

## ANGUS COUNCIL

## EDUCATION COMMITTEE - 20 NOVEMBER 2001

THE DRAFT STANDARD FOR FULL REGISTRATION: RESPONSE TO SCOTTISH  
EXECUTIVE/GTC SCOTLAND CONSULTATION DOCUMENT

## REPORT BY THE DIRECTOR OF EDUCATION

**ABSTRACT**

The purpose of this report is to bring to the attention of the Education Committee an officer response to a joint consultation paper produced by the Scottish Executive and GTC Scotland in which views are sought on a Draft Standard for Full Registration with the General Teaching Council for Scotland.

**1 RECOMMENDATIONS**

It is recommended that the Education Committee:

- (a) notes the terms of the officer response to the consultative document (Appendix)
- (b) approves the response submitted to the General Teaching Scotland for Scotland

**2 INTRODUCTION**

- 2.1 The Draft Standard for Full Registration of Teaching Staff in Scotland is the outcome of a joint project established in 1999 between the General Teaching Council for Scotland and the then Scottish Office Education and Industry Department.
- 2.2 The purpose of this project was "to develop a set of standards which would govern the transition from provisional to full registration with the GTC". In the course of the project the set of standards being developed became known as the "Standard for Full Registration" (SFR).
- 2.3 The consultation process was launched on 24 September 2001 and the draft Standard has been welcomed by the Education Minister as "an important element in the development of a professional framework for teachers in Scotland". The development of that framework will, of course, be taken forward in the context of the national tripartite McCrone agreement whose aims inter alia are "to build a confident and highly regarded teaching profession" and "to put in place the professional conditions of service which teachers in Scotland deserve and which they need to have if they are to deliver the objective of a world class education service which will fit children well for the 21<sup>st</sup> century". (A copy of the consultation paper is available in the Members' Lounge)
- 2.4 An officer response has been prepared and submitted to meet the deadline set by GTC Scotland of 19 November 2001. The attached response (Appendix) is therefore subject to the homologation of the Committee.

**3 BACKGROUND AND KEY ELEMENTS OF THE DRAFT STANDARD**

- 3.1 The draft Standard for Full Registration seeks to set out clearly what is expected of new teachers during their induction process and it provides a professional standard against which decisions on full registration with the General Teaching Council for Scotland can be made.
- 3.2 The draft Standard builds on the Standard for Initial Teacher Education (ITE) which was issued jointly by GTC Scotland, the Scottish Executive and the Quality Assurance Agency for Higher Education in October 2000.
- 3.3 That standard specifies the range of attributes expected of a newly qualified teacher in Scotland.
- 3.4 In the ITE standard, benchmark statements and expected features (competences) are organised under the following three aspects of professional performance:

- professional knowledge and understanding
- professional skills and abilities
- professional values and personal commitment

3.5 These three aspects of professional performance have also been used in constructing the draft model for the professional standard to be attained by teachers seeking full registration with the General Teaching Council Scotland.

3.6 Each of the three aspects of professional performance are broken down into specific competences against which illustrations of professional practice are provided to support both self-evaluations by beginning teachers and objective assessments by their mentors/support teachers. The Draft Standard for Full Registration also provides, where appropriate, references to the Initial Teacher Education standard.

#### **4 THE DRAFT STANDARD IN CONTEXT**

4.1 The draft Standard for Full Registration should be seen in the context of current efforts being made to construct a national framework for Continuing Professional Development for all teachers.

4.2 A major parallel initiative which is currently in place relates to efforts being made in the light of the McCrone agreement to develop a professional standard for Chartered Teachers. Inevitably, that standard will draw to some extent both on the proposed Standard for Full Registration and the existing Standard for Initial Teacher Education.

4.3 It is self-evident that, as new teachers seek to progress towards the Standard for Full Registration, they will require guidance, support and access to professional development opportunities. An important feature of the national tripartite McCrone agreement relates to commitments which all teachers will have to:

- (i) maintain their professional expertise through an agreed programme of Continuing Professional Development
- (ii) undertake an additional contractual 35 hours of Continuing Professional Development per annum as a maximum

4.4 The entitlement of every teacher, including beginning or probationer teachers, to quality professional development will be supported through the introduction of an annual CPD plan agreed with her/his immediate manager.

