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professionalism



Professional Recognition Guidance

Guidance for Individual Applications

November 2021

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Your Professional Recognition Application: Guidance

The following information is intended to support your reflections when filling out your Professional Recognition application. You may wish to use this to support a dialogue with your line manager or a critical friend.

Please ensure you are familiar with the more detailed information of Professional Recognition on the General Teaching Council for Scotland (GTC Scotland) website before starting your application.

1. What is Professional Recognition?

GTC Scotland Professional Recognition recognises the enhanced, significant and sustained enquiry a teacher has undertaken and the development of their professional learning in a particular area. Professional Recognition provides the opportunity for a teacher to be recognised as an accomplished/expert teacher, whose practice is underpinned by ongoing reflective enquiry.

Professional Recognition is underpinned by the [Standard for Career-Long Professional Learning](#) (CLPL). This Standard is closely aligned to features of the Scottish Framework for Masters in Education that leads to advanced professional knowledge and pedagogical expertise that registered teachers develop and maintain as they continue to progress in teaching and across the education profession. Some practitioners may however choose to reflect using the [Standard for Middle Leadership](#) (SML) and [Standard for Headship](#) (SFH).

“Central to the Standard for Career-Long Professional Learning is the core principle of practitioner enquiry. This involves teachers having an enquiring disposition by thinking critically and questioning their own educational beliefs, assumptions, values and practices. Teachers will continue to develop knowledge to enhance, progress and lead the learning experiences of all their learners and work collaboratively with colleagues. The teacher as a strong and engaging expert is open to change and engages with new and emerging ideas and approaches for learning and teaching within the ever-evolving curricular and pedagogical contexts in which learning and teaching take place.

GTC Scotland 2021

To gain professional recognition in a specific area of expertise, you are required to demonstrate:

- ❖ Enhanced, significant and sustained professional learning, aligned to the CLPL (or SML/SFH) leading to the development of expertise and accomplishment in the specified area.
- ❖ Professional expertise/accomplishment within a specific curricular/ educational context in line with the Scottish Framework for Masters in Education.
- ❖ Professional learning and development related to the area of expertise/accomplishment.
- ❖ Professional reading and research related to area of expertise.
- ❖ Critical reflection and analysis of impact on professional practice, learners and learning. Evidence of how you have shared this expertise and what the impact of this was on your colleagues and/or the wider educational community.
- ❖ Summary of professional discussion with line manager.

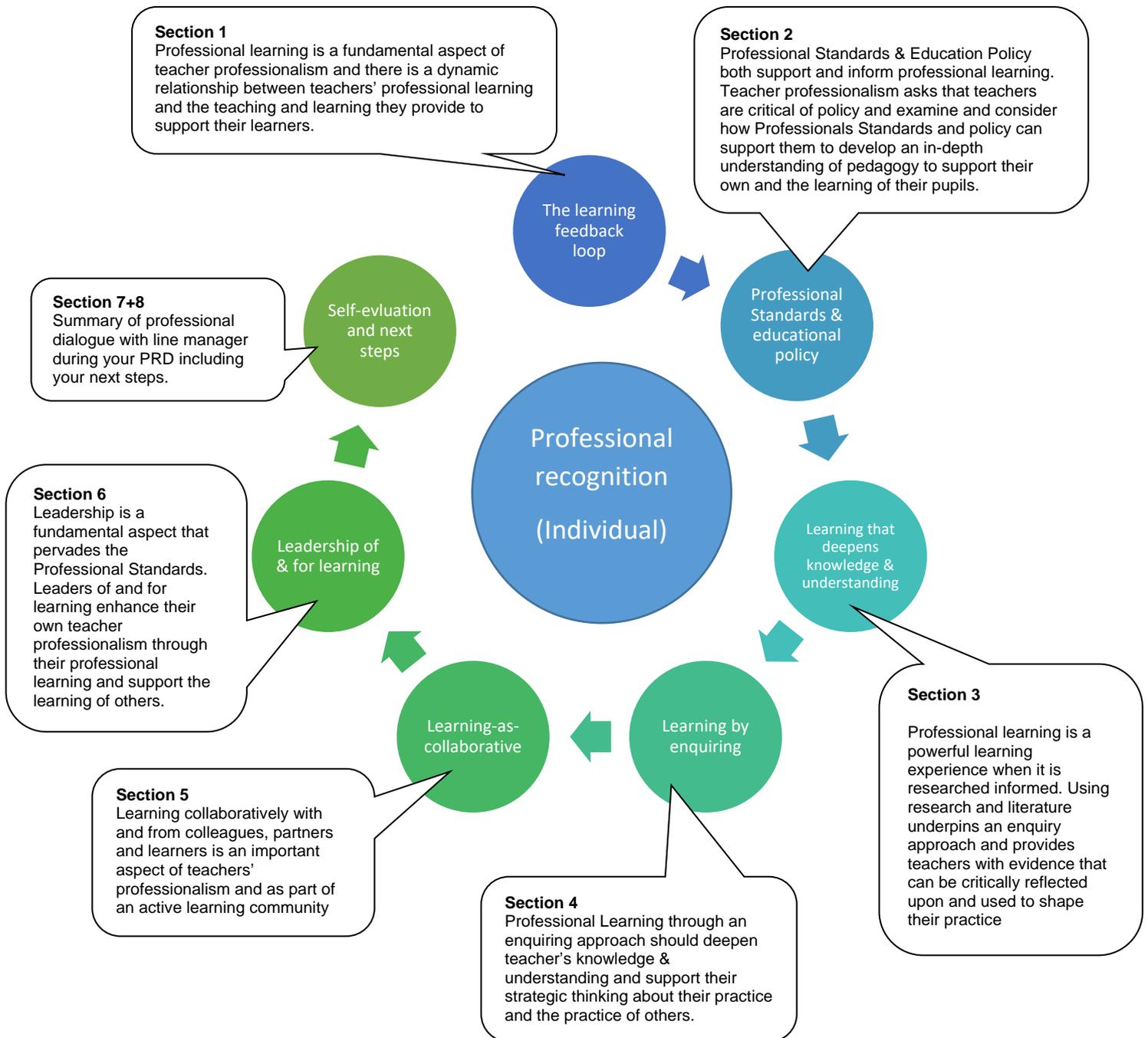
In short, to gain professional recognition you must demonstrate how your sustained professional learning has encompassed all aspects of the national model of professional learning.



