

DRIVING FORWARD PROFESSIONAL  
STANDARDS FOR TEACHERS



## The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland

December 2012

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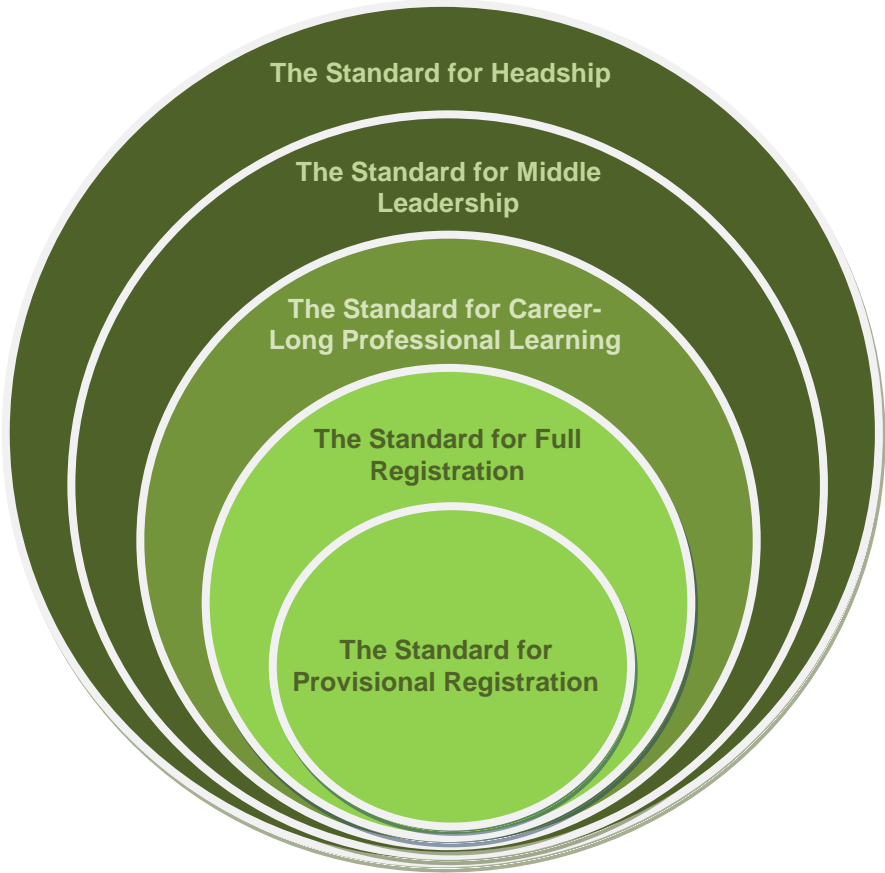
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# The Standards for Registration



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## Introduction

The Standard for Provisional Registration (SPR) and The Standard for Full Registration (SFR) are part of the suite of GTC Scotland's Professional Standards which also includes The Standard for Career-Long Professional Learning and The Standards for Leadership and Management. These standards are underpinned by the themes of values, sustainability and leadership. Professional values are at the core of the Standards for Registration. They are integral to, and demonstrated through, all our professional relationships and practices.

'Learning for Sustainability' is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. Learning for sustainability has been embedded within the Standards for Registration to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with and support the development of colleagues and other partners. The Standards for Registration include a focus on leadership for learning.

The Standard for Provisional Registration specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with GTC Scotland. (It also acts as one of the set of subject benchmark statements for professional qualifications in Scotland developed by the Quality Assurance Agency for Higher Education.) Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration. The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. It must therefore constitute standards of capability in relation to teaching (with such reasonable adjustments as may be required under Equalities Legislation) in which learners, parents, the profession itself and the wider community can have confidence.

The scope of this document is limited to defining the SPR and SFR and does not address in detail how judgements will or should be made. It is not intended that the Professional Actions should be used as a checklist. In broad terms, the person reviewing the work of the teacher needs to be reassured that the capabilities described by the professional standard are achieved. Where it is thought that further development is needed, the Professional Actions provide a focus for what needs to be done.

Having attained the SFR teachers will continue to develop their expertise and experience across all areas of their professional practice through appropriate and sustained career-long professional learning. The Standard for Career-Long Professional Learning has been developed to support teachers choosing to reflect on this standard as part of their professional learning. As they progress through their careers this Standard will help them to identify, plan and develop their own professional learning needs and to ensure continuing development of professional practice.

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The requirements of The Standard for Full Registration are in addition to, and follow the successful achievement of, The Standard for Provisional Registration. The purposes of The Standard for Full Registration are:

- ❖ 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 recommendations and 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 throughout their careers;
- ❖ a baseline standard of professional competence which applies to teachers throughout their careers.



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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 teachers, and one aspect does not exist independently of the others. It is this inter-relationship among all of the categories which develops a teacher's understanding, practice and professionalism.

During this early phase, there should be clear evidence of the development and consolidation of knowledge, understanding, skills and abilities.

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# 1 Professional Values and Personal Commitment

The Professional Values and Personal Commitment should be read in conjunction with the GTC Scotland Student Teacher Code and Code of Professionalism and Conduct (COPAC).

Professional values are at the core of the 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 complex and are the ideals by which we shape our practice as professionals. Starting with us as individuals, values extend to all those for whom we are responsible and to the world in which we live.

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 teachers registered with GTC Scotland.

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 teachers' careers as society and the needs of learners change and as understanding develops. This is central to the adaptability, responsiveness and relevance of the profession.

The Professional Values and Personal Commitment core to being a teacher are:

## ❖ **Social justice**

- Embracing locally and globally 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 policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, 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.

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- Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.

❖ **Integrity**

- Demonstrating openness, honesty, courage and wisdom.
- Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.
- Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about 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, and with all those involved in influencing the lives of learners in and beyond the learning community.
- Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.
- Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

❖ **Professional Commitment**

- Engaging with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality.
- Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

## 2 Professional Knowledge and Understanding

### 2.1 Curriculum

The Standard for Provisional Registration	The Standard for Full Registration
<b>2.1.1 Have knowledge and understanding of the nature of the curriculum and its development</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ develop an understanding of the principles of curriculum design and the contexts for learning;</li> <li>❖ know about and understand the processes of change and development in the curriculum;</li> <li>❖ develop an awareness of connections with other curricular areas, stages and sectors.</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ have secure and detailed understanding of the principles of curriculum design and can apply them in any setting where learning takes place;</li> <li>❖ have secure working knowledge and detailed understanding of the processes of change and development in the curriculum;</li> <li>❖ know how to identify and highlight connections with other curricular areas, stages or sectors, promoting learning beyond subject boundaries.</li> </ul>
<b>2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance;</li> <li>❖ understand how to match the level of curricular areas to the needs of all learners;</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance;</li> <li>❖ know how to match and apply the level of the curricular areas to the needs of all learners;</li> </ul>

<ul style="list-style-type: none"> <li>❖ understand the importance of using and designing materials for teaching and learning to stimulate, support and challenge all learners;</li>   <li>❖ know how to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>❖ know how to use, design and adapt materials for teaching and learning which stimulate, support and challenge all learners;</li>   <li>❖ know how to work collaboratively with colleagues to facilitate interdisciplinary learning;</li>   <li>❖ know how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.</li> </ul>
<b>2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ know how to plan for effective teaching and learning across different contexts and experiences;</li>   <li>❖ 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.</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ know how to plan systematically for effective teaching and learning across different contexts and experiences;</li>   <li>❖ 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;</li>   <li>❖ understand their role as leaders of curriculum development.</li> </ul>
<b>2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners in their care, and show commitment to raising these learners' expectations of themselves;</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners, and demonstrate a commitment to raising all learners' expectations of themselves;</li> </ul>

<ul style="list-style-type: none"> <li>❖ know how to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing;</li> <li>❖ have knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies to enhance teaching and learning;</li> <li>❖ know and understand the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance;</li> <li>❖ know and understand the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and select the most appropriate methods to meet all learners' needs;</li> <li>❖ have knowledge and understanding of current educational priorities such as learning for sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>❖ have knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing;</li> <li>❖ 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 teaching and learning;</li> <li>❖ have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance;</li> <li>❖ have secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and effectively select the most appropriate methods to meet all learners' needs;</li> <li>❖ have secure knowledge of current educational priorities such as learning for sustainability.</li> </ul>
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**2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting**

