

INSPIRING WORLD-CLASS
TEACHING PROFESSIONALISM



Review of Professional Standards

Summary of Final Consultation Responses

November 2020

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1 The purpose of this report

This report summarises the outcomes of a final consultation in relation to proposed changes to the suite of Professional Standards for Scotland's teachers. Our approach to consultation is described alongside an analysis of the data we gathered. The suite of Professionals Standards has been amended in response to this feedback, the final draft iteration are put forward for consideration by the General Teaching Council for Scotland's Council (GTCS) in December 2020.

2 The Professional Standards

The Professional Standards need to constantly evolve as the landscape of education and the public's expectations of its teaching professionals are ever changing. Increasingly, there are multiple purposes for the Professional Standards, such as:

- ❖ to create a shared language for teaching professionals.
- ❖ as a benchmark for professional competency;
- ❖ to develop and enhance professionalism;
- ❖ to support career-long professional growth;
- ❖ to provide a framework for Initial Teacher Education, probation and leadership pathways and programs; and
- ❖ to ensure and enhance public trust and confidence in the teaching profession.

In Scotland, the Professional Standards are values-based and do not focus on behaviours but encourage professional criticality and self-evaluation. They articulate definitions of acceptable practice and aspirations for enhancement and offer activities that should encourage reflective practice. Teachers' values and beliefs guide their actions, classroom relationships and pedagogy. Inclusion is a universal value which requires all teachers to embrace the diverse needs of every learner and promote equity, equality, respect and compassion.

Professional Standards have been conceptualised to support a teachers' journey from becoming a teacher linked to the Standard for Provisional Registration (SPR), through being a teacher aligned to the Standard for Registration (SFR) and then growing as a professional through self-evaluation against the Standard for Career-Long Professional learning (CLPL). Additionally, the Standard for Middle Leadership (SML) and Standard for Headship (SFH) are a reflective framework to support those in leadership positions to self-evaluate their current practice and identify areas for development.

The current suite of Professional Standards was launched on 1 August 2013 with the substantive content having been written in 2012. At the time of publication, a commitment was given by GTCS that these would be reviewed on a five-year cycle.

In its report, "Improving schools in Scotland: an OECD perspective" (2015), the OECD (the intergovernmental Organisation for Economic Cooperation and Development) provided specific commentary on the Professional Standards for Scotland's teachers as follows:

"The standards are bold and supportive [sic]... However, standards frameworks are much harder to implement effectively than to set in the first place. There is a question of how deeply the GTCS standards have moved from the theory to the practice and become embedded in the professional culture of the Scottish educational system." (2015:126)

Subsequent to the OECD report (2015) and in line with the five-year evaluation cycle, the following developments led GTCS to conclude that it was the appropriate time to start the review the Professional Standards.

- Evaluation of feedback gathered from teachers as Professional Update has been rolled out, implemented and embedded.
- Curricular developments.
- Developments and changes in education policy.
- Developments in teacher professionalism and leadership thinking and practice, as reflected in the National Improvement Framework.
- Contemporary national and international research.

A summary of the story of the background and development of Professional Standards and Professional Code in Scotland can be found in appendix one.

3 Consultation methodology

The consultation collected data in several ways. The GTC Scotland website was used to showcase the draft suite of Professional Standards approved by Council in June 2020. Through this website page, GTC Scotland Teaching Scotland magazine, and GTC Scotland Twitter activity a call to action was released to offer the opportunity to be involved in a final set of focus groups or alternatively complete an online form.

All data collected was qualitative. The data from the focus groups and online form was coded in response to the three questions offered in the call to action which were;

- ❖ Is the structure, language and content of the Professional Standards 2021 coherent and usable?
- ❖ How well do the Professional Standards 2021 articulate what it means to be a teacher in Scotland?
- ❖ What help is needed to support the enactment of the Professional Standards 2021 as central to teacher professional learning and development?

4 Consultation responses

The call to action was open from August 2020 to September 2020 and 118 responses were received. Additionally, a further 26 responses were submitted through the online consultation format and three longer responses received from Learning for Sustainability Scotland, Children in Scotland and Education Scotland.

Fifteen focus groups were convened between 19 October 2020 and 13 November 2020.

5 Findings

The suite Professional Standards 2021 was overwhelmingly welcomed, with the vast majority of participants agreeing that they were a major improvement on previous suite of Professional Standards.

