**Scottish Professional Learning Network**

**7th October 2020**

**Feedback on DRAFT Refreshed Professional Standards 2020**

**Facilitators: Kathleen Kerrigan & Valerie Drew**

**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? |
| * Structure familiar but refreshed * Coherence between SfML and SfH but reflective of the difference too * Helpful for aspiring middle leaders and able to be used as a reflective tool * Coherence / consistency / clarity – helpful and a strength of the refreshed Standards * Move from actions to illustrations helpful, e.g., working with student teachers, move away from the sense of a tick-list * Prominence of values and the further illustrations are helpful for working with student teachers * Clarity of connections between values and CLPL * We could emphasise the idea of dialogue and reflection on what it means to be a teacher even more than at present * Section 3 should perhaps be “Professional Knowledge, Skills and Abilities”, as a reference to the complexity of how they are all interconnected in practice – professional knowledge is knowledge **IN** practice and theory and practice are connected. However, that deconstruction and distinction is helpful for student teachers at the start of their professional learning. |
| **Question 2**  How well do the Professional Standards 2021 articulate what it means to be a teacher in Scotland? |
| * Health and wellbeing as referenced helpful and encouraging to see * Some gaps in the SPR / SfR, e.g., 2.2 where content is less? Does this need to be filled? Tensions around trying to “fit everything in” from the beginning and the risk of too much detail and tick-list again as against the distinction of the specificity of strategic/formal leadership roles * Is this reflective of the balance and coherence across the Standards? * Supports the development of conversations and critical reflection on what it means to be a teacher * Professional as a complex concept and the structure of the Standards would allow for that dialogue to develop, e.g., how are you judging wisely as a new teacher and where is this reflected in the SfML? |
| **Question 3**  What help is needed to support the enactment of Professional Standards 2021 as central to teacher professional learning and development? |
| * Support for and of head teachers to ensure the Standards are “real” and a lived experience, not an annual exercise for PRD/PU * 2020 an exceptionally challenging context for exploring Standards * Support role for local authorities but also how can local authorities be supported in turn to work with schools and school leaders on the engagement with the Standards * Could we take a national approach to supporting the process of engagement, to avoid “re-inventing the wheel” e.g., ways to share understanding * Dynamic between Standards and PU can be an issue – role for GTCS & partners to continue to promote the integral nature of Standards * Role for CLPL leads in local authorities to promote Standards beyond PRD processes and some shorter / more focussed and user friendly engagement tools would be helpful * Try to continue to have Standards integral to conversations about PL |