

Improving the Quality of Teaching: Implementing The GTCS Code of Practice on Teacher Competence

1. CONTEXT

The General Teaching Council has now issued its Code of Practice on Teacher Competence. It is appropriate for the Education Services department to revise its approach to dealing with under-achievement in the context of improving the quality of teaching.

2. INTRODUCTION

The key objective of the education services in the city of Glasgow is to ensure that every child/young person has access to the highest level of quality of education which will enable him/her to achieve maximum potential. To that end it is essential that all staff employed within the department – at the chalk face as teachers and in the variety of support roles – are of the highest quality and have access to appropriate training and support.

The vast majority of teaching staff and support staff within the education service provide excellent service supporting children and young people in the teaching and learning process. However, as in any profession or area of employment, there are staff whose performance is significantly below that which rightly can be expected.

Staff whose performance continues to fall short have a dramatic impact on the extent to which children/young people do benefit from the education provision made available for them. Poor teachers and poor teaching not only have a detrimental affect immediately on children/young people as they attend classes but the long term effects can be very damaging. Children/Young people can be de-motivated, losing their enthusiasm for the learning process and gaps in learning at any stage can have a serious effect on future learning. In such circumstances there are implications for discipline and for attendance at schools. Members of staff who hold posts of responsibility have a key role in ensuring that the service is managed effectively and in monitoring the quality of education provision.

The effective delivery of the service is dependent upon the quality of staff who are in promoted posts. Sound performance at management level is essential if pupil achievement is to be maximised.

The sustained attendance of staff is also a key issue in ensuring quality of provision for children and young people. The revised Disciplinary Framework issued as SNCT 18 by the Scottish Negotiating Committee for Teachers includes specific reference to attendance.

3. IMPROVING THE QUALITY OF TEACHING AND LEARNING

It is appropriate, as part of the Glasgow City Council's drive towards improving educational attainment, to re-emphasise the procedures and practices which seek to improve the overall quality of teachers and the teaching and learning process. In this there is a key role for headteachers and other senior staff in schools identifying appropriate training and staff development for teachers and support staff through each school's development planning processes and in engaging the standard disciplinary procedures where, in spite of appropriate internal and external support, through the Education Improvement Service (and, where appropriate, directorate) for members of staff, the performance of a member of staff continues to be unacceptable. In such circumstances our primary concern must be for the quality of educational experience for children/young people.

At the outset it is critical that all members of staff know exactly what is expected of them and to that end all staff should be made clearly aware of the remit or specification for the job as outlined in Annex B of "A Teaching Profession for the 21st Century". This should be discussed fully with them so that no member of staff is in any doubt about the role they have to play in the business of education.

4. PROVIDING SUPPORT FOR TEACHING STAFF

The teaching profession has consistently striven to improve itself to meet the challenges provided by major curricular changes and the wider social changes which impact particularly on large urban areas. Within the city of Glasgow, teachers have embraced the social and economic policies of the Council

and the educational challenge of raising levels of achievement. The School Improvement Plan for each school will not only describe the priority issues which the school will pursue, but will also indicate how other areas of work and life within the school will be maintained.

In doing so the training and other staff development needs of individual members of staff and groups will be identified. Each school will also have in place policies and procedures for supporting continuing professional development of all staff, including probation teachers and teachers who provide absence cover. Induction for new members of staff is critically important and each school should have in place a clear induction policy within the overall Probationer Placement Scheme introduced in August 2002. Schools also co-operate with the teacher training colleges to provide support for students on their initial teacher training. In each school there is a member of the senior staff nominated as the Staff Development Co-ordinator who has a specific and key role in supporting the training needs of all members of staff and determining how these can be best met within the resources available to the school for development and training purposes.

Professional review for individual members of staff is an important element in defining the particular needs of individual members of staff, not only as they relate to the School Improvement Plan of the establishment, but also in personal development. In planning for this review staff should give consideration to using appropriate GTCS standard to inform their self-evaluation. The outcome of such review will be a statement of targets for individual members of staff related to the School Improvement Plan of the school/centre, and also to personal development, together with the type of activities in which the teacher should engage, required to assist the achievement of targets.

