

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS



Equality and Diversity Action Plan 2010 - 2011 End-of-Year Review at 31 March 2011

**Appendix: Explanatory Note on the
Status of Progress Coding & Commentary
(page 18)**

Objective 1:
To facilitate the transition of GTC Scotland to an independent, professional, regulatory body

Outcome:
Following careful and sensitive planning of new structures which reflect the interest of the profession and of the wider public, an independent, self-regulating GTC Scotland is able to build on previous good practice to maintain and improve teacher professionalism, while offering appropriate advice and guidance for teachers at different stages in their careers. The Council's position as a key player in the promotion and development of high standards in Scotland's schools and colleges is recognised and valued

Priority		Key Action	Key Outcome	Implementation Date		
1.1	Prepare for the transition to a reconstituted independent, professional, regulatory body	Ensure that equality issues are addressed in preparing for the transition to independence	<ul style="list-style-type: none"> ❖ Any real or perceived barriers are minimised or removed in terms of changes involving: <ul style="list-style-type: none"> (i) key functions of GTC Scotland; (ii) legislation; (iii) role and constitution of the Council; (iv) governance framework, including committee structure 	November 2011 Revised to April 2012		
1.2	Work in partnership with the Scottish Government and other stakeholders to facilitate a smooth and timeous transition within the legislative timescale					
End-of-Year Review at 31 March 2011						
		Activity	Outcome	Status of Progress	Commentary	Implementation Date
		(1) In assuming approval of ITE Programmes and the Memorandum on Entry Requirements, ensure: <ul style="list-style-type: none"> (i) there are no barriers to entry to the profession; and	<ul style="list-style-type: none"> ❖ Equal opportunity and access of entry to the profession for all ❖ Reference to equality of opportunity and access incorporated in the Memorandum on Entry Requirements 	2	<ul style="list-style-type: none"> ❖ Ongoing work on equal opportunities continues to be undertaken. The Entry Memorandum will be suitably updated when it is next reviewed 	November 2011 Revised to April 2012

		(ii) adherence to equality and diversity principles is a course provider requirement	<ul style="list-style-type: none"> ❖ All approved programmes and providers adhere to equality and diversity principles 	1	<ul style="list-style-type: none"> ❖ Equal opportunities matters feature as part of the accreditation process and the Professional Standards Committee has recently agreed updating what is asked of universities. Advice is occasionally given to the universities on specific issues 	
		(2) Report on equality and diversity as part of the above	<ul style="list-style-type: none"> ❖ Reports included in Equality Action plan six-monthly reviews ❖ Reference made to providers' and programme adherence to equality and diversity principles in reports relating to programme approval 	1	<ul style="list-style-type: none"> ❖ As above 	<p>November 2011 Revised to April 2012</p>

Objective 2:
To maintain and enhance the quality of teaching and learning in Scotland

Outcome:
Using appropriate measures such as Her Majesty's Inspectorate of Education (HMIE) reports and international comparisons, the quality of teaching and learning in Scotland will be judged positively. The Council's role in setting and maintaining Standards for teachers and in enhancing the leadership capacity within Scottish education will be positively acknowledged

Priority		Key Action	Key Outcome	Implementation Date
2.1	Develop, enhance and publicise the Council's guidance to the profession, the Scottish Government and to other relevant organisations	Ensure that the Council's advice and guidance relating to the Teaching Standards and maintaining and enhancing the quality of teaching and learning supports the promotion of equality and diversity and, through consultation with diverse groups, is inclusive and fair to all	❖ The Council's advice and guidance provides equality of opportunity both for the development of teachers and for the benefit of learners, and any barriers to any particular groups are identified and addressed	Spring 2011
2.2	Work in partnership with relevant stakeholders to improve leadership capacity within education in Scotland			
2.3	Enhance professional awareness of the centrality of the Standards in the maintenance of quality educational provision			

