Welcome to the Scottish Professional Learning Network meeting October 2020

Please switch off your mic and camera. Take the opportunity to get yourself a cuppa / refreshment while you are waiting.

You may find it useful to have the draft Professional Standards 2020-21 and the event agenda open on your device.

The event will begin shortly…..

Scottish Professional Learning Network

Professional Standards 2021 – Vision to Reality

Meeting agenda

9.30   Welcome and protocols

9.40   **Reflections** – Rosa Murray

10.10   Screen Break

10.20   **The Refreshed Standards** – Dr. Pauline Stephen

10.40   **The Standards Writing Groups (Highlights)**

            Standard for Provisional Registration – Aileen Kennedy (University of Strathclyde)

            Standard for Full Registration – Jean Laird (Fife Council)

            Standard for Career-Long Professional Learning – Roseanne Fitzpatrick (Highland Council)

            Standard for Middle Leadership – Alison Weatherston (Education Scotland)

            Standard for Headship – Valerie Drew (University of Stirling)

11.20   Comfort Break

11.35   **Breakout sessions in rooms 1-5** - reflective questions

12.15   Feedback

12.30   **Scottish Government Update -** Fearghal Kelly

12.35   Closing remarks - Co-Chairs

Protocols for today's meeting

- Please mute your microphone and switch off your video unless you are speaking (this is to preserve bandwidth, minimise feedback, echo and background noise).

- Please do post comments and questions into the chat pane.

- The event is not being recorded, but slides will be made available after the event at the SPLN blog.

- Please complete the feedback form at the end of the webinar. A link will be posted into the chat pane.

- You may wish to have a notebook/tablet to record your thoughts/observations during this session.

- We would recommend you have the draft Professional Standards 20/21 open on your device for the breakout sessions.

Using Webex
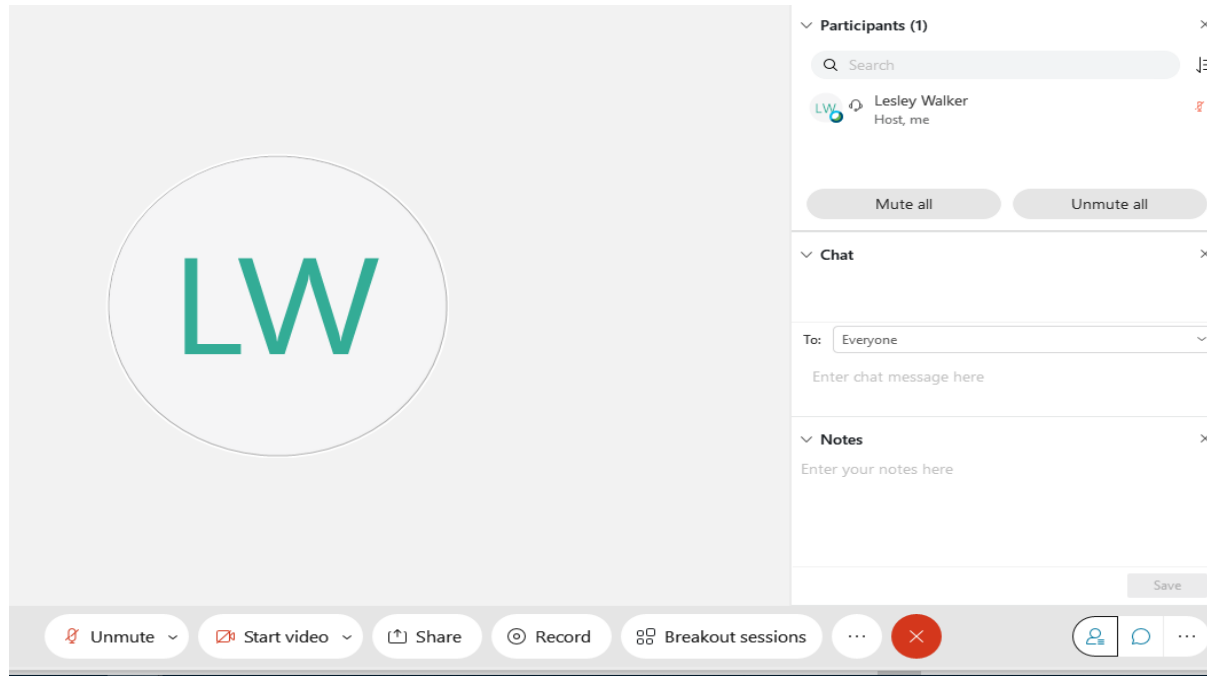
Breakout sessions will be opened by the meeting host. If you see a notification about breakout sessions please select 'Join Later'. You will automatically be taken into your allocated breakout room at the right time – you don't have to do anything. At the end of the breakout session, you will automatically be returned to the main room. There will be a minute's warning towards the end of the breakout session to allow you to complete your discussions.

