



# Professional Update

Scottish Learning Festival  
25 September 2014

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# Professional Update

Lesley Brown, Education Scotland (Chair)

Ken Muir (Chief Executive)

Zoe Robertson (Acting Head of Educational Services)

Norrie McKay (Education Adviser)

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# Professional Update

Ken Muir (Chief Executive):

**Where are we now with Professional Update?**

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# Where are we with Professional Update?



## Key purposes:

- To maintain and improve the quality of our teachers ...
- To support, maintain and enhance teachers' continued professionalism ...

## Key principles:

- responsibility to consider own development needs ...
- entitlement to a system of supportive PRD ...
- be able to confirm that they are maintaining the high standards required of a teacher



# What do you need to do?

## The key features of PU



- On an **ongoing basis**:
  - engage in the staff review (PRD) scheme
  - engage in ongoing professional learning
  - Maintain a reflective record of PL and evidence of impact on thinking and actions
  - reflect and plan using the Standards
- On an **annual basis**: update registration details
- On a **5-yearly basis**: sign off to confirm engagement in the process every 5 years with GTC Scotland (teacher and line manager)

# Where are we with Professional Update?



## **Validations:**

- 32 local authorities – completed
- 8 universities – almost completed
- Independent schools – ongoing
- National bodies - Education Scotland completed; SQA ongoing

## **Learning lessons and making changes:**

- from validations
- from evaluation
- from PUWG and other partners

# Where are we with Professional Update?



## The familiar (but new):

- Revised PRD processes across Scotland
- New ways of planning and recording professional learning
- New ways of self evaluating and using the Standards
- More engagement with supply teachers, Head Teachers, centrally-based staff

## The new:

- Teachers take the lead assisted by managers
- Teachers develop an enquiring mindset from a reflective mindset
- A 5-yearly sign off which maintains registration
- Associate and General categories
- 3 models of PU (full, modified and basic)



# Professional Update

Zoe Robertson (Acting Head of Educational Services):  
**What is Professional Learning?**

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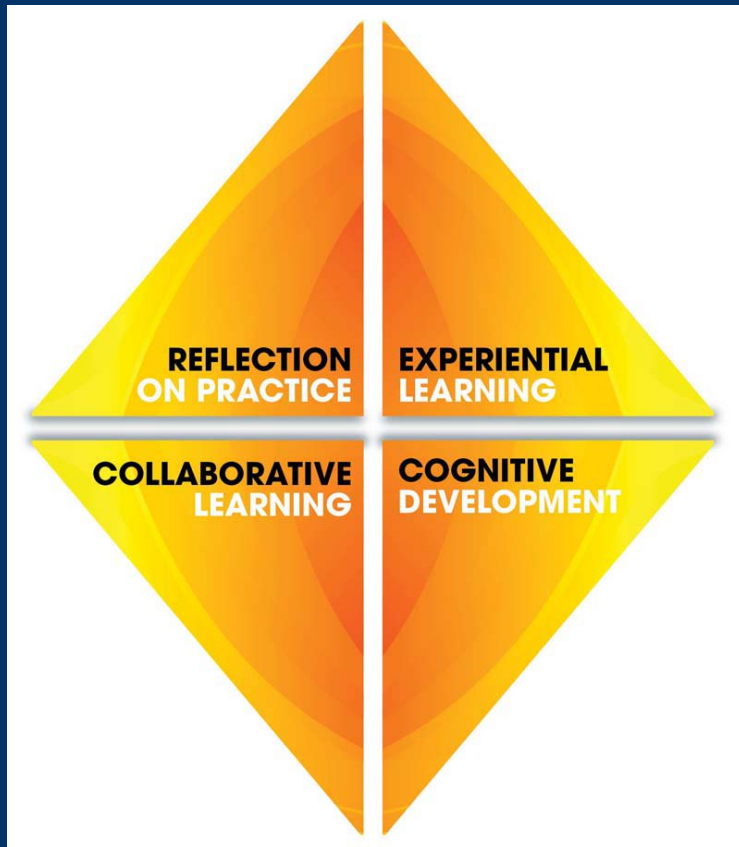
# Self Evaluation and Professional Learning



# Some important starting points about Professional Learning...



## A model of Professional Learning:





## Examples of Professional Learning Opportunities - 1:

- Self-evaluation and critical reflection processes
- Experiential, action or enquiry-based learning
- Professional dialogue with colleagues, other professionals, parents, and learners
- Focused professional reading and research
- Leading or engaging in practitioner enquiry/action research
- Critical analysis of reading, learning and impact on professional practice
- Learning about aspects of the curriculum or pedagogical practice
- Peer support e.g. coaching or mentoring
- Classroom visits/peer observation