National model of professional learning

2. Completing the Professional Recognition Application Form

The graphic below shows the application process.



3. Support to complete Professional Recognition Application

The following advice is offered to support you to complete your professional recognition application.

3.1 Section 1 The learning feedback loop

The learning feedback loop is at the heart of the Professional Learning model. There is a dynamic relationship between learners and teacher's professional learning. Your professional learning should be informed by your learners, their voice and needs, and should impact positively upon the experience of the learners. Professional Learning should take account of and reflect the unique circumstances of the learning community.

In this section you should clearly set out your rationale for the area you are seeking Professional Recognition in (please note you can only claim in one area).

The following questions aim to support your reflections across this section:

Why is this professional learning of importance;

- *for your learning in your professional context,*
- *for your learners,*
- *for the learning of your colleagues,*
- *for your future development?*

3.2 Section 2 Professional Standards and Policy

Professional Standards and educational policies both support and inform professional learning and help teachers to develop an in-depth understanding of pedagogy to support their own and the learning of their pupils. It is important to examine and consider them in action and understand the connections and coherence across educational policies and the Professional Standards.

This section requires a depth of critical analysis, in line with the Standard for Career-Long Professional Learning, on your learning and the impact this has had on your thinking, learning and practice.

The following questions aim to support your reflections across this section:

- *Which current policy or initiative your professional learning was influence by or addresses?*
- *Which areas of the Standard for Career-long Professional Learning (or SML/SFH) did you use to critically reflect/ signpost/ act as a catalyst to guide or frame your thinking and practice?*
- *How did you plan and design your professional learning?*
- *In what ways was this a sustained professional learning opportunity? How has this professional learning been coherent and systematic?*
- *How did this professional learning experience lead to expertise/accomplished practice?*
- *In what ways has this professional learning helped you to consider your beliefs, values and professional actions and explore your professional identity?*

3.3 Section 3 Learning that deepens knowledge & understanding

This is a key section in terms of the foundations of your application. This is not only asking what you have done but what you have learned and how you have professionally developed.

Professional learning should inform, challenge, and help to understand why we do what we do. It can be a powerful learning experience when it is researched informed. Enquiry is the basis for reflective and strategic thinking about practice (metacognition) and becomes the methodology for professional learning.

This section requires an informed theoretical rationale that underpins this enquiry and a reflection of how the research, literature or policy has changed your thinking and practice.

The following questions aim to support your reflections across this section:

- *A detailed description of the professional learning you engaged in.*
- *Details of what research, literature and policy critically informed and underpinned your professional learning in this area.*
- *A critical reflection on how your professional learning informing your depth of knowledge and understanding?*
- *How is your depth of knowledge growing in relation to your skills and expertise?*
- *How this affected your thinking in this area of practice?*
- *A critical reflection on how this change to your thinking has impacted on your practice and outcomes for children.*
- *What challenges you encountered and how did you overcome these challenges?*
- *An evaluation on the impact on your learners and what evidence do you have to support these assertions?*
- *How have you developed as a professional during this learning activity?*
- *A critical reflection on the benefits of any changes to your practice and thinking and the impact this has had on you.*

3.4 Section 4 Learning by enquiring

Professional Learning through an enquiring approach should have an impact on your practice and the learning of others. There is an ethical prerogative to taking an enquiry stance to try to improve outcomes for children and young people.

