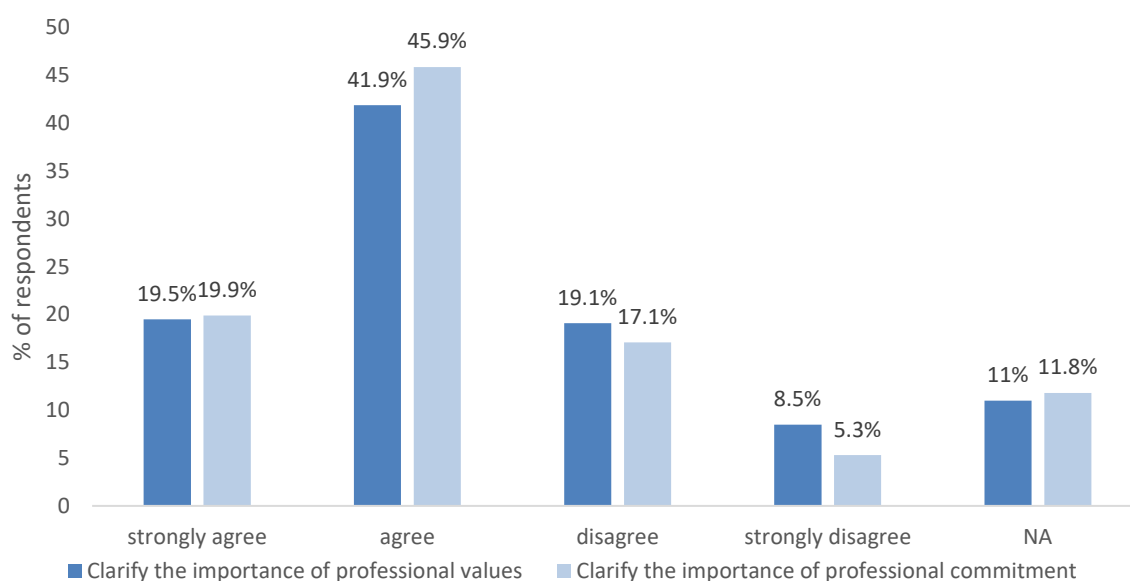
Further analysis of the data reveals that classroom teachers are in most agreement and teachers outwith the classroom agree least that the refreshed Professional Standards and Professional Code clarify the importance that professional values and professional commitment are at the heart of teachers as professionals, as can be seen in graph 13 and 14 below.

Graph 13: Clarifying the importance of professional values

Population	(n=246)
Individual/groups of teachers	(n=146)
LA officers/Uni lecturer/student/pupil	(n=53)
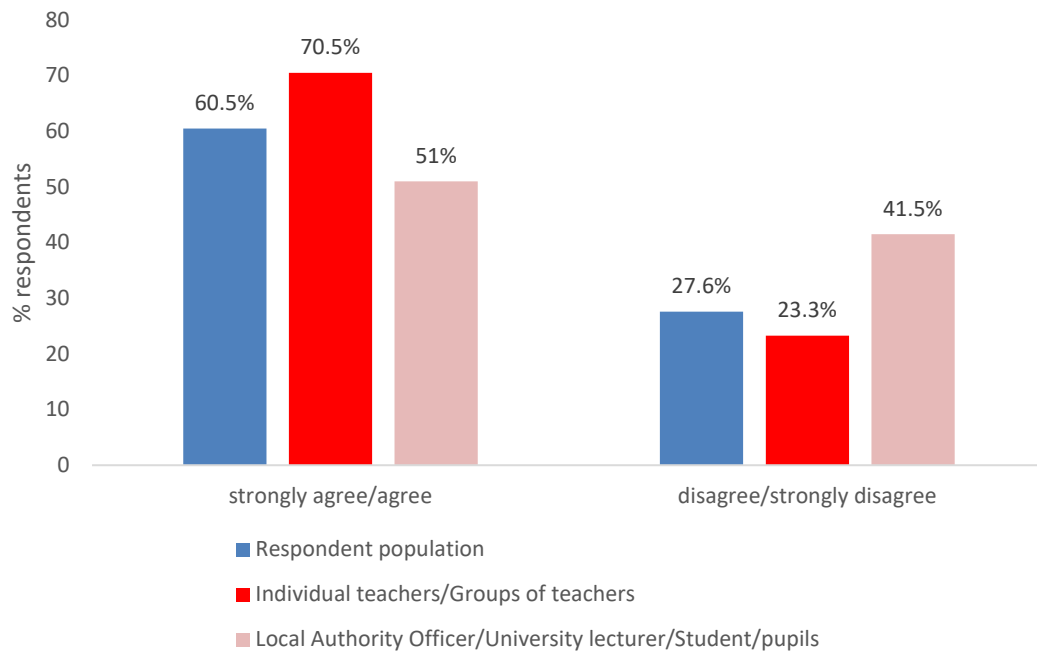
Graph 14: Clarifying the importance of professional commitment

population	(n=246)
Individual/groups of teachers	(n=146)
LA officers/Uni lecturer/student/pupil	(n=53)
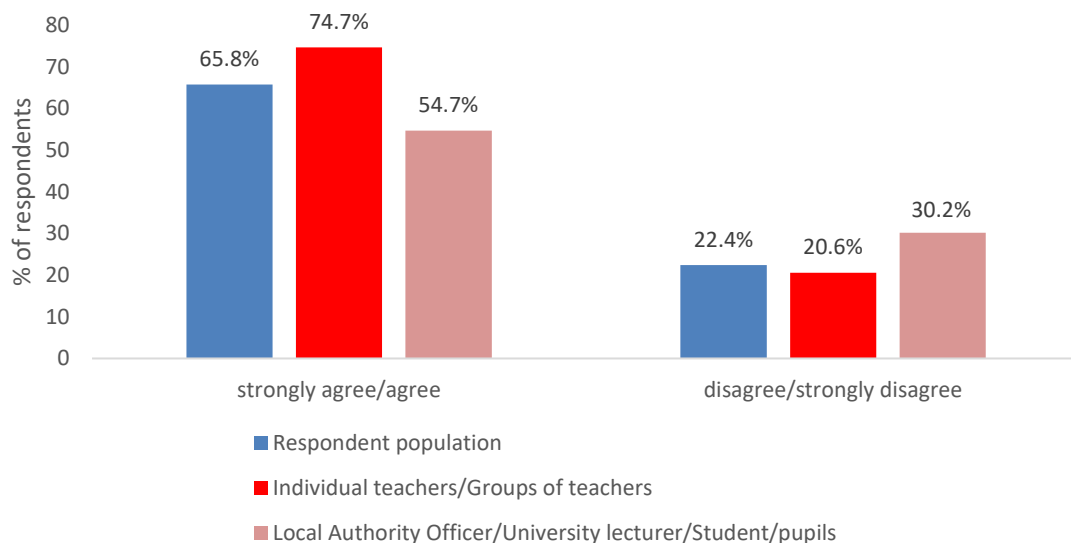
Of the 121 comments received, there was broad agreement from all respondent groups that the refreshed Professional Standards and revised Professional Code clarified the importance of professional values and professional commitment. However, those who disagreed cited implications for, and heightened expectations of, teacher workload, if further clarification around professional commitment is not forthcoming.

All respondent groups expressed a view that it would be beneficial if professional values and professional commitment are more explicit and 'woven through' the suite of documents. This would ensure professional values and professional commitment remain a "touchpoint" for all educators in their daily work, as these "are the reason why you are a teacher…why you get up and do this every day", and support teachers to surface their unconscious biases and minimising any negative impact.

Additionally, there was support across respondent groups for tabulating the professional values, as this was perceived to make them more accessible. Conversely, it was noted that such a format may lose the prominence of these professional values which underpin the commitment of Scottish education to the principles and practices of social justice and sustainability and are at the heart of professional actions. Additionally, there were calls for greater emphasis on the wider aspects of Learning for Sustainability and outdoor learning and the fundamental aspect of relationship building.

In considering any omissions, children and young people suggested that there needs to be a strengthening of terms around professional relationships to ensure a common understanding. Additionally, children and young people would like the inclusion of 'relatable', meaning in their view being able to support children and young people at different development stages and 'resourceful' to express their view that active pedagogies are more engaging.

Recommendations:

- ❖ Professional values need to be explicit stated in each Professional Standard and within the Professional Code and woven through the Professional knowledge and Understanding, Professional Skills and Abilities and Professional Actions.
- ❖ Professional commitment needs to be further explored and developed to enhance the enactment of the refreshed Professional Standards and revised Professional Code.
- ❖ Learning for Sustainability as a cornerstone of Professional Standards need to be recognised and significantly enhanced.

5.3.8   Consultation question: The refreshed Professional Standards provide a framework that supports professional learning as well as high-quality Professional Review and Development (PRD).

55.7 % of the population strongly agree/agree that the refreshed Professional Standards provide a framework that supports professional learning as well as high-quality PRD. Fifty-three individual teachers disagreed/strongly disagreed or did not respond to this statement.

Graph 15: PS provide a framework for PL and PRD (n=246)
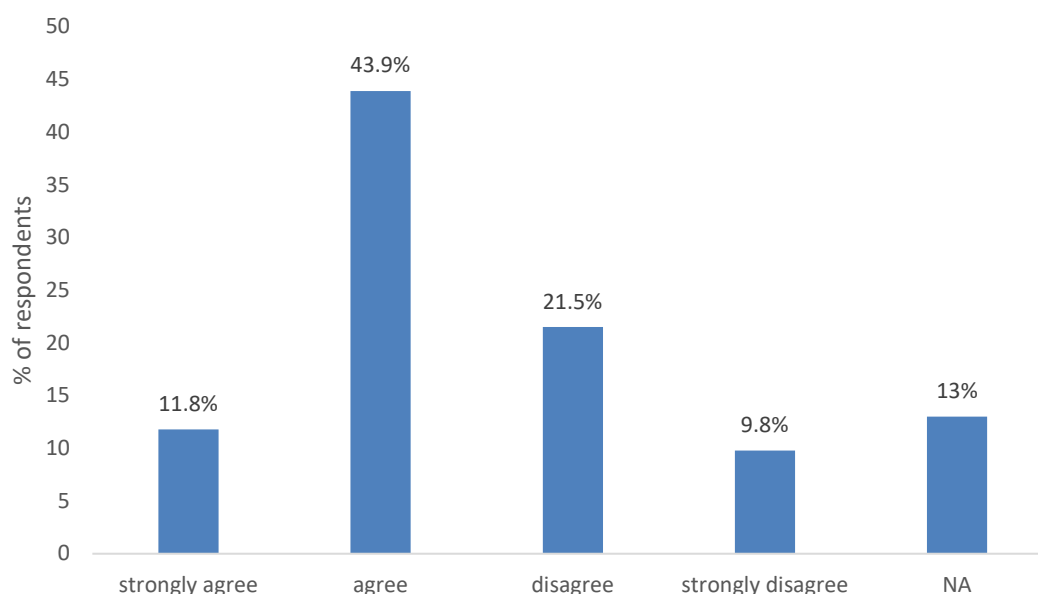
Of the 70 responses, some respondents, individual teachers, local authority officers, national education bodies, children and young people expressed the view that the refreshed Professional Standards provide a framework to support professional learning and PRD; stating that these are a useful reflective tool which provide more support for teachers. Children and young people also expressed a view that they though it was important that teachers continue to learn "so they don't forget what it is like to learn".

