

DRIVING FORWARD PROFESSIONAL  
STANDARDS FOR TEACHERS



## The Standard for Full Registration

December 2006



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## 1 Introduction

- 1.1 The Standard for Full Registration (SFR) specifies what is expected of a teacher seeking full registration with the General Teaching Council for Scotland.
- 1.2 The SFR needs to serve three main purposes. It has to provide:
- ❖ a clear and concise description of the professional qualities and capabilities teachers are expected to develop in the course of induction;
  - ❖ 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 baseline professional standard which will apply to all teachers throughout their careers.

## 2 The Standard in Context

### *Relationship to the Standard for Initial Teacher Education*

- 2.1 The SFR builds on *The Standard for Initial Teacher Education (SITE) in Scotland*. *SITE* specifies the range of attributes expected of a newly-qualified teacher in Scotland. Elements of the Standard and expected features are organised into three inter-related categories:
- ❖ professional knowledge and understanding;
  - ❖ professional skills and abilities;
  - ❖ professional values and personal commitment.

The same three categories are used as organisers for the SFR.

- 2.2 Induction for newly-qualified teachers takes place very largely in the context of the school (or schools) in which they work. The experience is, therefore, different from ITE. The SFR implicitly assumes that the overall expectations of the ITE Standard will be maintained and improved as newly-qualified teachers gain in experience, and that the SFR will then be maintained by teachers throughout their careers (with such adjustments as may be required under the Disability Discrimination Act).

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### *Continuing Professional Development*

- 2.3 A commitment to lifelong learning and personal development and enquiry is at the heart of being part of a learning profession. As this commitment is regarded as a responsibility for all teachers, Continuing Professional Development (CPD) needs to be presented as a continuum which extends from ITE, through induction (probation) and on throughout the whole of a teacher's career.
- 2.4 As new teachers work towards the SFR, they need guidance and support to address specific development needs. This support will usually be delivered through structured induction programmes. Local authority arrangements for a formal professional development and review process also make a key contribution to encouraging self-reflection on the part of new teachers and helping them to prioritise areas for development.
- 2.5 The SFR, in line with the professional review and development model used in Scottish schools, identifies professional reflection and self-evaluation as integral to good professional practice and to school improvement. Newly-qualified teachers will have become accustomed to engaging in self-evaluation within ITE. They will expect the emphasis on this professional skill to extend into their wider role as a teacher and to have an entitlement to appropriate CPD. Such professional reflection and self-evaluation is therefore at the heart of the use of the SFR for all fully registered teachers.

## **3 The Transition from Student to Teacher**

- 3.1 Newly-qualified teachers have to adjust to responsibilities which require them to adopt a significantly wider role from that expected of student teachers. Most are acutely aware of this change as they face up to the whole job of being responsible for pupils in their class or classes, as well as a range of other duties. It is not surprising that, in the early weeks or months, new teachers can be pre-occupied with class organisation and management. It is an ongoing challenge to:
- ❖ ensure that all pupils make progress in their learning;
  - ❖ promote positive behaviour;
  - ❖ reflect on and develop their own ways of managing pupils;
  - ❖ maintain a purposeful, safe learning environment.
- 3.2 In addition, newly-qualified teachers have to adjust to changes in the status and expectations surrounding their work within the school. As teachers, as part of the challenge of proving themselves fit for full registration, they have:
- ❖ a duty as an employee and full member of the school staff;
  - ❖ a responsibility for operating in line with local authority and school policies;
  - ❖ a responsibility for facilitating the overall welfare and development of pupils in their class or classes;
  - ❖ a full, or fuller timetable;
  - ❖ full programmes of work to deliver;
  - ❖ a responsibility to parents and guardians.

