



Returners to Teaching

Moray House

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1.0 The General Teaching Council for Scotland

2.0 The SFR

3.0 Applying the SFR

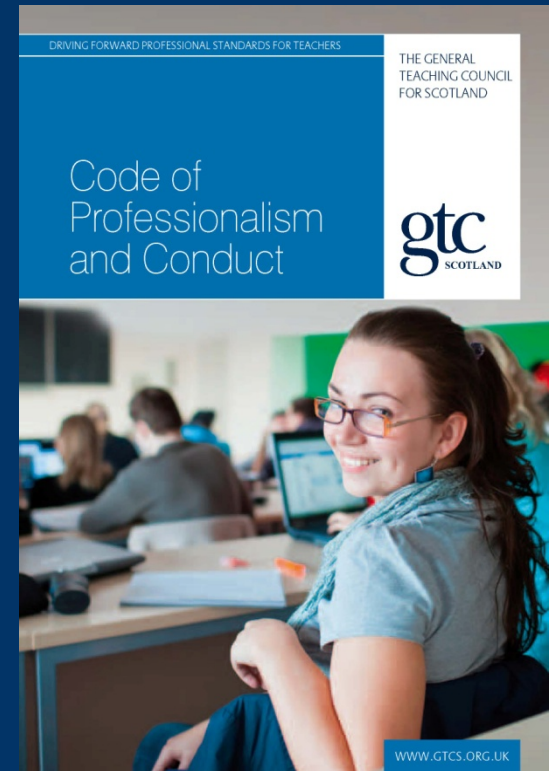


- By law, all teachers who wish to teach in publically funded schools must register with GTC Scotland.



Maintaining & Enhancing Standards

- Standards for:
 - Provisional Registration
 - Full Registration
 - Career-long Professional Learning
 - Leadership and Management
- Code of Professionalism and Conduct (COPAC)
- New Student Code – launched Spring 2012



Routes through Probation



- Two routes:
 1. Teacher Induction Scheme (TIS)
 - funded
 - 190 days – 3 year time limit
 - guaranteed post with support
 2. Flexible/Alternative Route
 - 270 days
 - apply for own work (supply)
 - no guaranteed support

Probationers on the Flexible Route



- Can be employed by Local Authority or Independent Schools
- Can choose own Local Authority
- Can work part-time
- Must meet GTCS Standard for Full Registration

The Standard for Full Registration



2.0 The Standard for Full Registration (SFR)

Purpose of the SFR



- A clear and concise description of the professional qualities and capabilities probationer teachers are expected to attain
- A professional standard against which reliable and consistent recommendations and decisions can be made on the fitness of new teachers for full registration with GTC Scotland
- A clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their careers
- A baseline standard of professional competence which applies to teachers throughout their careers

SFR: Aspects of Professional Development





Professional Knowledge and Understanding

- Curriculum content
- Cross-curricular Themes
- Planning Knowledge
- Curriculum Nature and Development
- Education System, Policy and Practice
- Sector Issues
- Professional Values and Practices
- Research-based Knowledge



Professional Skills and Abilities

- Long-term/short-term Planning
- Communication with Pupils
- Teaching and Learning Strategies and Resources
- Expectations and Pace of Work
- Working with Other Adults
- Organising and Managing Resources
- Managing Pupil Behaviour
- Assessment, Recording and Reporting
- Self-Evaluation
- Research Literature Accessed and Critically Reviewed
- Convey Understanding of Practice and General Educational Matters
- Self-Reflecting, Acting to Improve and Contributing to Personal Professional Development



Professional Values and Personal Commitment

- Commitment to Social Justice, Inclusion, Caring for and Protecting Children
- Taking Responsibility for Professional Learning and Development
- Value, Respect and Active Partners in Work Community



- <http://www.gtcs.org.uk/>



- <http://www.probationerteacherscotland.org.uk/>



- <http://www.educationcotland.org.uk/>