5.1 Is the structure, language and content of the Professional Standards 2021 coherent and usable?

5.1.1 Structure

The vast majority of participants commented that they thought the new 'look' of the Professional Standards 2021, was provided clarity, and they were helpful and coherent. Participant offered possible improvements which were considered before the final drafts were presented to Council in December 2020. For example, the background, font and orientation of the tables may limit accessibility for all teachers. Few participants suggested that having different colours for each Professional Standard would be helpful for teachers to navigate the whole suite. Alongside this it was also suggested that additional graphics particularly around the conceptualisation around the structure of each Professional Standards, i.e. the being, knowing and thinking, and doing, also the suite of Professional Standards, i.e. becoming, being, growth and leadership, would be helpful to support teachers to find and position themselves within the narrative and be able to interpret and translate this into practice in their own context.

The structure is wonderful, really well reasoned and wonderful, they are really clear and useable and easy to navigate

In responding to the change in tone and language, participants commented that the language was now much clearer and therefore more understandable for teachers and other stakeholders. In particular, the SFH has been improved by the use of more succinct and concise language making it is less verbose than the previous version.

Adopting more accessible language and using this consistently across the suite of Professional Standards for example, the alignment of the SPR, SFR and CLPL, was also cited as a helpful change to support teachers to translate and evidence through practice. One participant also suggested that the alignment also made the Professional Standards 'less daunting'.

5.1.2 Cohesion

Participants were overwhelmingly positive about the coherence of the new Professional Standards 2021. They commented that they are more explicitly coherent and show the connectivity across the Professional Standards and important themes can be navigated, i.e. enquiry, curriculum leadership, leadership at all levels, making these easier to engage with.

Participants also noted that there was more explicit coherence through each Professional Standard with Professional Values being more referenced throughout rather than just in that particular section.

I'm really please how PS are much easier to read, they show progression

The view of easier accessibility was not shared by all participants there was a minority view that it could possibly be more challenging to see how progression happens, for example, from SPR to SFR and beyond. Additionally, there was a comment that there was a significant gap between CLPL and SML.



5.2 How well do the Professional Standards 2021 articulate what it means to be a teacher in Scotland?

GTC Scotland are mindful of and sensitive to the current global pandemic situation, participants appreciated the inclusion of Health and Wellbeing for teachers.

The professional values section, I think these are a really powerful, persuasive message to teachers - they begin with teachers own wellbeing, and I don't know that that's ever been made explicit before.

*Reading the remainder of the values - who *wouldn't* want to be that person? It's really inspiring.*

5.2.1 Being a Teacher in Scotland

The 'Being a teacher in Scotland' was very well received. All focus group participants expressed the view that this was very helpful and was fundamental to who we are as a teaching community in Scotland, regardless of stage of career. It was commented that this set expectations, gives control and ownership to the profession, especially when it comes to examining professional beliefs, values and attitudes. This section also was helpful that it promotes professional dialogue and reflection on what it means to be a teacher and supports the understanding of complex concepts and progressions, for example, judging wisely within SPR and how this is different to judging wisely within SML.

There was one dissenting view from the written feedback which raised concerns that the introductory section "*makes for uncomfortable reading because of its overtly nationalist (lower case 'n') message*".

I like the title of 'being a teacher' that values-based profession...for me is very important, what that looks like in action...connections from values to action to life-long commitment to PL

What it means to be a teacher in Scotland, it presents a clear challenge to teachers, part of your job is life-long learning, continual improvement, re-igniting a fire in teachers for life-long learning

More representative as a teacher, refreshing for me

Being a teacher is front and centre with values and ethos, this is really powerful

Narrative for being a teacher in Scotland is inspiring

Something that describes how wonderful it is to be a teacher, and what an achievement it is to gain registration.

5.2.2 Professional Values

The Professional Standards need to reflect and be relevant to everyday usage, participants noted that the language used to introduce the values is very clear and fits in with the national picture of where we are as a society. Although the increased emphasis on Additional Support Needs, Learning for Sustainability and Equality was welcomed, there were individual comments that some elements of sustainability need to be brought to the fore, for example, the natural environment dimension.

It was suggested that the Professional Values help teachers to develop emotional intelligence and literacy, to recognise and address their own barriers and biases and feeling confident to speak up, however there was a call for further illustrations which would be helpful for working with student teachers.

The last point to note in respect to Professional Values was it would be helpful if these were summarised to be less prescriptive and to demonstrate trust in teachers.

The values are great, the key aspects everything we believe in...HWB of staff and positive relationships... additional tie in with current Scottish education...nothing extra but reactive to current landscape

Values need to be central...children pick up on the energy of the teacher ethos and values are important,



5.3 What help is needed to support the enactment of the Professional Standards 2021 as central to teacher professional learning and development?

