

1 Introduction

The General Teaching Council for Scotland undertook a consultation on the review of GTC Scotland Professional Standards from 29 August until 6 November 2012. In addition to a news release to all media contacts, this was publicised through *Teaching Scotland*, the GTC Scotland website, the regular e-newsletter and the social medium Twitter. GTC Scotland also wrote directly to stakeholder groups to encourage participation in the consultation process.

The consultation offered a range of opportunities by which people could respond: an online survey, three regional meetings and a series of Glow Meets organised in partnership with Education Scotland. This initial report summarises statistical data arising from analysis of the responses received to the questionnaire and includes data from the online survey responses and from some written responses received by email or in hard copy. We are currently analysing the qualitative data arising from the written responses in the comments boxes of the survey and from other evidence.

Context

Although this report contains statistical counts of responses to each question in the survey, several factors should be considered relating to this information:

- the purpose of the consultation is to inform and enhance the policy process by providing the opportunity for all interested parties to express their views and their reasons for holding these views;
- some submissions represent the views of individuals, while others are joint responses from groups of individuals, and some are from organisations representing a large number of individuals. It is therefore impossible to count the number of individuals whose views are represented. In consequence, caution should be taken when drawing conclusions from the statistical count of the responses;
- this report covers 75 responses, but as some respondents did not answer every question the numbers will not all add up to this total; and
- respondents opted-in to the consultation and therefore are not necessarily representative of their sector.

2 Respondent Population

The following table represents the breakdown of the respondent population.

Respondent population		
	No.	%
Individual	42	56.0
School	2	2.7
Local Authority	9	12.0
University	7	9.3
Teachers' union	4	5.3
Stakeholder body	9	12.0
GTC	1	1.3
Other	1	1.3
Total	75	100

3/...

3 Initial Outcomes to Date

There were eight sections in the survey questionnaire. For each question respondents were invited to select from a drop-down menu or yes/no buttons to allow a measurable response, followed by the opportunity to comment through free text responses.

The following tables illustrate the initial outcomes.

3.1 Introduction

The introduction sets out the thinking and the context for the revised Professional Standards, which requires the reconceptualisation of the teaching profession in Scotland.		
Q1 How clear is this description of the reasons for introducing revised standards and of their content?	No.	%
<i>Very clear</i>	30	42.3
<i>Clear</i>	30	42.3
<i>Not that clear</i>	7	9.9
<i>Not at all clear</i>	4	5.6
Totals	71	100
<i>Comments received</i>	42	

3.2 Values

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.		
Q2 Does the values section in each standard include the appropriate values for the teaching profession in Scotland?	No.	%
<i>Yes</i>	59	84.3
<i>No</i>	10	14.3
<i>No (in part)</i>	1	1.4
Totals	70	100
<i>Comments received</i>	49	

3.3 Leadership

Leadership is explicit across the Professional Standards, with a focus on teacher leadership, leadership for learning and building leadership capacity in others.		
Q3 How effectively does the framework of standards reflect the development of leadership qualities in teachers?	No.	%
<i>Very effectively</i>	14	20.6
<i>Effectively</i>	26	38.2
<i>Not that effectively</i>	22	32.4
<i>Not at all effectively</i>	6	8.8
Totals	68	100
<i>Comments received</i>	48	

3.4/...

3.4 Sustainability

Learning for sustainability has been embedded within the framework in order to support teachers in embracing and promoting principles and practices of sustainability in all aspects of their work.		
Q4 How effectively does the framework of standards reflect the importance of learning for sustainability?	No.	%
<i>Very effectively</i>	10	14.7
<i>Effectively</i>	29	42.6
<i>Not that effectively</i>	19	27.9
<i>Not at all effectively</i>	9	13.2
<i>Other</i>	1	1.5
Totals	68	100
<i>Comments received</i>	48	

3.5 The Standards for Registration

The Standards for Registration incorporate the Standard for Provisional Registration and the Standard for Full Registration, with professional actions detailed at two levels.		
Q5 Is it useful to have these two standards within the one document?	No.	%
<i>Yes</i>	62	87.3
<i>No</i>	9	12.7
Totals	71	100
<i>Comments received</i>	49	

Q6 How effectively do these two standards articulate the progression from Initial Teacher Education to the early phase of a registered teacher's career?	No.	%
<i>Very effectively</i>	23	32.9
<i>Effectively</i>	35	50.0
<i>Not that effectively</i>	7	10.0
<i>Not at all effectively</i>	5	7.1
Totals	70	100
<i>Comments received</i>	36	

Q7 How appropriate are the benchmarks and assessment provided by the Standards for Registration in order to award related qualifications and registration?	No.	%
<i>Very appropriate</i>	14	20.0
<i>Appropriate</i>	35	50.0
<i>Not that appropriate</i>	15	21.4
<i>Not at all appropriate</i>	6	8.6
Totals	70	100
<i>Comments received</i>	48	

3.6/...