4.5 These arrangements will both complement and be assisted by existing effective arrangements in Angus in relation to:

- support for probationer teachers (NB detailed guidelines for the provision of professional support to probationer teachers were produced jointly by Angus Council and GTC Scotland and issued to all Angus schools in August 2000)
- focused and manageable procedures for the professional development and review of all teaching staff
- a commitment to provide an Authority Staff Development Programme which responds to and reflects priority professional development needs articulated through school and authority planning procedures

4.6 The very detailed officer response submitted to GTC Scotland reflects the considerable commitment already in place in Angus to support new teachers.

#### **5 FINANCIAL IMPLICATIONS**

There are no financial implications arising from this report.

## **6 HUMAN RIGHTS**

There are no human rights implications arising from this report.

## **7 CONSULTATION**

In accordance with the standing orders of the Council this report has been the subject of consultation with the Chief Executive, the Director of Law and Administration and the Director of Finance.

## **8 CONCLUSION**

- 8.1 While the officer response proposes a number of detailed technical amendments to the consultation document, the general thrust of the proposed Standard is very welcome.
- 8.2 The need for a Standard which supports the consistent and effective management of probationer teachers is all the greater in the light of the decision within the national McCrone agreement to guarantee a one year training contract for probationer teachers and indeed to limit the probationary period to one year.

JIM ANDERSON  
DIRECTOR OF EDUCATION

**NOTE:** No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

Appendix

NL/AR

## ANGUS COUNCIL – EDUCATION DEPARTMENT

**Consultation on the Standard for Full Registration with the GTCS, September 2001.**

The following comments are keyed to the consultation document by paragraph number.

- 1 Introduction**      The aspiration to establish criteria, which will enable reliable and consistent decisions on full registration for individual teachers, is very much to be welcomed.
- 2 Context**            The structural relationship with ITE will be helpful
- 2.2**                    Add 'with appropriate authority support' at end of first sentence
- 2.4**                    Structured induction programmes and probationer review procedures are already in place in this authority. However they will require to be revised and strengthened.
- 2.5**                    A model, which emphasises self-evaluation, will fit well with our established staff development and review processes.
- 3 Transition**
- 3.3**                    Agree with the areas identified but perhaps a greater emphasis on effective learning and teaching should be evident.
- 4 Development**      The emphasis on experiential learning is noted, as is a concomitant expectation that progress will be made through work-based reflection rather than more traditional "courses." We would endorse this model with the following reservations:
- There is a need for Authorities to exercise robust quality assurance procedures in respect of school based support.
  - Probationer teachers appreciate opportunities to get together in larger groups and welcome opportunities to observe good practice in other classrooms/schools.
- 4.2**                    We agree that there is a challenge here. Whereas before the problem was the lack of clear objective criteria for full registration now the challenge is to define realistic and achievable standards..
- 6 Judgements**
- 6.1**                    The explicit expectation that self-evaluation by the teacher should inform both formative and summative assessment by the head teacher is welcome and perhaps should be emphasised more strongly.
- 6.2**                    In the final document more emphasis on the need for evidence in support of judgements would be welcome.
- 6.4**                    It could be argued that the quality indicators listed here are extremely important measures. Because the structure of the standard matches the ITE standard it would be inappropriate to restructure it along these lines. However we would suggest that these indicators should become an integral part of the standard, perhaps as an overarching statement of quality, preceding more detailed criteria. The six bullet points help to clearly differentiate between SFR, ITE where bullets 2,4, 5 and 6 are likely to be less easily discerned, against an expectation of considerable progress towards them in a teacher with a year's experience.
- 7 The Model**            Although simplistic, the model is at least consistent and reasserts the relationship of this standard with ITE.

Differentiators such as "Know about", "demonstrate" and "have an understanding of" seem at times to be either inconsistently applied, or contradictory. We would welcome greater use of phrases such as "can do" or "is able to" which already appear sometimes. The use of adverbial phrases (eg "in a concise manner") rather than adverbs (such as "concisely") can read clumsily.

## **Professional Knowledge & Understanding**

### **1.1 Curriculum**

1.1.1 Bullet 2 might read "Be able to meet the individual learning needs of pupils."

#### **1.1.2 Primary & Pre-School**

Bullet 2 addition of 'use assessment outcomes to plan .....