The final question for the focus groups and online submissions give a plethora of suggestions as to the support that could be offered to support the teaching professions to engage with and translate into practice the Professional Standards 2021. An interesting point was raised by a Parent group member who asked GTC Scotland to remember that all teachers are as individual as they children and young people they work with, so have a variety of approaches to ensure all teachers can engage with Professional Standards.

Changes to PS

- Outline the relevance of Professional Standards and the underpinning philosophy
- Create a presentation that charts the changes from the Professional Standards 2012 to Professional Standards 2021
- Create an online portal to gather on-going feedback of Professional Standards as they are enacted in practice.
-

Visual Presentation of Professional Standards

- Making the suite of Professional Standards more visually appealing using different colours, background, font and graphics that are accessible
- Create graphics which show the conceptualisation of the structure of each Professional Standard and across the Professional Standards
- Create infographics for parents, stakeholders and children and young people.

Additional Materials

- Provide an abridged version that has only ‘the standards’ (on illustrations)
- Professional guides with links to additional support materials
 - How to regularly engage with Professional Standard to use these as a signpost as well as a retrospective self-evaluation tool, for teachers and those who are supporting teachers
 - Creating flowcharts that support teachers to engage in self-evaluation
 - Offer digital space with reflective questions to stimulate self-evaluation and identify next steps in development.
- Downloadable workbook of Professional Standards and reflective questions with space to reflect and annotate which would support PRD
- Identify professional reading and other useful resources to link Professional Standards and Professional learning
- Online webinars to support engagement with Professional Standards, particularly around the themes of Being a teacher in Scotland, Knowledge and Understanding and Professional Abilities.
- Offer materials, webinar etc within the national Coaching model to support effective PRD through the adoption of a coaching and mentoring approach.

Additional Support

- Support Local authority personnel and headteachers to ensure the Professional Standards are embedded in daily practice beyond the annual entitlement of PRD and five-year PU sign-off
- Consider specific support for Directors of Education and headteachers as role models to demonstrate and share how Professional Standards underpin teacher professionalism.

It is important that leadership need to drive this forward and ignite the interest and keenness in staff

Website

- Materials and information on website needs to be re-organised to make it more searchable and accessible
- Explore a digital solution to make links between Professional Standards and MyPL more explicit and accessible

Digital media

- Consider using various social media channels to support the profession to enact the Professional Standards 2021.
- Explore the creation of an application with push notification to engage with the teaching profession

Launch events

- Alongside the national launch, there should also local roadshows to help local authorities and headteacher to support the embedding of Professional Standards into teachers’ practice.

- Find ways to enable all teachers to access and engage with the suite of Professional Standards 2021
- Explore the creation of advocates to “carry the message” of Professional Standards

An interesting comment that may be worth exploring was offered by one participant who shared that perhaps recognising and celebrating when teachers engage with Professional Standards through PRD and Professional Update could be helpful.



5.4 General feedback

The suite Professional Standards 2021 was overwhelmingly welcomed, with the vast majority of participants agreeing that they were a major improvement on previous suite of Professional Standards. It was noted that although the structure had changed and the content reduced, by the careful use of language the Professional Standards 2021 felt familiar but refreshed and would be more workable in practice. This extends to being more supportive of professional dialogue to enhance teacher professionalism.

It should also be noted that there were a few dissenting voices, who expressed their view that the Professional Standards 2021 were still too comprehensive, wordy and would be problematic to translate into practice.

There was many positive comments about the addition of the 'Being a Teacher in Scotland' section and how this linked with the Professional Values and support the development of teacher identity from ITE through a teachers career, both as an educator but also as a life-long learner. Additionally, the highlighting of Learning for Sustainability and inclusion was welcomed as fundamental aspects of a values-based Professional Standards.

The Professional Standards side-by-side view presented on the website was highly praised as it allowed all five Professional Standard to be views concurrently and hence supports teachers to effortless move between Professional Standards rather than be married to one

or two. Also, the change of language from ‘professional actions’ to ‘professional illustrations’ was welcomed as it offered a more professional stance to be adopted rather than a ‘tick-list’ mentality. This said, there were a few participants who commented that keeping ‘professional actions’ for the Professional Standard that are benchmarks, i.e. Standard for Provisional Registration and Standards for Full Registration, would be helpful.