Troubleshooting tips

- If you don't have any sound, you may want to check the audio settings on your device or within Webex.

- If you lose sound part way through, try leaving the meeting and coming back in again. This often resolves the issue.

- If you lose connection altogether, and had been accessing the meeting through your browser, try downloading the desktop app, as this can work better for some (ideally this would have been done beforehand, and may need to be done on a personal device rather than a work one).

- Stay close to your internet router/booster if you can.

- If all else fails, the slides will be made available on the SPLN blog later, and if you wish to share your thoughts on the draft Standards, you can do this by joining a focus group – details are at the GTCS website.

- Please accept our apologies in advance for any connection issues. These are often out with our control. Any feedback you provide about the Webex platform will be used to inform our next meeting.

Reflections

9.40

Rosa Murray

Co-Chair

University of Edinburgh

'Your ability to live a life that's full of love and meaning, to make the world a braver and kinder place, to disrupt and reshape the future, has very little to do with the greatness of your plan. It depends completely on your ability to get back up and begin again when your plan fails. What starts here changes the world if you're committed to getting back up and beginning again, the exact same number of times that you fall, trip, and get pushed down.'

Brene Brown

Screen break

10.10

Feel free to refresh your cuppa, stretch your legs and we will see you back at 10.20.

The refreshed Standards

10.20

Dr. Pauline Stephen

Director of Education, Registration and Professional Learning (ERPL)

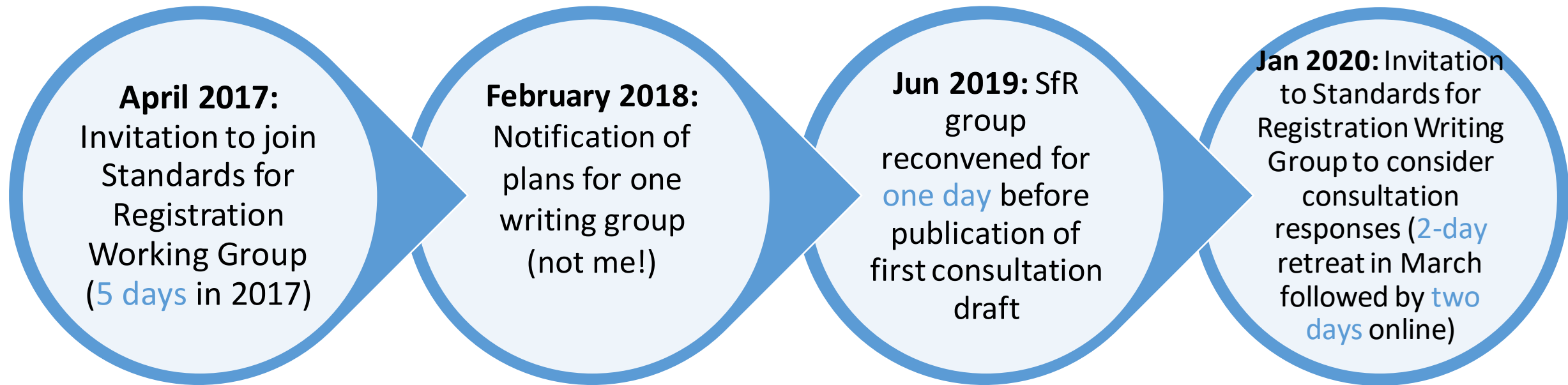GTC Scotland

The Standards Writing Groups (Highlights)