<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ know and understand that the principles of assessment, recording and reporting are integral to the process of teaching and learning;</li> <li>❖ know and understand how to use the principles of assessment, record assessments appropriately, use assessment information to review progress, inform teaching and learning, identify next steps and produce clear, informed and sensitive reports.</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process;</li> <li>❖ have extensive knowledge and a secure understanding of the principles of assessment, methods of recording assessment information, the use of assessment in reviewing progress, in improving teaching and learning, identifying next steps and the need to produce clear, informed and sensitive reports;</li> <li>❖ have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning;</li> </ul>
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	<ul style="list-style-type: none"> <li>❖ have extensive knowledge and a secure understanding of the assessment requirements of the major awarding and accrediting bodies.</li> </ul>
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## 2.2 Education Systems and Professional Responsibilities

The Standard for Provisional Registration	The Standard for Full Registration
<b>2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ develop an understanding of the principal influences on Scottish education and develop awareness of international systems;</li> <li>❖ develop an understanding of current, relevant legislation and guidance such as the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC;</li> <li>❖ develop an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners.</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ 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;</li> <li>❖ have an understanding of current, relevant legislation and guidance such the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC;</li> <li>❖ have an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners and how these affect his/her daily responsibilities.</li> </ul>

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**2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them**

**Professional Actions**

Student 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 a working knowledge of the teacher's contractual, pastoral and legal responsibilities;
- ❖ have an awareness of and respect for a school's distinctive ethos;
- ❖ have an understanding of the roles and responsibilities of all staff within the learning community.

**Professional Actions**

Registered teachers:

- ❖ have secure working knowledge and detailed 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 their contractual, pastoral and legal responsibilities as teachers;
- ❖ understand the importance of making a commitment to the distinctive ethos in all areas of the learning community;
- ❖ have secure knowledge and detailed understanding of their own role and responsibilities as teachers in relation to all staff within the learning community, other partner agencies and parents' organisations.

## 2.3 Pedagogical Theories and Practice

The Standard for Provisional Registration	The Standard for Full Registration
<b>2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ have knowledge and understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take account of all learners' needs;</li> <li>❖ have knowledge and understanding of learning theories and the importance of these in planning, teaching and learning;</li> <li>❖ have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected.</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ have secure knowledge and detailed understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take an holistic account of all learners' needs;</li> <li>❖ have secure knowledge and detailed understanding of learning theories and draw on these systematically in planning, teaching and learning;</li> <li>❖ 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.</li> </ul>
<b>2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ know how to access and apply relevant findings from educational research;</li> <li>❖ know how to engage appropriately in the systematic investigation of practice.</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ know how to access and apply relevant findings from educational research;</li> <li>❖ know how to engage critically in enquiry, research and evaluation individually or collaboratively, and apply this in order to improve teaching and learning.</li> </ul>

### 3 Professional Skills and Abilities

#### 3.1 Teaching and Learning

The Standard for Provisional Registration	The Standard for Full Registration
<b>3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ plan appropriately for effective teaching and in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.</li> </ul>
<b>3.1.2 Communicate effectively and interact productively with learners, individually and collectively</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ model appropriate levels of literacy and numeracy in their own professional practice;</li> <li>❖ use communication methods, including a variety of media, to promote and develop positive relationships and to motivate and sustain the interest of all learners;</li> <li>❖ communicate appropriately with all learners, and promote competence and confidence in literacy;</li> <li>❖ demonstrate effective questioning strategies;</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ model appropriate levels of literacy and numeracy in their own professional practice;</li> <li>❖ use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners;</li> <li>❖ communicate appropriately with all learners, and promote competence and confidence in literacy;</li> <li>❖ demonstrate effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning;</li> </ul>

<ul style="list-style-type: none"> <li>❖ communicate the purpose of the learning and give explanations at the appropriate level(s) for all learners;</li> <li>❖ stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional;</li> <li>❖ reflect on the impact of their personal method of communication on learners and others in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>❖ communicate the purpose of the learning and give effective explanations at the appropriate level(s) for all learners;</li> <li>❖ create opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional;</li> <li>❖ reflect on the impact of their personal method of communication on learners and others in the learning community.</li> </ul>
<b>3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ demonstrate that they can select creative and imaginative strategies for teaching and learning appropriate to learners as individuals, groups or classes;</li> <li>❖ demonstrate that they can select and use a wide variety of resources and teaching approaches, including digital technologies and outdoor learning opportunities;</li> <li>❖ demonstrate the ability to justify and evaluate professional practice, and take action to improve the impact on all learners.</li> </ul>	<p><b>Professional Actions</b></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 interests and needs of all learners, as individuals, groups or classes;</li> <li>❖ skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities;</li> <li>❖ justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners;</li> <li>❖ create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.</li> </ul>

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### 3.1.4 Have high expectations of all learners

#### Professional Actions

Student teachers:

- ❖ develop tasks and set pace of work to meet the needs of learners, providing effective support and challenge, seeking advice appropriately;
- ❖ demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners' needs.

#### Professional Actions

Registered teachers:

- ❖ ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge;
- ❖ identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required;
- ❖ 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 and wellbeing

#### Professional Actions

Student teachers:

- ❖ ensure learners contribute to planning and enhancement of their own learning programmes;
- ❖ demonstrate an ability to work co-operatively in the classroom and the wider learning community with staff, parents and partner agencies to promote learning and wellbeing.

#### Professional Actions

Registered teachers:

- ❖ establish a culture where learners meaningfully participate in decisions related to their learning and their school;
- ❖ create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing, taking a lead role when appropriate.

## 3.2 Classroom Organisation and Management

The Standard for Provisional Registration	The Standard for Full Registration
<b>3.2.1 Create a safe, caring and purposeful learning environment</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ plan and provide a safe, well organised learning environment, including effective use of display;</li> <li>❖ make appropriate use of available space to accommodate whole-class lessons, group and individual work and promote independent learning;</li> <li>❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary;</li> <li>❖ organise and manage classroom resources and digital technologies to support teaching and learning;</li> <li>❖ know about and be able to apply health and safety regulations as appropriate to their role.</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated;</li> <li>❖ plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning;</li> <li>❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary;</li> <li>❖ enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning;</li> <li>❖ know about and apply appropriately health and safety regulations as an integral part of professional practice.</li> </ul>
<b>3.2.2 Develop positive relationships and positive behaviour strategies</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ demonstrate care and commitment to working with all learners;</li> <li>❖ demonstrate knowledge and understanding of wellbeing indicators;</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ demonstrate care and commitment to working with all learners;</li> <li>❖ demonstrate a secure knowledge and understanding of the wellbeing indicators;</li> </ul>

<ul style="list-style-type: none"> <li>❖ 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;</li> <li>❖ apply the school's positive behaviour policy, including strategies for understanding and preventing bullying;</li> <li>❖ know how and when to seek the advice of colleagues in managing behaviour;</li> <li>❖ demonstrate the ability to justify the approach taken in managing behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>❖ 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;</li> <li>❖ 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;</li> <li>❖ seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour;</li> <li>❖ evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them;</li> <li>❖ recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action.</li> </ul>
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### 3.3 Pupil Assessment

The Standard for Provisional Registration	The Standard for Full Registration
<b>3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ use a range of approaches for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;</li> <li>❖ enable all learners to engage in self-evaluation and peer assessment to benefit learning;</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;</li> <li>❖ enable all learners to engage in self evaluation and peer assessment to benefit learning;</li> </ul>

<ul style="list-style-type: none"> <li>❖ record assessment information to enhance teaching and learning;</li> <li>❖ use the results of assessment to identify strengths and development needs which lead to further learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>❖ 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;</li> <li>❖ 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;</li> <li>❖ 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.</li> </ul>
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### 3.4 Professional Reflection and Communication

The Standard for Provisional Registration	The Standard for Registration
<b>3.4.1 Read and critically engage with professional literature, educational research and policy</b>	
<p><b>Professional Actions</b></p> <p>Student teachers:</p> <ul style="list-style-type: none"> <li>❖ read and analyse a range of appropriate educational and research literature;</li> <li>❖ use what they have learned from reading and research to challenge and inform practice.</li> </ul>	<p><b>Professional Actions</b></p> <p>Registered teachers:</p> <ul style="list-style-type: none"> <li>❖ read, analyse and critically evaluate a range of appropriate educational and research literature;</li> <li>❖ systematically engage with research and literature to challenge and inform professional practice.</li> </ul>

### 3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise

#### Professional Actions

Student teachers:

- ❖ reflect and engage in self evaluation using the relevant professional standard;
- ❖ adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue;
- ❖ evaluate their classroom practice, taking account of feedback from others, in order to enhance teaching and learning;
- ❖ engage where possible in the processes of curriculum development, improvement planning and professional review and development;
- ❖ work collaboratively to share their professional learning and development with colleagues;
- ❖ maintain a record of their own professional learning and development, culminating in an Initial Professional Development Action Plan.