However, some participants notes that there needs to be further clarity on which parts are ‘the standard’ and which parts are illustrations of practice.

5.4.1 Children in Scotland

Children in Scotland kindly offered feedback via the online form. Although they acknowledge that teachers are the target audience for the Professional Standards, they suggest that the language and content would not be accessible to other stakeholders, including children, young people, and parents. They also offer that direct reference to the views of children and young people would support teacher’s daily interaction and relationship building. Finally, Children in Scotland also note that teachers need to be fully supported in order to engage with and translate Professional Standards into practice, in their view this is currently prohibited by the limited amount of non-contact time and opportunities to access professional learning.

5.4.2 Learning for Sustainability Scotland

Through the online format Learning for Sustainability Scotland reported that they commend the strengthening of Learning for Sustainability in the suite of Professional Standards 2021. They also offered a suggestion that some specific and important changes were made to the final text of the Professional Standards to make clear for teachers the place of Learning for Sustainability that is well stated in the narratives of the ‘Introduction’ and ‘Being a teacher in Scotland’.

6 Response to Feedback

6.1 Amendments to the Suite of Professional Standards

The following specific changes have been made to the suite of Professional Standards:

Presentation

GTC Scotland are exploring the use of colour and images that enable accessibility.

Language

- ❖ Consider changing professional illustrations in SPF and SFR to professional actions.
- ❖ Change 3.2.2 “utilising learner participation”
- ❖ Ensure consistent use of language across the suite of Professional Standards
- ❖ ‘you’ instead of ‘they’ in the new Middle Leader standards.
- ❖ Expectation of digital learning enhanced - “know how to use digital technologies” changed to the “how to embed digital technologies”.
- ❖

Content

- ❖ Learning theories added alongside pedagogical theories
- ❖ Raise expectation that digital technology should be embedded in learning and teaching.

- ❖ "Teachers and school leaders have an individual and collective duty to safeguard learners, uphold their rights and promote equality and diversity across their learning community" – added to being a Teacher section.
- ❖ Within the overview document adding section numbers to show where they areas are covered in SPR/SFR and CLPL
- ❖ Teacher leadership given more emphasis
- ❖ Definition of leadership and management reinstated to SML and SFH
- ❖ Addition to bullet point 2 in professional values – social justice
- ❖ New definition for professional values – trust and respect
- ❖ ASN widened to include support for all children who have barriers to wellbeing and learning
- ❖ UNCRC referenced in suite of Professional Standards
- ❖ Standard for headship was reviewed through a lens of ASN

6.2 Resources created to support engagement with the Suite of Professional Standards

The following additional materials are currently in progress

- Provide an abridged version that has only 'the standards' (on illustrations)
- Professional guides with links to additional support materials
 - How to regularly engage with Professional Standard to use these as a signpost as well as a retrospective self-evaluation tool, for teachers and those who are supporting teachers
 - Creating flowcharts that support teachers to engage in self-evaluation
 - Offer digital space with reflective questions to stimulate self-evaluation and identify next steps in development.
- Downloadable workbook of Professional Standards and reflective questions with space to reflect and annotate which would support PRD
- Identify professional reading and other useful resources to link Professional Standards and Professional learning
- Online webinars to support engagement with Professional Standards, particularly around the themes of Being a teacher in Scotland, Knowledge and Understanding and Professional Abilities.
- Offer materials, webinar etc within the national Coaching model to support effective PRD through the adoption of a coaching and mentoring approach.