10.40 – 11.20

- Standard for Provisional Registration – Aileen Kennedy
- Standard for Full Registration – Jean Laird
- Standard for Career-Long Professional Learning – Roseanne Fitzpatrick
- Standard for Middle Leadership – Alison Weatherston (Education Scotland)
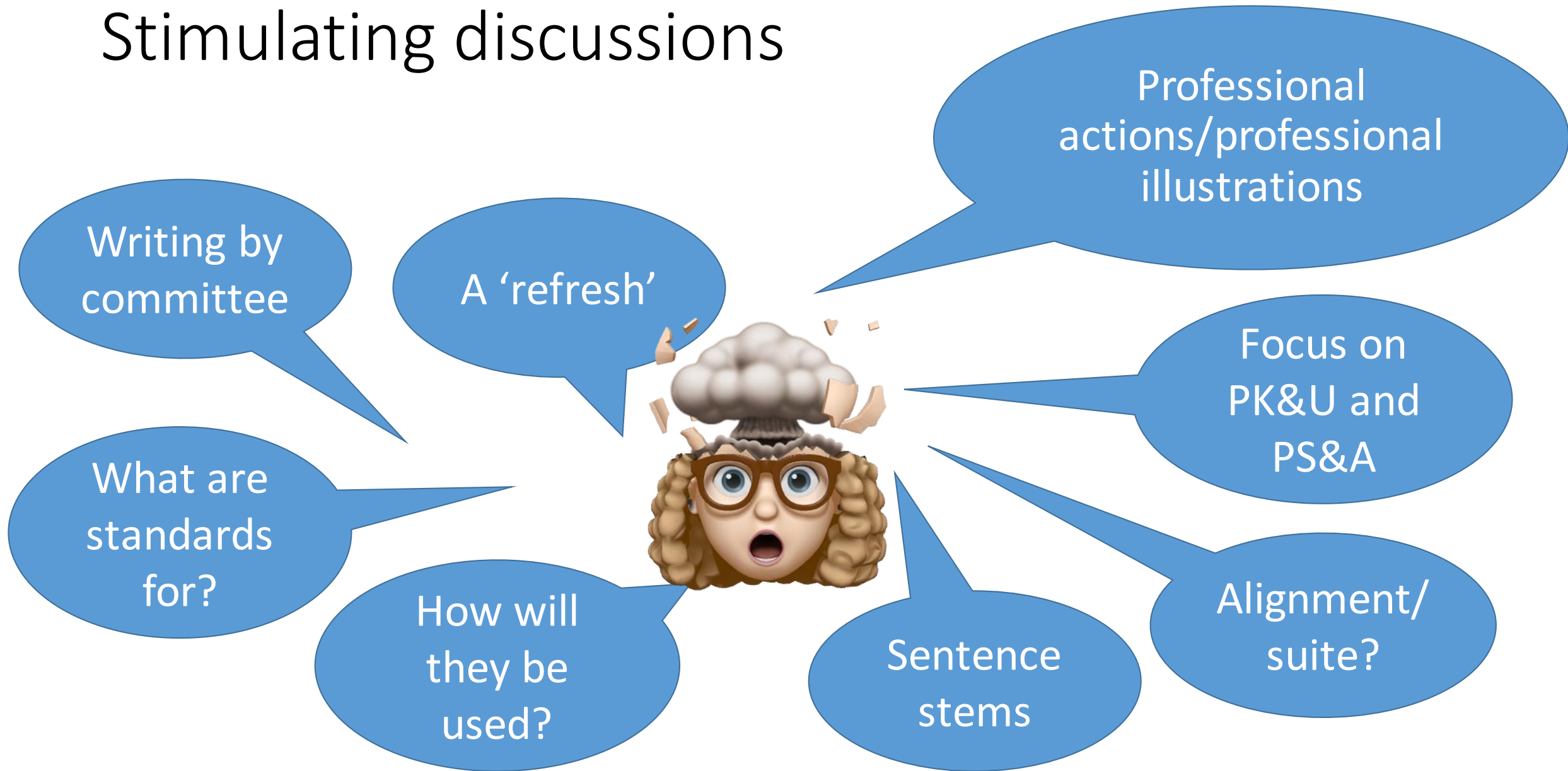- Standard for Headship – Valerie Drew (University of Stirling)

Contributing to the new Standard for Provisional Registration

Aileen Kennedy, University of Strathclyde

My involvement

April 2017: Invitation to join Standards for Registration Working Group (5 days in 2017)

February 2018: Notification of plans for one writing group (not me!)

Jun 2019: SfR group reconvened for one day before publication of first consultation draft

Jan 2020: Invitation to Standards for Registration Writing Group to consider consultation responses (2-day retreat in March followed by two days online)

Stimulating discussions

Future gazing....

A slight reconfiguration?

SPR ← Standard for Initial Registration → PU

Or...?