In contrast, other respondents, teachers, local authority officers and professional associations, stated that they did not think the refreshed Professional Standards provided a framework that supported professional learning or PRD. The reasons given this view are summarised below:

❖ According to professional associations, the term framework is a misnomer; Professional Standards do not provide a structure for professional learning or PRD but instead signpost the importance of these for all teachers across the education system.
❖ University lecturers and local authority officers commented that the professional actions need to be more clearly articulated across the suite of documents.
❖ University lecturers and local authority officers commented that the underpinning stance of enquiry and critical reflection had been diminished.

Many of the comments from teachers and local authority respondents asked for more support with PRD in coaching, to help to ensure that reviewers are highly skilled and prepared to support reviewees' through PRD and ongoing professional dialogue. Professional associations also called for the terms 'local agreements' and 'within the contractual hours of teachers' be included to manage expectation of teachers and leaders.

Participants in the commissioned Children in Scotland consultation suggested that children and young people could have opportunities to be involved in the PRD process to support the link between teachers' ongoing development and the impact this can have on children and young people's learning. Additionally, the children and young people recognise that the opportunity to be involved with the PRD process, could be extended to parents and carers.

An overall tone of compliance across the suite of documents was noted by many respondents across all respondent groups. It was suggested that the language of regulation and behaviour dominated which was perceived to lead to a reduction in aspiration for the profession. It was suggested that such language portrays the practice of teaching as being visible and measurable rather than a cognitive, affective, values-based and dynamic endeavour. Professional

associations suggested that the language should be more positive to highlight strengths and successes rather than imply a deficit model of teachers who 'need to be improved'.

Teacher respondents suggested that coaching is made more explicit to support professional learning and high-quality PRD, this would align with recommendations from Teaching Scotland's Future (2010) which called for teachers to be supported to enhance their coaching skills through a local authority and national approach.

Recommendations:

❖ Professional actions need to be more clearly articulated across the suite of documents.
❖ Further consideration is needed of the position of enquiry and critical reflection within the suite of documents.
❖ Further promotion of the recently released PRD guidelines (October 2019) which supports the processes of PRD for teachers, school leaders and local authorities.
❖ Further consideration is needed of the position of coaching within the Professional Standards and how the aspirations of Teaching Scotland's Future that all teachers are supported to enhance their coaching skills is achieved.
❖ Review the language and tone used in the suite of documents to ensure it retains the aspiration to enhance teacher professionalism.

5.3.9 Consultation question: The refreshed Professional Standards inspire career aspirations. The refreshed Professional Standards support career aspirations.

As can be seen from graph 16, for those who responded, the percentage of respondents who strongly agreed/agreed (41.8%) that the Professional Standards inspire career aspiration is very similar to the number of respondents who disagreed/strongly disagreed (41.0%).

Graph 16: PS inspire and support career aspitations (n=246)
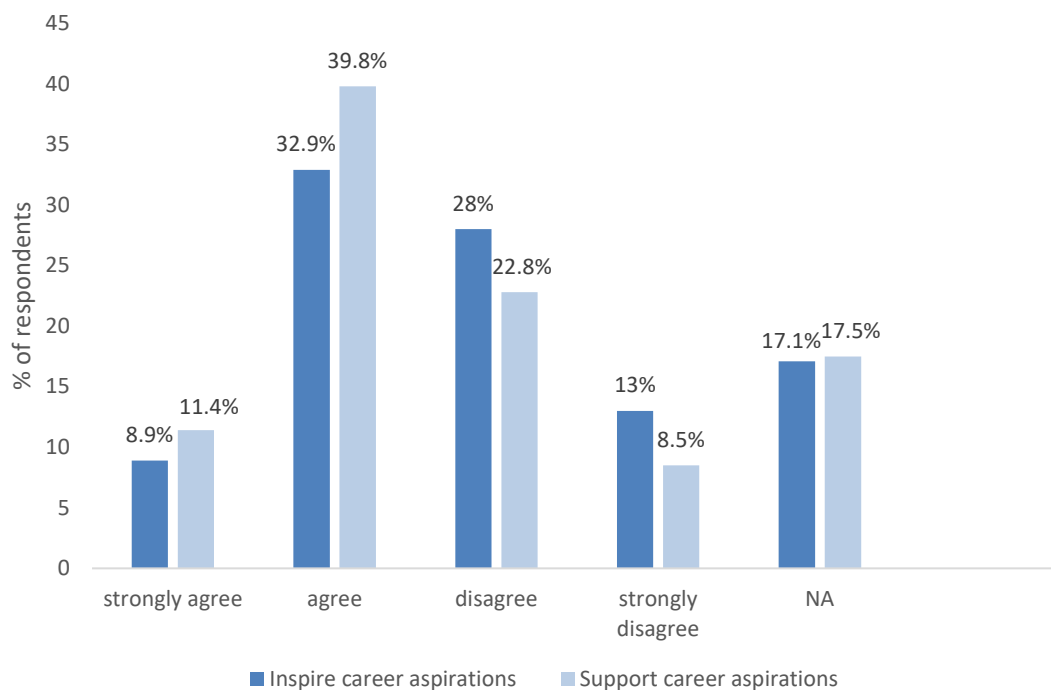
However, more respondents strongly agree/agree that the Professional Standards support career aspirations rather than inspire career aspirations.

Graph 17: Support career aspirations (n=204) *Graph 18: Inspire career aspirations (n=210)*

50.5%   49.5%

■ strongly agree/agree
■ disagree/strongly disagree

62.1%   37.9%

■ strongly agree/agree
■ disagree/strongly disagree
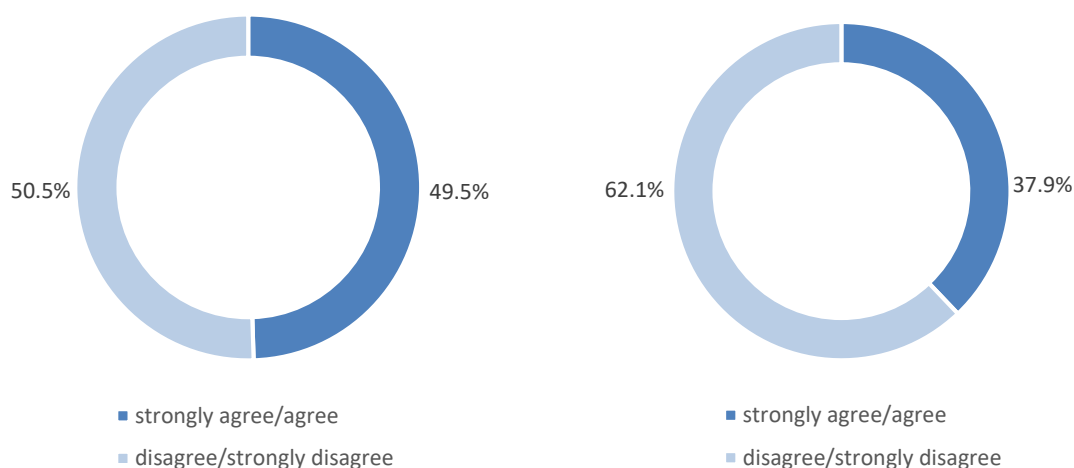
Of the 114 comments, and can be seen from the graph 16, respondents questioned whether the Professional Standards inspire and support career aspirations. They reported that it is dependent on how teachers engage with and use this suite of documents. Teachers and local authority respondents suggested that the suite of documents do not inspire teachers, as teachers tend to be inspired by other teachers/educationalists or have intrinsic motivation. However, some did report that Professional Standards used as a reflective tool do support career progression, particularly at progression points into leadership and management. Professional association also noted that Professional Standards are a useful reflective tool to support teachers to realise their own personalised career pathway but added that in their view, the purpose of Professional Standards was not to inspire career aspiration.

Comments from those respondents who identified as representing national education bodies and Government organisations referred to a perceived lack of coherence with other current aspirations in Scottish education such as teacher leadership and career pathways.

Other points, raised by those who identified as teachers, were around addressing the current infrastructure and expectations within the education system. These included the following:

❖ The aspirations of the Professional Standards do not match the day to day reality of classroom teachers and student teachers.
❖ The tone and language of the suite of documents articulate expectations of current pathways into leadership and management being the main route of career progression.
❖ There is a lack of progression, opportunity and professional learning due to flatter organisational structures in schools i.e. restructuring in secondary schools leading to faculty heads replacing subject specific principal teachers.

Recommendations:

❖ The multiple purposes of Professional Standards and the Professional Code should be explicit within the suite of documents.
❖ Consider the support required for the enactment of Professional Standards as a reflective framework to take cognisance of current policy drivers and to support teachers to realise their own personalised career pathway.
❖ Share with partners findings that relate to their areas of work in the education system.

5.3.10 Consultation question: The refreshed Professional Standards and Professional Code support teacher leadership at all levels. The refreshed Professional Standards and Professional Code inspire teacher leadership at all levels.

As can be seen from graph 19, the majority of the respondents who expressed a view, strongly agree/agree that the refreshed Professional Standards and Professional Code inspire (55.0%) and support (45.6%) teacher leadership at all levels.

Graph 19: PS/PC support and inspire teacher leadership (n=246)
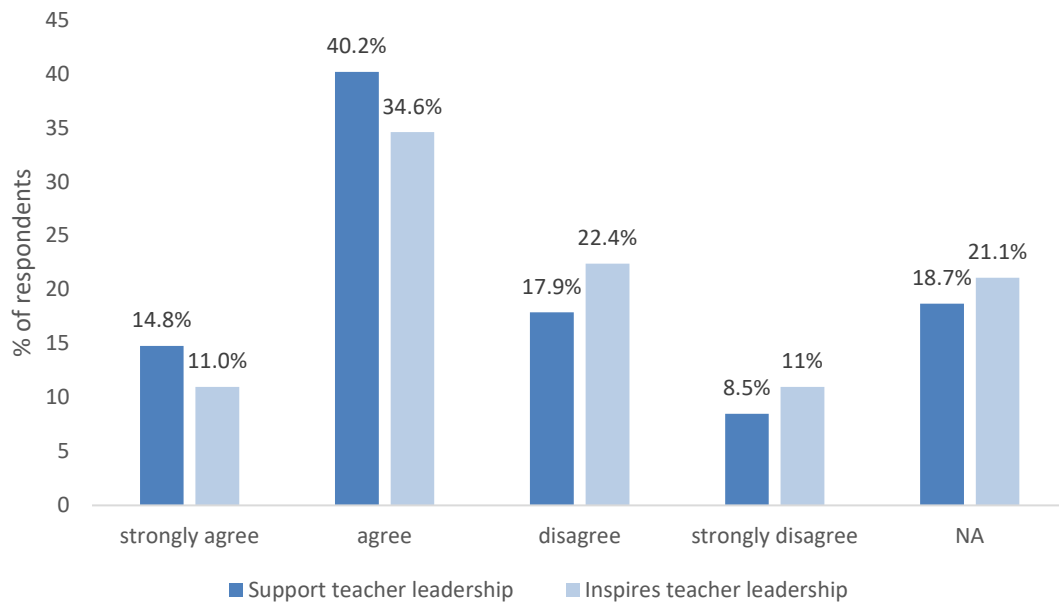
In comparing different groups across the education system, graph 20-21 show that student teachers and pupils disagree/strongly disagree more than other respondent groups. Individual teachers and groups of teachers are most in agreement that the refreshed Professional Standards and Professional Code inspire and support teacher leadership at all levels.