To support the staff development function in individual schools, the authority's education improvement service has a pastoral link with individual schools through its education advisers. Advisers liaise with staff development co-ordinators and headteachers to determine whether staff development needs can be more appropriately supported at the individual school level or in a wider context. To that end the service has developed a wide ranging menu of training courses and other development activities which schools may wish to access for members of staff. In addition to the curriculum related provision of courses, there are training and staff development opportunities for groups of staff such as probationer

teachers and teachers returning to the profession, for teachers aspiring to senior levels of management and for teachers who hold senior posts of responsibility within schools. These opportunities make up the framework in Glasgow for supporting the continuous professional development of staff.

5. Procedures for Dealing with Under-Performance and Incompetence

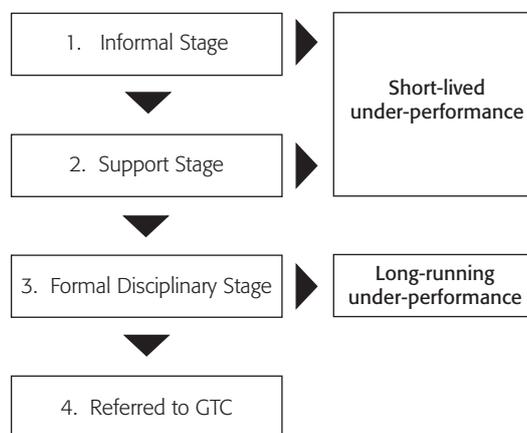
There are staff who do experience difficulty in the classroom or in the various support roles and there is a clear responsibility for senior staff in schools and in the authority to assist such staff identify where improvements require to be made in, for example, planning for lessons, managing classroom activities, presenting lessons, organising work for pupils of different levels of ability within the class and in other areas of teaching and learning, and in aspects of the roles defined for support staff. Senior staff can also provide guidance in dealing with difficult disciplinary situations through clearly stated school policies.

A Code of Practice on Teacher Competence, produced by the General Teaching Council (Scotland) provides the definition of competence in terms of the Standard for Full Registration. The code also explains the steps in the process of dealing with cases of short lived under-performance and long running under-performance. The authority will apply management and leadership competences in circumstances where staff in promoted posts are experiencing difficulties.

A copy of the definition of teacher competences is given in Appendix 1.

5.1 The Procedures

There are four stages in the procedures



Short-lived under-performance may be caused by many factors such as illness, personal circumstances, lack of understanding of current methodology, loss of competence or external factors beyond the control of the teacher. In stages 1 and 2 it is assumed that the teacher's problem is one of short-lived under-performance.

Longer running under-performance is the term used to describe the problem where Stage 3 of the procedures is implemented. By this stage, although support and guidance and professional development opportunities have been offered to the teacher, this has not resulted in the teacher maintaining the level defined in the Standard for Full Registration.

Teachers may wish to invite a colleague or representative from their professional association to accompany them to any meetings. **At all stages it is important accurate and full documentation is maintained.**

5.2 Stage 1: Informal Stage

- i. The informal stage does not form part of the authority's formal disciplinary procedures. Principal teachers and senior management have a responsibility placed upon them to monitor the performance of staff, and this may result in the need to draw to the attention of a member of staff matters of under-performance.
- ii. Informal discussions should be held between the teacher and senior colleague(s) to discuss identified areas of under-performance. During these informal discussions the teacher should be encouraged to participate fully in identifying the causes of the under-performance and suggesting possible remedies. Advice and guidance should be offered from senior colleagues to support improvement.
- iii. At the conclusion of the first informal discussion a date should be agreed by the teacher and senior colleagues to review performance. The length of time to be given for the teacher to reach the required standard will depend on the context of the situation but it should be unduly long.
- iv. At the conclusion of the meeting to review performance, ie whether or not the required standard has been achieved, an oral report should be given to the teacher indicating the outcome. Two outcomes are possible:

Outcome 1:

Where improvements have been made to the required standard, no further action will be taken.

The teacher should be informed of this decision in writing.