#### **Secondary**

Differentiation between this standard and ITE is a problem here. "*Demonstrate* knowledge and understanding" (ITE) seems a greater demand than "*have* knowledge and understanding"

#### **All**

Very laudable but the differentiation is rather fine in the last two bullet points where the same problem applies.

NB: line 4 of the professional standards should read 'responsibilities'

1.1.3 2<sup>nd</sup> Bullet: same problem with "demonstrate" (ITE) and "have" as differentiators.

1.1.4 All of this is very appropriate. The fourth bullet point is especially welcome.

1.1.5 Very welcome.

### **1.2 Education Systems and Professional Responsibilities.**

1.2.1 Same problem with "demonstrate" and "have".

1.2.2 Bullets 1 & 2. What is the distinction between "have knowledge of" and "have working knowledge of"?  
Bullet 3 is welcome and important.

### **1.3 Principles and Perspectives**

1.3.1 Same difficulty with "demonstrate" (ITE) and "have".

1.3.2 Bullet 1 might be better phrased "Can access and relate current research findings to their professional practice."

## **2 Professional Skills and Abilities**

### **2.1 Teaching and Learning ("Learning and Teaching?")**

2.1.1 Fully endorse all bullet points. (Suggest re-visiting ITE to inject a greater sense of pupil involvement and participation than is implied there currently.)

2.1.2 Bullet 4. Excellent but would rephrase thus: "Can set and *respond appropriately* to ..."

2.1.3 Endorse all.  
Rephrase Bullet 1 as two separate bullets:

- Have high expectations of all pupils
- Set all pupils appropriate challenges.

2.1.4 Endorse all bullet points but would add a further bullet: 'shows a willingness and ability to work with other colleagues to address whole school priority developments'.

### **2.2 Classroom Organisation & Management**

2.2.1 Bullet 1: delete comma after "stimulating"  
Bullet 3: replace "helpers" with "colleagues" or some other less patronising word.  
Bullet 5: suggested rephrase - "can use the environment and other resources outside the

classroom to promote learning and teaching."  
Otherwise endorse all.

- 2.2.2** Bullet 1: "can consistently use a variety of... "  
Bullet 2: "can implement the school discipline policy fairly and consistently...."  
Bullet 3: "seeks and takes account of advice..."  
Bullet 4: "can evaluate and justify..."  
Otherwise endorse all.

## **2.3 Assessment of Pupils**

- 2.3.1** In general this section seems commendably to promote of a range of assessment approaches. We would wish a greater emphasis on the use of formative assessment..
- Bullet 1: Delete reference to "norm-referencing". In fact, a more generic wording might be more apposite. Eg "can use a range of formative, diagnostic and summative techniques to support learning and measure progress"  
Bullet 2: Rephrase - "can confidently conduct assessment as part of learning and teaching using a range of techniques including observation, discussion and, when appropriate, tests of various kinds"  
Bullet 3: "can maintain records of assessment which are systematic and focused, support learning and yield accurate measures of attainment against nationally agreed standards."  
Bullet 5: replace "are able to" with "can".

## **2.4 Professional Reflection and Communication**

- 2.4.1** Endorse both bullet points.  
Bullet 2: change "texts" to "professional literature".
- 2.4.2** Bullet 1: "in professional discussion, engages in focused understanding of the important issues."  
Bullet 2: " can substantiate professional arguments and conclusions clearly and concisely."  
(Talking is as important as writing.)
- 2.4.3** Endorse all bullet points strongly. Would rephrase Bullet 3 as - "participate productively in professional dialogue and engage with the processes of curriculum development and development planning at all levels"

## **3 Professional Values and Personal Commitment**

- 3.1** We would endorse all of this and possibly add to it.  
However:  
Bullets 2 & 3 we would commend the inclusion of UN Convention on Right of the Child  
Bullet 4: "show commitment to the individual development, well being and social competence of the pupils in their school, to promoting their confidence and self-esteem and encouraging mutual respect and positive attitudes."
- 3.2** Fully endorse.
- 3.3** We would endorse all of this section. However we would want more emphasis placed on a commitment, under the citizenship agenda, to enabling and empowering pupils as partners in both the educational process and the management and organisation of their school at a range of levels. Also we would want teachers to work, not only with "a range of other professionals" but with lay people in their educational community such as parents, carers etc.