Graph 20: PS/PC inspire teacher leadership

Individual/groups of teachers	(n=146)
LA officers/Nat Ed Body/Gov Org.	(n=31)
Student/pupil	(n=17)

Graph 21: PS/PC supports teacher leadership leadership

Individual/groups of teachers	(n=146)
LA officers/Nat Ed Body/Gov Org.	(n=31)
Student/pupil	(n=17)

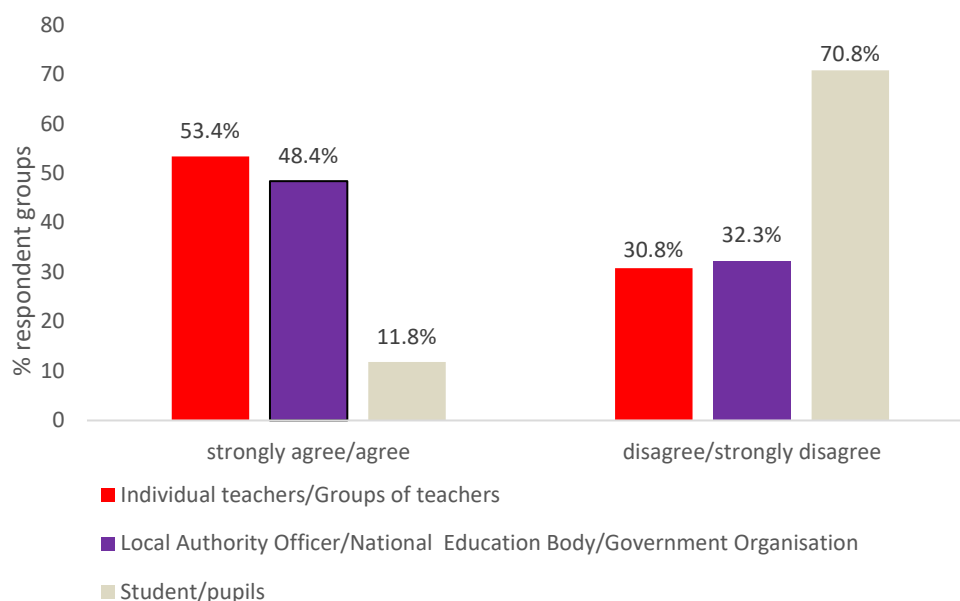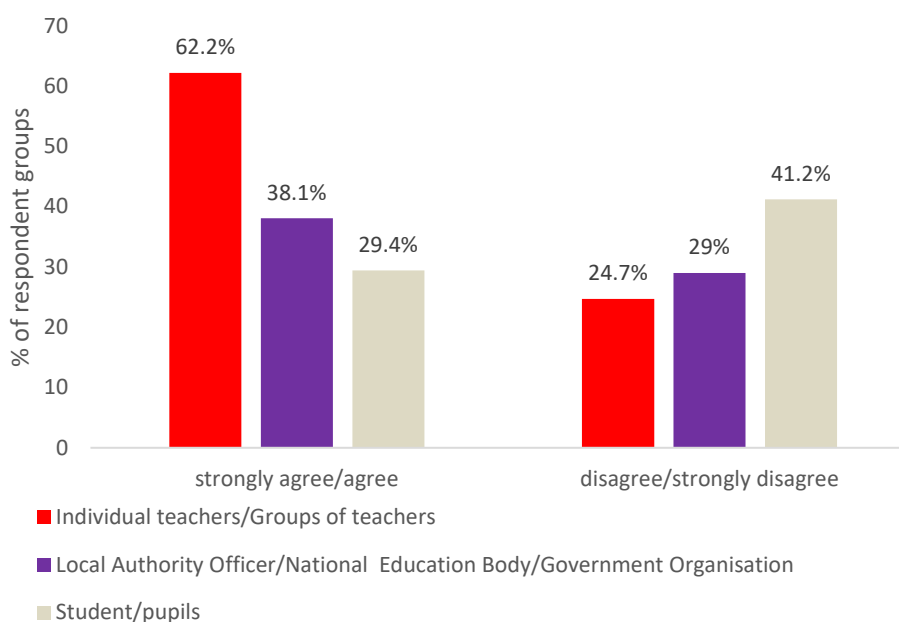**Individual teachers/Groups of teachers**
Local Authority Officer/National Education Body/Government Organisation
Student/pupils

There was a wide range of views within the 97 comments from respondents. Most reported that the Professional Standards and Professional Code do support but do not inspire teacher leadership.

Both individual teacher and university lecturer respondents commented about teacher leadership being part of a wider policy agenda. Therefore, terms such as teacher leadership and teacher agency remain "unclear propositions" and would require definitions if added to the suite of documents. A further offering from a university respondent suggested a change of terminology from collaborative leadership to cooperative leadership. This was said to have the advantage of being a research-based approach which blends leadership and management principles.

Respondents from all respondent groups, stated that, in their view, the language, in relation to leadership, across the Professional Standards and Professional Code is too passive and would require to be strengthened.

An education stakeholder offered a view that leadership should also include supporting leadership of children and young people.

Teacher respondents commented that the Professional Standards and Professional Code and other policies should take account of up-to-date and daily practice of teachers. This respondent group also stated that the expectation to be leaders of colleagues was a further burden as "teachers who are expected to lead the learning of others should be compensated accordingly", saying that this expectation blurs the roles and responsibilities of teachers and those with leadership and management responsibility.

Professional associations also stated that in their view it is not a purpose of the professional Standards to inspire leadership at all levels.

5.3.11 Consultation question: The refreshed Professional Standards and Professional Code support empowerment at all levels. The refreshed Professional Standards and Professional Code inspire empowerment at all levels.

For those respondents who expressed a view, the majority strongly agree/agree that the refreshed Professional Standards and Professional Code support (48.8%) and inspire (43.0%) empowerment at all levels.

Graph 22: PS/PC support and inspire empowerment (n=246)
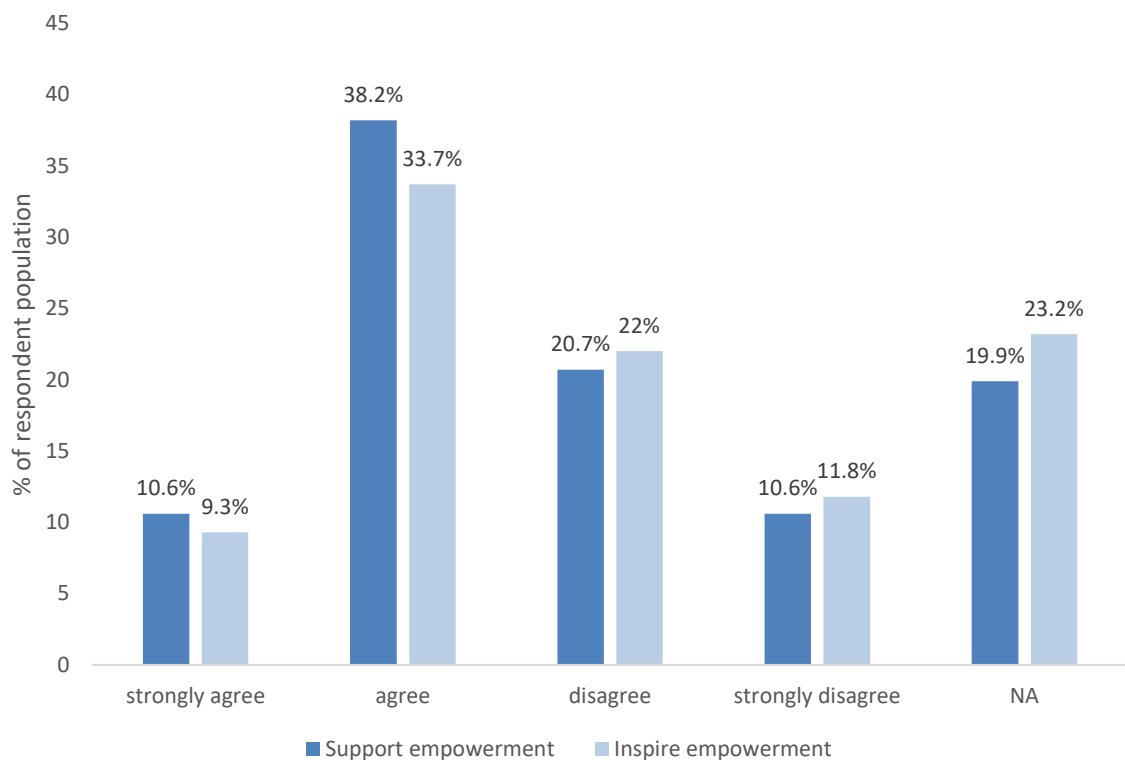
In comparing different groups, graph 23-24 shows that student teachers and pupils disagree/strongly disagree more than other respondent groups that the refreshed Professional Standards and Professional Code inspire and support empowerment at all levels.

