

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS



Equality and Diversity Plan 2013 - 2014

Objective 1:
To enhance GTC Scotland as the independent professional, regulatory body for teaching in Scotland

Outcome:
An independent GTC Scotland which is central to maintaining and improving teacher professionalism, while offering appropriate advice and guidance for teachers at different stages in their careers and maintaining the confidence of the public. GTC Scotland'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	Enhance the effectiveness of GTC Scotland as the independent professional, regulatory body for teaching in Scotland, working in partnership with stakeholders	Ensure that equality issues are addressed in all GTC Scotland's work and communications	❖ Equality and diversity principles underpin all GTC Scotland activities, with any real or perceived barriers minimised or removed, and its communications are inclusive	March 2014 and beyond
		Activity	Outcome	
		(1) To ensure all communications are accessible and meet GTC Scotland equality and diversity commitments	❖ All communications are accessible and inclusive	March 2014 and beyond

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

Outcome:
Using appropriate measures such as Education Scotland reports and international comparisons, the quality of teaching and learning in Scotland will be judged positively. GTC Scotland's lead role in setting and maintaining Standards for teachers and in enhancing the leadership capacity within Scottish education will be positively acknowledged and have the support of the public

Priority		Key Action	Key Outcome	Implementation Date
2.1	Develop, enhance and publicise GTC Scotland's guidance to the profession, the Scottish Government Education Directorates and to other relevant organisations	Ensure that GTC Scotland's advice and guidance relating to the Teaching Standards, enhancing leadership capacity, and developing a scheme of Professional Update for teachers in Scotland, supports the promotion of equality and diversity and, through consultation with diverse groups, is inclusive and fair to all	❖ GTC Scotland's advice and guidance provide equality of opportunity for the development of teachers and for the benefit of learners, and any barriers to any particular groups are identified and addressed	March 2014 and beyond
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 current and new Standards in the maintenance of quality educational provision			
2.4	Develop and establish a system of Professional Update that is supportive of teachers in Scotland			
		Activity	Outcome	
		(1) To ensure all communications are accessible and meet GTC Scotland equality and diversity commitments	❖ All communications are accessible and promote equality and diversity principles	March 2014 and beyond
		(2) To undertake a consultation on revised Registration and Standards Rules that is accessible and provides opportunity for any equality impacts to be identified	❖ Revised Registration and Standards Rules have been appropriately impact assessed following an inclusive consultation process	March 2014 and beyond

		<p>(3) As part of the evaluation of Phase 1 pilot, to give careful consideration to equality issues with a view to developing a scheme of Professional Update to support teachers in Scotland that promotes equality and diversity principles, is non-discriminatory and does not create barriers for any particular group</p>	<p>❖ Professional Update scheme developed that complies with, and promotes, equality and diversity principles</p>	<p>June 2013 - March 2014</p>
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Objective 3: To maintain and enhance the professional standards of teachers in Scotland and ensure their fitness to teach		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 Teacher Education Standards, and GTC Scotland's Framework on Teacher Competence and Code of Professionalism and Conduct, meet and maintain the set standards and secure the confidence of the public		
Priority		Key Action	Key Outcome	Implementation Date
3.1	Maintain and enhance the integrity and quality of information on the register	Ensure that equality of treatment is accorded to all teachers within GTC Scotland's registration and regulatory procedures	Any adverse impacts are identified and addressed as a matter of priority	March 2014 and beyond
3.2	Develop and apply appropriate regulatory procedures within the legislative framework			
		Activity	Outcome	
		(1) In reviewing documentation and putting in place quality assurance mechanisms in respect of hearings and related proceedings and the investigating stage of the Fitness to Teach process, to continue to ensure that equality and diversity principles are addressed	❖ Effective and appropriate documentation and quality assurance and review mechanisms in place to support the promotion of equality and diversity	March 2014

Objective 4: To enhance the status and standing of teaching and the teaching profession		Outcome: GTC Scotland is well regarded as a trusted and influential player in education and teaching in Scotland		
Priority		Key Action	Key Outcome	Implementation Date
4.1	Develop GTC Scotland's role as an advocate for the teaching profession	Put in place measures to make GTC Scotland'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 representative information and guidance accessible to all	March 2014 and beyond ⁴
4.2	Speak authoritatively on education and teaching matters in ways which reflect the experiences and professionalism of teachers			
4.3	Further develop GTC Scotland's Corporate Communications Strategy			
		Activity	Outcome	
		(1) To ensure that all communications reflect the diversity of the teaching profession in Scotland and are accessible to all	❖ Communications that reflect the diversity of the teaching profession in Scotland and are accessible to all	March 2014 and beyond
		(2) To ensure the Corporate Communications Strategy meets all GTC Scotland equality and diversity objectives	❖ A Corporate Communications Strategy that is accessible to all and reflects the diversity of the teaching profession in Scotland	November 2013