#### Professional Actions

Registered teachers:

- ❖ reflect and engage in self evaluation using the relevant professional standard;
- ❖ demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue;
- ❖ evaluate, and adapt their classroom practice rigorously and systematically, taking account of feedback from others, to enhance teaching and learning;
- ❖ demonstrate constructive participation and engagement with curriculum development, improvement planning and professional review and development;
- ❖ work collaboratively to contribute to the professional learning and development of colleagues, including students, through offering support and constructive advice and through disseminating experience and expertise, seeking opportunities to lead learning;
- ❖ maintain an effective record and portfolio of their own professional learning and development and a professional development action plan, including analysis of impact on learners and on own professional practices.

DRIVING FORWARD PROFESSIONAL  
STANDARDS FOR TEACHERS



## **The Standard for Career-Long Professional Learning: supporting the development of teacher professional learning**

December 2012

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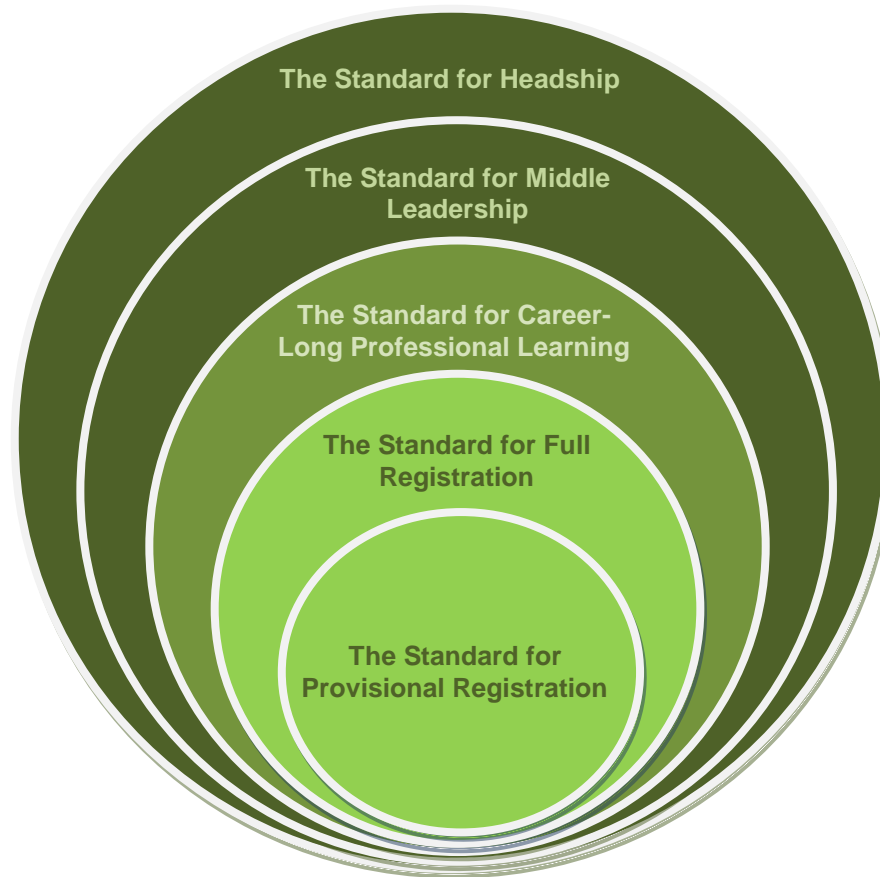
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# The Standard for Career-Long Professional Learning



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## Introduction

The Standard for Career-Long Professional Learning supersedes the Standard for Chartered Teacher (GTC Scotland 2009) and is part of the suite of GTC Scotland's Professional Standards which also includes [The Standards for Registration](#) and [The Standards for Leadership and Management](#). The Standard for Career-Long Professional Learning is based on sound national and international research, as well as on the successes of the Standard for Chartered Teachers and related programmes of professional learning.

Having attained the Standard for Full Registration, teachers will continue to develop their expertise and experience across all areas of their professional practice through appropriate and sustained career-long professional learning. The Standard for Career-Long Professional Learning has been developed to support teachers choosing to reflect on this Standard as part of their professional learning. As they progress through their careers this Standard will help them to identify, plan and develop their own professional learning needs and to ensure continuing development of professional practice.

The standards are underpinned by the themes of values, sustainability and leadership. [Professional values](#) are at the core of the Standard for Career-Long Professional Learning. They are integral to, and demonstrated through, all our professional relationships and practices.

'Learning for Sustainability' is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. Learning for sustainability has been embedded within the Standard for Career-Long Professional Learning to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

GTC Scotland recognises that effective leadership depends on the principles of collegiality. All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with and support the development of colleagues and other partners. The Standard for Career-Long Professional Learning includes a focus on teacher leadership and leadership for learning.



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.

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## The Standard for Career-Long Professional Learning

Teachers work in a complex and dynamic society. This means that teachers in the 21<sup>st</sup> century need to be critically informed with professional values, knowledge and actions that ensure positive impact on learners and learning. Teachers therefore need opportunities to develop in order to address changing demands. Evidence from existing practice in Scotland, as well as national and international practice demonstrates that:

*“The most successful education systems invest in developing their teachers as reflective, accomplished and enquiring professionals who are able, not simply to teach successfully in relation to current external expectations, but who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change.”* ([Teaching Scotland’s Future, Scottish Government, 2011, p4](#))

To be effective and to develop areas of accomplishment and leadership throughout a career in this environment is dependent on a professional commitment to career-long learning. Scottish education is committed to supporting and advancing career-long professional learning for all teachers.

The Standard for Career-Long Professional Learning describes the advanced professional knowledge and pedagogical expertise that registered teachers will develop and maintain as they continue to progress in teaching and the education profession. The standard provides an opportunity for teachers to progress, enrich, develop and enhance their practice, expertise, knowledge, skills and professional values. It will support teachers as they develop as reflective, accomplished, and enquiring professionals who are able to engage with the complexities of teaching and learning, the changing contemporary world of their learners, and the world beyond the profession and its institutions, in order to enhance the learning experiences for all learners.

Underpinning the Standard for Career-Long Professional Learning are the core principles of practitioner enquiry. In practice, this involves teachers having an enquiring disposition at the core of their professional practice. This means thinking critically and questioning their own educational beliefs, assumptions, values and practices. They will create knowledge to enhance, progress and lead the learning experiences of all their learners and work collaboratively with colleagues. The teacher as an adaptive expert is open to change and engages with new and emerging ideas about teaching and learning within the ever-evolving curricular and pedagogical contexts in which teaching and learning takes place.

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## Purpose

[The Standard for Full Registration](#) is, and will continue to be, the baseline standard of professional competence which applies to teachers throughout their careers. The Standard for Career-Long Professional Learning is not designed as a benchmark of teacher competence; rather it is distinctive in that it is designed to inform and support teachers to develop and improve their learning and practice in a systematic way which reflects their growing expertise and their ability to work in different contexts.

The focus should not be on teachers achieving the standard as the culmination of accomplishment but instead on teachers concentrating on developing particular specialisms leading to accomplishment in specific areas of pedagogical and subject expertise. Alongside the processes of Professional Review and Development (PRD) and Professional Update (PU), this standard, for those who choose to reflect against it, is for on-going, rigorous, critical and clearly focused professional discussions about professional learning, practice and career development. Teachers engaging with this standard may be engaging with Masters level learning and/or Masters Qualifications. GTC Scotland recommends that the [GTC Scotland Professional Recognition Framework](#) is used to identify and provide opportunities for receiving recognition for specific areas of accomplishment in teaching and learning or academic study linked to the Standard for Career-Long Professional Learning.

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# 1 Professional Values and Personal Commitment

The Professional Values and Personal Commitment should be read in conjunction with the [GTC Scotland Code of Professionalism and Conduct \(COPAC\)](#).

Professional values are at the core of the 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 complex and are the ideals by which we shape our practice as professionals. Starting with us as individuals, values extend to all those for whom we are responsible and to the world in which we live.

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 teachers registered with GTC Scotland.

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 teachers' careers as society and the needs of learners change and as understanding develops. This is central to the adaptability, responsiveness and relevance of the profession.

The Professional Values and Personal Commitment core to being a teacher are:

## ❖ Social Justice

- Embracing locally and globally 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 policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, 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 as outlined in the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.

