

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS



**Equality and Diversity
Action Plan 2010 - 2011**

Objective 1:
To facilitate the transition of GTC Scotland to an independent, profession-led, 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, profession-led, 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
1.2	Work in partnership with the Scottish Government and other stakeholders to facilitate a smooth and timeous transition within the legislative timescale			
		Activity	Outcome	
		(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"> (ii) adherence to equality and diversity principles is a course provider requirement 	<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 ❖ All approved programmes and providers adhere to equality and diversity principles 	November 2011
		(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 	November 2011

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			
		Activity	Outcome	
		(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	October 2011
		(2) Give consideration to appropriate provision such as reasonable adjustments	❖ A fair and supportive system for all	March 2011
		(3) Ensure new website complies with agreed accessibility, equality and diversity policies	❖ Meets agreed standards	October 2010
		(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	March 2011

		(5) Give consideration to appropriate provision for all staff within the leadership field	❖ Equal access to leadership opportunities for all teachers	Spring 2011
		(6) Ensure accessibility of information and availability of published information in different formats	❖ Information accessible to all	Spring 2011
		(7) Undertake consultation with equalities and other specific groups in relation to: (i) leadership, including teachers with disabilities; (ii) teacher reaccreditation 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	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			
		Activity	Outcome	
		(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	March 2011
		(2) Give specific consideration to gender/disability issues in relation to: (i) the processes for teachers returning to the profession after a lapse of registration/cancellation/restoration/Time Limit; and (ii) lapsed teachers completing a period of CPD when returning to the register	❖ Barriers relating to any particular groups identified and addressed	October 2010
		(3) In considering ways to develop the public and employer facility to search the register, ensure that the search facility is accessible to all	❖ Any changes made to the public and employer facility to search the register ensure that the search facility is accessible to all	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	
		Activity	Outcome	
		(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	October 2010
		(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	March 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	March 2011

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			
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		Activity	Outcome	
		(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	2010
		(2) Range of communications created to deliver independence in website / publications / events	❖ Inclusive communications created across all of GTC Scotland's engagement practices	2010

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			
		Activity	Outcome	
		(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	July 2010
		(2) Implement Equality Act	❖ Policies and procedures are updated	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	July 2010

		(4) Ensure a commitment to equality and diversity is included in GTC Scotland's core values	❖ Specific value relating to equality and diversity	July 2010?
		(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	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	November 2011

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			
		Activity	Outcome	
		(1) Consider the need for an equal pay audit	❖ Initial review undertaken to establish whether there may be gender inequalities in salaries	March 2011
		(2) Equality Act 2010	❖ Outcome of Scottish Government duties consultation exercise awaited. If direction is that the Council will be subject to the specific duties: – equality impact assessments are undertaken to identify areas of risk; – action points identified in organisational Annual Plan	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	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	June 2011
		(5) Make available publications in varying formats	Options in time and format for Registrants	2010
		(6) Regular contact from GTC Scotland on relevant focussed issues direct to Registrants	Options in time and format for Registrants	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	2010

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

GTC Scotland

Clerwood House, 96 Clermiston Road,
Edinburgh EH12 6UT
Tel: 0131 314 6000 Fax: 0131 314 6001
E-mail: gtcs@gtcs.org.uk



INVESTORS IN PEOPLE
Scotland

Direct weblinks

Main site:

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Probation department:

www.gtcs.org.uk/probation

Probation site for teachers:

www.probationerteacherscotland.org.uk

Registration department:

www.gtcs.org.uk/registration

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