Outcome 2:

Where improvements have not been achieved to the required standard, the teacher should be informed that the matter will be referred to the headteacher who will consider whether the second stage of the procedures should be implemented. The teacher will be informed of the head teacher's decision and the underpinning reasons in writing. The teacher will be informed of the procedure that could result in disciplinary action being taken in the event that performance remains below that defined in the standard for full registration.

5.3 Stage 2: Support

Note: Where the situation is serious then Stage 1 and Stage 2 can be combined in one stage of support.

- i. The support stage does not form part of the employer's formal disciplinary procedures. It is assumed, at this stage, that the problem is still one of short-lived under-performance.
- ii. The teacher should be informed by the headteacher of:
 - the specific aspects of the Standard For Full Registration (SFR) which are to be addressed;
 - the proposed mechanisms which will be put in place to support the teacher;
 - appropriate professional development opportunities which can be accessed.
- iii. Discussions should be held between the teacher and head teacher to agree the way ahead. During these discussions the teacher should be encouraged to address the issues openly in order to:
 - clarify the areas of under-performance;
 - suggest forms of support which he/she would find helpful;
 - agree appropriate professional development opportunities.

Sympathetic consideration should be given to all reasonable requests made by the teacher.

At the conclusion of these discussions the headteacher should give a broad indication of the support mechanisms and professional development opportunities which will be made available. Dates for an Interim Review meeting

and a Final Review meeting will be confirmed. Information about any structured observations to assess the performance of the teacher will also be provided.

- iv. As soon as possible after the discussion the head teacher should confirm in writing:
 - the improvements to be made;
 - the support mechanisms and professional development package to be provided;
 - confirmation of the review dates

Sample documentation is attached as Appendix 2.

- v. At the conclusion of the Final Review meeting the teacher should be informed of the outcome. Two outcomes are possible:

Outcome 1:

Where improvements have been achieved to the required standard, no further action will be taken. The proceedings will be deemed to be complete. The teacher should be informed of this discussion in writing.

Outcome 2:

Where improvements have not been achieved to the required standard, the teacher should be informed that formal disciplinary procedures will be implemented. The decision and the underpinning reasons should be communicated to the teacher in writing.

The teacher should be advised of their statutory and contractual rights to be accompanied at stages 3 and 4.

5.4 Stage 3: Disciplinary

- i. This stage comprises the employer's formal disciplinary procedures. The problem is now considered to be one of chronic incompetence.
- ii. The teacher should be advised of their statutory and contractual rights to be accompanied.
- iii. A comprehensive statement should be produced by the headteacher indicating:
 - details of the teacher's alleged failure to maintain the standards described in the SFR with clear identification of which aspects are alleged not to be of the required standard;

- details of the support mechanisms and professional development opportunities offered to the teacher;
- the duration of stages 1 and 2;
- the teacher's performance at the start of the support stage;
- the teacher's performance at the end of the support stage.

- iv. The above information will be considered:
 - at subsequent stages in the employer's formal disciplinary proceedings;
 - if the case is referred to GTC Scotland.
- v. The disciplinary hearing and any subsequent appeal will be within the Disciplinary and Appeals Procedures of the Authority.

5.5 Stage 4: Referral to the General Teaching Council for Scotland

- i. A case is referred to the General Teaching Council under the terms of Section 9B of the Teaching Council (Scotland) Act 1965 as amended, ie where a case culminates in:
 - the dismissal of the teacher;
 - the resignation of the teacher in the context of a possible dismissal.
- ii. Relevant information from the Disciplinary stage will be sent to the General Teaching Council by the Authority.
- iii. Information relating to the General Teaching Council's procedures for dealing with such cases can be found in the Council's Code of Practice on the Exercise of its Disciplinary Functions and in the Conduct, Competence and Disciplinary Rules.

APPENDIX I

DEFINITION OF TEACHER COMPETENCE

1. INTRODUCTION

The Code of Practice on Teacher Competence provides the definition of competence in terms of the Standard for Full Registration (SFR) and explains the steps in the process for dealing with cases of short-lived under-performance and long-running under-performance. This Code is part of the Council's procedures for maintaining standards of professional conduct and competence in teaching.