❖ **Integrity**

- Demonstrating openness, honesty, courage and wisdom.
- Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.
- Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about 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, and with all those involved in influencing the lives of learners in and beyond the learning community.
- Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.
- Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

❖ **Professional Commitment**

- Engaging with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality.
- Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

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## 2 Professional Knowledge and Understanding, Professional Skills and Abilities

This section outlines the knowledge and understanding and skills and abilities of career-long professional learning. These can be used by all teachers as they develop through their careers and are in addition to those outlined in the Standards for Registration.

In defining the professional knowledge, skills and abilities and professional actions, consideration has been given to the construction of teaching as multidimensional which encapsulates a range of skills and dispositions. This requires the teacher of the 21<sup>st</sup> century to be able to adapt to changing circumstances and to develop understandings in this dynamic context by building knowledge, enquiring into practice, leading and working with colleagues and adopting a critical stance to their own practice and learning.

### 2.1 Professional Knowledge and Understanding

Teachers working with this standard are expected to develop deep, critically informed knowledge and understanding to enhance skills and abilities in relation to the key areas of career-long professional learning:

- ❖ Pedagogy, learning and subject knowledge
- ❖ Curriculum and assessment
- ❖ Enquiry and research
- ❖ Educational contexts and current debates in policy, education and practice
- ❖ Sustaining and developing professional learning
- ❖ Learning for sustainability.

### 2.2 Professional Skills and Abilities

Teachers working with this standard are expected to develop and apply their knowledge, skills and expertise through enquiry and sustained professional learning to:

- ❖ deepen and develop subject, curricular, and pedagogic knowledge to be able to lead learners and the learning of colleagues;
- ❖ question, develop and account for practice in critically informed ways and provide an informed rationale for professional actions;
- ❖ systematically investigate, analyse and evaluate the impact of practice;
- ❖ critically question and challenge educational assumptions, beliefs and values of self and system;
- ❖ critically engage with a range of educational literature, research and policy to make meaningful links to inform and change practice, where appropriate;
- ❖ work to create, contribute to, and lead a collegiate culture, through collaborative enquiry, peer observation with constructive feedback, professional dialogue and debate;
- ❖ work collaboratively across disciplines, professions and communities, locally and globally.

### 3 The Professional Actions in Career-Long Professional Learning

The key areas of career-long professional learning are:

- (i) Pedagogy, learning and subject knowledge;
- (ii) Curriculum and assessment;
- (iii) Enquiry and research;
- (iv) Educational contexts and current debates in policy, education and practice;
- (v) Sustaining and developing professional learning;
- (vi) Learning for sustainability.

Key Area	Professional Actions
<b>Pedagogy, Learning and Subject Knowledge</b>	<ul style="list-style-type: none"><li>• demonstrate deep subject knowledge and pedagogical leadership;</li><li>• lead curriculum development with a deep understanding of the place of subject knowledge and the wider purposes of education;</li><li>• demonstrate a critical understanding of approaches to teaching and learning, pedagogy and practice;</li><li>• deploy an enhanced understanding of pedagogy and how constructive relationships with learners can be developed;</li><li>• demonstrate a critical understanding of digital technologies and how these can be used to support learning;</li><li>• understand and develop the most appropriate contexts and environments for learning including outdoor learning, and be able to apply appropriate pedagogies for these environments.</li></ul>
<b>Curriculum and Assessment</b>	<ul style="list-style-type: none"><li>• understand and apply the principles of curriculum and assessment design to address changing educational needs;</li><li>• lead and collaborate with others to plan innovative curricular programmes;</li><li>• lead and work with others to ensure effective practice in the assessment of learning, including a deep knowledge and understanding of the policies and practices of assessment as required by awarding bodies.</li></ul>

<b>Key Area</b>	<b>Professional Actions</b>
<b>Enquiry and Research</b>	<ul style="list-style-type: none"> <li>• develop and apply expertise, knowledge and understanding of research and impact on education;</li> <li>• develop and apply expertise, knowledge, understanding and skills to engage in practitioner enquiry to inform pedagogy, learning and subject knowledge;</li> <li>• lead and participate in collaborative practitioner enquiry.</li> </ul>
<b>Educational contexts and current debates in policy, education and practice</b>	<ul style="list-style-type: none"> <li>• understand and explore the contexts and complexity in which teachers operate and the dynamic and complex role(s) of professionals within the educational community;</li> <li>• actively consider and critically question the development(s) of policy in education;</li> <li>• develop culture where learners meaningfully participate in decisions related to their learning and school;</li> <li>• develop and apply political literacy and political insight in relation to professional practice, educational change and policy development.</li> </ul>
<b>Sustaining and Developing Professional Learning</b>	<ul style="list-style-type: none"> <li>• develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice;</li> <li>• commit to on-going career-long professional learning, including postgraduate study as appropriate;</li> <li>• lead and contribute to the professional learning of all colleagues, including students and probationers.</li> </ul>
<b>Learning for Sustainability</b>	<ul style="list-style-type: none"> <li>• understand the environmental, social and economic conditions of learners to inform teaching and learning;</li> <li>• have a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems function and are interconnected;</li> <li>• develop the knowledge, skills and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world;</li> <li>• connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community.</li> </ul>

DRIVING FORWARD PROFESSIONAL  
STANDARDS FOR TEACHERS



## **The Standards for Leadership and Management: supporting leadership and management development**

December 2012

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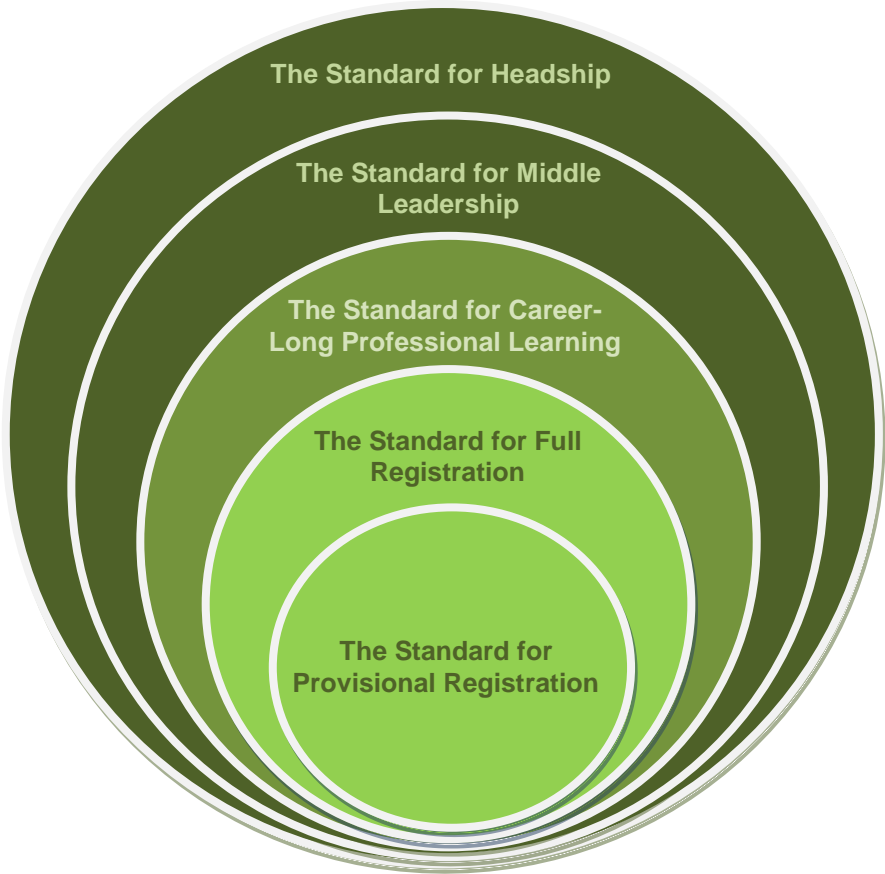
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# The Standards for Leadership and Management