Given widespread acceptance of the role of teaching in improving student outcomes, it is not surprising that policy makers have turned to teaching standards as a lever for educational improvement. There are, however, long-standing critiques of standards that suggest they are reductionist and promote a dualism between theory and practice. Our purpose here is to propose a model of *Teaching for Better Learning* (*TBL*) that responds to those critiques and that captures the complexity of teaching rather than focusing on discrete elements. Our model foregrounds the salience of teachers' own situations and the active nature of teachers' practice in a way that integrates practice with relevant theory. We outline how the TBL model can be used to derive inquiry-oriented teaching standards, an alternative approach that challenges widely accepted conventions for the design of standards and, we argue, might better support the improvement of teaching and learning.

Sinnema, C., Meyer, F, & Aitken, G. (2016). Capturing the Complex, Situated, and Active Nature of Teaching Through Inquiry-Oriented Standards for Teaching. Journal of Teacher Education, 68(1), 9-27.

Contributing to the new Standard for Full Registration

Jean Laird, Fife Council
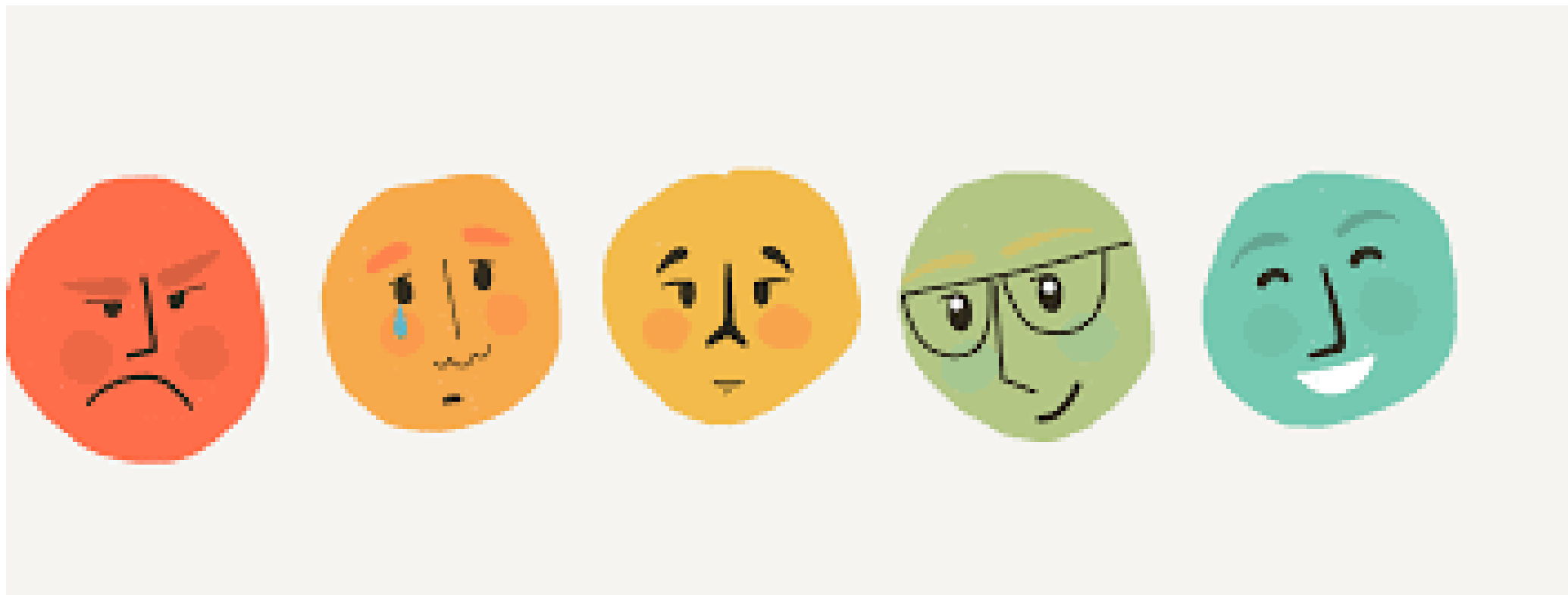
GTCS Standards writing group (SFR)

Duty makes us do things well, but love makes us do them beautifully.