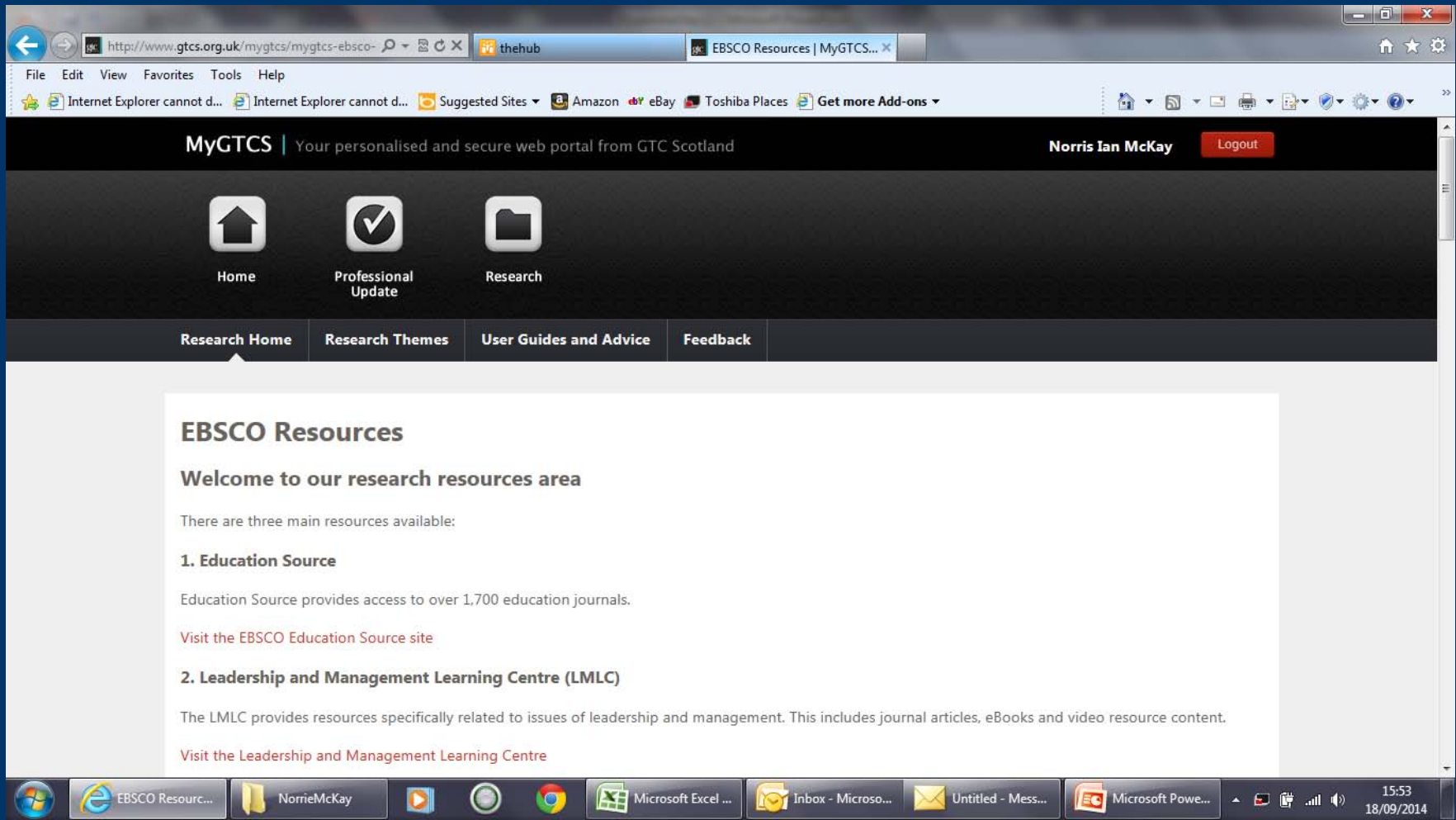




## Examples of Professional Learning Opportunities - 2:

- online learning/blogs
- Work shadowing
- Co-operative or team teaching
- Participation in collaborative activity e.g. teacher learning community, learning round
- Leading or participating in a working or task group
- Planning learning which is inter-disciplinary or cross-sector
- Participation in activities relating to assessment and moderation
- Secondments, acting posts and placements
- Masters study and qualifications
- Accredited courses or activity related to achieving national professional standards for teachers
- Professional/Academic conferences





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Home Professional Update Research

Research Home Research Themes User Guides and Advice Feedback

## EBSCO Resources

### Welcome to our research resources area

There are three main resources available:

- 1. Education Source**  
Education Source provides access to over 1,700 education journals.  
[Visit the EBSCO Education Source site](#)
- 2. Leadership and Management Learning Centre (LMLC)**  
The LMLC provides resources specifically related to issues of leadership and management. This includes journal articles, eBooks and video resource content.  
[Visit the Leadership and Management Learning Centre](#)

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**How has my PL deepened my knowledge and developed my practice?**