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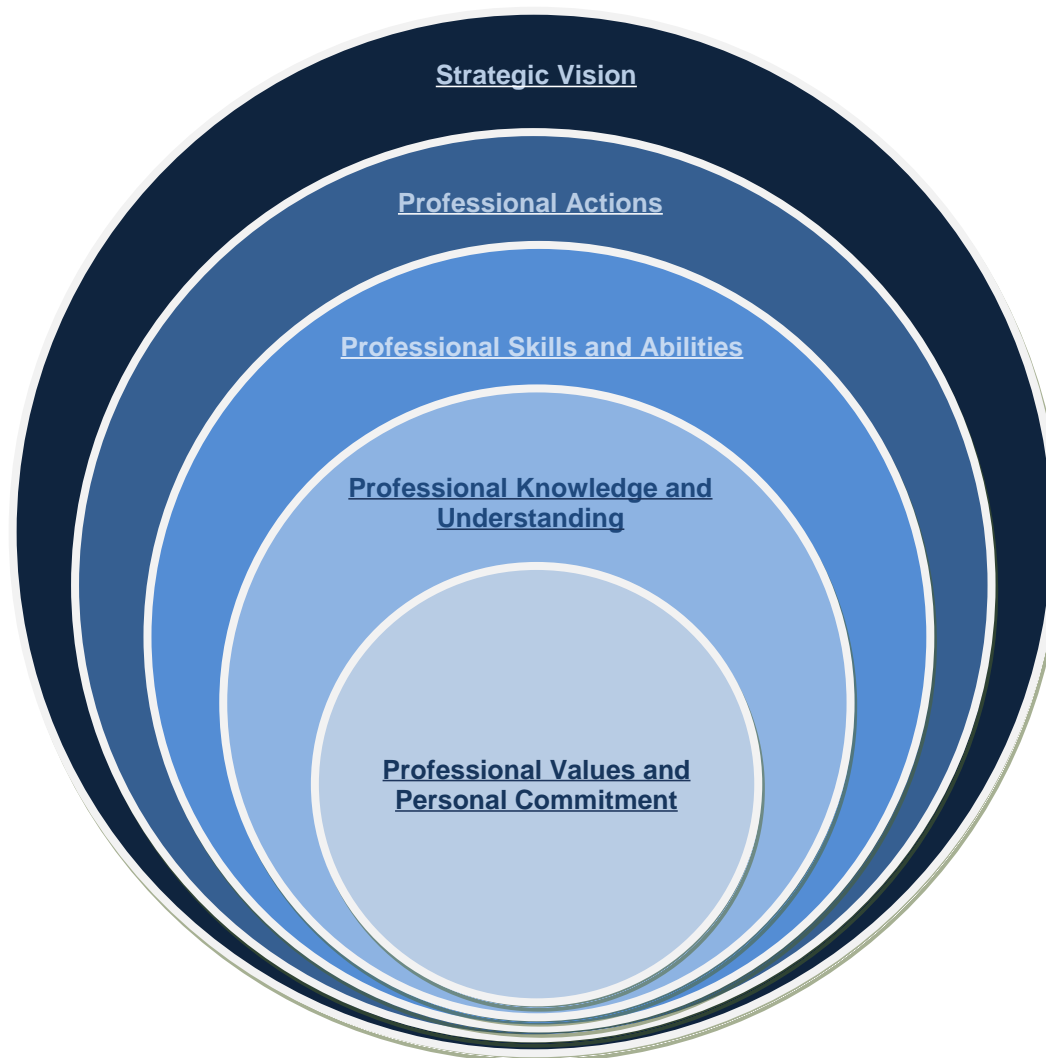
## Introduction

The Standards for Leadership and Management, which supersede the Standard for Headship (Scottish Executive, 2005), include both the Standard for Middle Leadership and the Standard for Headship. The Standards for Leadership and Management are part of the suite of GTC Scotland's Professional Standards which also include [the Standards for Registration](#) and [the Standards for Career-Long Professional Learning](#) and have been developed to support the self-evaluation and professional learning of those in, or aspiring to, formal leadership roles in schools.

These standards are underpinned by the themes of values, sustainability and leadership. [Professional values](#) are at the core of the Standards for Leadership and Management. They are integral to, and demonstrated through, all our professional relationships and practices.

“Learning for Sustainability” is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. Learning for sustainability has been embedded within the Standards for Leadership and Management to support leaders in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

GTC Scotland recognises that effective leadership depends on the principles of collegiality. All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with, and support the development of, colleagues and other partners. The Standards for Leadership and Management include a focus on leadership for learning, teacher leadership, and working collegially to build leadership capacity in others.



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 teachers, and one aspect does not exist independently of the others. It is this inter-relationship among all of the categories which develops their understanding, their practice and their professionalism.

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## Leadership and Management

Leadership is central to educational quality. Leadership is the ability to:

- ❖ develop a vision for change, which leads to improvements in outcomes for learners and is based on shared values and robust evaluation of evidence of current practice and outcomes;
- ❖ mobilise, enable and support others to develop and follow through on strategies for achieving that change;

Management is the operational implementation and maintenance of the practices and systems required to achieve this change.

Those in, or aspiring to, promoted roles (Principal Teacher, Depute Head Teacher, Head Teacher) within the education system will develop increasing responsibility and capacity in relation to the kinds of roles outlined here. These roles may include responsibility for team and line management. All leaders have a responsibility for ensuring the mobilisation of inter-agency working across the learning community and beyond, particularly by building staff capability, in order to achieve positive outcomes for all learners.

Middle leaders in schools will have different areas of responsibility in addition to enhanced pedagogical skills, which may include curriculum leadership, departmental or faculty leadership, pastoral leadership, leadership in additional support provision, or leadership of school improvement priorities. They may have line management responsibility for a team of staff, lead a team delivering a specific area of provision, or a team involved in development activities. In taking their particular areas of responsibility forward, middle leaders will work and contribute to the school improvement agenda, particularly in building a culture of teaching and learning to address the needs of all learners, while also contributing to the development of capability more generally.

Head Teachers, working with others, establish, sustain and enhance a culture of learning and a positive ethos in collaboration with the whole school community to ensure that every learner achieves his/her potential. Head Teachers are accountable for ensuring that the context and culture are set for others to lead effectively and that there is a clear and agreed focus on self-evaluation and improvement.

Head Teachers and other educational leaders contribute to leadership for improvement at system level (authority and national level). This includes the ability to offer significant support to peers and other educational establishments or make significant contributions to policy development across cluster, local authority or national education systems.

The Standards for Leadership and Management are designed to be used in conjunction with the [Framework for Educational Leadership](#) (Education Scotland, 2012) to support individual self-evaluation and reflection as an integral part of leadership development. It is vital that leadership development is supported by effective and systematic Professional Review and Development (PRD) and Professional Update processes.

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## Purpose

The Standards for Leadership and Management will be used for multiple purposes, including:

- ❖ support for self-evaluation and reflection for teachers in, and aspiring to, formal leadership roles in our schools;
- ❖ the design of programmes for aspiring or serving middle leaders;
- ❖ the design of programmes leading to the attainment of the professional award and / or academic qualification leading to the Standard for Headship;
- ❖ an assessment framework for such programmes;
- ❖ a template to plan and enhance coherent leadership development pathways and programmes;
- ❖ informing the process of recruitment and selection;
- ❖ contributing to dialogue about leadership and management.

The Standards for Leadership and Management have not been designed as benchmarks of teacher competence and therefore should not be used in this way.

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# 1 Professional Values and Personal Commitment

The Professional Values and Personal Commitment should be read in conjunction with the [GTC Scotland Code of Professionalism and Conduct \(COPAC\)](#).

Professional values are at the core of the 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 complex and are the ideals by which we shape our practice as professionals. Starting with us as individuals, values extend to all those for whom we are responsible and to the world in which we live.

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 teachers registered with GTC Scotland.

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 teachers' careers as society and the needs of learners change and as understanding develops. This is central to the adaptability, responsiveness and relevance of the profession.

The Professional Values and Personal Commitment core to being a teacher are:

## ❖ Social Justice

- Embracing locally and globally 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 policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, 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.

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- Respecting the rights of all learners as outlined in the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.

❖ **Integrity**

- Demonstrating openness, honesty, courage and wisdom.
- Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.
- Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about 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, and with all those involved in influencing the lives of learners in and beyond the learning community.
- Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.
- Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

❖ **Professional Commitment**

- Engaging with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality.
- Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

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## **2 Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills and Abilities**

This section outlines the Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills and Abilities required of all teachers in formal leadership roles. Therefore, they apply to Head Teachers and to middle leaders in our schools, and are in addition to those outlined in [the Standards for Registration](#) and [the Standard for Career-Long Professional Learning](#).

### **2.1 Strategic Vision**

This element builds upon the professional values expected of all teachers. Leaders exemplify in their personal and professional life, and in the way they lead the learning community, the vision and culture they seek to develop throughout the establishment.

Leaders steer the creation and the sharing of the strategic vision, ethos and aims for the establishment, which inspire and motivate learners, staff and all members of the learning community and its partners and sets high expectations for every learner.

Central to the development and demonstration of this strategic vision, all leaders commit to and model career-long learning as a 'leading learner'; and thus encourage others to engage in career-long learning to enhance their practice.

