

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS



The Standard for Career-Long Professional Learning

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The Standard for Career-Long Professional Learning

1 Introduction

Contemporary society in which teachers work is complex and dynamic. This requires a reconceptualisation of what it means to be a teacher (*Teaching Scotland's Future 2011*). To be effective over a career in this environment, teachers need to be committed from the outset to career-long learning. This will enable them to become, and to remain, accomplished and enquiring professionals who demonstrate the skills and qualities that make them:

- ❖ adaptive experts
- ❖ knowledge creators
- ❖ curriculum developers
- ❖ practitioner enquirers
- ❖ critical thinkers
- ❖ leading learners
- ❖ collaborative practitioners

Scottish education is committed to advancing career-long professional learning for all teachers. Having demonstrated attainment of the Standard for Registration, the **Standard for Career-Long Professional Learning (SCLPL)** provides a framework for teachers to continually develop and advance their thinking, learning, professional networks, practice and expertise. The SFR continues to be the foundation of practice but the Standard for Career-Long Professional Learning articulates professional dispositions and provides a framework for teachers to engage in professional dialogue in order to consider and plan their ongoing professional learning and development.

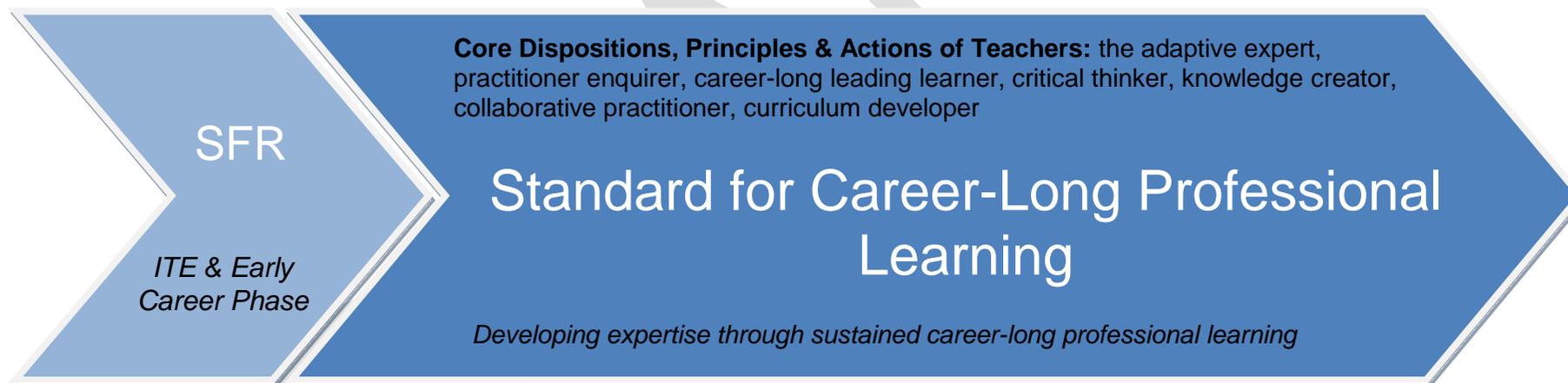
2 The Standard for Career-Long Professional Learning

The Standard for Career-Long Professional Learning describes the advanced professional knowledge and competences that a registered teacher will develop and maintain as they continue to progress in teaching and the education profession throughout their careers. This Standard should be regarded as aspirational, challenging and demanding, providing an opportunity for teachers to progress, enrich, develop and enhance their practice, expertise, knowledge, skills and professional values.

The Standard should facilitate teachers' development as reflective, accomplished, and enquiring professionals who are able to engage with the complexities of teaching and learning, the changing contemporary world of their learners, and the world beyond the profession and its institutions, in order to enhance the learning experiences for all learners.

This Standard, alongside the processes of Professional Review and Development (PRD) and Professional Update (PU), provides a framework for on-going, rigorous, critical and clearly focused professional discussions about professional learning, practice and career development. As such it should not be regarded as providing 'end-points' but instead offers opportunity for flexible career-long professional learning and progression. The Standard recognises that during their careers teachers may undertake a variety of roles within and beyond the classroom, school and profession. Simply stated the purpose of this Standard is to inform, guide and provide a starting point for planning and considering short and longer term career-long professional learning of all teachers. Underpinning the Standard for Career-Long Professional Learning are the core principles of professional enquiry and teachers becoming adaptive experts. These principles include the teacher having an enquiring disposition at the core of their professional practice, critically questioning their own educational beliefs, assumptions, values and practices, in order to enhance and progress the learning experiences of all their learners. The adaptive expert is also open to change and engages with new and emerging ideas about teaching and learning within the ever evolving curricular and pedagogical contexts in which teaching and learning takes place.

