



## Review of Professional Standards

### 1 Introduction

The GTC Scotland framework of Professional Standards has been revised in light of changing contexts within education and society. The complex dynamic contexts of education and society means that teachers need to be and become critically informed *adaptive experts* whose professional values, knowledge and actions ensure positive impact on learners and learning.

In addition, *Teaching Scotland's Future* (Scottish Government, 2011) affirmed the need to revise the Professional Standards. These revised Professional Standards reconceptualise the teaching profession, teacher education and what it means to be a teacher in Scotland in the 21<sup>st</sup> Century. Our profession has a moral imperative to secure the best learning opportunities and experiences for all learners in Scotland.

The revised Professional Standards aim to “build the capacity of teachers, irrespective of career stage, to have high levels of pedagogical expertise and deep knowledge of what they are teaching...” (*Teaching Scotland's Future*, 2011:19). Teachers in Scotland in the 21<sup>st</sup> Century require to be critical thinkers, knowledge creators and leaders of educational improvement.

### 2 Values

Professional values are at the core of the Scottish Professional Standards. They are integral to, and demonstrated through, all our professional relationships and practices. For the first time, the same values are replicated across each standard, in recognition that these are the same for all teachers, irrespective of experience and stage in career.

### 3 Sustainability

All teachers should be confident in their knowledge and understanding of the challenges facing society locally and globally and the potential role that they can play as educators in helping learners make sense of the world. Therefore, learning for sustainability has been embedded within the framework in order to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

### 4 Leadership

In Scotland, we expect all teachers to be leaders in a number of important ways. We expect them to lead learning for, and with, all learners with whom they engage and to develop the capacity to lead colleagues and other partners to achieve change through specific projects or development work. Therefore, leadership is explicit across the Professional Standards, with a focus on teacher leadership and leadership for learning and building leadership capacity in others.

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## 5 Purpose

These professional standards offer a coherent, progressive and intellectually demanding set of professional standard which aim to develop and promote systemic change and capacity building across the education profession.

They provide a framework for teachers to interrogate, inform, and continually develop their thinking and practice.

The Standards are used for multiple purposes, including:

- a continuum for career long learning and professional development;
- a framework to inform Professional Review and Development (PRD) and Professional Update;
- a support for self-evaluation and reflection;
- the design of professional learning programmes, including Initial Teacher Education programmes;
- the assessment of such professional learning programmes;
- assisting with recruitment and selection processes;
- a framework to support coaching, mentoring and collaborative learning;
- supporting other educational professionals, adapted as appropriate;
- informing discussion and debate about teacher standards and professionalism.

These standards are challenging and aspirational, fully embracing enhanced professionalism for teachers in Scotland.