### **2.2 Professional Knowledge and Understanding**

This element identifies the complex knowledge and understanding of educational thinking and developments in society, education and teaching and learning which are required by successful leaders.

#### **2.2.1 Teaching and Learning**

Leaders engage critically with knowledge and understanding of research and developments in teaching and learning and work with others to ensure the application of relevant development to improving outcomes for learners.

#### **2.2.2 Education Policy**

Leaders apply their enhanced knowledge and critical understanding of research and developments in education policy to support school development.

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### 2.2.3 Social and environmental trends and developments

Leaders keep abreast of, and apply their enhanced knowledge and understanding of, contemporary developments in society, digital technologies, the environment and the wider global community (including trends and changes in family patterns, work patterns, the media, leisure and politics) and consider the implications for their leadership.

### 2.2.4 Leadership and management

Leaders continuously widen their knowledge and understanding of leadership and management concepts and practices related to their context and work with others to ensure this is embodied in practice.

## 2.3 Interpersonal Skills and Abilities

This element describes a range of interpersonal skills and abilities on which leaders draw upon in leading and managing effectively. For maximum impact, successful leaders will exercise these skills in combinations appropriate to the context in which they are leading and managing.

### 2.3.1 Demonstrating self-awareness and inspiring and motivating others

Leaders continually develop self-awareness; they regularly question their practice through processes of reflection and critical enquiry. They manage self and others effectively, with a commitment to collegiate practice. They build and sustain personal credibility by modelling their commitment to career-long professional learning, integrity and ethical practice, thus developing a culture of trust and respect. They display confidence and courage in the way they deal with criticism and conflict. Leaders encourage the development of leadership qualities in others and cultivate trust and respect among colleagues by fostering leadership opportunities across and beyond the school. They encourage positive relationship building with learners, colleagues, parents and other partners.

### 2.3.2 Judging wisely and deciding appropriately

Leaders analyse and define situations clearly. They take a positive solution-focused approach to their work. They know how and when to make decisions and use evidence and information to support and inform their judgements. Leaders display a readiness to engage in debate and dialogue and promote constructive ways of achieving improvement, displaying an awareness of the ethical use of power and authority.

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### 2.3.3 Communicating effectively

Leaders show and communicate their deep commitment to the education and well-being of learners in their everyday practices. They are effective communicators within the school and the wider community and build effective relationships across networks. They listen, express their ideas and feelings clearly, engage in professional dialogue and constructive feedback and establish effective organisational communication. They make use of a variety of appropriate media in doing so. Leaders demonstrate openness to, and honesty with, others. They have a clear understanding of confidentiality and apply that knowledge to all engagements, practices and procedures.

### 2.3.4 Demonstrating political insight

Leaders have an enhanced understanding of the dynamics of political power and influence in the relationship between schools and society, and the consequent implications for the work of their organisation. They understand the political and social context and the ways in which this impacts on schools and those within schools, taking account of this in their leadership and management practices.

### 3 The Professional Actions of Middle Leaders

#### The Key Purpose of Middle Leaders

Middle leaders, within their areas of responsibility, lead and collaborate with team(s) to establish, enhance and ensure high quality learning experiences and outcomes for all learners. In the context of middle leadership, ‘team’ is used widely and refers to colleagues that middle leaders have line management responsibility for, as well as those who they may work with in and across departments or project teams.

In line with the visions and values of the school, and within the school, departmental and faculty improvement agendas, middle leaders:

- (i) Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement;
- (ii) Develop coherent approaches to professional learning which build and sustain teachers’ practice;
- (iii) Lead and work collaboratively to enhance teaching which leads to high quality learning experiences;
- (iv) Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners;
- (v) Manage allocated resources proactively and effectively to meet learning and development priorities.

#### 3.1 Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement

The Professional Standard	Professional Actions
3.1.1 Middle leaders foster an ethos to support self-evaluation and plan specific opportunities for this to take place	<ul style="list-style-type: none"> <li>❖ model good practice in personal self-evaluation against the relevant professional standard and appropriate benchmarks;</li> <li>❖ promote an open, honest and critical stance in examining practice, within their area of responsibility;</li> <li>❖ lead and influence others to critically analyse and evaluate their own practice in relation to relevant policies and procedures.</li> </ul>
3.1.2 Middle leaders enable staff individually and collectively to engage in regular and rigorous self-evaluation	<ul style="list-style-type: none"> <li>❖ systematically use established self-evaluation practices, gathering information from appropriate stakeholders and apply the information gathered to the planning of next steps and actions;</li> <li>❖ develop colleagues’ skills and confidence in using the established self-evaluation processes and deriving a range of processes.</li> </ul>

<b>The Professional Standard</b>	<b>Professional Actions</b>
3.1.3 Middle leaders use established systems to monitor progress of the team's improvement agenda	<ul style="list-style-type: none"> <li>❖ undertake regular and systematic review of progress towards the team's priorities;</li> <li>❖ adopt a range of approaches to sustain and improve the work of the team.</li> </ul>
3.1.4 Middle leaders critically engage with literature, research and policy, in relation to all of the above	<ul style="list-style-type: none"> <li>❖ develop and use knowledge from literature, research and policy sources to support the process of self-evaluation for the enhancement of professional practice and decision making, within their areas of responsibility.</li> </ul>

### 3.2 Develop coherent approaches to professional learning which build and sustain teachers' practice

<b>The Professional Standard</b>	<b>Professional Actions</b>
3.2.1 Middle leaders work within school policies with regard to staffing and personnel issues	<ul style="list-style-type: none"> <li>❖ take due account of school policy and local authority guidelines in all aspects of human resource management.</li> </ul>
3.2.2 Middle leaders establish and use strategies to identify individual and team professional learning needs to support the school's improvement agenda	<ul style="list-style-type: none"> <li>❖ take responsibility for, and engage actively in, ongoing professional learning to enhance their personal and professional skills and knowledge base;</li> <li>❖ promote ambition and set high expectations of professional learning for the team and ensure opportunities which deliver this;</li> <li>❖ use coaching and mentoring skills to support the PRD process;</li> <li>❖ ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to professional practice.</li> </ul>

The Professional Standard	Professional Actions
3.2.3 Middle leaders create coherent opportunities for collaborative development activities	<ul style="list-style-type: none"> <li>❖ create opportunities for colleagues to take on leadership roles;</li> <li>❖ lead team participation in professional learning community processes;</li> <li>❖ build constructive relationships that foster commitment and collegiality;</li> <li>❖ use coaching and mentoring to support colleagues and build these skills to develop peer support.</li> </ul>
3.2.4 Middle leaders evaluate the impact of professional learning on teachers' practice and understanding, in relation to outcomes for learners	<ul style="list-style-type: none"> <li>❖ work with the team to critically reflect on individual and collective professional learning;</li> <li>❖ plan and evaluate professional learning provision directly on its intended impact on learning, within their areas of responsibility.</li> </ul>
3.2.5 Middle leaders critically engage with literature, research and policy in relation to all of the above	<ul style="list-style-type: none"> <li>❖ develop and use knowledge from literature, research and policy sources to support the processes of leading and developing staff and creating school cultures for the enhancement of practice and decision making, within their areas of responsibility.</li> </ul>

### 3.3 Lead and work collaboratively to enhance teaching which leads to high quality learning experiences

The Professional Standard	Professional Actions
3.3.1 Middle leaders support the improvement of teaching and learning and set consistently high expectations for all in the school community	<ul style="list-style-type: none"> <li>❖ work with the team to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning;</li> <li>❖ set clear standards in their practice, in relation to the principles of inclusion, sustainability, equality and social justice;</li> <li>❖ model and develop, within and beyond their area of responsibility, a culture of mutual respect and accountability.</li> </ul>