Graph 23: PS/PC support empowerment

Individual/groups of teachers	*(n=146)*
LA officers/Nat Ed Body/Gov Org.	*(n=31)*
Student/pupil	*(n=17)*
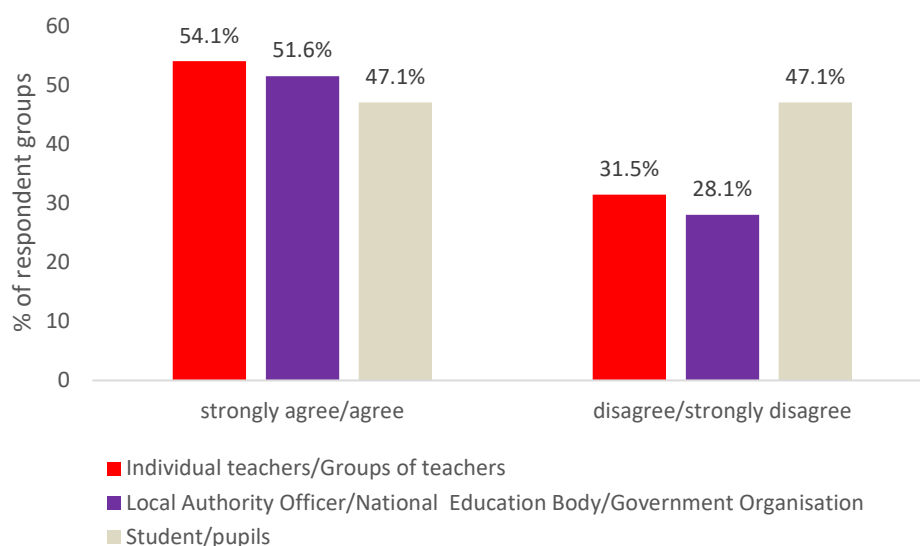
Graph 24: PS/PC inspire empowerment

Individual/groups of teachers	*(n=146)*
LA officers/Nat Ed Body/Gov Org.	*(n=31)*
Student/pupil	*(n=17)*
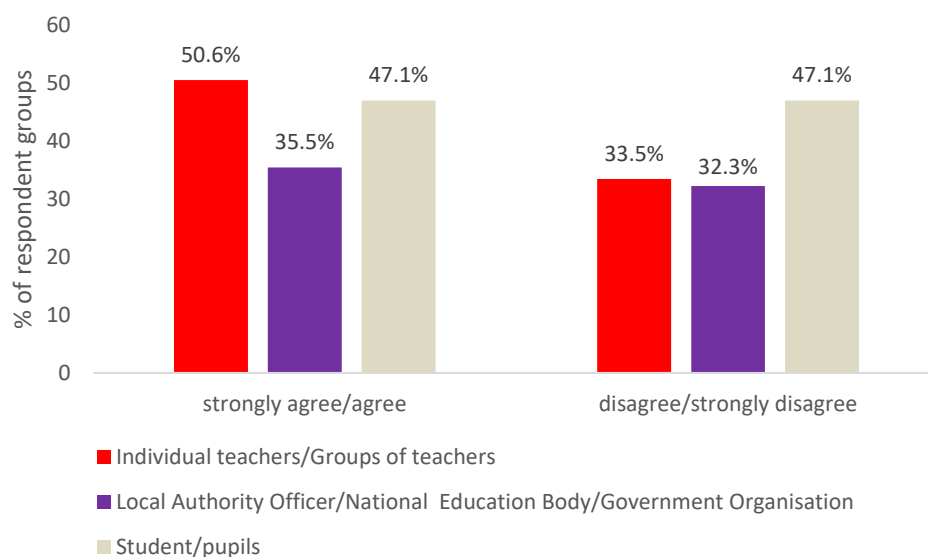
Although the inclusion of empowerment reflects the current policy landscape, a theme from the 90 respondents, from across the respondent groups, indicated that the refreshed Professional Standards and revised Professional Code do not support or inspire empowerment. The reasons given are outlined below:

- ❖ A definition of what is meant by empowerment is needed and associated professional actions would be helpful.
- ❖ The extent to which teachers reported they felt empowered was context specific.
- ❖ Children and young people noted that "if staff don't feel empowered, they feel stressed".

> Recommendation:
>
> - ❖ Share with partners findings that relate to their areas of work in the education system.

5.3.12 Consultation question: I think I would use the refreshed Professional Standards to: (please select all that apply). I think I would use the refreshed Professional Code to: (please select all that apply)

The respondent population indicated that Professional Standards would be used to understand what is expected of a teacher most and least used to regularly influence professional thinking and practice.

Graph 25: Use of Professional Standards (n=246)
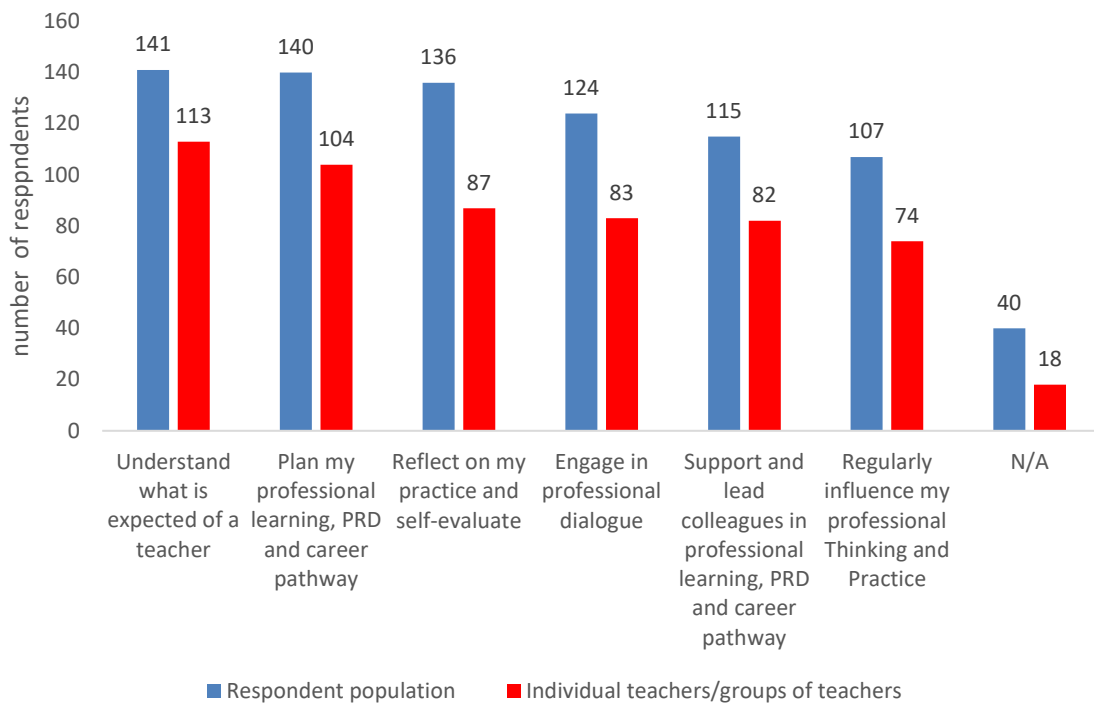
As with the Professional Standards, the respondent population indicated that the Professional Code would be used to understand what is expected of a teacher most and least to influence behaviours and actions.

Graph 26: Use of Professional Code (n=246)

Chart legend:
- ■ Respondent population
- ■ Individual teachers/groups of teachers

Category	Respondent population	Individual teachers/groups of teachers
Understand what is expected of a teacher	142	90
Reflect on my professionalism and self-evaluate	133	73
Engage in professional dialogue about values and professional behaviour	132	72
Plan professional learning	114	71
Influence my actions and behaviour	104	62
NA	43	19

5.3.13 Consultation question: Are there any support or guidance materials that would help you better understand and engage with the Professional Standards and Professional Code?

Within the 82 comments from respondents, there was a view that the language in the refreshed Professional Standards and Professional Code needed to be more concise and accessible and the suite of documents in other formats e.g. Gaelic, Braille and audible, would be required. Child-friendly and parent/carer friendly version should also be considered.

Themes which respondents reported they wish further information on to support the enactment of the refreshed Professional Standards and the revised Professional Code are:

- ❖ Collaborative leadership
- ❖ Social justice
- ❖ Equality and equity
- ❖ Inclusion
- ❖ System leadership
- ❖ Teacher and student voice
- ❖ Coaching
- ❖ Learning for Sustainability
- ❖ Professional Learning

Within the launch of the refreshed Professional Standards and Professional Code, it was suggested that local authorities should ringfence time for GTCS to work closely with teachers to support their understanding of the new documentation.

Recommendations:

- ❖ The refreshed Professional Standards and revised Professional Code should be available in alternative formats.

> ❖ GTCS should consider the support required around the launch of the refreshed Professional Standards and the Professional Code as well as the development of additional support materials.

5.3.14 Consultation question: Do you have any other comments on the refreshed Professional Standards? Do you have any other comments on the refreshed Professional Code?

There were many differing and opposing views and suggestions from the 211 comments from respondents for both the refreshed Professional Standards and the Professional Code.

There was praise for GTCS in undertaking a public consultation, with teachers stating that "their voices can contribute" to the refreshed Professional Standards and Professional Code and they felt "proud" to be part of the teaching profession in Scotland.

Across the respondent groups, the suite of documents is generally perceived to be "more concise", but teacher respondents, in particular, do not believe that they are accessible, focus enough on daily practice or teacher health and wellbeing. Teacher respondents also commented that within current teacher workloads, teachers may find it difficult to devote time to understanding these documents and translating these into practice in their own context.

Some respondents reported that the refreshed Professional Standards and Professional Code lack aspiration and challenge through the use of compliance language which does not inspire or promote teacher leadership, empowerment or career aspirations. Some respondents, including professional associations, commented that the refreshed Professional Standards and Professional Code "feel a little like a to-do list or check list". These comments were accompanied by a request for a more "forward looking and fresher" tone and more exemplification.

Children and young people also commented that the layout and presentation could be improved with more visuals and symbols, and that there "should be an image of a young person to demonstrate a thread throughout it all".
Addressing the importance of relationships was perceived as a positive inclusion to the refreshed Professional Standards and Professional Code. However, there was considerable disquiet around the positioning of professional values within the suite of documents, as it may be interpreted that they sit in isolation from the rest of the Professional Standards and Professional Code rather than a fundamental underpinning. There was strong feedback that it would be more helpful if the professional values were explicit and embedded across the suite of Professional Standards and Professional Code.

Acknowledging the current educational landscape, respondents who identified as national bodies, university and education stakeholders, commented that the following need to be added/or emphasised in the refreshed Professional Standards and Professional Code.

- ❖ Learning for Sustainability, including the current environmental crisis and wider learning communities where learning happens in a variety of settings.
- ❖ The impact of mental health on teachers and the impact they have in supporting good mental health in children and young people.
- ❖ Partnership working with families, in terms of the child's learning.
- ❖ Inclusion strategies with exemplification.
- ❖ Ongoing professional learning, research and dialogue to ensure these are integral to teachers' daily practice.
- ❖ Gaelic medium/Gaelic immersion need to be referenced throughout the documents.
- ❖ Further guidance to support teacher's digital literacy, creativity, criticality and reflection.

National bodies would also like the refreshed Professional Standards and Professional Code to maintain their current integrity but to be updated to reflect the current education context. To this end, they commented that more references to current policy drivers should be made. For example, the Excellence and Equity agenda, explicit links to Curriculum for Excellence, 'Lifelong

learning, skills, future work and citizenship', and teachers professional learning with direct links to the national model of professional learning, Teachers' Career Pathways and the Headteachers' Charter. However, this was contradicted by professional associations who commented that Professional Standards need to be future-proofed and "outlive what can often be short lived initiatives", therefore, should not be tightly bound to current policy.

Parent groups, who responded to the consultation, reported that the refreshed Professional Standards and revised Professional Code provide a robust and up-to-date perspective for those in education on values and practices which are consistent with the current educational environment. These respondents support the recognition of the centrality of parents and families within the education of children and young people of Scotland, and the promotion of positive professional and respectful relationships with learners, families and other partners.

Whilst it was welcomed that the same values explicitly underpin the Professional Standards and Professional Code, there was a concern raised as to whether the conciseness and the positive language of the Professional Code would not be direct enough to support the education system to understand the expectations of teachers as professionals with the potential for the system to deter from taking appropriate action on conduct and competence matters, such as Fitness-to-Teach. There were a few requests for exemplification around the expectations of the Professional Code e.g. around social media. Conversely, some respondents commented that additional guides may add complexity. However, there was broad agreement that a glossary of terms would be helpful.