The Standard promotes the continuous development of teachers' deep subject/curriculum knowledge and pedagogical expertise and the development of the dispositions necessary to be and become knowledge creators, curriculum developers, practitioner researchers, critical thinkers and leading learners.



3 Professional Values and Personal Commitments of all Teachers

Professional values are at the core of the Scottish Professional Standards. The educational experiences of all our learners are shaped by the values and dispositions of all those who work to educate them. Values are about doing well by all those for whom we are responsible (including ourselves). They drive an unswerving personal commitment to all learners' intellectual, social and ethical growth and well-being. They are integral to, and demonstrated through, all our professional relationships and practices and all that we do to meet our professional commitments and obligations as educators.

Professionalism also implies the need to ask critical questions of educational policies and practices and to examine our attitudes and beliefs. Values, and the connections between values and practices, need to be regularly re-appraised over the course of our careers as society and the needs of learners change and as our own understanding develops. This is central to the adaptability, responsiveness and relevance of the profession.

The Professional values and Personal commitments that are core to being a teacher are:

❖ **Social justice**

- Embracing the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.
- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable practices in relation to: age, disability, gender and gender identity, race, religion and belief and sexual orientation.
- Valuing as well as respecting, social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.
- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes and to encourage learning our way to a better future.
- Respecting the rights of all learners and their entitlement to be included in their learning experiences.

❖ **Integrity**

- Demonstrating, honesty, courage and wisdom.
- Critically examining personal and professional attitudes and beliefs and challenging our own assumptions and professional practice.
- Critically examining the connections between personal and professional attitudes and beliefs, values and professional practices in order to inform and shape personal and professional development effect improvement and, when appropriate, transformative change in practice.

❖ **Trust and respect**

- Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school community, and with all those involved in influencing the lives of learners in and beyond the school.
- Providing and ensuring a safe and secure environment for all learners built on an ethos of care.
- Demonstrating a commitment to motivating and inspiring learners while also acknowledging their uniqueness, individuality and specific learning needs.

❖ **Professional Commitment**

- Engaging with all aspects of professional practice and all members of our educational communities with enthusiasm, adaptability and constructive criticality.
- Committing to lifelong enquiry, learning and professional development as a core aspect of professionalism and collaborative practice.

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Professional Actions

All teachers are expected to be and become:

- adaptive experts
- knowledge creators
- curriculum developers
- practitioner enquirers
- critical thinkers
- leading learners
- collaborative practitioners

All teachers should develop and enhance their knowledge, skills and expertise through enquiry and sustained professional learning.

Professional Knowledge, Understanding, Skills & Abilities

Teachers are expected to develop deep, critically informed knowledge and enhance their understanding, skills and abilities in relation to:

- pedagogy, learning and subject knowledge
- curriculum and assessment
- enquiry and research
- educational contexts and current debates in policy, education and practice
- sustaining and developing professional learning
- the changing environmental, social, political and economic context of their pupils and society to which they contribute.

Professional Dispositions

- enquiry disposition
- questioning disposition
- adaptive
- career-long learner
- critical stance
- open to change
- collegiality

Professional Values & Personal Commitments

- Social justice
- Integrity
- Trust and respect
- Professional commitment



Professional Actions

All teachers are expected to be and become:

- ❖ adaptive experts;
- ❖ knowledge creators;
- ❖ curriculum developers;
- ❖ practitioner enquirers;
- ❖ critical thinkers;
- ❖ leading learners;
- ❖ collaborative practitioner.

Teachers working within this standard are expected to develop and apply their knowledge, skills and expertise through enquiry and sustained professional learning to:

- ❖ deepen and develop subject, curricular, and pedagogic knowledge;
- ❖ question, develop and account for practice in critically informed ways and provide an informed rationale for professional actions;
- ❖ systematically investigate, analyse and evaluate the impact of practice;
- ❖ critically question and challenge educational assumptions, beliefs and values of self and system;
- ❖ critically engage with a range of educational literature, research and policy to make meaningful links to inform and change practice, where appropriate;
- ❖ work to create and contribute to a collegial culture, through collaborative enquiry, peer observation with constructive feedback, professional dialogue and debate;
- ❖ work collaboratively across disciplines, professions and communities, locally and globally.

