DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS

THE GENERAL
TEACHING COUNCIL
FOR SCOTLAND

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SCOTLAND

# The Standards for Registration

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# The Standards for Registration

## Introduction

The Standard for Provisional Registration (SPR) and The Standard for Full Registration (SFR) are part of the framework of GTC Scotland's Professional Standards which also includes The Standard for Career-Long Professional Learning and The Standards for Leadership and Management.

The SPR specifies what is expected of a student teacher at the end of Initial Teacher Education, seeking provisional registration with the General Teaching Council for Scotland. Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of The SFR. The SFR is the gateway to the profession. It must therefore constitute standards of capability in relation to teaching in which learners, parents, the profession itself and the wider community can have confidence.

*Teaching Scotland's Future* (Scottish Government 2011) outlined key recommendations to reconceptualise the career-long development of Scotland's teachers, including specific recommendations about the central and crucial place of leadership development. Leadership is explicit across the revised Professional Standards with a focus on teacher leadership and leadership for learning. Leadership is based on fundamental professional values and habits of mind which must be acquired and fostered from entry into the teaching profession.

In light of these recommendations, the universities' uses of these Standards may alter as Initial Teacher Education programmes are revised and developed.

## Purpose

What is required to meet The Standard for Full Registration is in addition to and follows the successful achievement of The Standard for Provisional Registration. The purpose of the SFR is to provide:

- ❖ a clear and concise description of the professional qualities and capabilities probationer teachers are expected to attain;
- ❖ a professional standard against which reliable and consistent decisions can be made on the fitness of new teachers for full registration with GTC Scotland;
- ❖ a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance in the early phase of their career;
- ❖ a baseline standard of professional competence which applies to teachers throughout their career.

Elements of all of the Standards are organised into inter-related categories with Professional Values and Personal Commitment at the heart. These elements are inherently linked to each other in the development of the teacher, and one aspect does not exist independently of the others. It is this inter-relationship among all of the categories which develops the professionalism of the teacher and leads to appropriate professional action and growth.

During this professional growth, there should be clear evidence of the transition from a student developing and consolidating a coherent and secure platform of knowledge and skills on which to build securely throughout their career.

# 1 Professional Values and Personal Commitments of all Teachers

Professional values are at the core of the Scottish Professional Standards. The educational experiences of all our learners are shaped by the values and dispositions of all those who work to educate them. Values are about doing well by all those for whom we are responsible (including ourselves). They drive an unswerving personal commitment to all learners' intellectual, social and ethical growth and well-being. They are integral to, and demonstrated through, all our professional relationships and practices and all that we do to meet our professional commitments and obligations as educators.

Professionalism also implies the need to ask critical questions of educational policies and practices and to examine our attitudes and beliefs. Values, and the connections between values and practices, need to be regularly re-appraised over the course of our careers as society and the needs of learners change and as our own understanding develops. This is central to the adaptability, responsiveness and relevance of the profession.

The Professional values and Personal commitments that are core to being a teacher are:

❖ **Social justice**

- Embracing the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.

- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable practices in relation to: age, disability, gender and gender identity, race, religion and belief and sexual orientation.

- Valuing as well as respecting, social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.

- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes and to encourage learning our way to a better future.

- Respecting the rights of all learners and their entitlement to be included in their learning experiences.

❖ **Integrity**

- Demonstrating, honesty, courage and wisdom.

- Critically examining personal and professional attitudes and beliefs and challenging our own assumptions and professional practice.

- Critically examining the connections between personal and professional attitudes and beliefs, values and professional practices in order to inform and shape personal and professional development effect improvement and, when appropriate, transformative change in practice.

- ❖ **Trust and respect**

  - Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school community, and with all those involved in influencing the lives of learners in and beyond the school.

  - Providing and ensuring a safe and secure environment for all learners built on an ethos of care.

  - Demonstrating a commitment to motivating and inspiring learners while also acknowledging their uniqueness, individuality and specific learning needs.

- ❖ **Professional Commitment**

  - Engaging with all aspects of professional practice and all members of our educational communities with enthusiasm, adaptability and constructive criticality.