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- 3.3 In broad terms, new teachers have to accommodate and deliver the professional obligations expected of teachers in Scotland. On a day-to-day basis, alongside teaching their classes, they need to establish routines for duties such as the safety and welfare of pupils; record-keeping; reporting to parents; and meeting administrative requirements. On a wider front, some contribution to the life of the school as a whole will be expected, as will be the use of enquiry, creativity and imagination in order to maintain and enhance the knowledge and skills needed to teach well. In moving to full registration status, teachers will also have to reflect on the values and personal commitment expected of a good practitioner.
- 3.4 These different expectations require the new teachers to develop their professional expertise from the standard expected at the end of ITE to that for full registration.

## **4 Professional Development of the New Teacher**

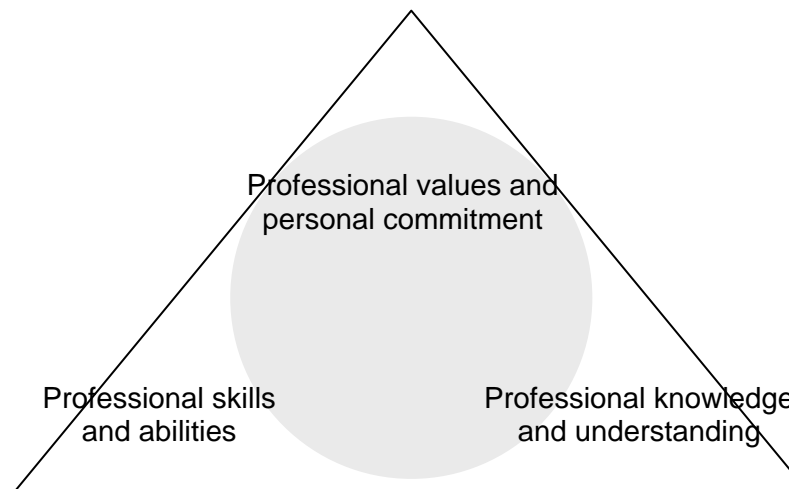
- 4.1 New teachers need to have a range of experiences which will enable them to develop further professionally in relation to:
- ❖ being a reflective practitioner, capable of effective self-evaluation which improves their practice;
  - ❖ working as a member of a team of teachers;
  - ❖ working with other professionals and other adults with a role to play;
  - ❖ working with the wider community outwith the school.
- 4.2 A central challenge in seeking to define a standard for full registration is deciding what is an appropriate expectation in terms of someone developing from novice to fully registered status. It would be unreasonable to expect most new entrants to display within a year or so all the problem-solving skills of an effective teacher with five or more years of experience. At the same time, the SFR is the gateway to the profession. It must therefore constitute a standard of capability in relation to teaching in which pupils, parents, the profession itself and the wider community can have confidence. The SFR must be comprehensive enough to be reassuring for all interested parties and yet realistic and achievable.
- 4.3 The experiences needed by the new teacher should be accessible in a variety of ways. The most important source of development opportunities will be the experience of doing the day-to-day job, along with the support arrangements provided by colleagues in the school. The value of discussing and sharing their successes and concerns about work should not be under-estimated, in terms of assisting both professional development and personal growth. There will also be more formal CPD opportunities which could be school-based or offered through local authorities or other agencies.

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## 5 The Professional Standard and Illustrations of Professional Practice

- 5.1 The SFR is defined by the Professional Standard and the illustrations of professional practice.
- 5.2 The professional standard for full registration describes the requirements which teachers must meet to gain full registration. It was developed from the Standard for ITE and is organised under the same three aspects of professional development:
- ❖ professional knowledge and understanding;
  - ❖ professional skills and abilities;
  - ❖ professional values and personal commitment.

The following diagram, also used in the Standard for ITE, is designed to emphasise that it is the inter-relationship among the three aspects which develops the professionalism of the teacher.



The new teacher's induction experience and subsequent CPD activities should foster professional development in all three aspects, leading to professionalism and appropriate professional action.

- 5.3 The elements of the professional standard together with the illustrations of professional practice are intended to clarify and illustrate, particularly to new teachers and those advising, supporting or reviewing them, what needs to be achieved. They also provide a baseline professional standard which applies to all teachers throughout their careers.