It is important to note that this Code will be kept under continuous review and will be updated regularly.

It should be noted that where the alleged under-performance relates to administrative/managerial duties of a promoted teacher, similar procedures may be applied, but in the knowledge that the power of the Council, at the end of the day, to remove the name of a teacher from the register for long-running under-performance relates to teaching competence not administrative/managerial competence.

2. DEFINITION OF TEACHER COMPETENCE

Teacher competence is described in terms of the Standard for Full Registration (SFR) and applies to teachers who have gained full registration with the General Teaching Council for Scotland.

The Standard describes the:

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

which all fully registered teachers should be able to demonstrate in their professional activities.

GTC STANDARD FOR FULL REGISTRATION: SUMMARY

1. Professional Knowledge and Understanding

1.1 Curriculum

Registered teachers should have:

- detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum.
- sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development).
- an understanding the nature of the curriculum and its development.
- sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects.

1.2 Education systems and Professional Responsibilities

Registered teachers have:

- a broad critical understanding of the principal features of the education system, educational policy and practice, and of their part in it.
- detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them.

1.3 Principles and Perspectives

Registered teachers:

- can articulate their professional values and practices and relate them to theoretical principles and perspectives.
- have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general.

2 Professional Skills and Abilities

2.1 Teaching and Learning

Registered teachers:

- are able to plan coherent and progressive teaching programmes which match their childrens'/ young peoples' needs and abilities, and they can justify what they teach.
- communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively.
- use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their children/young people.
- set and maintain expectations and pace of work for all children/young people.
- work co-operatively with other professionals and adults.

2.2 Classroom Organisation and Management

Registered teachers:

- organise and manage classes and resources to achieve safe, orderly and purposeful activity.
- manage child/young person behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary.

2.3 Assessment of Children/Young People

Registered teachers:

- understand and apply the principles of assessment, recording and reporting.
- use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach.

2.4 Professional Reflection and Communication

Registered teachers:

- learn from their experience of practice and from critical evaluation of relevant literature in their professional development.
- convey an understanding of practice and general educational matters in their professional dialogue and communication.
- on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development.

3 Professional Values and Personal Commitment

Registered teachers:

- show in their day-to-day practice a commitment to social justice and inclusion.
- take responsibility for their professional learning and development.
- value, respect and are active partners in the communities in which they work

Illustrations of professional practice are now included in the GTCS documentation.

The Standard for Full Registration: Illustrations of Professional Practice

The Illustrations of Professional Practice are indicated in italics in the sections below.

1 Professional knowledge and understanding

1.1 Curriculum

- 1.1.1 Registered teachers should have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum.

Registered teachers...

- have secure knowledge and understanding of the theory and practical skills required in the curriculum area or subject(s) to be taught
- understand how to match the level of the curriculum area or subject(s) to be taught to needs of pupils
- use and adapt materials for learning and teaching which stimulate and challenge pupils
- have knowledge of some current developments in subjects taught and how these may be integrated into their teaching and resources for learning

- 1.1.2 Registered teachers should have sufficient knowledge and understanding to fulfill their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development).

Registered teachers...

- understand how to promote and support the individual development, well-being and social competence of the pupils in their classes/register groups; and that they have a commitment to raising those pupils' expectations of themselves and others
- understand how to apply knowledge and understanding of personal, social, vocational and health education (including drug education) at a level which stimulates and challenges pupils being taught, and raises their awareness of relevant issues
- have knowledge and understanding of current guidance on the use of ICT in schools
- use available ICT to enhance learning and teaching

Registered teachers in primary and pre-school...

- have knowledge and understanding of the content of the curriculum in relation to literacy and numeracy as set out in national guidelines
- plan work for pupils which is based on a secure knowledge and understanding of the developmental stages of literacy and numeracy in children
- have knowledge and understanding of the methods and underlying theories for effective teaching of literacy and numeracy; and select the most appropriate methods to meet pupils' needs

Registered teachers in secondary...