  - Committing to lifelong enquiry, learning and professional development as a core aspect of professionalism and collaborative practice.

# 2    Professional Knowledge and Understanding

## 2.1    Curriculum

| The Standard for Provisional Registration | The Standard for Full Registration |
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| **2.1.1   Have a knowledge and understanding of the nature of the curriculum and its development** | |
| **Professional Actions**<br><br>Student teachers:<br><br>❖ develop an understanding of the principles of curriculum design and the contexts for learning;<br><br>❖ know about and understand the processes of change and development in the curriculum;<br><br>❖ develop an awareness of connections with other curricular areas, stages and sectors. | **Professional Actions**<br><br>Registered teachers:<br><br>❖ have secure detailed understanding of the principles of curriculum design and can apply them in any setting where learning takes place;<br><br>❖ have secure working knowledge and detailed understanding of the processes of change and development in the curriculum;<br><br>❖ know how to identify and highlight connections with other curricular areas, stages or sectors, promoting learning beyond subject boundaries. |
| **2.1.2   Have a knowledge and understanding of the relevant area(s) of pre-school, primary or secondary school curriculum** | |
| **Professional Actions**<br><br>Student teachers:<br><br>❖ acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance;<br><br>❖ understand how to match the level of curricular areas to the needs of all learners;<br><br>❖ understand the importance of using and designing materials for learning and teaching to stimulate, support and challenge all learners; | **Professional Actions**<br><br>Registered teachers:<br><br>❖ have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance;<br><br>❖ know how to match and apply the level of the curricular areas to the needs of all learners;<br><br>❖ know how to use, design and adapt materials for learning and teaching which stimulate, support and challenge all learners; |

| | work collaboratively with colleagues to facilitate interdisciplinary learning; |
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| | ❖ work with the local and global community and beyond the school and beyond the profession in order to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability; |
| ❖ have an awareness of ongoing developments in curricular areas in relation to both educational and societal issues. | ❖ have informed knowledge of ongoing developments in curricular areas in relation to both educational and societal issues and how these may be integrated into their teaching and resources for learning. |

### 2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes

| **Professional Actions** | **Professional Actions** |
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| Student teachers: | Registered teachers: |
| ❖ know how to plan for effective learning in the curricular areas to be taught, or themes being studied; | ❖ plan for effective learning; |
| ❖ know and understand how to justify what is taught within curricular areas in relation to the curriculum and the relevance to the needs of all learners; | ❖ have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners; |
| ❖ develop an understanding of planning learning across different contexts and experiences. | ❖ are able to recognise and plan learning across different contexts and experiences; |
| | ❖ are engaged with their role as curriculum developers. |

| 2.1.4 **Have a knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning** | |
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| **Professional Actions** | **Professional Actions** |
| Student teachers: | Registered teachers: |
| ❖ know how to promote and support the cognitive, emotional, social and physical wellbeing of the learners in their care; and show commitment to raising these learners' expectations of themselves; | ❖ effectively promote and support the cognitive, emotional, social and physical wellbeing of all the learners; and demonstrate a commitment to raising all learners' expectations of themselves; |
| ❖ know how to apply knowledge and understanding of personal, social and health education; | ❖ apply knowledge and understanding of personal, social and health education at a level which stimulates and challenges pupils and raises their awareness of relevant issues; |
| ❖ have knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies to enhance learning and teaching; | ❖ have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance learning and teaching; |
| ❖ demonstrate knowledge and understanding of the content of the curriculum in relation to literacy and numeracy as set out in national guidance; | ❖ have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy and numeracy as set out in national guidance; |
| ❖ demonstrate knowledge and understanding of the methods and underlying theories for effective teaching of literacy and numeracy; and select the most appropriate methods to meet all learners' needs; | ❖ demonstrate secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy and numeracy; and effectively select the most appropriate methods to meet all learners' needs; |
| ❖ know how to match the demands of work in all curricular areas with learners' skills in literacy and numeracy; | ❖ consistently match the demands of work in all curricular areas with learners' skills in literacy and numeracy. |
| ❖ have knowledge and understanding of current educational priorities such as sustainable development education. | ❖ have in-depth secure knowledge of current educational programmes such as sustainable development education. |