Zig Ziglar

Background

Considering the consultation feedback

Process and approach

Contributing to the new Standard for Career-Long Professional Learning

Roseanne Fitzpatrick, Highland Council

-
- **Refresh of Professional Standards and Revised Professional Code**
- **GTCS Writing Group established**
- **Working with analysis of feedback from the consultation on the re-drafted Professional Standards completed December 2019.**
-
- **SCLPL - Who**
- **David Innes (GTCS Chair)**
- **Gillian Robinson (Senior Lecturer, University of Edinburgh)**
- **Roseanne Fitzpatrick (Probationer Teachers' Manager, Highland Council)**
- **Charlaine Simpson (GTCS Senior Education Officer)**
-
- **SCLPL - How**
- **10-11 March 2020 - GTCS Writing Retreat**
- **8 – 2-3 hrs MS Teams meetings between 27 March-20 April**
- **Systematic discussion on the overarching Standards feedback and CLPL specific feedback from consultation process**
- **Discussion on value of providing:**
- **Introduction to each Standard to set each one in the context of the Suite of Standards**
- **Section 1 – Being a teacher in Scotland; PVPC**
- **Section 2 – PKU**
- **Section 3 – PSA**

Key considerations

- Need for greater synergy /alignment across the standards
- Agreeing common themes under PKU and PSA
- Language and tone – more accessible
- Ownership by teachers – autonomy/agency and professional identity
- Enhanced professional – accomplished professional
- Centrality of values and commitment
- Criticality; reflection and role of enquiry in professional practice
- Highlighting themes such as digital literacy; equality and diversity; inclusion; ASN; sustainability and leadership

**Illustrations or strengthening of actions
to support reflection on practice and professional dialogue**

Outcomes for SCLPL by end of April for further refinement by GTCS

- **Section 1 - Being a teacher in Scotland**
- *Being a teacher in Scotland – setting the context*
- *Professional values*
- *Professional commitment*
- **+ relevant Professional Standard description**
-
- **Section 2 – Professional Knowledge and Understanding**
- **enhanced and critically informed** ………………
- **as an accomplished/expert teacher ………….**
-
- **Section 3 – Professional Skills and Abilities**
- **as an expert/accomplished teacher, you consistently demonstrate enhanced skills and abilities, working both individually and collaboratively, to:**

+ Illustrations

2 Professional Knowledge and Understanding

2.1 Curriculum & Pedagogy

Have an enhanced and critically informed knowledge and understanding of:

- Pedagogical Theories and Professional Practice
- Research and Engagement in Practitioner Enquiry
- Curriculum Design
- Planning for Assessment, Teaching and Learning

2.2 Professional Responsibilities

Have an enhanced and critically informed knowledge and understanding of:

- Education Systems
- Learning Communities

3 Professional Skills and Abilities

3.1 Curriculum and Pedagogy

- Plan effectively to meet learners' needs
- Effectively utilise pedagogical approaches and resources
- Effectively utilise partnerships for learning and wellbeing
- Effectively employ assessment, recording and reporting as an integral part of the teaching process to support and enhance learning

3.2 The Learning Context

- Effectively organise and manage learning
- Effectively utilise learner participation
- Build positive relationships for learning

3.3 Professional Learning

- Engage critically with literature, research and policy
- Engage in reflective practice to develop and advance career-long professional learning and expertise

+ Illustrations provided to support critical reflection and professional dialogue

Contributing to the new Standard for Headship

Valerie Drew, University of Stirling

Alison Weatherston, Education Scotland

Standard for Headship (2021)

2012	2021
1 Professional Values and Personal Commitment	**1 Being a Teacher in Scotland** 1.1 Professional Values 1.2 Professional Commitment 1.3 Standard for Headship
2 Professional Knowledge and Understanding 2.1 Curriculum 2.2 Education Systems and Professional Responsibilities 2.3 Pedagogical Theories and Practice	**2 Professional Knowledge and Understanding** 2.1 Curriculum, Pedagogy, Leadership and Strategic Vision 2.2 Professional Responsibilities
4 Professional Actions (i) Establish, sustain and enhance the culture of self-evaluation for school improvement; (ii) Develop staff capability, capacity and leadership to support the culture and practice of learning; (iii) Ensure consistent high quality teaching and learning for all learners; (iv) Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners; (v) Allocate resources effectively in line with identified strategic and operational priorities. Across all of these areas, Head Teachers contribute to leadership for improvement at school and system level.	**3 Professional Skills and Abilities** 3.1 Curriculum, Pedagogy, Leadership and Strategic Vision 3.2 The Learning Context 3.3 Professional Learning 3.4 Self-Evaluation 3.5 Resources

Standard for Headship (2021)

1 Being a Teacher in Scotland
1.1 Professional Values
1.2 Professional Commitment
1.3 Standard for Headship

2 Professional Knowledge and Understanding
2.1 Curriculum, Pedagogy, Leadership and Strategic Vision
2.2 Professional Responsibilities