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## 6 Judgements about Teachers' Capabilities in Relation to the SFR

- 6.1 The SFR is defined by the professional standard and the illustrations of professional practice. Together, these descriptions of practice give an indication of what a new teacher needs to attain to achieve full registration. They will inform the process of self-evaluation by new teachers and provide a structured background against which new teachers will be assessed.
- 6.2 The scope of this document is limited to defining the Standard and does not address in detail how judgements will or should be made. It is not intended that the illustrations of professional practice should be used as a checklist. In broad terms, the person reviewing the work of the new teacher needs to be re-assured that the capabilities described by the professional standard are achieved. Where the teacher or the observer thinks that further development is needed to overtake the professional standard the illustrations of professional practice provide a focus for what needs to be done.
- 6.3 The period of induction should take place in a climate of support. New teachers should be encouraged to seek advice and help, both from their peers – other class teachers – and the school managers. The need for support will vary depending on the capabilities of the new teachers and the circumstances of the schools in which they work. For example, a new teacher faced with a number of pupils with identified learning needs might need considerable direct assistance.
- 6.4 Staff responsible for reviewing the work of new teachers will also take account of more holistic quality indicators in forming a view of an individual's capability in relation to the SFR. Such indicators would include the new teacher:
- ❖ having sought the respect of pupils in classes taught;
  - ❖ being valued by other members of staff;
  - ❖ having a purposeful class ethos;
  - ❖ making a contribution to whole-school aspects;
  - ❖ being trusted by parents;
  - ❖ enabling pupils to make good progress; and
  - ❖ attending to the welfare of pupils in classes taught.

These holistic quality indicators are not a formal part of the SFR. However, they could provide a useful way of supporting judgements made when reviewers are discussing progress with new teachers or completing their reports at the end of the induction period.

Further advice and guidance related to how judgements are made about teachers' capabilities in relation to the SFR are included in the document 'Achieving the Standard for Full Registration : Guidance for New Teachers and Schools', available on the GTCS website.

# The Standard for Full Registration

## 1 Professional Knowledge and Understanding

<sup>1</sup>New teachers during their induction period are 'provisionally' registered with the GTC Scotland. The term 'registered teacher' is used in the standard to apply to a teacher who has successfully completed an induction period and is therefore 'fully' registered.

### 1.1 Curriculum

The Professional Standard	Illustrations of Professional Practice
<p>1.1.1 Registered teachers<sup>1</sup> have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ have secure knowledge and understanding of the theory and practical skills required in the curriculum or subject(s) to be taught, referring to national guidance as appropriate;</li> <li>❖ successfully match the level of the curriculum or subject(s) to be taught to needs of pupils;</li> <li>❖ use design and adapt appropriately materials for learning and teaching which stimulate, support and challenge pupils;</li> <li>❖ have informed knowledge of some current developments in subjects taught and how these may be integrated into their teaching and resources for learning.</li> </ul>
<p>1.1.2 Registered teachers have sufficient knowledge and understanding to fulfil their responsibilities for cross-curricular themes including citizenship, creativity, enterprising attitudes, literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ effectively promote and support the individual development, well-being and social competence of the pupils in their classes/register groups; and have a commitment to raising those pupils' expectations of themselves and others;</li> <li>❖ capably apply knowledge and understanding of personal, social, vocational and health education (including drug education) at a level which stimulates and challenges pupils being taught, and raises their awareness of relevant issues;</li> <li>❖ demonstrate in depth knowledge and understanding of, for example, sustainable development, equal opportunities, additional support needs, citizenship, international education, education for work, enterprise;</li> <li>❖ have sound knowledge and understanding of current guidance on the use of ICT in schools;</li> <li>❖ use available ICT to enhance learning and teaching.</li> </ul> <p>Registered teachers in pre-school and primary</p> <ul style="list-style-type: none"> <li>❖ 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;</li> </ul>