| 2.1.5  Have knowledge and understanding of the principles of assessment, recording and reporting | |
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| **Professional Actions**<br><br>Student teachers:<br><br>❖ know and understand that the principles of assessment, recording and reporting are integral to the process of teaching and learning;<br><br>❖ know and understand how to use formative and summative assessment, record assessments appropriately, use assessment information to inform teaching and learning and produce clear and informed reports. | **Professional Actions**<br><br>Registered teachers:<br><br>❖ know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process;<br><br>❖ have extensive knowledge and a secure understanding of the principles of formative and summative assessment, methods of recording assessment information, the use of assessment in improving teaching and learning, need for writing clear and informed reports. |

## 2.2   Education Systems and Professional Responsibilities

| The Standard for Provisional Registration | The Standard for Full Registration |
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| 2.2.1  Have knowledge and understanding of the principal features of the education system, educational policy and practice | |
| **Professional Actions**<br><br>Student teachers:<br><br>❖ develop an understanding of the principal influences on Scottish education and develop awareness of international systems;<br><br>❖ develop an understanding of current, relevant legislation and guidance surrounding education;<br><br>❖ develop an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners. | **Professional Actions**<br><br>Registered teachers:<br><br>❖ have an understanding of the principal influences on  Scottish education  and international systems and understand the contribution and impact of these systems on teaching and learning;<br><br>❖ have an understanding of current, relevant legislation and guidance surrounding education;<br><br>❖ have an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners and how these affect teachers' daily responsibilities. |

| 2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them | |
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| **Professional Actions** Student teachers: | **Professional Actions** Registered teachers: |
| ❖ develop an understanding of the sector and schools in which they are working, including: the role of education authorities; the organisation and management of schools and resources; improvement planning; professional review and development and how these connect to teachers' professional practice; | ❖ have secure working knowledge and detailed understanding of the sector and schools in which they are working, including: the role of the education authority; the organisation and management of schools and resources; improvement planning; professional review and development and how these connect to teachers' professional practice; |
| ❖ have a working knowledge of the teacher's contractual, pastoral and legal responsibilities; | ❖ have secure working knowledge and detailed understanding of their contractual, pastoral and legal responsibilities as teachers; |
| ❖ have an awareness of and respect for a school's distinctive ethos; | ❖ understand the importance of making a commitment to the school's distinctive ethos in all areas of school life; |
| ❖ have an understanding of the roles and responsibilities of all staff within the school community. | ❖ have secure knowledge and detailed understanding of their own role and responsibilities as teachers in relation to all staff within the school community, other partner agencies and parents' organisations. |

## 2.3 Pedagogical Theories and Practice

| The Standard for Provisional Registration | The Standard for Full Registration |
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| **2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices** | |
| **Professional Actions** Student teachers: | **Professional Actions** Registered teachers: |
| ❖ have knowledge and understanding of the stages of child development which they are able to use to take account of their learners' needs; | ❖ have secure knowledge and detailed understanding of the stages of child development which they are able to use to take an holistic account of their learners' needs; |

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| ❖ have knowledge and understanding of learning theories and the importance of these in planning, teaching and learning; | ❖ have secure knowledge and detailed understanding of learning theories and draw on these systematically in planning, teaching and learning; |
| ❖ have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected. | ❖ have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice. |

**2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry**

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| **Professional Actions** | **Professional Actions** |
| Student teachers: | Registered teachers: |
| ❖ know how to access and apply relevant findings from educational research; | ❖ know how to engage critically in enquiry, research and evaluation individually or collaboratively, and apply this in order to improve teaching and learning. |
| ❖ know how to engage appropriately in the systematic investigation of practice. | |

