**Scottish Professional Learning Network**

**7th October 2020**

**Feedback on DRAFT Refreshed Professional Standards 2020**

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**Please provide feedback on the following discussion questions:**

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| **Question 1**  Is the structure, language and content of the Professional Standards 2021 coherent, clear and usable? |
| * This was a huge improvement from the original drafts of the standards before the rewrite. * The language used became much more coherent across the set of standards after the rewrite. * The links to enquiry approaches etc are all working concurrently and not as individual separate actions of teachers. * Enquiry approaches are progressive the whole way through the refreshed standards rather than sitting within one. You should, throughout your career, be expected to be an enquiring professional. * It is now much more explicit across the standards about the connectivity between the standards in relation to threads throughout e.g. enquiry, curriculum leadership, leadership at all levels. * Having the main section in each standard about ‘Being a Teacher in Scotland’ is a good idea as ultimately as registered teachers we all have this knowledge and understanding which underpins our actions at all levels in the system. * This keeps it fundamental to who we are as a teaching community in Scotland regardless of stage you are at in your career. * The language used to introduce the values is very clear and fits in with the national picture of where we are as a society. * The language used throughout the standards is much clearer than that used in these before the rewrite. These are then more understandable for not only teachers but also for other stakeholders. |
| **Question 2**  How well do the Professional Standards 2021 articulate what it means to be a teacher in Scotland? |
| * The refreshed standards make it very clear about what the expectations are for a teacher in Scotland. * We need to think about how we use the standards a part of recruitment processes (if this isn’t already the case). * The aspect of enquiring professionals is quite different from the standards underpinning teacher standards in other areas of the UK. * If we were to use these in recruitment processes they would need to be in line with local authority frameworks, values etc. * Is it clear enough around the responsibility of subject specialist teachers around what their responsibilities are to keep up to date with their specific subject area. * We know that we are trying to establish the role of the teacher as a whole to be a ‘good teacher’ and have high-quality learning and teaching skills, but we can’t forget that subject knowledge is also needed to ensure that children and young people are learning what is required in subject areas. * Do we need to make it clear that the SfR has to be achieved by all whereby the others are developmental standards? |
| **Question 3**  What help is needed to support the enactment of Professional Standards 2021 as central to teacher professional learning and development? |
| * Materials for teaching staff to access to use the standards for self-evaluation. * Making the materials/PL much more accessible for the profession using virtual means as not everyone has equal access to professional learning which supports the standards. * How are we engaging with the profession at local level to gather feedback on what would best support them to se the standards throughout the year and not only as part of PRD processes. |