Professional knowledge, understanding, skills & abilities

Teachers are expected to develop deep, critically informed knowledge and understanding to enhance skills and abilities in relation to:

- ❖ pedagogy, learning and subject knowledge;
- ❖ curriculum and assessment;
- ❖ enquiry and research;
- ❖ educational contexts and current debates in policy, education and practice;
- ❖ sustaining and developing professional learning;
- ❖ The changing environmental, social, political and economic context of their learners and the society to which they contribute.

Indicative features of the above areas are likely to include:

- ❖ Pedagogy, Learning & Subject Knowledge:
 - curriculum development, the place of subject knowledge and the wider place and purposes of education;
 - deep subject knowledge and pedagogical leadership;
 - critical understanding of approaches to teaching and learning, pedagogy and practice;
 - enhanced understanding of pedagogy and how the learning relationship with learners can be developed;
 - enhanced understanding of digital technologies and how these can be used to enhance learning;
 - understanding and developing the most appropriate contexts and environments for learning, including, outdoor learning and being able to use appropriate pedagogies for these environments.
- ❖ Curriculum & Assessment:
 - knowledge and understanding of the policies and philosophies of curriculum development and design;
 - knowledge and understanding of the nature, purpose, principles and processes of assessment and impact on learning;
 - knowledge and understanding of current theories, policies and practices of assessment to support learning.
- ❖ Enquiry & Research:
 - develop expertise, knowledge and understanding of research and impact on education;
 - develop expertise, knowledge, understanding and skills to engage in practitioner enquiry to inform pedagogy, learning and subject knowledge.
- ❖ Educational contexts and current debates in policy, education and practice:
 - understand and explore the contexts and complexity in which teachers operate and the dynamic and complex role(s) of professionals within the educational community;
 - actively consider and critically question the development(s) of policy in education;
 - develop a culture where learners meaningfully participate in decisions related to their learning and school;
 - develop political literacy and political insight in relation to educational change and policy development.
- ❖ Sustaining and Developing Professional Learning:
 - develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice;
 - commitment to on-going career-long professional learning, including postgraduate study as appropriate.
- ❖ The changing environmental, social, political and economic context of their learners and the society to which they contribute:
 - understand the environmental, social and economic conditions of learners to inform teaching and learning;
 - have a critical understanding of the ways in which natural, social/cultural, political and economic systems function and are interconnected;
 - Connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community.

4 The Standard in Action

This Standard is distinctive in that it brings to the fore and legitimises the multiple pathways a teacher may pursue for developing career-long focused professional learning and their careers in education. These pathways are flexible, dynamic and emerge over phases of an individual's career. This Standard must be understood as multidimensional to account and allow for the flexibility of an individual's learning and their career pathways. As such two professional phases emerge beyond the Registered Stage: Accomplished and Leading. These phases can be used by teachers to plan for and progress their own professional learning and career aspirations.

Planning with the Phases

Registered: Having attained the SFR teachers will continue to develop their expertise and experience across all areas of their professional practice through appropriate and sustained career-long professional learning. They will use the SCLPL as a framework to identify, plan and develop their own professional learning needs to ensure continual development of professional practice. They will critically evaluate and reflect on their professional practice to identify and specify aspects of practice as the focus for their professional learning. Registered teachers will continually develop as enquiring professionals to become effective, adaptive experts to the benefit of learners and professional colleagues.

Accomplished: Through the course of their career, teachers will choose to develop their specific expertise, knowledge, skill, understanding and professional action in particular areas. This may involve developing particular specialisms leading to accomplishment in specific areas of pedagogical or subject expertise or may reflect the development of expertise across a broad range of professional practice. This level of accomplishment/expertise is gained, supported and further developed through sustained professional learning. This professional learning could involve seeking GTCS professional recognition, some masters level study and be developed through on-going systematic practitioner enquiry. Teachers will use the SCLPL as a framework to critically evaluate their professional practice to inform, identify, plan and develop their professional learning and create a pathway/action plan to develop accomplishment in a particular area. This is likely to encompass professional learning over a longer period of time and be a useful framework to consider as part of Professional Update.

Leading: Any teacher who is accomplished/becoming accomplished in a particular area of professional practice will undertake a key role in leading teaching and learning and will support and develop the professional learning of their colleagues within this area. Teachers who are accomplished in specific areas will have developed significant knowledge, skill and understanding and their knowledge and expertise and will be valued by colleagues, placing them as leading catalysts of change and development. This will involve leading change in specific areas/aspects of pedagogical practice, curricular knowledge or policy development for period of time either in school or the wider educational community. These teachers will be able to engage in systematic practitioner enquiry and many will have achieved or be working towards post graduate qualifications.

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

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