	<ul style="list-style-type: none"> <li>❖ plan work for pupils which is consistently based on a secure knowledge and understanding of the developmental stages of literacy and numeracy in children;</li> <li>❖ demonstrate knowledge and understanding of the methods and underlying theories for effective teaching of literacy and numeracy; and skilfully select the most appropriate methods to meet pupils' needs.</li> </ul>
	<p>Registered teachers in secondary...</p> <ul style="list-style-type: none"> <li>❖ have appropriate and increasing knowledge and understanding of the demands of their subject in relation to literacy and numeracy;</li> <li>❖ consistently match the demands of work in their own subject with pupils' skills in literacy and numeracy;</li> <li>❖ effectively promote attainment in literacy and numeracy necessary for pupils' work in their subject area.</li> </ul>
1.1.3 Registered teachers demonstrate the knowledge and understanding to enable them to plan coherent and progressive teaching programmes, and justify what they teach.	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ show detailed awareness of aspects of planning such as short-term and long-term planning to ensure effective learning in the area(s) of the curriculum or subject(s) to be taught, or themes being studied;</li> <li>❖ demonstrate appropriate knowledge and understanding to justify convincingly what is taught within the area of the curriculum or subject(s), in relation to its value in the curriculum; its contribution to children's learning and general development; and its relevance to the needs of the pupils being taught.</li> </ul>
1.1.4 Registered teachers understand the nature of the curriculum and its development.	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ demonstrate detailed understanding of the principles of structure, breadth, balance, continuity and progression in the curriculum to encourage challenge and enjoyment, personalisation and choice, coherence and relevance;</li> <li>❖ have sound working knowledge and understanding of the processes of change and development in the curriculum;</li> <li>❖ knowledgeably draw on relevant comparisons with other sectors and systems;</li> <li>❖ promote pupils' learning by highlighting conceptual connections with other curriculum areas, subjects or stages.</li> </ul>

## 1.2 Education Systems and Professional Responsibilities

The Professional Standard	Illustrations of Professional Practice
<p>1.2.1 Registered teachers have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ have understanding, enhanced by their experience, of the national framework for, and developments in, the Scottish education system;</li> <li>❖ have knowledge, informed by extended teaching experience, of the impact of national and local policies on teaching and learning;</li> <li>❖ have a sound working knowledge of current, relevant legislation and of guidelines within and surrounding education such as documents relating to children's rights and protecting children which affect teachers' daily responsibilities;</li> <li>❖ understand and apply proficiently, in an educational context, the principles of equality of opportunity and social justice and of the need for anti-discriminatory practice.</li> </ul>
<p>1.2.2 Registered teachers have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ have sound knowledge of the role and organisation of their employing authority, its policies and development priorities;</li> <li>❖ have positive working knowledge and understanding of the organisation and management of their school(s), including: school development planning; procedures for staff development and review; quality assurance and school improvement; and the relationship of these features to their responsibilities for classroom learning and teaching;</li> <li>❖ are reliable in following school/stage/departmental administrative procedures in matters to do with their immediate teaching responsibilities, eg use of resources and assessment records;</li> <li>❖ have good working knowledge of the parental representative bodies in education;</li> <li>❖ have thorough working knowledge and understanding of their contractual, pastoral and legal responsibilities as teachers;</li> <li>❖ understand the importance of and adeptly fulfil their role in positively promoting school ethos in informal as well as formal areas of the curriculum. For teachers in Catholic schools, an understanding of, and commitment to, the distinctive ethos of the school is expected;</li> <li>❖ have knowledge and good understanding of their own role and responsibilities as teachers in relation to other school staff, professionals, para-professionals, agencies and parents' organisations;</li> <li>❖ understand the importance of effectively and knowledgeably reporting to parents or guardians on children's progress and discuss matters related to their children's personal, social and emotional development in a sensitive and constructive way.</li> </ul>