There were strong responses from national bodies and university respondents that one of the cornerstones of the Professional Standards, Learning for Sustainability, had been diminished. The inclusion of Learning for Sustainability was recognised as 'world-leading' by UNESCO and acclaimed internationally as ground-breaking. However, although Learning for Sustainability is discussed in the introduction as 'woven through' the Professional Standards and Professional Code feedback suggests that did not appear to be the case. There was a view that specific areas within Learning for Sustainability such as 'outdoor learning', 'learning our way to a better future', 'our interdependence with nature' and 'Sustainable Development Goals' should be included in the refreshed Professional Standards and Professional Code.

Feedback suggests that the refreshed Professional Standards and Professional Code would benefit from a content analysis to ensure an underpinning coherent theoretical and conceptual framework that promotes teacher professionalism. This should be accompanied by a set of additional resources to support the key issue raised by the OECD, that the Professional Standards have yet to be embedded.

There was a call through the additional comments that the launch of the refreshed Professional Standards and revised Professional Code is extensive and support teachers' engagement to ensure the suite of documents is shared, understood and can be used by all education professionals. This launch should also include children and young people, parents and other education stakeholders.

Recommendations:

❖ The language of the suite of documents should be reviewed to ensure it retains the aspiration to enhance teacher professionalism.
❖ Professional values need to be explicit stated in each Professional Standard and within the Professional Code and woven through the Professional Knowledge and Understanding, Professional Skills and Abilities and Professional Actions.
❖ Learning for Sustainability as a cornerstone of Professional Standards need to be recognised and significantly enhanced.
❖ Consideration should be given to exemplification of Professional Actions within the suite of Professional Standards.

> ❖ Further consideration should be made by GTCS Council as to the place of current policy landscape in the refreshed Professional Standards and Professional Code at the launch.
> ❖ GTCS should consider the support required around the launch of the refreshed Professional Standards and the Professional Code (including public engagement) as well as the development of additional support materials.

5.4   Equality and Diversity

5.4.1   Consultation question: Do you think the proposed changes will have any adverse impact on any group of people, in terms of people with additional support needs, those with protected characteristics, (i.e. age, disability, gender reassignment, pregnancy/maternity, race/ethnicity, religion and belief, sex, sexual orientation.

The majority of respondents thought that the refreshed Professional Standards and Professional Code would not have any adverse effects on any group of people, in terms of people with additional support needs, those with protected characteristics, or other social inclusion issues. Professional associations welcomed the strengthening of equality within the suite of documents but commented that more support could be offered to help teachers understand better the expectations in relation to equity.

Of those who commented it was noted that teachers' health and wellbeing and support for teachers with protected characteristics needed to be highlighted and recognised. Additionally, there was a call to recognise the unique context of Gaelic teachers.

There were concerns that references to Learning for Sustainability has been diminished, which was cautioned as having the potential to have more adverse effect on pupils from more disadvantaged backgrounds.

With regard to Additional Support Needs (ASN), it was suggested that the listing of selected (and possibly contested) ASN references may lead to unintended omissions and some ASNs appearing to be privileged. There were similar comments around protected characteristics, where the naming of these could be seen as positive, they can "support teachers at all stages of their career understand their role in supporting each and every learner in their classroom and support them in delivering equity and excellence for all", or negatively, "the risk in listing certain groups….not mak[ing] the [Professional] Standards 'future-proof' until 2025.")
Further comments expressed the view that the Professional Standards and Professional Code could be strengthened to support educational professionals to challenge the need for equality and equity, for individuals and structurally and additionally to promote cultural diversity and responsive pedagogies in response to the Teaching in a Diverse Scotland (2018/9) report. Further to this, it was noted that there is no reflection of the legal responsibility of the headteacher in terms of protected characteristics.

> Recommendations:
>
> ❖ Review refreshed Professional Standards and Professional Code to consider strengthening references to equality and equity and the promotion of cultural diversity
> ❖ Learning for Sustainability as a cornerstone of Professional Standards need to be recognised and significantly enhanced.
> ❖ Review reference to specific ASN to ensure all are given equal status.

6 Summary of Recommendations

There are a total of 28 recommendations from the consultation:

6.1 Content

C1 The multiple purposes of refreshed Professional Standards and the revised Professional Code should be explicit within the suite of documents.

C2 Refreshed Professional Standards and the revised Professional Code should align with the notion of teacher professionalism outlined in the GTCS position paper (appendix two).

C3 The refreshed suite of Professional Standards should recognise the complex nature of teaching and wider contexts for learning across the education system.

C4 Review the language and tone used in the suite of documents to ensure it retains the current aspiration to enhance teacher professionalism.

C5 Consideration should be given to how the refreshed Professional Standards can be made more accessible and the inclusion of exemplification of professional actions.

C6 Further consideration should be made by GTCS Council as to the place of current policy landscape in the refreshed Professional Standards and revised Professional Code at the launch.

C7 Review the documentation and remove unnecessary jargon and ambiguity.

C8 Review the use of current terminology and in some instance provide a definition, e.g. teacher leadership.

C9 Review language used in refreshed Professional Standards and revised Professional Code in relation to leadership.

C10 Professional values need to be explicit stated in each refreshed Professional Standard and within the revised Professional Code and woven through the Professional Knowledge and Understanding, Professional Skills and Abilities and Professional Actions.

C11 The values table should be re-considered to ensure the language is appropriate and explicit.

C12 Consideration given to advice in the revised Professional Code as to how teacher professionalism can support teachers to maintain a private life in the current technological age.

C13 Professional actions need to be more clearly articulated across the suite of documents.

C14 Professional commitment needs to be further explored and developed to enhance the enactment of the refreshed Professional Standards and revised Professional Code.

C15 Further consideration is needed of the position of enquiry and critical reflection within the suite of documents.

C16 Review refreshed Professional Standards and revised Professional Code to consider strengthening references to equality and equity and the promotion of cultural diversity.

C17 Teacher professionalism and the impact of teachers on children and young people's development need to be explicitly referenced within the new suite of documents.

C18 Review reference to specific ASN to ensure all are given equal status.

C19 The refreshed Professional Standards and revised Professional Code should be available in alternative formats.

6.2   Further Engagement/Development

F1 GTCS needs to consider whether to integrate the refreshed Professional Standards with the revised Professional Code, or whether it would be more helpful to keep these separate.

F2 Learning for Sustainability as a cornerstone of Professional Standards need to be recognised and significantly enhanced.

F3 A 'Speaking out' guide should be produced by GTCS to address the 'duty of candour' agenda.

F4 Other guides should be considered to support teacher to enact refreshed Professional Standards and the revised Professional Code.

F5 Share with partners findings that relate to their areas of work within the education system.

6.3   Enactment Support

E1 GTCS should consider the support required around the launch of the refreshed Professional Standards and the revised Professional Code.

E2 The campaign to launch the refreshed Professional Standards and revised Professional Code should include wider public engagement, possibly through Parent Associations and Parent Councils.

E3 Consider the support required for the enactment of refreshed Professional Standards as a reflective framework to take cognisance of current policy drivers and to support teachers to realise their own personalised career pathway.

E4 Further promotion of the recently released PRD guidelines (October 2019) which supports the processes of PRD for teachers, school leaders and local authorities.

7   GTCS Response to Consultation Feedback

The GTCS is committed to considering the recommendations outlined above and using the comments provided to further improve the refreshed Professional Standards and revised Professional Code. Our aim is to support teaching professionals in Scotland with refreshed Professional Standards and a revised Professional Code that reflects who Scottish teachers are and supports the enhancement of teacher professionalism.

There is further work to be done to support system understanding of the many functions of refreshed Professional Standards and the revised Professional Code, including the GTCS objective to "Be an effective regulator acting in the public interest, enhancing the reputation of

the Scottish teaching profession". All recommendations will be the subject of GTCS Council scrutiny. As well as the identification of specific recommendations, there are three main areas of system interest that have arisen from the consultation responses.

The first is the extent to which refreshed Professional Standards and the revised Professional Code for Scotland's teachers should reflect the specific and current educational policy landscape. However desirable this may be in the short term, it is the GTCS view that the refreshed Professional Standards and the revised Professional Code are focused on enhancing teachers' professionalism and need to align with the principles and practice of current policy drivers without direct referencing policies which would date the suite of documents at launch. That said, GTCS acknowledges that the refreshed Professional Standards should meaningfully articulate with policy, however, they should not be tied to current policy, and should instead encompass the principles and practices outlined in national policy and documentation.

Secondly there appears to be a spectrum of opinion as to how well the Professional Standards and Professional Code relate to the daily life of a teacher. Whilst there are calls to address a perceived lack of aspiration in the Professional Standards, there is an equally strong request for increasingly accessible documents that better reflect classroom practice.

Sometimes there is an assumption that teachers will be able to elicit the relevant and pertinent messages from Professional Standards and are able to put these into practice in an effective way that supports their own professional learning and the learning of children and young people. However, moving Professional Standards into practice is an active process of interpretation, professional judgement and translation. Teachers understand Professional Standards are important but need time to discuss, contextualised and make meanings from them, prior to being enacted through practice.

Thirdly, a consequence of this second point is the need to consider our own support to enact the refreshed Professional Standards and the revised Professional Code to 'embed' the refreshed Professional Standards at the heart of every teacher's practice. GTCS can support teachers by creating 'third spaces' which will enable teachers to interrogate Professional Standards. Third spaces are neutral spaces where teaching professionals from a variety of backgrounds and experiences can relate to each other to challenge their own assumptions, adopt a language of co-operation and collaboration, and co-construct knowledge and practice leading to a shared narrative around refreshed Professional Standards in Scotland.

Finally, there are many responses to the consultation which GTCS can only address through partnership working. For example, the key aspects of the empowerment policy agenda are supported by enactment of the policy, leadership and Professional Standards therefore there needs more alignment between the different national bodies for empowerment to be effective across the education system.

For other issues raised, GTCS will share this intelligence with partners who may be in a position to address these. For example, professional associations raised the issue of workload in relation to PRD, professional learning and professional update, which in their view are unmanageable in the long term. Additionally, the notion of teacher professionalism, in their view should include conditions of service for teachers and associated professionals.

8   Commissioned Consultation

Professional Standards and Professional Code: Consultation with Children and Young People

Towards the end of 2019 the General Teaching Council for Scotland (GTCS) held a public consultation on its drafted refreshed Professional Standards for Teaching and the new

Professional Code. As part of the process GTCS commissioned Children in Scotland to engage with children and young people across Scotland in November-December 2019.

Aim

The aim of the consultation process was to gather the views of children and young people on the draft suite of documents.

Methodology

Children in Scotland heard from children and young people in nine different settings across Scotland through five direct sessions and four partner schools that used a Children in Scotland resource pack. Both the direct sessions and resource pack focused on the consultation process and children's right to be heard, the role and demands of teaching and the suite of five draft documents, mirroring GTCS consultation questions where appropriate.