In this section, you need to clearly show the features of enquiry outlined in the Scottish Framework for Masters in Education, showing the theory into practice links and the core principles of practitioner enquiry. It requires details of the professional actions you demonstrated in this area of expertise. You need to provide evidence of your critical analysis and evaluation of the impact of this area of expertise on your thinking and practice.

The following questions aim to support your reflections across this section:

- *What questions do you have about yourself? your learners? your context?*
- *What was the intended impact of your professional learning and do you think this was achieved?*

- *How has your work in this area of expertise/accomplishment enabled you to develop as a practitioner?*
- *What data did you collect to show the impact of your professional learning on yourself, your colleagues and your pupils? How can you demonstrate how you know this?*
- *What were the pleasant surprises that occurred during this professional learning?*
- *How have you developed as a professional during this learning activity, particularly in the areas of being open to change, risk taking and developing your own professional voice?*
- *How are you opening conversations and developing thinking and understanding about learning for you and your learners by critically enquiring into practice?*
- *How you will ascertain and use evidence to understand and make critically informed decisions about the 'so what?' and 'what now?'*

3.5 Section 5 Learning-as-collaborative

Learning as collaborative means learning with and from colleagues, partners and learners as part of an active learning community.

In this section you are required to demonstrate that you have shared and contributed to the learning of others. A clear explanation and analysis is required to demonstrate your collaborative practice in this area of expertise and the subsequent impact this had on your colleagues' understanding and practice in this area.

The following questions aim to support your reflections across this section:

- *What collaboration was involved during this sustained professional learning?*
- *How did this enhance their thinking and what was different for them? How do you know?*
- *How did you develop collaborative professionalism with colleagues?*
- *How did you use a coaching approach to support colleagues to meaningfully engage in this professional learning?*
- *What conversations about learning can you have with learners, parents and partners to focus on the impact of learner's experiences?*
- *How were your pupils involved and what difference did this make to your learning and their learning? How do you know?*
- *How will you contribute proactively to shared learning across your school/learning community?*

3.6 Section 6 Leadership of & for learning

Leaders in the widest sense understand that people are the drivers and enactors of improvement. Professional learning and development is the means by which this is put into action. As a priority, leaders commit to, and invest in, their own professional learning and development, creating the conditions where it can thrive.

This section requires a depth of critical analysis of the leadership of and for learning you developed through this experience and how this has impacted on you as a learner and you as a leader.

The following questions aim to support your reflections across this section:

- *How this professional learning supported you to develop a vision to lead and support your own and the learning of others?*
- *How did you use learning conversations to create meaningful engagement in this sustained professional learning?*
- *How did you use a coaching approach to support colleagues to meaningfully engage in this professional learning?*
- *How have you shown professional courage through this professional learning experience?*
- *How has your learning linked to the improvement planning cycle in your context?*
- *How has this professional learning supported you to develop a vision and lead and support your own and the learning of others?*

3.7 Section 7 Self-evaluation of professional learning identifies aspects that can be further explored and developed.

In this section, you are required to demonstrate that you have considered how you will further develop in this aspect of professional learning and demonstrate how this is underpinned by the CLPL Standard (or SML/SFH)

The following questions aim to support your reflections across this section:

- *What are the next steps for the development of this area of expertise/accomplishment and your future professional learning?*
- *How will your thinking and practice be informed by the CLPL Standard?*
- *How do you intend to further develop this area in the future?*
- *What further professional learning will you engage with and your planned professional actions?*
- *How is this linked to relevant aspects of the CLPL (or SML/SFH)?*

3.8 Section 8 Summary of professional dialogue and next steps

Professional Recognition is an integral part of the supportive professional dialogue you have with your line manager as part of your PRD/Professional Update.

Clearly outline the key points from your professional discussions as an ongoing part of your PRD to demonstrate your critical reflection on your learning and development, how this has been underpinned by the CLPL Standard (or SML/SFH) and how this has impacted on your professional practice and the professional practice and learning of others.

The following questions aim to support your reflections across this section:

- *With reference to the areas of the Professional Standards mentioned in the section, Professional Standards & Policy, how do you intend to further deepen and develop your area of expertise in the future?*
- *What overall impact will this further learning have on your expertise/accomplished practice and your learning community?*
- *How do you plan to systematically investigate, analyse and evaluate the impact of practice?*
- *What are your next steps for development?*

3.9 Section 9 Declaration

Professional Recognition application must be signed and dated by you and your line manager.