## 1.3 Principles and Perspectives

The Professional Standard	Illustrations of Professional Practice
1.3.1 Registered teachers articulate their professional values and practices and relate them to theoretical principles and perspectives.	Registered teachers... <ul style="list-style-type: none"><li>❖ demonstrate sound knowledge and understanding of the stages of child development which they are able to use to take an holistic account of their pupils' needs;</li><li>❖ demonstrate detailed knowledge and understanding of the main theories of learning and draw on these in thinking about and planning their own teaching and pupils' learning;</li><li>❖ demonstrate the ability to discuss thoughtfully the principles informing their own view of education, the curriculum and professional practice drawing on their own professional development.</li></ul>
1.3.2 Registered teachers have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general.	Registered teachers... <ul style="list-style-type: none"><li>❖ productively access and relate research knowledge to their teaching circumstances;</li><li>❖ discuss critically how systematic investigation of, and reflection on, classroom practice informs and develop teaching and learning.</li></ul>

## 2 Professional Skills and Abilities

### 2.1 Teaching and Learning

The Professional Standard	Illustrations of Professional Practice
2.1.1 Registered teachers are able to plan coherent, progressive and stimulating teaching programmes which match their pupils' needs and abilities, and they can justify what they teach.	Registered teachers... <ul style="list-style-type: none"><li>❖ devise and successfully implement plans for effective teaching and learning in the area(s) of the curriculum or subject(s) to be taught, or themes being studied;</li><li>❖ justify skilfully the content of their teaching in terms of its value in the curriculum, its contribution to children's learning and general development, and its relevance to the needs of the pupils being taught.</li></ul>

<p>2.1.2 Registered teachers communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ use of a variety of communicative styles, strategies and media to capture and sustain pupil interest;</li> <li>❖ communicate the purpose of lessons and activities, and give explanations, in a stimulating manner at the appropriate level(s) for pupils in their class/classes;</li> <li>❖ communicate with pupils in ways which involve them actively in classwork;</li> <li>❖ communicate effectively with pupils as individuals;</li> <li>❖ are sensitive to the impact of their personal style of communication on pupils and others in the classroom.</li> </ul>
<p>2.1.3 Registered teachers use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ consistently select creative and imaginative strategies for teaching and learning appropriate to the subject, topic and interests and needs of pupils;</li> <li>❖ use a judicious balance of teaching approaches;</li> <li>❖ skilfully adopt and deploy a wide variety of innovative resources, including ICT and, where appropriate, the outdoor environment;</li> <li>❖ set and mark homework which is varied in form, with clear purpose in relation to class work;</li> <li>❖ consistently evaluate and competently justify their approaches to teaching and learning and take action to improve the impact on pupils.</li> </ul>
<p>2.1.4 Registered teachers set and maintain expectations and pace of work for all pupils.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ have high expectations of and set realistic challenges for pupils;</li> <li>❖ ensure learning tasks are varied in form, differentiated and devised to build confidence and promote progress of all pupils, including those with additional support needs and high attaining pupils;</li> <li>❖ effectively identify and respond appropriately to pupils with difficulties in, or barriers to, learning and seek advice in relation to their child protection and additional support needs;</li> <li>❖ possess sensitive and positive attitudes towards differences among pupils (eg gender, social, cultural, religious, linguistic);</li> <li>❖ ensure pupil initiative and independent learning are successfully encouraged and nurtured.</li> </ul>
<p>2.1.5 Registered teachers work co-operatively with other professionals, staff and parents</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ create and sustain appropriate working relationships with teacher education student teachers, teachers, classroom assistants, visiting professionals, support staff and other professionals engaged in protecting children;</li> <li>❖ ensure effective use of support staff to assist pupil learning and welfare;</li> <li>❖ interact effectively with parents or guardians, particularly when reporting on children's progress or their personal, social or emotional development.</li> </ul>