Key Findings

- ❖ The introductory document was supportive of teachers to help their understanding and use of the suite of documents.
- ❖ Children and young people also commented that the layout and presentation could be improved with more visuals and symbols, and that there "should be an image of a young person to demonstrate a thread throughout it all".
- ❖ In considering any omissions, they suggested that there needs to be a strengthening of terms around professional relationships to ensure a common understanding.
- ❖ Children and young people would like the inclusion of 'relatable', meaning in their view being able to support children and young people at different development stages and 'resourceful' to express their view that active pedagogies are more engaging.
- ❖ They had a broad understanding of key words and demonstrated this through exemplification of how these key words can be demonstrated in practice.
- ❖ Children and young people expressed the view that the refreshed Professional Standards provide a framework to support professional learning and PRD and stated that these are a useful reflective tool which provide more support for teachers.
- ❖ Children and young people expressed a view that they though it was important that teachers continue to learn "so they don't forget what it is like to learn".
- ❖ They noted that "if staff don't feel empowered, they feel stressed".
- ❖ Participating in the Children in Scotland consultation has led to a call from children and young people to have opportunities to be involved in the PRD process as they link between teachers ongoing development and the impact this can have on children and young peoples' learning. Additionally, the children and young people recognise that the opportunity to be involved with the PRD process, could be extended to parents and carers.

Conclusions

Children and young people have a clear vision of the values and commitments they want for and from teachers and how this can be put into teachers' daily practice. Through this consultation process they gained a better insight into the complexities and demands of the role and developed their empathy and understanding of the teaching profession.

With varying degrees of support, the children and young people were well able to share their opinions on the design, content and use of the suite of documents as outlined in the findings.

Recommendations

The redrafted documents should reflect what is important to children and young people in terms of what makes a good teacher. Children in Scotland believes that implementing these suggested changes will have a positive impact on the Professional Standards and Professional Code not

only for teachers but also for other key stakeholders such as children and parents and children and young people's ongoing participation in the process is essential.

9   Next Steps

The 28 recommendations from this report will be subject to discussion at debate at GTCS Council. It is proposed to establish a small writing group to undertake a final redraft of the refreshed Professional Standards and the revised Professional Code. This group will review the documents in line with the recommendations in this report. They will also consider the very specific feedback provided by some respondents who provided detail in relation to proposed language and tone changes. This work will then be subject to further consideration by all teaching professional associations.

Following this engagement, the original Professional Code and Professional Standards Steering Group will be re-convened to fully consider the final draft documents. The proposed invitation is found in appendix 3.

It is anticipated that a soft launch of the refreshed Professional Code and revised Professional Standards is made on the 26 June 2020 following GTCS Council consideration on the 24 June 2020. A soft launch will support the education system adapt to the refreshed Professional Standards and revise Professional Code will allowing all sectors of the education system to engage with the suite of documents prior to full adoption 1 August 2021. At this soft launch GTCS will also share guidance documents and other materials designed to support and promote the use of refreshed Professional Standards and the revised Professional Code as an integral part of teachers' everyday practice.

During academic session 2020/21 a range of activities will be undertaken to support the enactment of the refreshed Professional Standards and the revised Professional Code. This will include the creation of a National Professional Learning Network with the aim of creating third spaces to support understanding of how the refreshed Professional Standards and the revised Professional Code can be embedded in routine professional learning practices to enhance the teacher professionalism of Scottish teaching professionals. The draft enactment plan can be found in appendix 4.

Full implementation of the refreshed professional Standards and the revised Professional Code will take effect 1 August 2021.

Teacher Professionalism in Scotland: The Story of our Professional Standards

2000   The Government's White Paper 'Targeting Excellence - Modernising Scotland's Schools' was published January 1999. Described at the time by the Secretary of State for Scotland as a 'radical programme of improvement and modernisation to ensure a world-class school system for Scotland in the 21st century'. This called for a suite of Professional Standards to be created:

❖   Standard for Initial Teacher Education (SITE),
❖   Standard for Full Registration,
❖   Standard for Chartered Teacher,
❖   Standard for Headship.

Standard for Initial Teacher Education

The Standard for Initial Teacher Education (SITE) specified what was expected of a student teacher at the end of Initial Teacher Education, seeking provisional registration with the General Teaching Council for Scotland.

Programmes of Initial Teacher Education needed to promote three main aspects of professional development:

❖   Professional values and personal commitment.
❖   Professional knowledge and understanding;
❖   Professional skills and abilities;

These aspects are inherently linked to each other in the development of the teacher and it was this interrelationship among all three which developed the professionalism of the teacher and leads to appropriate professional action.

Standard for Full Registration

The Standard for Full Registration published in June 2002 served two main purposes:

❖   To provide a clear and concise description of the professional qualities and capabilities teachers are expected to develop during their probation or induction year, and
❖   To provide a professional standard against which reliable and consistent decisions can be made on the fitness of new teachers for full registration with GTC Scotland.

The Standard for Full Registration defined the essence of 'what it is to be a teacher of Scotland's children and young people'. It was premised on three foundation stones of professional values and personal commitment, learning for sustainability and leadership at all levels.

The Standard for Full Registration was split into three key areas:

❖   Professional values and personal commitment.
❖   Professional knowledge and understanding.
❖   Professional skills and abilities.

Standard for Chartered Teachers

The Standard for Chartered Teacher is related to, and built on, the Standards for Registration (SFR). This Standard had four key components:

- ❖ professional values and personal commitments;
- ❖ professional knowledge and understanding;
- ❖ professional and personal attributes
- ❖ professional actions.

The basic assumption of the Chartered Teacher was characterised by four central professional values and personal commitments:

- ❖ effectiveness in promoting learning in the classroom;
- ❖ critical self-evaluation and development;
- ❖ collaboration and influence; and
- ❖ educational and social values.

Standard for Headship

The purpose of Standard for Headship was to define the leadership and management capabilities of headteachers. It defined the professional actions required of effective headteachers, acknowledged the changing context in which they operated and took account of the many challenges which they face. It served to inform, challenge and enthuse headteachers, and those aspiring to headship, and offered a template against which they could match their experiences and skills in order to determine their strengths and areas for development.

The Standard for Headship analysed the role of the headteacher into Professional actions, and three essential elements which were:

- ❖ Strategic vision, values and aims
- ❖ Knowledge and understanding
- ❖ Personal qualities and interpersonal skills.

2012 Revised Professional Standards were developed in response to Teaching Scotland's Future (2010), which called for a reconceptualised model of teacher professionalism. Embedded within the 50 recommendations was the need to focus on teacher leadership and practitioner enquiry. New Professional Standards were written in partnership with partners, agreed through consensus and were established as a significant element of educational policy.

Professional Standards

The Standards for Registration (SfR), comprising of the Standard for Provisional Registration (SPR) and Standard for Full Registration (SFR), developed as benchmarks of teacher competency and practice.
The Standard for Career Long Professional Learning (CLPL) and the Standards for Leadership and Management (comprising of the Standard for Middle Leadership and Headship) presented as aspirational model for teacher development.

2012/13 Series of roadshows undertaken to support the implementation of the new suite of Professional Standards.

2013 Implementation of current Professional Standards was mandated as from 1 August 2013.

2014   Collection of evidence in relation to use of Professional Standards through annual Professional Update (PU) evaluation begins (data has been collected at end of each cohort (Signoff year:14/15, 15/16, 16/17, 17/18, 18/19).

Professional Update Guidance Notes were published to support system validation of PU processes.

2015   Improving Schools in Scotland: An OECD Perspective (2015) report concluded,

"*In Scotland, the desired characteristics and qualities of human capital are enshrined in an inspiring set of Professional Standards, that following revision after TSF, are based on core values of social justice, integrity, trust and respect, and professional commitment through undertaking processes of professional enquiry. The Standards have been defined by the GTCS (the first self-regulatory professional organisation for teachers in the world). The Standards are bold and supportive of high quality individual professional judgement; they envisage teachers becoming 'extended professionals' (Hoyle, 1974), who are committed to continuous professional learning and engagement with ideas and information from outside their own classrooms as well as within them.*"

The report recognised that Professional Standards frameworks are much harder to implement effectively than set in the first place. There was a need, the report indicated, to understand how deeply the Professional Standards have moved from theory to practice and become embedded in the professional culture of the education system.

2017   The discussion about reviewing the Professional Standards began in January 2017. A commitment had been given to a review after five years and in response to the ongoing impact of Professional Update. It was proposed that a review of the Professional Standards needed to consider the ongoing curricular developments with impact on registrants, the notion of teacher professionalism, contemporary national and international research, the view of registrants and stakeholders, developing education policy and thinking and gaps in provision including lack of cohesion with the College sector.

The overall aim of the review was to produce an updated suite of contemporary and forward-thinking professional standards which were sustainable and could be embedded in both thinking and practice. A further key aim was for refreshed Standards to be accessible, relevant, coherent and underpinned by Professional Values to enhance professionalism, professional learning to promote high quality teaching and leadership to improve learner outcomes. The key question driving the review was, 'what does it mean to be a teacher in Scotland?' with the aim of reconceptualising the notion of teacher professionalism. The areas of leadership and the process of learning and teaching were to be enhanced and sustainability was to be at the heart of each Standard.

In May 2017, groups were brought together for inputs by external experts and to form the mechanism for the review of the Professional Standards and the Professional Code. The following groups drove the review:

Strategic Steering Group
Operational Group – Standard for Registration
Operational Group – Standards for Career Long Professional learning
Operational Group – Standards for Leadership and Management
Operational Group – Development of College Standards
Operational Group – Code of Professionalism and Conduct

It was agreed to review the Professional Standards and Professional Code simultaneously, in order to ensure a coherent, overarching framework and for professional values and personal commitment, professional skills and abilities and professional knowledge and understanding to remain central to all Professional Standards. It was also proposed to develop support materials for each Professional Standard.

Non-negotiable items were agreed by the strategic group and the working groups, such as:

- ❖ The centrality of the professional values
- ❖ The underlying themes of what it means to be a teacher/education leader in Scotland now and in the future
- ❖ Deepening the notion of teacher professionalism
- ❖ The Standards for Registration remaining the benchmark for teacher competence
- ❖ Leadership, values and learning for sustainability embedded across all Professional Standards
- ❖ Link closely with aspiration of Teaching Scotland's Future (2010)

GTCS commissioned a literature review about Professional Standards and from November 2017 to March 2018 a national conversation about Professional Standards was conducted. Feedback from this national conversation highlighted that teachers are more engaged with professional learning; there is a greater focus on the impact of teacher professional learning on children and young people; teacher more often engage on professional dialogue and have a greater willingness to try new approaches.

2018   Seven sessions were held to explore the role and content of the Professional Standards and in summer 2018 the redraft of the Professional Standards began. This redraft also included a redraft of the Professional Code for teachers in order to bring greater alignment between the suite of Professional Standards and the Professional Code.

2019   Refreshed draft Professional Standards were shared for public consultation, 30 September 2019 to 20 December 2019.

During this period, the responsibility for the Professional Standards for College Lecturers transfers to GTCS.

2020   In January 2020, an analysis of 246 consultation responses and 20 other pieces of feedback was completed with 27 recommendations.