<b>The Professional Standard</b>	<b>Professional Actions</b>
3.3.2 Middle leaders work with teams to design coherent and progressive programmes which address learning needs	<ul style="list-style-type: none"> <li>❖ develop and plan curricular, cross-curricular and pastoral programmes to ensure appropriate personalisation and choice;</li> <li>❖ ensure that learners are included in decisions related to the development and planning of all learning programmes;</li> <li>❖ ensure the principles of good curriculum design underpin all learning programmes.</li> </ul>
3.3.3 Middle leaders establish and develop pedagogic practices to meet the learning and pastoral needs of all learners	<ul style="list-style-type: none"> <li>❖ model high quality teaching;</li> <li>❖ set high expectations of the quality of teaching and learning across the team;</li> <li>❖ provide systematic opportunities to enhance and refresh teachers' pedagogic practices, including assessment practices.</li> </ul>
3.3.4 Middle leaders use collaborative processes to monitor and review pedagogic practice, working across the team	<ul style="list-style-type: none"> <li>❖ implement a range of peer learning approaches which enable the team to work collaboratively;</li> <li>❖ work regularly with individual teachers to review teaching and learning approaches in the classroom;</li> <li>❖ draw upon self-evaluation activities to promote on-going review of pedagogy.</li> </ul>
3.3.5 Middle leaders systematically gather and use assessment feedback and learners' progress data to evaluate and plan future learning	<ul style="list-style-type: none"> <li>❖ establish processes for the systematic use of formative and summative assessment;</li> <li>❖ establish processes for the tracking and monitoring of individual learning and pastoral needs;</li> <li>❖ use assessment and progress data to inform and plan learning programmes.</li> </ul>
3.3.6 Middle leaders critically engage with literature, research and policy in relation to all of the above	<ul style="list-style-type: none"> <li>❖ engage with educational literature, research and policy sources in leading and developing the curriculum, pedagogy and assessment practices, including taking account of international benchmarking to support the enhancement practice and decision making, within their areas of responsibility.</li> </ul>

### 3.4 Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners

The Professional Standard	Professional Actions
<p>3.4.1 Middle leaders establish and use processes for the regular review of learners in order to identify learners' needs</p>	<ul style="list-style-type: none"> <li>❖ use appropriate diagnostic tools to review learners' progress;</li> <li>❖ communicate outcomes with all relevant partners;</li> <li>❖ ensure planning and provision for learning is underpinned by the principles of equality and social justice.</li> </ul>
<p>3.4.2 Middle leaders establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes</p>	<ul style="list-style-type: none"> <li>❖ ensure opportunities for personalisation and choice;</li> <li>❖ provide opportunities for learners and teachers to plan and discuss learning strategies;</li> <li>❖ provide opportunities for learners to evaluate their learning and progress.</li> </ul>
<p>3.4.3 Middle leaders build partnerships with parents and carers to support the learner's needs</p>	<ul style="list-style-type: none"> <li>❖ provide parents and carers with regular information about their child's progress;</li> <li>❖ seek regular opportunities to keep parents and carers informed about developments in the curriculum and teaching and learning approaches.</li> </ul>
<p>3.4.4 Middle leaders work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners</p>	<ul style="list-style-type: none"> <li>❖ adhere to and implement child protection policies and procedures to ensure the well-being of all learners;</li> <li>❖ recognise and encourage the wide and diverse range of partnerships which contribute to the learning, pastoral and emotional needs of all learners;</li> <li>❖ ensure appropriate information is shared with partners to inform decision making;</li> <li>❖ draw upon knowledge and expertise from other professional partners to enhance programmes for learners.</li> </ul>

The Professional Standard	Professional Actions
3.4.5 Middle leaders critically engage with literature, research and policy in relation to the above	<ul style="list-style-type: none"> <li>❖ develop and use knowledge from literature, research and policy sources to support the processes of collaborative working for the enhancement of professional practice and decision making, within their areas of responsibility.</li> </ul>

### 3.5 Manage allocated resources proactively and effectively to meet learning and development priorities

The Professional Standard	Professional Actions
3.5.1 Middle leaders identify priorities within their area and allocate resources to achieve these	<ul style="list-style-type: none"> <li>❖ work with teams to agree and deliver appropriate resourcing decisions;</li> <li>❖ use data and evaluations of previous planning priorities and learning programmes to inform future resourcing decisions.</li> </ul>
3.5.2 Middle leaders set expectations and ensure resources are allocated and used in fair and effective ways	<ul style="list-style-type: none"> <li>❖ make best operational use of available resources to create, maintain and enhance an appropriate learning environment for effective teaching and learning and to support improvement;</li> <li>❖ demonstrate transparent and equitable allocation of resources which takes account of identified need, within their areas of responsibility;</li> <li>❖ foster collective responsibility across the team for the sustainable, transparent, fair and effective use of resources.</li> </ul>
3.5.3 Middle leaders establish and use systems to monitor the use of resources within their areas of responsibility	<ul style="list-style-type: none"> <li>❖ ensure efficient and effective use of resources to support the learning needs of all learners;</li> <li>❖ give due regard to health and safety legislation to ensure safety and welfare of all.</li> </ul>
3.5.4 Middle leaders critically engage with literature, research and policy texts	<ul style="list-style-type: none"> <li>❖ develop and use knowledge from literature, research and policy sources in the area of resource management to inform professional practice and decision making, within their areas of responsibility.</li> </ul>

## 4 The Professional Actions of Head Teachers

### The Key Purpose of Head Teachers

The Head Teacher acts as the leading professional in a school and as an officer in the local authority. The Head Teacher also plays a pivotal role within the broader children's services network.

Head Teachers lead the whole school community in order to establish, sustain and enhance a positive ethos and culture of learning through which every learner is able to learn effectively and achieve their potential.

In line with the vision and values of the school, Head Teachers, working with others:

- (i) Establish, sustain and enhance the culture of self-evaluation for school improvement;
- (ii) Develop staff capability, capacity and leadership to support the culture and practice of learning;
- (iii) Ensure consistent high quality teaching and learning for all learners;
- (iv) Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners;
- (v) Allocate resources effectively in line with identified strategic and operational priorities.

Across all of these areas, Head Teachers contribute to leadership for improvement at school and system level.

### 4.1 Establish, sustain and enhance the culture of self-evaluation for school improvement

The Professional Standard	Professional Actions
4.1.1 Head Teachers establish a range of relationships and practices to foster self-evaluation at every level in the school	<ul style="list-style-type: none"><li>❖ model good practice in personal self evaluation against the relevant Professional Standard and appropriate benchmarks;</li><li>❖ promote an open, honest and critical stance in examining practice;</li><li>❖ encourage and support others to critically analyse and evaluate their own practice in relation to relevant policies and procedures.</li></ul>
4.1.2 Head Teachers establish and use systems to collect evidence with which to inform decision making	<ul style="list-style-type: none"><li>❖ develop a culture of evidence-informed practice;</li><li>❖ ensure systematic evidence collection and analysis against national and international benchmarks;</li><li>❖ use collated evidence to inform decision-making;</li><li>❖ encourage and enable staff to use data to plan teaching, learning, reporting and assessment, with a focus on improving outcomes for all learners.</li></ul>

<b>The Professional Standard</b>	<b>Professional Actions</b>
4.1.3 Head Teachers establish and use processes to gather valid information from stakeholders to inform improvement strategies	<ul style="list-style-type: none"> <li>❖ ensure that data is gathered systematically from a wide range of stakeholders;</li> <li>❖ develop innovative approaches to engage all groups;</li> <li>❖ share data to inform decision making and to identify priorities.</li> </ul>
4.1.4 Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities	<ul style="list-style-type: none"> <li>❖ create regular opportunities to engage with staff, learners and the wider school community to identify priorities;</li> <li>❖ identify key areas for improvement using the evidence gathered;</li> <li>❖ establish, sustain and enhance a culture where all learners are involved in meaningful decision-making about the planning and enhancement of learning and in wider school improvement;</li> <li>❖ establish processes and facilitate opportunities for groups to work collaboratively to take forward improvement priorities.</li> </ul>
4.1.5 Head Teachers develop systems for ongoing monitoring and review of the school's improvement agenda	<ul style="list-style-type: none"> <li>❖ undertake regular and systematic review of progress towards the school's priorities;</li> <li>❖ establish a range of processes which enable staff to contribute to the overall monitoring and review of the school improvement plan.</li> </ul>
4.1.6 Head Teachers critically engage with literature, research and policy, in relation to all of the above	<ul style="list-style-type: none"> <li>❖ develop and use knowledge from literature, research and policy sources to support the processes of self-evaluation for the enhancement of professional practice and decision-making.</li> </ul>