Objective 5:
To develop the strengths and expertise of Council members, appointed committee and panel members, and staff

Outcome:
Based on an agreed quality assurance and self-evaluation mechanism, Council members, appointed committee and panel members, and staff are confident that they have the skills and expertise to carry out their respective roles and the opportunities to develop further in the future

Priority		Key Action	Key Outcome	Implementation Date
5.1	Continue to review and develop GTC Scotland'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 the recruitment, development and support services for Council members, appointed committee and panel members, and staff	❖ A wide range of representation is maintained and Council members, appointed committee and panel 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	March 2014 and beyond
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 and appointed committee and panel members to enable them to carry out their duties and functions			
		Activity	Outcome	
		(1) To undertake an equality impact assessment where there is a new or substantially revised policy	❖ Policies in place that do not discriminate against or create barriers for or disadvantage any particular group	December 2013
		(2) To undertake an equality impact assessment where a new process is introduced or a substantial revision is made to an existing process	❖ Staff development systems in place that do not discriminate against or disadvantage any particular group	March 2014

		(3) To ensure that the final process of 360 degree feedback to be introduced as part of the performance review process for managers / relevant staff does not discriminate against or disadvantage any particular group by including this in the evaluation of the pilot	❖ A system of 360 degree feedback that is not discriminatory and does not disadvantage any particular group	November 2013
		(4) To provide equality and diversity awareness training in the induction of 2014-2018 Council members	❖ Council members apply equality and diversity principles in fulfilling their responsibilities	March 2014
		(5) To provide appointed Panel member training in a way that is inclusive and accessible for all	❖ Inclusive and accessible training events delivered	March 2014

Objective 6: To run an effective and cost-efficient organisation		Outcome: Stakeholders will express satisfaction that GTC Scotland provides high quality services that are valued by the teaching profession		
Priority		Key Action	Key Outcome	Implementation Date
6.1	Make effective use of GTC Scotland's resources through careful planning, monitoring and financial control	Keep under review and continue to enhance GTC Scotland'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 registrant or stakeholder engaging effectively with GTC Scotland	GTC Scotland's systems, policies, processes and working practices are fair to all concerned and methods of communication are accessible to and by all	March 2014
6.2	Review and develop systems and processes to underpin GTC Scotland's functions and policies and to evaluate and measure performance			
6.3	Promote effective communications, and teacher/stakeholder care			
		Activity	Outcome	
		(1) Council election, nomination and appointment (or re-appointment) processes: <ul style="list-style-type: none"> • Carry out equality monitoring of <ol style="list-style-type: none"> (1) candidates for election and electorate; (2) nominees; (3) applicants for appointment (or re-appointment) as may be required • Review processes in light of the equality monitoring information to ensure they promote equality and diversity 	❖ Reviewed processes which promote equality and diversity, with any barriers addressed	March 2014

		(2) To roll out and mainstream equality impact assessment across the organisation	<ul style="list-style-type: none">❖ Training provided to appropriate staff on how to equality impact assess❖ Relevant equality impact assessment tools made available to staff for use❖ Equality impact assessing is part of business as usual procedures	March 2014
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GTC Scotland aims to promote equality and diversity in all its activities

GTC Scotland

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INVESTORS IN PEOPLE
Scotland

Direct weblinks

Continuing Professional Development:
www.gtcs.org.uk/professional-development/cpd.aspx

Professional Learning and Development Department:
www.gtcs.org.uk/probation/probation.aspx

Probationer Teachers:
www.probationerteacher.scotland.org.uk

Registration Services:
www.gtcs.org.uk/registration/registration.aspx

Professional Recognition:
www.gtcs.org.uk/professional-development/professional-recognition.aspx

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

Professional Update for Teachers:
www.gtcs.org.uk/professional-development/professional-update.aspx

Research:
www.gtcs.org.uk/research

Teaching Scotland:
www.teachingscotland.org.uk

Code: GTCS.....