Going forward

2020   In March 2020, a writing group will be established to make final changes to refreshed Professional Standards and Professional Code.   The new Professional Standards and Professional Code will be subject to further scrutiny by the original steering group before consideration at GTCS Council in the 24 June 2020. When approved, Professional Standards and Professional Code will be published on 30 June 2020 as a soft launch.

    A 5-year longitudinal PU study will be completed in 2020. This will include recommendations for a more streamlined annual PU evaluation with an annual thematic focus, alongside other ongoing evaluation to support and influence changes to Professional Standards.

2020/21   During academic year 2020/21 support will be put in place to enable effective enactment. This support will take the form of the creation of a National Professional Leaning Network (NPLN) to support understanding and enactment Professional Standards to signpost professional learning, support ongoing professional dialogue and PRD and support career aspirations.

2021   Full enactment of Professional Standards and Professional Code as of 1 August 2021.

GTCS Position Paper: Teacher Professionalism and Professional Learning in Scotland

Teacher professionalism: a Scottish perspective

Teachers have the potential to transform and have a profound impact on the learning experiences and life chances of our children and young people and have a critical role in helping them achieve positive outcomes, to thrive and flourish in life. At the heart of this are professional values and teacher professionalism.

There is a significant focus on Teacher Professionalism in current national policy in Scotland. The recently published National Improvement Framework identifies teacher professionalism as one of 6 key drivers for improvement, and states that "ensuring the highest professional standards for all teachers in Scotland will help to ensure the highest standards and expectations for all children" (NIF, 2016). The emphasis is clear: teachers and school leaders should be empowered, enquiring, collaborative professionals who are well informed to make the best decisions for our children and young people.

Teacher professionalism, as part of this significant educational policy reform, is about having clear aspirations for the profession. This focuses on developing the quality of our educators – all teachers and leaders within the education system in Scotland - with the highest levels of professionalism striving for the highest educational standards.

We are fortunate in Scotland that we already have a very strong foundation of teacher professionalism. This is underpinned by an "inspiring set of professional standards defined by the General Teaching Council for Scotland" (OECD, 2015:17). The Professional Standards, with professional values at the centre, support and promote collaborative professionalism, leadership, enquiry and professional learning.

Teacher professionalism: our 'way of being'

Teacher professionalism informs who we are as professionals. It's about our professional identity and 'way of being' education professionals and is firmly rooted in our values, beliefs and dispositions. The educational experiences of all our learners are shaped by the values and dispositions of all those who work to educate them. Throughout this paper we use the term 'teacher' and assume 'teacher professionalism' to include all registered teachers – those teachers and school leaders who work directly with young people in school; lecturers working in colleges across the senior phase; teacher educators in universities; and educational professionals working in central or national roles supporting and promoting the quality of teaching and learning in schools in Scotland.

In recognition of the centrality of professional and personal values they are at the heart of the suite of Professional Standards. A commitment to the values of social justice, integrity, trust and respect and professional commitment underpin the relationships, thinking and professional practice of teachers across Scotland.

It is these foundations which support and encourage teachers to see beyond the classroom or subject and to see the whole child and their particular needs. It is these values which develop in teachers an understanding of their role in collaborative working with a range of stakeholders, be that families, Police, Health, Social Work and to recognise the contribution that they can make to the GIRFEC agenda.

As part of teacher professionalism, professional values are required to be enacted and to live in the class, school and community every day. They drive an individual's unswerving personal and professional commitment to all learners' intellectual, social and ethical growth and well- being.

Importantly too, it is these values which help develop and deepen teachers' professionalism over the course of their career. Set in a professional context they encourage and support individuals to ask critical questions of policy and practice and to constantly and consistently challenge their own beliefs. It is through this professional and critical process that teachers develop their professional insight and skills and in doing so maintain their relevance to the education of the young people whom they serve. In an ever changing and challenging world teacher professionalism helps the young people of today become the thinking and responsible citizen of tomorrow.

Teacher professionalism: what it means for teachers in Scotland

Teacher professionalism in Scotland is built on the following key principles (this is represented visually in the diagram below):

- Professional & personal values with an unswerving commitment to social justice and a moral imperative to 'get it right for every child' (see GIRFEC)
- The importance of promoting, developing and reinvesting in teachers' professional capital through human, decisional and social capital (Hargreaves & Fullan, 2012). Specifically, this means developing:
    - Teacher-as-learner and their knowledge and understanding (human capital)
    - Collaborative professionalism (social capital)
    - Professional judgement and a critical stance (decisional capital)
- Ensuring the conditions are created to support & promote teacher professionalism through aspirational Professional Standards and high-quality leadership at all levels

This kind of professionalism locates teachers as key agents of educational change. It highlights the importance of teachers, school leaders, clusters and local authorities working in partnerships and collaboratively to 'lead from the middle' (Lieberman et al 2017; Fullan & Hargreaves, 2016). Leadership at all levels of the system will need to support, develop and lead change, collaboration, learning and culture. It is about leading self and others.

Fundamental to this is professional trust. The foundation of this trust is built on teacher professionalism. Trust and belief that teachers and school leaders have developed critically informed professional judgment and are empowered to make the best-informed decisions about the learning and development of children and young people. Developing trust and mutual respect is essential for creating a collaborative culture for learning (OECD 2016).

Teacher professionalism: Knowing why, knowing what, knowing how

Adopting and developing an enquiring disposition is an important part of teacher professionalism and is embedded within the Professional Standards. This enquiring approach helps to ensure, as professionals, we really know the why, what and how of our professional practice and needs of learners. Enquiry "establishes and maintains a rhythm of learning, change and innovation" (OECD, 2016:5)

It is part of our professional capital, which involves developing:

- a critically informed depth of knowledge, skills and understanding about learning, teaching and education. It requires us to challenge our own assumptions, beliefs and values and how these influence actions. (our 'human capital')
- strong, purposeful collaborative relationships and partnerships, built on open and ongoing communication, learning with and from others, and sharing and co-developing knowledge. It's about having a shared responsibility for all young people and recognising the positive impact we can have working together. This is needed to develop collective autonomy. (our 'social capital')
- effective, wise and informed professional judgement based on enquiry and informed by our values. (our 'decisional capital')

Engaging in these processes gives us the courage to lift our heads and ask critical questions of ourselves, our practices and the wider educational agenda. This sense of agency, Priestley et al (2011) argue, happens through the unique interplay of individual capacity and the influences and conditions in which teachers act. Locating teachers as 'agents of change' gives, as Priestley et al (2011) note, "explicit permission … to exert high[er] degrees of professional agency within the contexts in which they work" and seeing "agency as an important dimension of teachers' professionalism" (see also Cochran-Smith, M & Lytle, S., 2009; Groundwater-Smith et al, 2013; Hattie, 2012; Sachs, 2016).

Teacher professionalism: creating the conditions

To support the development of teacher professionalism for all, the necessary infrastructure needs to be in place. Teachers are very busy and face multiple pressures in school. Developing teacher professionalism is about the way we are as professionals; it informs who we are, how we act, what we know and do, and what we prioritise.

School and system leaders should examine their own practices to identify the ways in which they enact and enable teacher professionalism. The ways in which they lead and create the necessary conditions for teachers to engage in this way of working will promote the development of an 'enquiring stance' across the profession. These dispositions and professional actions are embedded in the GTCS Professional Standards for Leadership and Management. GTC Scotland's Professional Update is an important part of the supporting infrastructure

Professional Update, the Professional Standards and professional learning

Professional Update is a key driver of teacher professionalism. The Professional Update process is built on high quality, sustained and reflective professional learning, professional dialogue and high-quality professional review. Integral to this are the GTCS Professional Standards and the embedded focus on the values, an enquiring stance, leadership and collaborative practice.

Professional learning: the teacher-as-learner

Professional learning is a critical part of developing professionalism. The teacher as a lifelong learner is a clear commitment in the professional values within the GTCS Professional Standards.

To help articulate the kind of professional learning that will best serve teachers in Scotland to strive for the high levels of teacher professionalism described, GTCS have developed a strategic approach and model for professional learning.
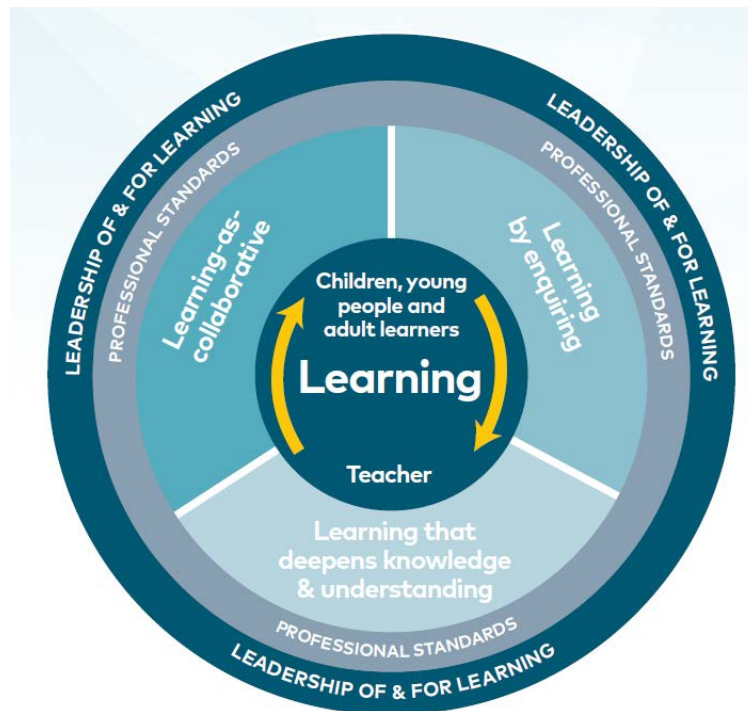
Professional Learning Model

The strategic approach to professional learning provides coherent guidance on what high quality, effective professional learning looks like. At the heart of this approach is the professional learning model which outlines the core purposes and principles of learning. Strategic guidance is offered for leaders and teachers on how to support, structure and plan for professional learning. To be impactful, professional learning should:

- ❖ Be purposeful and focused on outcomes and impact
- ❖ Be aligned to the needs of the children and young people and their context
- ❖ Be sustained and high quality
- ❖ Be flexible and diverse
- ❖ Be relevant and meaningful for the individual
- ❖ Develop knowledge & expertise, enhance practices, build on strengths & pursue interests

The model of professional learning (see diagram below), captures the core features and processes of professional learning:

- ❖ The central focus is the teacher-as-learner and the deeply interconnected relationship with and impact on the learning and experience of children and young people.
- ❖ Professional learning should be:
  - − The teacher-as-learner - challenging, and develop thinking, knowledge, skills and understanding [learning that deepens knowledge and understanding]
  - − Underpinned by an enquiring stance and developing skills of enquiry and criticality [Learning by enquiring]
  - − Interactive, reflective and involve learning with and from others [learning-as-collaborative]
- ❖ Professional learning is informed and supported by Professional Standards and other educational policy. The Standards are used to inform and provoke learning.
- ❖ Leadership of and for learning is essential to ensure it is well supported, promoted and sustained.