# 3 Professional Skills and Abilities

## 3.1 Teaching and Learning

| The Standard for Provisional Registration | The Standard for Full Registration |
|---|---|
| **3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities** | |
| **Professional Actions**<br><br>Student teachers:<br><br>❖ plan appropriately for effective teaching and learning in literacy, numeracy, health and wellbeing and skills for life in order to meet the needs of all learners. | **Professional Actions**<br><br>Registered teachers:<br><br>❖ plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in literacy, numeracy, health and wellbeing and skills for life in order to meet the needs of all learners. |
| **3.1.2 Communicate effectively and interact productively with learners, individually and collectively** | |
| **Professional Actions**<br><br>Student teachers:<br><br>❖ use communication methods, including a variety of media, to motivate and sustain the interest of all learners;<br><br>❖ communicate appropriately with all learners, and promote competence and confidence in literacy;<br><br>❖ demonstrate effective questioning strategies;<br><br><br><br>❖ communicate the learning purpose and give explanations at the appropriate level(s) for all learners; | **Professional Actions**<br><br>Registered teachers:<br><br>❖ use a variety of communication methods, including a variety of media, to motivate and sustain the interest and participation of all learners;<br><br>❖ communicate appropriately with all learners, and promote competence and confidence in literacy;<br><br>❖ demonstrate effective questioning strategies varied to meet the needs of all learners, and incorporate the responses to enhance teaching and learning;<br><br>❖ communicate the learning purpose and give effective explanations at the appropriate level(s) for all learners; |

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| ❖ stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional; | ❖ create opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional; |
| ❖ reflect on the impact of their personal method of communication on learners and others in the classroom. | ❖ reflect on the impact of their personal method of communication on learners and others in the school community. |

**3.1.3    Employ a range of teaching strategies and resources to meet the needs and abilities of learners**

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| **Professional Actions**<br><br>Student teachers:<br><br>❖ demonstrate that they can select creative and imaginative strategies for teaching and learning appropriate to learners as individuals, groups or classes;<br><br>❖ demonstrate that they can select and use a wide variety of resources and teaching approaches, including digital technologies and outdoor learning opportunities;<br><br>❖ demonstrate the ability to justify and evaluate  professional practice and take action to improve the impact on all learners. | **Professional Actions**<br><br>Registered teachers:<br><br>❖ consistently select creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes;<br><br>❖ skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities beyond the classroom or school boundary;<br><br>❖ justify consistently and evaluate competently professional practice and take action to improve the impact on all learners;<br><br>❖ create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views. |

**3.1.4    Have high expectations of all learners**

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| **Professional Actions**<br><br>Student teachers:<br><br>❖ develop tasks and set pace of work to meet the needs of learners, providing effective support and challenge, seeking advice appropriately; | **Professional Actions**<br><br>Registered teachers:<br><br>❖ ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge; |

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| ❖ demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners' needs. | ❖ identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required;<br><br>❖ show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world. |

**3.1.5    Work effectively in partnership in order to promote learning**

| **Professional Actions** | **Professional Actions** |
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| Student teachers: | Registered teachers: |
| ❖ demonstrate an ability to work co-operatively in the classroom and the wider school community with staff, parents and partner agencies to promote learning; | ❖ create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning, taking a lead role when appropriate; |
| ❖ ensure learners contribute to planning and enhancement of their own learning programmes. | ❖ establish a culture where learners meaningfully participate in decisions related to their learning and their school. |

## 3.2    Classroom Organisation and Management

| **The Standard for Provisional Registration** | **The Standard for Full Registration** |
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| **3.2.1    Create a safe, caring and purposeful learning environment** | |
| **Professional Actions** | **Professional Actions** |
| Student teachers: | Registered teachers: |
| ❖ plan and provide a safe, well organised learning environment, including effective use of display; | ❖ ensure their classroom or work area is safe, well-organised, well-managed, stimulating, and including effective use of display regularly updated; |

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| ❖ make appropriate use of available space to accommodate whole-class lessons, group and individual work and promote independent learning; | ❖ plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning; |
| ❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary where possible; | ❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary where possible; |
| ❖ organise and manage classroom resources and digital technologies to support teaching and learning; | ❖ enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning; |
| ❖ know about and be able to apply health and safety regulations as appropriate to their role. | ❖ know about and apply appropriately health and safety regulations as an integral part of professional practice. |