## 4.2 Develop staff capability, capacity and leadership to support the culture and practice of learning

The Professional Standard	Professional Actions
4.2.1 Head Teachers work within the structure of employment legislation, national and local agreements and policies governing employment	<ul style="list-style-type: none"> <li>❖ take due account of legislation and national and local agreements in all aspects of human resource management;</li> <li>❖ take due account of the legislative framework related to equality and social inclusion to promote an inclusive community which values diversity and challenges discrimination.</li> </ul>
4.2.2 Head Teachers establish and promote collaborative practice to support a culture of learning within and beyond the school	<ul style="list-style-type: none"> <li>❖ take responsibility for, and engage actively in, ongoing professional learning to deepen their personal and professional skills and knowledge base;</li> <li>❖ promote ambition and set high expectations of continuing professional learning for all staff and ensure opportunities which deliver this;</li> <li>❖ create and utilise opportunities for staff to take on leadership roles across and beyond the school;</li> <li>❖ build constructive relationships that engender commitment and collegiality.</li> </ul>
4.2.3 Head Teachers establish and ensure the consistent use of PRD processes to identify strengths and development needs	<ul style="list-style-type: none"> <li>❖ use and develop in colleagues, coaching and mentoring skills to support the PRD process;</li> <li>❖ foster the personal commitment of staff to, and personal responsibility for, PRD using relevant professional standards to support self-evaluation and reflection;</li> <li>❖ ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to improvement of professional practice.</li> </ul>
4.2.4 Head Teachers ensure a systematic approach to support the culture of professional learning	<ul style="list-style-type: none"> <li>❖ ensure staff use relevant professional standards to support self-evaluation as part of continuous professional learning;</li> <li>❖ encourage an extended understanding of the nature and depth of professional learning and promote relevant systematic and progressive professional learning opportunities;</li> </ul>

The Professional Standard	Professional Actions
	<ul style="list-style-type: none"> <li>❖ ensure an appropriate balance between collaborative and personal professional learning;</li> <li>❖ ensure an appropriate balance between personal and professional goals and school and local authority priorities.</li> </ul>
4.2.5 Head Teachers build systems to monitor the impact of professional learning on the culture of learning.	<ul style="list-style-type: none"> <li>❖ build staff capability to self-evaluate individual and collegiate professional learning and reflect on their development;</li> <li>❖ plan and evaluate professional learning in relation to both its direct and indirect impact on outcomes for learners.</li> </ul>
4.2.6 Head Teachers contribute to systems level leadership of education in their context and beyond	<ul style="list-style-type: none"> <li>❖ contribute to the development of others, including peer Head Teachers, through coaching and mentoring, and networking opportunities;</li> <li>❖ support cross-sector working at cluster, local authority and national levels;</li> <li>❖ contribute to cluster, local and national developments and discussions to support and enhance the policy making process.</li> </ul>
4.2.7 Head Teachers critically engage with literature, research and policy in relation to all of the above	<ul style="list-style-type: none"> <li>❖ develop and use knowledge from literature, research and policy sources to support the processes of leading and developing staff and creating school cultures for the enhancement of professional practice and decision making.</li> </ul>

### 4.3 Ensure consistent, high quality teaching and learning for all learners

The Professional Standard	Professional Actions
<p>4.3.1 Head Teachers build a shared vision to support the improvement of teaching and learning and set consistently high expectations for all in the school community</p>	<ul style="list-style-type: none"> <li>❖ work with whole school community to identify and articulate a shared vision, values and aims in relation to teaching and learning;</li> <li>❖ set clear standards in relation to enacting the principles of inclusion, sustainability, equality and social justice in the teaching and learning processes;</li> <li>❖ model and develop a culture of mutual trust, respect and accountability.</li> </ul>
<p>4.3.2 Head Teachers ensure appropriate curriculum design and planning are developed to meet the learning and pastoral needs of all learners</p>	<ul style="list-style-type: none"> <li>❖ take a strategic overview of the planning, delivery and assessment of learning to ensure that school-based decisions are in accordance with the principles of good curriculum design and planning;</li> <li>❖ agree and develop curricular frameworks to ensure appropriate personalisation and choice;</li> <li>❖ collaborate with partners to facilitate access to appropriate learning opportunities and resources.</li> </ul>
<p>4.3.3 Head Teachers establish and sustain processes to develop pedagogic practices across the school</p>	<ul style="list-style-type: none"> <li>❖ set, and communicate clearly, high expectations of the quality of teaching and assessment;</li> <li>❖ develop a culture which supports and ensures high quality teaching and assessment;</li> <li>❖ provide systematic opportunities to enhance and refresh teachers' pedagogic practice.</li> </ul>
<p>4.3.4 Head Teachers build collaborative processes to review and enhance pedagogic practice</p>	<ul style="list-style-type: none"> <li>❖ promote a culture of critical reflection and self evaluation and establish approaches to review and teaching and learning which gathers from the views and experience of learners, staff, parents and partners;</li> <li>❖ establish and sustain teacher leadership and collaborative working to support the enhancement of teaching and learning;</li> <li>❖ establish systems to validate the quality of teaching, learning and assessment.</li> </ul>

The Professional Standard	Professional Actions
4.3.5 Head Teachers critically engage with literature, research and policy in relation to all of the above	<ul style="list-style-type: none"> <li>❖ engage with educational literature, research and policy sources in leading and developing the curriculum, including taking account of international benchmarking to inform their thinking and support the enhancement of professional practice and decision-making.</li> </ul>

#### 4.4 Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners

The Professional Standard	Professional Actions
4.4.1 Head Teachers build and communicate the vision, values, ethos and aims of the school with partners	<ul style="list-style-type: none"> <li>❖ co-create an aspirational vision, values, ethos and aims, agreed in partnership with all stakeholders;</li> <li>❖ communicate and model the vision, values, ethos and aims regularly to all learners and the wider school community.</li> </ul>
4.4.2 Head Teachers embed processes to ensure learners contribute to planning and enhancement of their own learning programmes	<ul style="list-style-type: none"> <li>❖ establish a culture where learners participate meaningfully in decisions related to their learning and their school;</li> <li>❖ ensure all learners have genuine opportunities to participate in these decision-making processes.</li> </ul>
4.4.3 Head Teachers develop strategies to foster parental involvement	<ul style="list-style-type: none"> <li>❖ establish a culture to build and facilitate the partnership between parents and carers, learners and the school;</li> <li>❖ ensure all parents and carers have genuine opportunities to participate in these partnership activities and processes.</li> </ul>

The Professional Standard	Professional Actions
4.4.4 Head Teachers build, maintain and review partnerships with other professions and agencies to support the learning, pastoral and emotional needs of learners	<ul style="list-style-type: none"> <li>❖ adhere to and implement child protection policies and procedures to ensure the care and welfare of all learners;</li> <li>❖ understand the <a href="#">National Practice Model within GIRFEC</a>, and develop this understanding in colleagues;</li> <li>❖ recognise and encourage the wide and diverse range of partnerships which contribute to the well-being of all learners;</li> <li>❖ ensure that systems are in place which enable all partners to contribute to, and support the diverse needs of all learners in line with local and national policy and legislation.</li> </ul>
4.4.5 Head Teachers critically engage with literature, research and policy in relation to the above	<ul style="list-style-type: none"> <li>❖ develop and use knowledge from literature, research and policy sources to support the processes of collaborative working for the enhancement of professional practice and decision making.</li> </ul>

#### 4.5 Allocate resources effectively in line with identified strategic and operational priorities

The Professional Standard	Professional Actions
4.5.1 Head Teachers use the review and improvement planning processes to identify priorities and inform resourcing decisions	<ul style="list-style-type: none"> <li>❖ consult with relevant stakeholders to inform appropriate resourcing decisions;</li> <li>❖ use data and evaluations of previous planning priorities to inform future resourcing decisions;</li> <li>❖ consider the sustainability implications of resourcing decisions.</li> </ul>
4.5.2 Head Teachers allocate resources in a fair and equitable manner in line with priorities to support learning	<ul style="list-style-type: none"> <li>❖ make best strategic and operational use of available resources to create, maintain and enhance an appropriate learning environment for effective teaching and learning and to support improvement;</li> <li>❖ delegate appropriate tasks and responsibilities to other staff, including promoted staff;</li> </ul>

<b>The Professional Standard</b>	<b>Professional Actions</b>
	<ul style="list-style-type: none"> <li>❖ demonstrate transparent and equitable allocation of resources which takes account of identified need;</li> <li>❖ foster collective responsibility for the sustainable, transparent, fair and effective use of resources.</li> </ul>
<p>4.5.3 Head Teachers ensure systems are established and used to monitor, evaluate and review the use of resources</p>	<ul style="list-style-type: none"> <li>❖ ensure best value and appropriate devolved accountability to support effective teaching and learning;</li> <li>❖ show a strategic awareness when engaging with resource management to ensure continuous improvement;</li> <li>❖ give due regard to health and safety legislation to ensure safety and welfare of all;</li> <li>❖ utilise all available support in budget and resource management.</li> </ul>
<p>4.5.4 Head Teachers critically engage with literature, research and policy texts</p>	<ul style="list-style-type: none"> <li>❖ develop and use knowledge from literature, research and policy sources in the area of resource management to inform professional practice and decision-making.</li> </ul>

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

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**Probation site for teachers:**

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