- have knowledge and understanding of the demands of their subject in relation to literacy and numeracy
- know how to match the demands of work in their own subject with pupils' skills in literacy and numeracy
- know how to promote attainment in literacy and numeracy necessary for pupils' work in their subject area

- 1.1.3 Registered teachers understand the nature of the curriculum and its development.

Registered teachers...

- have an understanding of the principles of structure, breadth, balance, continuity and progression in the curriculum
- have knowledge and understanding of the processes of change and development in the curriculum

- can draw on relevant comparisons with other sectors and systems
 - planning includes promotion of pupils' learning by highlighting conceptual connections with other curriculum areas, subjects or stages
- 1.1.4 Registered teachers have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects.
- Registered teachers...
- have knowledge and understanding of, for example, sustainable development, core skills, equal opportunities, support for pupils, responsible citizenship and education for work and enterprise

1.2 Education systems and Professional Responsibilities

- 1.2.1 Registered teachers have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it.

Registered teachers...

- have understanding, enhanced by their experience, of the national framework for, and developments in, the Scottish education system
 - have knowledge, informed by extended teaching experience, of the impact of national and local policies on teaching and learning
 - have a sound working knowledge of current, relevant legislation and of guidelines within and surrounding education such as documents relating to children's rights and child protection which affect teachers' daily responsibilities
 - understand and can apply, in an educational context, the principles of equality of opportunity and social justice and of the need for anti-discriminatory practice
- 1.2.2 Registered teachers have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them.
- Registered teachers...
- have knowledge of the role and organisation of their employing authority, its policies and development priorities
 - have working knowledge and understanding of the organisation and management of their school(s), including: school development planning; procedures for staff development and review; quality assurance and school improvement; and the relationship of these features to their responsibilities for classroom learning and teaching
 - are reliable in following school/stage/departmental administrative procedures in matters to do with their immediate teaching responsibilities, eg use of resources and assessment records
 - have working knowledge and understanding of their contractual, pastoral and legal responsibilities as teachers
 - understand the importance of their role in positively promoting school ethos in informal as well as formal areas of the curriculum. For Catholic teachers, an understanding of, and commitment to, the distinctive ethos of the Catholic school is expected have knowledge and understanding of their own role and responsibilities as teachers in relation to other school staff, professionals, para-professionals, agencies and parents' organisations
 - understand the importance of reporting to parents or guardians on children's progress and discussing matters related to their children's personal, social and emotional development in a sensitive and productive way

1.3 Principles and Perspectives

- 1.3.1 Registered teachers can articulate their professional values and practices and relate them to theoretical principles and perspectives.

Registered teachers...

- have knowledge and understanding of the stages of child development which they are able to use to take account of their pupils' needs
 - have knowledge and understanding of the main theories of learning and draw on these in thinking about and planning their own teaching and pupils' learning have the ability to discuss the principles informing their own view of education, the curriculum and professional practice
- 1.3.2 Registered teachers have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general.
- Registered teachers...
- have knowledge of how to access and relate research knowledge to their teaching circumstances
 - can discuss critically how systematic investigation of, and reflection on, classroom practice can inform and develop teaching and learning

2 Professional Skills and Abilities

2.1 Teaching and Learning

- 2.1.1 Registered teachers are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach.
- Registered teachers...
- can devise plans for effective learning in the area(s) of the curriculum or subject(s) to be taught, or themes being studied
 - have knowledge and understanding to justify the content and style of their teaching in terms of its value in the curriculum, its contribution to children's learning and general development, and its relevance to the needs of the pupils being taught
- 2.1.2 Registered teachers communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively.
- Registered teachers...
- can use of a variety of communicative styles, strategies and media to capture and sustain pupil interest
 - can communicate the purpose of lessons and activities, and give explanations, in a stimulating manner at the appropriate level(s) for pupils in their class/classes
 - can communicate with pupils in ways which involve them actively in classwork
 - can communicate effectively with pupils as individuals
 - are sensitive to the impact of their personal style of communication on pupils and others in the classroom
- 2.1.3 Registered teachers use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils.
- Registered teachers...
- can consistently select strategies for teaching and learning appropriate to the subject, topic and interests and needs of pupils.
 - have a judicious balance of direct, interactive teaching of whole-class, group and individuals
 - can deploy and adopt a wide variety of resources, including ICT
 - can set and mark homework which is varied in form, with clear purpose in relation to class work
 - can consistently evaluate and justify their approaches to teaching and learning and take action to improve the impact on pupils

2.1.4 Registered teachers set and maintain expectations and pace of work for all pupils.

Registered teachers...