3 Professional Skills and Abilities
3.1 Curriculum, Pedagogy, Leadership and Strategic Vision
3.2 The Learning Context
3.3 Professional Learning
3.4 Self-Evaluation
3.5 Resources

Contributing to the new Standard for Middle Leadership

Alison Weatherston, Education Scotland

Valerie Drew, University of Stirling

Standard for Middle Leadership (2021)

2012	2021

1 Professional Values and Personal Commitment	1 Being a Teacher in Scotland
	    1.1 Professional Values
	    1.2 Professional Commitment
	    1.3 Standard for Middle Leadership

2 Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills and Abilities
    2.1 Strategic Vision
    2.2 Professional Knowledge and Understanding
    2.3 Interpersonal Skills and Abilities
	2 Professional Knowledge and Understanding
	    2.1 Curriculum, Pedagogy, Leadership and Strategic Vision
	    2.2 Professional Responsibilities

3 The Professional Actions of Middle Leaders
  (i) Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement;
  (ii) Develop coherent approaches to professional learning which build and sustain teachers" practice;
  (iii) Lead and work collaboratively to enhance teaching which leads to high quality learning experiences;
  (iv) Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners;
  (v) Manage allocated resources proactively and effectively to meet learning and development priorities.
	3 Professional Skills and Abilities
	    3.1 Curriculum, Pedagogy, Leadership and Strategic Vision
	    3.2 The Learning Context
	    3.3 Professional Learning
	    3.4 Self-Evaluation
	    3.5 Resources

Standard for Middle Leadership (2021)

1 Being a Teacher in Scotland
- 1.1 Professional Values
- 1.2 Professional Commitment
- 1.3 Standard for Middle Leadership

2 Professional Knowledge and Understanding
- 2.1 Curriculum, Pedagogy, Leadership and Strategic Vision
- 2.2 Professional Responsibilities

3 Professional Skills and Abilities
- 3.1 Curriculum, Pedagogy, Leadership and Strategic Vision
- 3.2 The Learning Context
- 3.3 Professional Learning
- 3.4 Self-Evaluation
- 3.5 Resources

Comfort break

11.20

Time for another break.

Please return to the meeting at 11.35 when you will be allocated to your breakout session to consider some reflective questions.

Breakout sessions

11.20

Questions for discussion:

- Is the structure, language and content of the Professional Standards 2021 coherent, clear 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 Professional Standards 2021 as central to teacher professional learning and development?

Breakout session facilitators

Room 1 - Lesley Henderson and Roseanne Fitzpatrick

Room 2 - Dianne Cantali and Jean Laird

Room 3 - Jacqueline Morley and Aileen Kennedy

Room 4 - Kathleen Kerrigan and Valerie Drew

Room 5 - Rosa Murray, Rosemary Grady and Alison Weatherston

Breakout sessions feedback

12.00-12.15

Key points from each breakout room, from room facilitators.

Participants:

Please use the chat pane and type the word SPEAK if you would like to unmute your mic and add to the feedback.

Scottish Government update

12:30

Fearghal Kelly

Scottish Government Learning Directorate

Scottish Government update

- Additional professional learning support package for school staff:
  - Mental health support for the schools workforce
  - Coaching and mentoring education system offer
  - Enhanced support for post-probation teachers
  - Columba 1400 values-based leadership programmes
- Funding confirmed for level 11 learning for teachers through the Teacher Education Partnerships for this financial year.
- Regional Improvement Collaboratives: continuity of funding support to each RIC agreed for this financial year.
- The Classroom Support Staff Working Group met for the first time in February 2020 and reconvened at the end of September.
  - Established to consider how best we can empower and support classroom support staff. Currently working to consider a package of learning resources. Due to meet again in November.
- Equalities:
  - New PfG commitment relating to initial teacher education: *"address the under representation of Minority Ethnic teachers in Scotland by exploring alternative pathways into teaching for Minority Ethnic and other underrepresented groups"*.
  - Black Lives Matter and the Covid Expert Group on Ethnicity recommendations.
  - Gender Equality Taskforce.

Closing remarks and feedback form

12:35

Rosa Murray

SPLN Co-Chair

Feedback form:

See the link in the chat pane. Please complete the form before you leave the meeting today. Thank you.

Scottish Professional Learning Network

Professional Standards 2021 – Vision to Reality

Visit the SPLN BLOG - https://blogs.glowscotland.org.uk/glowblogs/plnetwork/