		End-of-Year Review at 31 March 2011			
Activity		Outcome	Status of Progress	Commentary	Implementation Date
	(1) Take account of Equality Act overtaking Disability Discrimination Act and other similar legislation	❖ Ensure reference to previous legislation in corporate publications is replaced with the Equality Act	1	❖ Legislative references in corporate publications updated as appropriate, with the Code of Professionalism and Conduct (CoPAC) and the Standard for Full Registration to be similarly updated at their next review	October 2010
	(2) Give consideration to appropriate provision such as reasonable adjustments	❖ A fair and supportive system for all	2	❖ Ongoing discussion of general understanding of the concept of reasonable adjustment plus specific consideration given to individual cases, as and when necessary	March 2011
	(3) Ensure new website complies with agreed accessibility, equality and diversity policies	❖ Meets agreed standards	2	❖ Website holds new Equality and Diversity statement ❖ Ongoing accessibility audit scheduled for August 2011	October 2010 Revised to August 2011
	(4) Monitor whether any particular groups are disadvantaged with respect to hearings guidance and information	❖ Information accessible to all and presents no barriers to any particular group	2	❖ To be fully reflected in new hearings process and associated documentation as part of independence preparation	March 2011 Revised to December 2011
	(5) Give consideration to appropriate provision for all staff within the leadership field	❖ Equal access to leadership opportunities for all teachers	1	❖ Equal opportunities are regularly raised with providers of professional development in the leadership area	Spring 2011

		(6) Ensure accessibility of information and availability of published information in different formats	❖ Information accessible to all	1	❖ Hard copy and translated documentation (Braille, minority languages etc) available on request	Spring 2011
		(7) Undertake consultation with equalities and other specific groups in relation to: (i) leadership, including teachers with disabilities; (ii) teacher reaccréditation mechanisms; and (iii) further education	❖ Full consultation enabling participation and submission of views by all relevant groups to ensure the avoidance of barriers in any proposals	2	❖ Consultations will be held as and when appropriate as systems develop in these areas	March 2011

Objective 3:
To maintain standards of professional conduct and competence in teaching

Outcome:
Quality teaching and learning for Scotland's children and young people is provided by competent and suitable teachers who, within the framework of the Standard for Full Registration, and GTC Scotland's Code of Practice on Teacher Competence and Code of Professionalism and Conduct, meet and maintain the set standards

Priority		Key Action	Key Outcome		Implementation Date	
3.1	Maintain and enhance the integrity and quality of information on the register	(a) Recognising the high quality of data relating to age and gender, seek to improve the completeness and quality of data on the register in relation to equality	❖ Provision of an appropriate evidence base to inform the Council as it seeks to address and report on equality and diversity considerations in carrying out its functions		March 2011	
3.2	Develop and apply appropriate disciplinary procedures within the legislative framework					
End-of-Year Review at 31 March 2011						
		Activity	Outcome	Status of Progress	Commentary	Implementation Date
		(1) Take account of published information gathered in the teachers census	❖ Barriers to those in the teaching profession such as age, gender or ethnicity identified and addressed	3	❖ Deferred due to other priorities	March 2011 March 2012

		<p>(2) Give specific consideration to gender/disability issues in relation to:</p> <p>(i) the processes for teachers returning to the profession after a lapse of registration/cancellation/restoration/Time Limit; and</p> <p>(ii) lapsed teachers completing a period of CPD when returning to the register</p>	<p>❖ Barriers relating to any particular groups identified and addressed</p>	1	<p>❖ No barriers identified. This activity will be continuously reviewed</p> <p>❖ Overtaken by Professional Update</p>	October 2010
		<p>(3) In considering ways to develop the public and employer facility to search the register, ensure that the search facility is accessible to all</p>	<p>❖ Any changes made to the public and employer facility to search the register ensure that the search facility is accessible to all</p>	1	<p>❖ Web upgrade completed</p>	October 2010

Key Action		Key Outcome			Implementation Date
(b) Ensure that equality of treatment is accorded to all teachers within the Council's regulatory procedures		Any adverse impacts are identified and addressed as a matter of urgent priority			March 2011
		End-of-Year Review at 31 March 2011			
Activity	Outcome	Status of Progress	Commentary	Implementation Date	
(1) Incorporate new Equality Act into the hearings process	❖ Any issues which may arise as a result of the new Equality Act in terms of Hearings processes identified	2	<ul style="list-style-type: none"> ❖ In progress as part of new Rules under the Public Services (GTC Scotland) Order 2011 ❖ Due account given to the impact of the Equality Act in respect of Teacher Induction Scheme deferral requests due to extended family circumstances 	October 2010 Revised to October 2011	
(2) Undertake impact assessment to ascertain whether the processes and procedures disadvantage any particular groups	❖ Action taken to amend processes and procedures which place particular groups at a disadvantage	2	<ul style="list-style-type: none"> ❖ To be taken forward as part of independence rules / procedures ❖ Government contacted regarding impact of Act on student preferences and conditions of TIS which do not allow part-time employment ❖ Updated paperwork regarding reasonable adjustments 	March 2011 Revised to October 2011	