3.6 The Standard for Career-Long Professional Learning

The Standard for Career-Long Professional Learning provides a framework for experienced teachers to develop and advance practice as they progress throughout their careers.		
Q8 How effectively does the Standard for Career-Long Professional Learning meet the needs of experienced teachers to develop practice?	No.	%
<i>Very effectively</i>	11	15.9
<i>Effectively</i>	32	46.4
<i>Not that effectively</i>	14	20.3
<i>Not at all effectively</i>	12	17.4
Totals	69	100
<i>Comments received</i>	54	

Q9 Would five years after gaining the Standard for Full Registration be an appropriate time for teachers to consider their development against the Standard for Career-Long Professional Learning?	No.	%
<i>Yes</i>	39	55.7
<i>No</i>	31	44.3
Totals	70	100
<i>Comments received</i>	45	

3.7 The Standards for Leadership and Management

The Standards for Leadership and Management incorporates the Standard for Middle Leadership and the Standard for Headship.		
Q10 How helpful is the introduction of a Standard for Middle Leadership?	No.	%
<i>Very helpful</i>	18	26.1
<i>Helpful</i>	33	47.8
<i>Not that helpful</i>	12	17.4
<i>Not at all helpful</i>	6	8.7
Totals	69	100
<i>Comments received</i>	46	

Q11 How effectively do these standards articulate the progression from Middle Leadership to Headship and beyond?	No.
<i>Comments received</i>	50

3.8/...

3.8 Additional questions

Q12 These standards have been developed to support the professional learning of teachers. How suitable are they in supporting the development of educational professionals more widely, for example in the area of Professional Update?	No.	%
<i>Very suitable</i>	11	16.4
<i>Suitable</i>	36	53.7
<i>Not that suitable</i>	11	16.4
<i>Not at all suitable</i>	9	13.4
Totals	67	100
<i>Comments received</i>	45	

4 Comment

Currently we are analysing the qualitative data arising from written responses in the comments boxes of the survey and from other evidence, including summaries of the Glow Meets and the three regional meetings.

Although the analysis is at an early stage, already it is clear that there are some themes over which there is considerable consensus and some issues which have provoked debate:

- Many respondents have welcomed, some very warmly, the concept of placing values at the centre of the Standards.
- At the same time, some have felt that some values would benefit from more precise definition. This is especially true of the notion of learning for sustainability, where different respondents interpreted this in different ways; some regarding it as referring to pupil learning about sustainable practices ecologically and others interpreting it as a reference to sustainable professional development for teachers.
- Many respondents welcomed the inclusion of leadership skills across the Standards. A number of respondents raised concerns that the emphasis on leadership could be used to ask more of teachers. These concerns were also expressed by a number of respondents in respect of the Standard for Career-Long Professional Learning (SCLPL), with some expressing the view that as currently phrased, it is very demanding, with some also concerned it could be used in the area of competency.
- Most respondents felt that it was useful to incorporate the Standard for Initial Teacher Registration and the Standard for Full Registration in the one document. Some welcomed this very strongly, finding it helpful in illustrating progression; however some flagged up the potential for confusion. A few respondents argued that there should not be separate descriptions at Provisional and Full Registration but that one should apply to all.
- Some respondents felt that the SCLPL could also have been merged with this Standard, offering the opportunity for someone to be at different stages across the same Standard.
- There was a difference of opinion between those who thought the benchmarks appropriate and those who felt the attainment of these would depend on the resources allocated to supporting teachers. This theme of the importance of adequate funding for Continuing Professional Development featured in answers to several questions, especially those relating to the SCLPL and to the Standard for Middle Leadership.
- A range of/...

- A range of views were expressed on the SCLPL. Some respondents welcomed the introduction of this Standard, while others suggested that in its current format it is more of a framework than a Standard. This Standard drew more questions about specific details than the others, with several respondents believing that it needs closer links to the other Standards as well as a similar format to them.
- There were also questions asked about some of the language used in the SCLPL in defining teacher qualities, with some respondents asking for clarification or exemplification.
- There was a clear division of views on the appropriateness of five years as a timescale for reflection against the SCLPL. Some respondents felt this to be entirely appropriate, but others argued for more flexibility as people develop their skills at different rates, so some might be able to use the Standard at an earlier stage while it might take others longer to be ready.
- Although there was a broad welcome for the concepts involved in the Standard for Middle Leadership, a number of respondents did not like the use of the term Middle Leadership.
- A number of respondents believed that the Standards for Leadership and Management will contribute to progression between middle management and headship. Some respondents queried their helpfulness in going beyond headship.
- Some respondents argued that there still needs to be more articulation either between specific Standards or across the whole suite. Some felt that this could be represented diagrammatically in a more effective way.

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12 November 2012