Teacher Professionalism in Scotland: The Story of our Professional Standards

2000	<p>The Government's White Paper 'Targeting Excellence - Modernising Scotland's Schools' was published January 1999. Described at the time by the Secretary of State for Scotland as a 'radical programme of improvement and modernisation to ensure a world-class school system for Scotland in the 21st century'. This called for a suite of Professional Standards to be created;</p> <ul style="list-style-type: none"> ❖ Standard for Initial Teacher Education (SITE), ❖ Standard for Full Registration, ❖ Standard for Chartered Teacher, ❖ Standard for Headship. <p>Standard for Initial Teacher Education</p> <p>The Standard for Initial Teacher Education (SITE) specified what was expected of a student teacher at the end of Initial Teacher Education, seeking provisional registration with the General Teaching Council for Scotland. Programmes of Initial Teacher Education needed to promote three main aspects of professional development:</p> <ul style="list-style-type: none"> ❖ Professional values and personal commitment. ❖ Professional knowledge and understanding; ❖ Professional skills and abilities; <p>These aspects are inherently linked to each other in the development of the teacher and it was this interrelationship among all three which developed the professionalism of the teacher and leads to appropriate professional action.</p> <p>Standard for Full Registration</p> <p>The Standard for Full Registration published in June 2002 served two main purposes;</p> <ul style="list-style-type: none"> ❖ To provide a clear and concise description of the professional qualities and capabilities teachers are expected to develop during their probation or induction year, and ❖ To provide a professional standard against which reliable and consistent decisions can be made on the fitness of new teachers for full registration with GTC Scotland. <p>The Standard for Full Registration defined the essence of 'what it is to be a teacher of Scotland's children and young people'. It was premised on three foundation stones of professional values and personal commitment, learning for sustainability and leadership at all levels.</p> <p>The Standard for Full Registration was split into three key areas;</p> <ul style="list-style-type: none"> • Professional values and personal commitment. • Professional knowledge and understanding. • Professional skills and abilities. <p>Standard for Chartered Teachers</p> <p>The Standard for Chartered Teacher is related to, and built on, the Standards for Registration (SFR). This Standard had four key components:</p> <ul style="list-style-type: none"> ❖ professional values and personal commitments; ❖ professional knowledge and understanding; ❖ professional and personal attributes ❖ professional actions. <p>The basic assumption of the Chartered Teacher was characterised by four central professional values and personal commitments:</p>
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	<ul style="list-style-type: none"> ❖ effectiveness in promoting learning in the classroom; ❖ critical self-evaluation and development; ❖ collaboration and influence; and ❖ educational and social values. <p>Standard for Headship</p> <p>The purpose of Standard for Headship was to define the leadership and management capabilities of headteachers. It defined the professional actions required of effective headteachers, acknowledged the changing context in which they operated and took account of the many challenges which they face. It served to inform, challenge and enthuse headteachers, and those aspiring to headship, and offered a template against which they could match their experiences and skills in order to determine their strengths and areas for development.</p> <p>The Standard for Headship analysed the role of the headteacher into Professional actions, and three essential elements which were:</p> <ul style="list-style-type: none"> ❖ Strategic vision, values and aims ❖ Knowledge and understanding ❖ Personal qualities and interpersonal skills.
2012	<p>Revised Professional Standards were developed in response to Teaching Scotland's Future (2010), which called for the re-professionalisation of the teaching profession. Embedded within the 50 recommendations was the need to focus on teacher leadership and practitioner enquiry. New Professional Standards were written in partnership with partners, agreed through consensus and were established as a significant element of educational policy.</p> <p>Professional Standards</p> <p>The Standards for Registration (SfR), comprising of the Standard for Provisional Registration (SPR) and Standard for Full Registration (SFR), developed as benchmarks of teacher competency and practice.</p> <p>The Standard for Career Long Professional Learning (CLPL) and the Standards for Leadership and Management (comprising of the Standard for Middle Leadership and Headship) presented as aspirational model for teacher development.</p>
2012/13	Series of roadshows undertaken to support the implementation of the new suite of Professional Standards.
2013	Implementation of current Professional Standards was mandated as from 1 August 2013.
2014	<p>Collection of evidence in relation to use of Professional Standards through annual Professional Update (PU) evaluation begins (data has been collected at end of each cohort (Signoff year:14/15, 15/16, 16/17, 17/18, 18/19).</p> <p>Professional Update Guidance Notes were published to support system validation of PU processes.</p>
2015	<p>Improving Schools in Scotland: An OECD Perspective (2015) report concluded,</p> <p><i>"In Scotland, the desired characteristics and qualities of human capital are enshrined in an inspiring set of Professional Standards, that following revision after TSF, are based on core values of social justice, integrity, trust and</i></p>