**3.2.2    Develop positive relationships and positive behaviour strategies**

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| **Professional Actions** | **Professional Actions** |
| Student teachers: | Registered teachers: |
| ❖ show awareness of educational research and local and national advice and demonstrate the ability to use a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success; | ❖ show in-depth awareness of educational research and local and national advice and use, in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success; |
| ❖ apply a school's positive behaviour policy, including strategies for understanding and preventing bullying; | ❖ implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner; |
| ❖ know how and when to seek the advice of colleagues in managing behaviour; | ❖ seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour; |
| ❖ demonstrate the ability to justify the approach taken in managing behaviour. | ❖ evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them; |
| | ❖ recognise when a pupil's behaviour may signify distress or the need for further support, and take appropriate action. |

### 3.3    Pupil Assessment

| The Standard for Provisional Registration | The Standard for Full Registration |
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| **3.3.1    Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning** | |
| **Professional Actions**<br><br>Student teachers:<br><br>❖  use a range of formative and summative assessment approaches appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;<br><br>❖  enable learners to engage in self-evaluation and peer assessment to benefit learning;<br><br>❖  record assessment information to enhance teaching and learning;<br><br><br><br>❖  use the results of assessment to identify strengths and development needs which lead to further learning opportunities. | **Professional Actions**<br><br>Registered teachers:<br><br>❖  systematically use an extensive range of formative and summative assessment strategies appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;<br><br>❖  enable learners to engage in self evaluation and peer assessment to benefit learning;<br><br>❖  record assessment information in a systematic and meaningful way in order to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies;<br><br>❖  use the results of assessment to identify development needs at class, group and individual level and as a basis for dialogue with learners about their progress and targets;<br><br>❖  produce clear and informed reports for parents and other agencies which discuss learners' progress and matters related to personal, social and emotional development in a sensitive and constructive way. |

### 3.4 Professional Reflection and Communication

| The Standard for Provisional Registration | The Standard for Registration |
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| **3.4.1 Read and critically engage with professional literature, educational research and policy** | |
| **Professional Actions**<br><br>Student teachers:<br><br>❖ read, analyse a range of appropriate educational and research literature;<br><br>❖ use what they have learned from reading and research to challenge and inform practice to broaden understanding and improve practice. | **Professional Actions**<br><br>Registered teachers:<br><br>❖ read, analyse and critically evaluate a range of appropriate educational and research literature;<br><br>❖ systematically engage with research and literature to challenge and inform professional practice. |
| **3.4.2 Engage in reflective practice continually to develop and advance career-long professional learning and expertise** | |
| **Professional Actions**<br><br>Student teachers:<br><br>❖ reflect and engage in self evaluation using the Professional Standards;<br><br>❖ know how to adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue;<br><br>❖ evaluate their classroom practice (taking account of feedback from others) in order to enhance teaching and learning;<br><br>❖ model appropriate levels of literacy and numeracy in their own professional practice;<br><br>❖ understand the processes of curriculum development, school improvement planning and professional review and development; | **Professional Actions**<br><br>Registered teachers:<br><br>❖ reflect and engage in self evaluation using the Professional Standards;<br><br>❖ demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue;<br><br>❖ evaluate (taking account of feedback from others) and adapt their classroom practice rigorously and systematically to enhance teaching and learning;<br><br>❖ model appropriate levels of literacy and numeracy in their own professional practice;<br><br>❖ demonstrate constructive participation and engagement with curriculum development, school improvement planning and professional review and development; |

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| ❖ share their professional learning and development with colleagues; | ❖ contribute to the professional development of colleagues, including students, through offering support and constructive advice and through disseminating experience and expertise, seeking opportunities to lead learning; |
| ❖ maintain a record of their own professional development, culminating in an initial professional development action plan. | ❖ maintain effective record and portfolio of their own continuing professional development and a professional development action plan, including analysis of impact on learners and on own professional practices. |

*GTC Scotland aims to promote equality and diversity in all its activities*