		(3) Monitor cases within the Hearings process through existing equality information on the register (ie age, gender and ethnicity) and inviting respondents to indicate any reasonable adjustments requiring to be made	❖ Any barriers or issues associated with cases in relation to age, gender, ethnicity and disability are identified	❖ 2	❖ To be taken forward as part of independence rules / procedures	March 2011 Revised to October 2011
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Objective 4:
To enhance the status and standing of teaching and the teaching profession

Outcome:
A consistent quality process of professional governance is in place which will ensure the maintenance of a high standard of continuing professional development

Priority		Key Action	Key Outcome	Implementation Date		
4.1	Develop the Council's role as an advocate for the teaching profession	Put in place measures to make the Council's core information and guidance accessible to all relevant audiences and ensure that it is supportive and representative of teachers from a diverse range of backgrounds, experiences and approaches	❖ Inclusive and diversely representation information and guidance accessible to all	2010		
4.2	Speak authoritatively on education and teaching matters in ways which reflect the experiences and professionalism of teachers					
4.3	Further develop the Council's corporate Media and Communications Strategy					
End-of-Year Review at 31 March 2011						
		Activity	Outcome	Status of Progress	Commentary	Implementation Date
		(1) Ensure teachers chosen for case studies published in Teaching Scotland are from a diverse range of backgrounds	❖ Case studies are representative of teachers from a diverse range of backgrounds	1	❖ All case studies (and more general copy) reflect diverse range of backgrounds where possible and appropriate	2010

		(2) Range of communications created to deliver independence in website / publications / events	❖ Inclusive communications created across all of GTC Scotland's engagement practices	1	❖ Dedicated page on Independence (including Q and As, background information) on website and internal website. Independence information included in issues of Teaching Scotland and outlined by key GTC Scotland staff at appropriate events (conferences / seminars). This is an ongoing activity up to official Independence in 2012	2010
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**Objective 5:
To develop the
strengths and expertise
of Council members and
staff**

**Outcome:
Based on survey responses, Council members and staff are confident that they have the skills and expertise to carry out the Council's functions and the opportunities to develop further in the future**

Priority		Key Action	Key Outcome	Implementation Date
5.1	Continue to review and develop the Council's staff policies and personnel review and development process to ensure that all staff have the necessary skills and expertise to enable them to carry out their responsibilities expeditiously	Ensure that equality and diversity considerations are an integral part of recruitment, development and support services for Council members and staff	❖ A wide range of representation is maintained, and members and staff understand equality and diversity issues in relation to their roles and have the skills and knowledge to deliver a function/service free from discrimination on any grounds	November 2011
5.2	Build upon achievements so far in the standard of Investors in People programme in relation to organisational development			
5.3	Develop the skills of Council members to enable them to carry out their duties and functions			

		End-of-Year Review at 31 March 2011			
Activity	Outcome	Status of Progress	Commentary	Implementation Date	
(1) Take into account needs of different groups when undertaking review of GTC Scotland's flexible working procedures	❖ Staff agree that they have been consulted on any changes and that their needs have been taken into account	1	Consultation took place but no changes were made	July 2010 Revised to March 2011	
(2) Implement Equality Act	❖ Policies and procedures are updated	1	❖ Staff policies revised as necessary. New organisational Equality and Diversity Policy approved March 2011	October 2010	
(3) Hold an annual Equality and Diversity Awareness workshop for new staff / short refresher updates for all staff	❖ Course content agreed and training provider sourced	1	❖ Equality and Diversity training run for majority of staff in October 2010. Further training planned autumn 2011	July 2010 Revised to October 2010	
(4) Ensure a commitment to equality and diversity is included in GTC Scotland's core values	❖ Specific value relating to equality and diversity	2	❖ Discussed at previous Staff Day. Delayed due to independence priorities	July 2010 Revised to December 2011	
(5) Put in place equality and diversity awareness training for all Council members	❖ Induction and training package for all new Council members and members joining the Council mid-term	1	❖ Training given during two day induction event at the start of the Twelfth Council ❖ New members joining the Council mid-term given equality and diversity awareness training	March 2011	