**What changes in my practice this year?**

**How do I know?**

# Thinking about the impact of your Professional Learning...



- Impact on:
  - you, your thinking & practice
  - your colleagues, your learners, the system, etc
- Evidence should be:
  - drawn from range of sources
  - Relevant & meaningful
  - analysed and reflected on
  - Key messages shared as part of professional dialogue
- Evidence helps to make explicit the processes of thinking and learning about practice



# Professional Update

Norrie McKay (Education Adviser):

**What flexibility is there in Professional Update?**

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## Deferrals:

- GTC Scotland sets out framework
- Employers set out local process
- Decision rests with employer
- Deferrals normally for 1 year (with next sign-off 5 years hence)
- Can be applied for in advance (e.g. career break)
- Teacher applies through system after discussion with manager
- Manager can process deferral on behalf of teacher (e.g. Long-term illness)



## Associate and General Status:

- General status: for Classroom teaching / certain university posts in ITE / certain LA posts – full version of PU required (unless retired and doing supply, where modified version of PU may apply)
- Associate status: suitable for anyone wishing to remain on Register but not engaging in classroom teaching – basic version of PU required
- Switch from General to Associate – at any time on request
- Switch from Associate back to General – at any time within 5 years; if 5-10 years then quality threshold applies; if more than 10 years a formal course is required



## Models of PU for Registration (NB Employer requirements may differ from this)

	Full	Modified	Basic
Details on Register	✓	✓	✓
Formal staff review process	✓	(advised)	
Use of Standards	✓	Maintain SFR	Maintain values
Engaging in PL	✓	As required by supply post	
Recording impact of PL	✓	(advised)	
Sign-off	✓		

# What has been done about Professional Update for supply teachers?



## Supply Teachers:

- Engagement in PU is required but proportionate
- General advice on our website
- Specific local information from employers
- Discussions during validations to clarify links to line managers, access to PL opportunities, how to facilitate contact , inclusion in IT systems
- Special arrangements for retired teachers engaging in supply – modified process
- Very occasional supply work and no line manager – direct submission possible to GTC Scotland



# How does Professional Update affect retired teachers?



## Retired Teachers:

- **Not intending to do supply:**
  - can opt for Associate status
  - **Basic Version** of PU applies (contact details and values section of Standards only), but access to MyGTCS system still available
- **Intending to do supply:**
  - must retain General status
  - can seek PU sign-off in final year and do supply work for up to 5 years - **Modified Version** of PU process applies
  - Supply teaching for more than 5 years – **Full Version** of PU applies
  - similar arrangement for teachers who retired prior to August 2014 when PU sign-off was not available



## From Ken's input:

- It's early days, but what impact have the changes resulting from PU had on you or your colleagues so far, if any, or what changes do you hope for? (**PINK** POST-IT)

## From Zoe's input:

- Compared with the model of PL (reflection, experiential, collaborative, cognitive) what has been the scope of the PL activities you have undertaken in the past? How might this change as a result of PU? (**YELLOW** POST-IT)

## From Norrie's input:

- Is the flexibility afforded by deferrals, General and Associate status, and the 3 versions of PU appropriate? (**ORANGE** POST-IT)

# Where can I get more information about Professional Update?



http://www.gtcs.org.uk/professional-update/pr... thehub Professional Update | Gener...  
File Edit View Favorites Tools Help  
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Downloads Professional Update Leaflet Professional Update Letter Presentation Professional Update Phase 1 Evaluation Validation Guidelines and Criteria for Local Authorities National Rollout  
Professional Update What do I need to do? Professional Update will launch in August 2014, be prepared. Find out more  
What do I need to know? From August 2014, engagement in the Professional Update process will be a requirement for GTCS registration. Find out more  
Professional Update FAQs We have put together Frequently Asked Questions about Professional Update in order to keep you as informed as possible about the progress. Find out more  
Sharing Practice for Employers Many local authorities are currently reviewing PFD and preparing for Professional Update. To support this, we have collated a list of useful materials by key topics from local authorities to assist you. Find out more  
Professional Update Categories We have collated specific information for different categories of teachers/lecturers as a supplement to what you need to know about Professional Update in advance of the launch in August 2014. Find out more  
024:18:08:46 days hours min sec until Professional Update is launched  
Contacts For further information about our Professional Update, contact: T: +44 (0)131 224 6000 E: professional.update@gtcs.org.uk  
Professional Learning Professional learning is what teachers do to keep their professional practice fresh and up-to-date. Engagement in professional learning is an integral part of the Professional Update process. Find out more  
Practitioner Enquiry Teachers engaging in practitioner enquiry offer a number of benefits for the teacher as an individual, the school and wider educational community. Find out more  
National Guidance on Professional Review and Development This revised national guidance supports effective PFD and the positive engagement of teachers, headteachers and system leaders in the PFD process. Find out more  
Professional Update Case Studies Find out what is currently being said about the development of Professional Update. In your words - Case Studies  
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