## 2.2 Classroom Organisation and Management

The Professional Standard	Illustrations of Professional Practice
<p>2.2.1 Registered teachers organise and manage classes and resources to achieve safe, orderly and purposeful activity.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ ensure their classroom or work area is organised to be safe, visually attractive and stimulating, with effective displays of pupils' work;</li> <li>❖ plan and skilfully organise their classroom to facilitate whole-class, group and individual work and promote independence in pupils' learning;</li> <li>❖ plan and efficiently organise the work of nursery nurses, classroom assistants and other helpers in the classroom;</li> <li>❖ organise and productively manage classroom resources and ICT to support teaching and pupils' learning;</li> <li>❖ use the environment and resources outside of the classroom and school knowledgeably to support teaching and pupils' learning;</li> <li>❖ use classroom display effectively;</li> <li>❖ know fully about and apply appropriately health and safety regulations.</li> </ul>
<p>2.2.2 Registered teachers manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ show an understanding of pupils' behaviour, reflecting sensitivity towards their school, family and community life;</li> <li>❖ show in depth awareness of national advice and use, in a consistent way, a variety of techniques to encourage pupils, promote positive behaviour and celebrate success;</li> <li>❖ positively implement the school discipline policy including strategies to prevent bullying, and manage pupil behaviour in and around the school, in a fair, consistent and informed manner;</li> <li>❖ seek and use advice from colleagues and promoted staff in managing more serious acts of indiscipline;</li> <li>❖ evaluate and justify the approaches taken to managing pupils and, when necessary, take action to improve them;</li> <li>❖ appropriately identify pupils whose behaviour signifies distress or the need for additional support and know what action to take.</li> </ul>

## 2.3 Assessment of Pupils

The Professional Standard	Illustrations of Professional Practice
<p>2.3.1 Registered teachers understand and apply the principles of assessment, recording and reporting.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ apply formative and summative assessment including criterion and norm-referenced techniques to assess pupils' attainments, monitor progress and provide effective feedback to pupils;</li> <li>❖ select and use a range of assessment techniques and instruments, including those required by SQA, to promote and monitor learning, as an integral part of the teaching process, without dominating it;</li> <li>❖ skilfully use a range of techniques and evidence including observation, assignments, tests, marking of work, teachers' reports and analysis of results to establish the levels of attainment of individuals, groups and classes;</li> <li>❖ produce and maintain well-organised, accurate and succinct records of assessments and use the results to monitor and report on pupils' progress;</li> <li>❖ are able to produce clear and informative reports for parents.</li> </ul>
<p>2.3.2 Registered teachers use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ effectively monitor progress against individual targets and national standards, confirm attainment of learning outcomes, and set next steps in learning;</li> <li>❖ are able to recognise issues outwith their competence and seek appropriate advice;</li> <li>❖ are able to diagnose difficulties and give sound advice to pupils on ways of overcoming them and making progress;</li> <li>❖ ensure feedback from assessment is given in a positive and encouraging manner and that pupils have experience of success;</li> <li>❖ ensure pupils are individually engaged in dialogue about their progress, encouraged to assess themselves and set realistic personal targets;</li> <li>❖ use assessment information to set and achieve longer-term targets for a class, including satisfactory levels of performance in national examinations;</li> <li>❖ use assessment information adeptly to identify barriers to learning and devise ways of overcoming such barriers, where appropriate with support for learning staff and others within and outwith school;</li> <li>❖ knowledgeably use Scottish and international comparative studies of pupil attainment to inform expectations of pupils.</li> </ul>

## 2.4 Professional Reflection and Communication

The Professional Standard	Illustrations of Professional Practice
<p>2.4.1 Registered teachers learn from their experience of practice and from critical evaluation of relevant literature in their professional development.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ ensure research literature is regularly accessed and critically reviewed;</li> <li>❖ thoughtfully select and use relevant research findings to enhance their teaching approaches and the effective learning of pupils.</li> </ul>
<p>2.4.2 Registered teachers convey an understanding of practice and general educational matters in their professional dialogue and communication.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ possess, in discussion of educational matters, thorough understanding of the important issues;</li> <li>❖ write in a clear and concise way to substantiate arguments and conclusions.</li> </ul>
<p>2.4.3 Registered teachers reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ ensure decisions about professional practice draw on sound evidence and what they have learned from their own experience of teaching;</li> <li>❖ evaluate rigorously and adapt their classroom practice systematically to take account of impact on pupils;</li> <li>❖ show productive participation in professional dialogue and engagement with the processes of curriculum development and school development planning;</li> <li>❖ effectively and efficiently maintain a record of their own professional development activities and reflections, including a post-induction plan.</li> </ul>