		(6) Build equality and diversity awareness into committee/panel training	❖ Committees/panels take account of equality and diversity principles in fulfilling their responsibilities	1	❖ To continue to be built into the training of committees/panels for the new independent Council and into the annual training event	November 2011 Revised to April 2012
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Objective 6: To run an effective and cost-efficient organisation		Outcome: Over the period of the Council, stakeholders will express satisfaction that GTC Scotland provides high quality services that are valued by the profession				
Priority		Key Action	Key Outcome		Implementation Date	
6.1	Make effective use of the Council's resources through careful planning, monitoring and financial control	Keep under review and continue to enhance the Council's systems, policies, processes and working practices in line with equality and diversity requirements and take reasonable steps to remove barriers which might prevent any teacher or stakeholder engaging effectively with GTC Scotland	❖ The Council's systems, policies, processes and working practices are fair to all concerned and methods of communication are accessible to and by all		June 2011	
6.2	Review and develop systems and processes to underpin the Council's functions and policies and to evaluate and measure performance					
6.3	Promote effective communications, and teacher/stakeholder care					
				End-of-Year Review at 31 March 2011		
		Activity	Outcome	Status of Progress	Commentary	Implementation Date
		(1) Consider the need for an equal pay audit	❖ Initial review undertaken to establish whether there may be gender inequalities in salaries	2	Initial review partly completed. Put on hold due to organisational restructuring and independence priorities	March 2011

		(2) Equality Act 2010	<ul style="list-style-type: none"> ❖ Outcome of Scottish Government duties consultation exercise awaited. If direction is that the Council will be subject to the specific duties: <ul style="list-style-type: none"> - equality impact assessments are undertaken to identify areas of risk; - action points identified in organisational Annual Plan 	2	<ul style="list-style-type: none"> ❖ The Scottish Parliament has not yet decided to introduce the specific duties under the Equality Act 2010 	October 2010 – March 2011
		(3) Consider ways in which to attract a more diverse pool of candidates and undertake an impact assessment to ensure there are no barriers preventing certain groups becoming Council or panel members	Individuals from all backgrounds and experiences encouraged to stand for election or appointment as Council or panel members and any related barriers identified	2	<ul style="list-style-type: none"> ❖ Marketing and advertising strategies for 2011 elections and appointments now targeting a wider range of potential candidates 	March 2011
		(4) Ensure that consultation exercises carried out on revised rules and processes, target diverse groups	Equalities groups and targeted diverse groups participate in and contribute to the consultations	2	<ul style="list-style-type: none"> ❖ Online public consultations carried out in order to ensure openness and transparency with a view of attracting wider participation 	June 2011
		(5) Make available publications in varying formats	Options in time and format for Registrants	1	<ul style="list-style-type: none"> ❖ Hard copy and translated documentation (Braille, minority languages etc) available on request 	2010

		(6) Regular contact from GTC Scotland on relevant focussed issues direct to Registrants	Options in time and format for Registrants	1	❖ Teaching Scotland (five times per year), MyGTCS, Probation website, e-newsletters to stakeholders, Social Media activities, targeted events (including Probation event, National Lecture)	2010
		(7) Use impact assessments to ensure that methods of communication do not adversely impact any particular groups	Methods of communication are accessible to and by all	1	❖ Focus Groups carried out. Regular feedback from teachers through Teaching Scotland surveys	2010

Explanatory Note

Status of Progress	Commentary
<p>The following coding system is used:</p>	<p>A brief indication is given of:</p>
<p>1 'Focus' area has been achieved</p> <p>or</p> <p>Good progress towards achievement of the expected result in question is being made and this is not thought likely to be significantly affected by impediments and risks</p>	<ul style="list-style-type: none"> • Date of completion; • Any impact additional to the performance indicator ("What Success Will Look Like") • What we have done so far
<p>2 Progress towards achievement of the expected result may be affected by certain factors, with action required to overcome the effects of delays, impediments or risks</p>	<ul style="list-style-type: none"> • What we have done so far; • What we have been unable to do so far and why; • Corrective action taken or proposed
<p>3 There is a real possibility that the expected result will not be achieved, owing to impediments or risks considered likely to have a significant impact on progress</p>	<ul style="list-style-type: none"> • What we have done so far; • What we have been unable to do so far and why; • Alternative action taken or proposed

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

GTC Scotland

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INVESTORS IN PEOPLE
Scotland

Direct weblinks

Main site:

www.gtcs.org.uk

Probation department:

www.gtcs.org.uk/probation

Probation site for teachers:

www.probationerteacherscotland.org.uk

Registration department:

www.gtcs.org.uk/registration

Chartered teachers:

www.gtcs.org.uk/charteredteacher

Professional recognition:

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