	<p><i>respect, and professional commitment through undertaking processes of professional enquiry. The Standards have been defined by the GTCS (the first self-regulatory professional organisation for teachers in the world). The Standards are bold and supportive of high quality individual professional judgement; they envisage teachers becoming 'extended professionals' (Hoyle, 1974), who are committed to continuous professional learning and engagement with ideas and information from outside their own classrooms as well as within them."</i></p> <p>The report recognised that Professional Standards frameworks are much harder to implement effectively than set in the first place. There was a need, the report indicated, to understand how deeply the Professional Standards have moved from theory to practice and become embedded in the professional culture of the education system.</p>
2017	<p>The discussion about reviewing the Professional Standards began in January 2017. A commitment had been given to a review after five years and in response to the ongoing impact of Professional Update. It was proposed that a review of the Professional Standards needed to consider the ongoing curricular developments with impact on registrants, the notion of teacher professionalism, contemporary national and international research, the view of registrants and stakeholders, developing education policy and thinking and gaps in provision including lack of cohesion with the College sector.</p> <p>The overall aim of the review was to produce an updated suite of contemporary and forward-thinking professional standards which were sustainable and could be embedded in both thinking and practice. A further key aim was for refreshed Standards to be accessible, relevant, coherent and underpinned by Professional Values to enhance professionalism, professional learning to promote high quality teaching and leadership to improve learner outcomes. The key question driving the review was, 'what does it mean to be a teacher in Scotland?' with the aim of reconceptualising the notion of teacher professionalism. The areas of leadership and the process of learning and teaching were to be enhanced and sustainability was to be at the heart of each Standard.</p> <p>In May 2017, groups were brought together for inputs by external experts and to form the mechanism for the review of the Professional Standards and the Professional Code. The following groups drove the review:</p> <p>Strategic Steering Group Operational Group – Standard for Registration Operational Group – Standards for Career Long Professional learning Operational Group – Standards for Leadership and Management Operational Group – Development of College Standards Operational Group – Code of Professionalism and Conduct</p> <p>It was agreed to review the Professional Standards and Professional Code simultaneously, in order to ensure a coherent, overarching framework and for professional values and personal commitment, professional skills and abilities and professional knowledge and understanding to remain central to all Professional Standards. It was also proposed to develop support materials for each Professional Standard.</p>

	<p>Non-negotiable items were agreed by the strategic group and the working groups, such as:</p> <ul style="list-style-type: none"> ❖ The centrality of the professional values ❖ The underlying themes of what it means to be a teacher/education leader in Scotland now and in the future ❖ Deepening the notion of teacher professionalism ❖ The Standards for Registration remaining the benchmark for teacher competence ❖ Leadership, values and learning for sustainability embedded across all Professional Standards ❖ Link closely with aspiration of Teaching Scotland's Future (2010) <p>GTCS commissioned a literature review about Professional Standards and from November 2017 to March 2018 a national conversation about Professional Standards was conducted. Feedback from this national conversation highlighted that teachers are more engaged with professional learning; there is a greater focus on the impact of teacher professional learning on children and young people; teacher more often engage on professional dialogue and have a greater willingness to try new approaches.</p>
2018	<p>Seven sessions were held to explore the role and content of the Professional Standards and in summer 2018 the redraft of the Professional Standards began. This redraft also included a redraft of the Professional Code for teachers in order to bring greater alignment between the suite of Professional Standards and the Professional Code.</p>

2019	<p>Refreshed draft Professional Standards were shared for public consultation, 30 September 2019 to 20 December 2019.</p> <p>At this time, the responsibility for the refinement of Professional Standards for College Lecturers transfers to GTCS.</p>
2020	<p>In January 2020, an analysis of 246 consultation responses and 19 other pieces of feedback was completed with 27 recommendations. A 5-year longitudinal PU study was completed in 2020. This includes recommendations for a more streamlined annual PU evaluation with an annual thematic focus, alongside other ongoing evaluation to support and influence changes to Professional Standards.</p> <p>In March 2020, a writing group were established to make final changes to refreshed Professional Standards. The new Professional Standards were completed and shared on the website in August 2020. At this time, GTCS opted for a final consultation to ratify the extensive changes made in line with the feedback from the consultation in October 2019.</p> <p>The final phase of consultation included 15 focus groups and an online feedback form to offer final advice around three questions:</p> <ul style="list-style-type: none"> • Is the structure, language and content of the Professional Standards 2021 coherent and usable? • How well do the Professional Standards 2021 articulate what it means to be a teacher in Scotland? • What help is needed to support the enactment of the Professional Standards 2021 as central to teacher professional learning and development?
2021	<p>From January 2021 support will be put in place to enable effective enactment. This will be launched through a lecture delivered by Graham Donaldson “Teaching Scotland’s Future – 10 years on”. This will be followed up by a raft of resources which will support understanding and enactment Professional Standards, signpost professional learning, support ongoing professional dialogue and PRD and support career aspirations.</p>
2021	Full enactment of Professional Standards as of 1 August 2021.

Inspiring world-class teaching professionalism

GTC Scotland *Comhairle Choitcheann Teagaisg na h-Alba*

The General Teaching Council for Scotland is the independent professional body which maintains and enhances teaching standards and promotes and regulates the teaching profession in Scotland. We strive to be a world leader in professional education issues.

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