### 3 Professional Values and Personal Commitment

The Professional Standard	Illustrations of Professional Practice
<p>3.1 Registered teachers show in their day-to-day practice a commitment to social justice, inclusion and caring for and protecting children.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ positively respect and value children and young people as unique, whole individuals;</li> <li>❖ fully respect the rights of all children and young people without discrimination as defined in the United Nations Convention on the Rights of the Child 1991, the Children (Scotland) Act 1995, the Standards in Scotland's Schools Act etc 2000 and the Additional Support for Learning Act 2005;</li> <li>❖ know about the Framework for Standards for protecting children and young people;</li> <li>❖ value and soundly promote fairness and justice and adopt anti-discriminatory practices in all regards, including gender, sexual orientation, race, disability, age, religion, culture and socio-economic background;</li> <li>❖ promote, support and safeguard the individual development, well-being and social competence of the pupils in their classes/register groups, raise these pupils' expectations of themselves and others; and encourage mutual respect and positive attitudes</li> <li>❖ show awareness of child development in their practice, including children's needs for security, safety, positive attachments and developed personal, social and communication skills in order to make the most of their learning opportunities;</li> <li>❖ have confidence in identifying child protection concerns, taking action to protect children from abuse or neglect where necessary, and play their part in promoting a caring school ethos where staff are available and accessible to listen and provide help.</li> </ul>
<p>3.2 Registered teachers take responsibility for their professional learning and development.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ show a firm commitment to self-evaluation, lifelong learning and continuing professional development as key means to improving practice and widening areas of expertise;</li> <li>❖ show a professional commitment to meeting deadlines, seeking, accepting and acting upon constructive advice on progress;</li> <li>❖ productively contribute and respond to changes in education policies and practices;</li> <li>❖ work collegially with fellow teachers and others involved in the delivery of children's services on continuing professional development.</li> </ul>

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<p>3.3 Registered teachers value, respect and are active partners in the communities in which they work.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"><li>❖ have positive relationships and partnerships within the community – with professional colleagues, with other professions, with parents, with other agencies and with the learners themselves;</li><li>❖ know about environmental issues and are able to contribute effectively to education for sustainable development;</li><li>❖ know about the factors which contribute to health and well-being and are willing to contribute positively to promoting healthy lifestyles;</li><li>❖ know in detail about the principles of education for citizenship and encourage pupils to be active, critical and responsible citizens within a local, national, international and global context;</li><li>❖ work co-operatively with other professionals actively recognising their different skills and possible different value bases.</li></ul>
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*GTC Scotland aims to promote equality and diversity in all its activities*

## GTC Scotland

Clerwood House, 96 Clermiston Road,  
Edinburgh EH12 6UT  
Tel: 0131 314 6000 Fax: 0131 314 6001  
E-mail: [gtcs@gtcs.org.uk](mailto:gtcs@gtcs.org.uk)

## Direct weblinks

Probationer Teacher Scotland website:  
[www.probationerteacherscotland.org.uk](http://www.probationerteacherscotland.org.uk)

GTCS website:  
[www.gtcs.org.uk](http://www.gtcs.org.uk)

Probation department:  
[www.gtcs.org.uk/probation](http://www.gtcs.org.uk/probation)

Registration department:  
[www.gtcs.org.uk/registration](http://www.gtcs.org.uk/registration)

Code: GTCS.....

Chartered teachers:  
[www.gtcs.org.uk/charteredteacher](http://www.gtcs.org.uk/charteredteacher)

Professional recognition:  
[www.gtcs.org.uk/professionalrecognition](http://www.gtcs.org.uk/professionalrecognition)

Professional conduct:  
[www.gtcs.org.uk/professionalconduct](http://www.gtcs.org.uk/professionalconduct)

Research:  
[www.gtcs.org.uk/research](http://www.gtcs.org.uk/research)