The Professional Learning model would be used by those leading, providing and supporting professional learning to provide a shared language and aspiration informing the provision, structure and nature of professional learning. It is a tool to help planning the development of and engagement in professional learning. Individuals would use the model to help plan for and understand their own professional learning needs and expectations.

GTCS supports and promotes this professional learning in a number of ways.

* Guidance packs that support the Professional Learning model will provide a range of resources, tools and information to support individuals and schools.
* The development of the skills and dispositions of enquiry and research are also well supported through the guidance provided by GTCS as well free access to educational journals and ebooks.
* Professional Recognition programme which celebrates enhanced accomplished professional practice of individual teachers.
* The newly developed Excellence in Professional Learning Award for schools and learning communities which recognises excellence in the provision and leadership of professional learning environments.
* The future development of Professional Learning Awards for organisations which support and promote teacher professional learning.

The role of GTC Scotland

GTC Scotland plays a significant role in supporting and promoting teacher professionalism at all stages in a teacher's career. This is manifest not only in the development of the Professional Standards, through Professional Update and professional learning as identified above, but also through other key areas of work. The principles underpinning teacher professionalism inform and are embedded in:

* the expectations for registration with GTCS;
* the requirements for and accreditation of programmes for initial teacher education;
* the Teacher Induction Scheme;
* it also informs the GTC Scotland's approach to Fitness to Teach as part of its regulatory role

Accountability: a collective responsibility for children and young people

Of course, an important part of teacher professionalism is the need for accountability. In this vision of teacher professionalism, accountability begins and ends with the children and young people. All education professionals in Scotland are accountable to the young people they work with and the communities in which they work and part of this is also developing a shared responsibility for learners amongst colleagues. Teachers do not operate in isolation but as part of a community of learners and as such have an accountability to that community and to the wider public. Fullan, Rincon-Gallardo & Hargreaves (2015) refer to this as a model of 'professional accountability'. They emphasise the importance of promoting and nurturing internal accountability, in other words the collective accountability of individuals and groups of colleagues who take a shared responsibility for learning and learners.

National policies and curriculum

Policies and initiatives at both a national and local level not only inform and influence us as professionals but are interpreted and enacted by us through our professional lens. The enquiring and collaborative teacher professionalism described will enable teachers to engage with, question and address educational policies in critically informed ways.

How Good is our School (HGIOS 4) and Curriculum for Excellence

Self-evaluation is a core part of professional learning in the Professional Update process and it is also a fundamental part of school self-evaluation as described in HGIOS (4). Developing professional capital and taking an enquiring approach to practice provides strategies and approaches that support the culture of self-improvement, effective self-evaluation and the Quality Indicators identified in *How Good Is Our School (4)*.

It also provides the necessary knowledge, understanding and strategies to enable and empower us as teachers to:

* ❖ work together to make best decisions about curriculum, learning and teaching
* ❖ meaningful develop curriculum and use the flexibility of CfE
* ❖ understand impact and learner outcomes, using assessment and other data to inform our professional judgement and use this to plan high quality learning for children and young people

In practice, for teachers and leaders this means:

* ❖ developing deep knowledge about learning and enhanced pedagogical knowledge
* ❖ asking questions about the progress of learners
* ❖ critically examining how, why and what we are teaching
* ❖ analysing a range of sources of information to understand and know the impact on learners
* ❖ using this evidence to critically inform teacher professional judgement
* ❖ share knowledge and together construct new knowledge to inform teaching and learning

These processes will enable teachers to make informed judgements about learning, teaching and the progress of all learners.

Teacher professionalism: the impact

Teacher professionalism is one of the six drivers for improvement. It is arguably the one driver that will inform and help to develop all other drivers. It is teacher professionalism more than any other factor that will deliver the aspirations for a Scottish education system that is characterised by equity and excellence. This enquiring and collaborative professionalism is a powerful force in developing teachers' agency and the individual teacher is committed to engaging young people, their families/carers and the community in the education process. It is built on professional trust

that our teachers are best placed to make the most informed decisions to meet needs of our children and young people. It's about empowering not only teachers and school leaders but also learners and their families as active agents in shaping their educational experience. Through this, teachers recognise their accountability to learners and the collective responsibility of the profession, working for the common purpose of improving outcomes for all and contributing in informed ways to "closing the attainment gap".

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Invitation to re-convened steering group

20 January 2020

Dear

Refresh of Professional Standards and Revised Professional Code

Thank you for your previous participation in the important work to review and redraft the Professional Standards and Professional Code for teachers.

As you are aware the redrafted Professional Standards and Professional Code were available for public consultation until 20 December 2019. Analysis of the responses is being finalised. Information has also been received from Children in Scotland who were commissioned to seek the views of children and young people.

The outcomes of this consultation will be presented to GTC Scotland Council on 4 March 2020.

Further work will be necessary to the draft Professional Standards and Professional Code to address consultation feedback. It is essential that this further redraft is completed in collaboration with a small number of key partners in our education system and subject to final agreement by the original steering group which is fully representative of Scottish education.

It is in this context that I am writing to invite you to participate in a writing retreat to produce the final drafts of the Professional Standards and Professional Code. The retreat will take place on 10 and 11 March 2020 at the Holiday Inn, Corstorphine Road, Edinburgh, and will involve intensive collaboration to consider the consultation findings and work up the final versions of the refreshed Professional Standards and the revised Professional Code. An outline programme for the retreat is enclosed for your information. Please let Cheryl Loughbrough know by 7 February if you are able to participate in the writing retreat (cheryl.loughbrough@gtcs.org.uk). Overnight accommodation at the hotel is also available if required. This plan is subject to GTC Scotland Council endorsement on 4 March 2020.

I appreciate that this is a request that will require significant individual commitment and thank you in advance for your consideration of this invitation which is personal to you. Our Professional Standards and Professional Code are embedded in Scottish education to support teacher professionalism and highly regarded internationally. As such it is essential that we work in partnership in this next phase of their development.

A meeting of the original steering group for this work has been planned for 23 March 2020 where the final drafts from the writing retreat will be presented for consideration and agreement before final approval at GTC Scotland Council on 24 June 2020. Prior to this, engagement with professional associations has been planned for 13 March to share redrafts and seek further feedback.

I look forward to hearing from you and if there is any aspect of this invitation that you would like to discuss, please do get in touch.

Yours sincerely

Professional Standards and Professional Code: Enactment Support

What?

Revised Professional Standards and Professional Code for Scotland's teachers will be published at the end of June 2020. It is planned to support the education system to engage with and understand the Professional Standards and Professional Code before formal enactment on 1 August 2021.

During academic session 2020/21, a National Professional learning network (NPLN) will be established facilitated by GTC Scotland. Each local authority will be invited to join the NPLN. Whilst participation will rightly be determined by each local authority, it is suggested that a minimum of two individuals from each local authority join the NPLN: a colleague with responsibility for Professional Update and a practitioner teacher with an interest in supporting this work. By targeting participation in this way, 'job-alike' benefits can be realised. It is proposed that the Regional Improvement Collaborative structure provides a forum for ongoing GTCS engagement with the members of the NPLN. The invitation to join the NPLN will also be extended to the independent sector through SCIS. Connection will also be sought from the professionalism working group for the mandatory registration of college lecturers.

Why?

The purpose of the NPLN is to support understanding of how the Professional Standards and Professional Code for teachers can be embedded in routine professional learning practices to enhance the teacher professionalism of Scottish teaching professionals. Working in this way, models that the professional norm in teaching is to 'do with others', with the concept of the lone practitioner being inconsistent with current professional practice.
Nearly a decade on from Teaching Scotland's Future (2010) the NPLN will both support and assess system understanding of:

1. How the Professional Standards and Professional Code can be used to support and signpost professional learning.
2. How the Professional Standards and Professional Code can help develop a shared narrative and language of learning which in turns supports the learning of children and young people.
3. How the Professional Standards and Professional Code can support career pathways, aspirations and development.
4. The development of mechanisms to foster debate with, between and amongst teachers and partners as to current issues in Scottish education and the role of teacher professionalism.
5. The connections between the existence of the Professional Standards, their enactment and ongoing refinement.

How?

The NPLN will come together at three points in academic session 2020/21:

1. **Session 1** (September 2020) All members of NPLN, Clerwood House.

    At this meeting the refreshed Professional Standards and revised Professional Code will be shared in detail with key changes highlighted.

    A range of materials organised into professional learning themes will be provided for NPLN members to use in their network, this will include online packages, see below.

    Professional Learning 1: Processes

> *The role of the Professional Standards to support and signpost my professional learning, underpin my engagement with on-going professional dialogue and PRD, leading to my 5-yearly Professional Update.*

Professional Learning 2: Self-Evaluation

> *Embracing the third space, the zone between theory and policy of Professional Standards and practice, academic research and classroom activity: how can I interpret, make professional judgements and translate Professional Standards into my practice?*

Professional Learning 3: Identity

> *Leading from the middle: developing effective distributive leadership practices to support networked autonomy.*

Professional Learning 4: Leadership

> *Teacher identity in Scotland, what is my identity as a teacher in Scotland? who do I want to be? what learning works for me in my context?*

Professional Learning 5: Enquiry

> *Use of Professional Standards for effective enactment for improvement:*
> *for individual to interrogate and adapt practice, for organisation improvement and system evaluation.*

Regional groups will be formed and along with their GTCS lead officer will be introduced to a digital solution, as a mechanism for maintaining ongoing contact.

2. **Session 2** (November 2020) GTCS facilitation of NPLN regional meeting.

A GTCS officer will attend a regional event to facilitate the sharing of work undertaken and planned across the region. This will include receiving feedback on teacher engagement with the enactment aims detailed above and determining any need for specific interventions as well as a review of the use of the digital solution as a mechanism for ongoing collaboration.

3. **Session 3** (March 2021) All members of NPLN, Clerwood House.

Presentations from regional groups will be made to facilitate cross-collaborative sharing. Specific feedback on the content and use of the Professional Standards and Professional Code will be sought. A prototype model for the ongoing refinement of Professional Standards will be shared and further developed.

Following the establishment and working of the NPLN, consultation with partners will take place in May/June 2021. GTCS will host events with universities and ITE providers, Education through Care providers, professional associations, Education Scotland and others to provide feedback of enactment experience and to further consider how this influences a model for the ongoing consideration of the refinement of Professional Standards and system requirements in relation to teacher professionalism and professional learning. Engagement with college sector will also take place to understand and action aspects of Professional Standards and Professional Code.

Public engagement

Following the establishment and working of the NPLN, consultation with parents/carers will take place in April/June 2021. GTCS will host event with NPLN partners to facilitate awareness raising with parent associations and Parent Councils. This will be an opportunity to share feedback of the enactment experience and to consider how this influences teacher professionalism.

GTC Scotland aims to promote equality and diversity in all its activities

Direct web links

Professional Update:
www.gtcs.org.uk/professional-update

Fitness to Teach:
www.gtcs.org.uk/fitness-to-teach

Probation site:
www.in2teaching.org.uk

Twitter feed @gtcs