- have high expectations of and realistic challenges for pupils
- ensure learning tasks are varied in form, differentiated and devised to build confidence and promote progress of all pupils, including those with special educational needs and high attaining pupils
- identify and respond appropriately to pupils with difficulties in, or barriers to, learning and seek advice in relation to their special educational needs
- possess sensitive and positive attitudes towards differences among pupils (eg gender, social, cultural, religious, linguistic)
- ensure pupil initiative and independent learning are encouraged and nurtured

2.1.5 Registered teachers work co-operatively with other professionals and adults.

Registered teachers...

- can create and sustain appropriate working relationships with other teachers, classroom assistants and visiting professionals
- ensure effective use of support staff to assist pupil learning and welfare
- can interact effectively with parents or guardians, particularly when reporting on children's progress or their personal, social or emotional development

2.2 Classroom Organisation and Management

2.2.1 Registered teachers organise and manage classes and resources to achieve safe, orderly and purposeful activity.

Registered teachers...

- ensure their classroom or work area is organised to be safe, visually attractive and stimulating, with effective displays of pupils' work
- can plan and organise their classroom to facilitate whole-class, group and individual work and promote independence in pupils' learning
- can plan and organise the work of nursery nurses, classroom assistants and other helpers in the classroom
- can organise and manage classroom resources and ICT to support teaching and pupils' learning
- can use the environment and resources outside of the classroom and school to support teaching and pupils' learning
- know about and apply appropriate health and safety regulations

2.2.2 Registered teachers manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary.

Registered teachers...

- can use, in a consistent way, a variety of techniques to encourage pupils, promote positive behaviour and celebrate success
- can implement the school discipline policy including strategies to prevent bullying, in a fair, consistent and informed manner
- seek and use advice from colleagues and promoted staff in managing more serious acts of indiscipline
- evaluate and justify the approaches taken to managing pupils and, when necessary, take action to improve them

2.3 *Assessment of Pupils*

2.3.1 Registered teachers understand and apply the principles of assessment, recording and reporting.

Registered teachers...

- can apply baseline, summative, and formative assessment, criterion and norm referenced techniques to assess pupils' attainments and monitor progress
- that they can select and use a range of assessment instruments, including those
- required by SQA, to promote and monitor learning, as an integral part of the teaching process, without dominating it
- can use a range of techniques and evidence including teachers' reports, marking of work, observation, testing and analysis of test results and assignments to establish the levels of attainment of individuals, groups and classes
- can produce and maintain well-organised, accurate records of assessments and use the results to monitor and report on pupils' progress
- are able to produce clear and informative reports for parents

2.3.2 Registered teachers use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach.

Registered teachers...

- monitor progress against national standards and individual targets, confirm attainment of learning outcomes, and set next steps in learning
- are able to diagnose difficulties and give advice to pupils on ways of overcoming them and making progress
- ensure feedback from assessment is given in a positive and encouraging manner and that pupils have experience of success
- ensure pupils are individually engaged in dialogue about their progress, encouraged to assess themselves and set realistic personal targets
- can use the results of assessment to set and achieve longer-term targets for a class, including (for S4-S6 teaching) satisfactory levels of performance in national examinations
- can use assessment information to identify barriers to learning and devise ways of overcoming such barriers, where appropriate with support for learning staff
- can use comparative studies of pupil attainment to inform expectations of pupils

2.4 *Professional Reflection and Communication*

2.4.1 Registered teachers learn from their experience of practice and from critical evaluation of relevant literature in their professional development.

Registered teachers...

- ensure research literature is critically reviewed in relation to understanding and
- developing practice
- can select and use texts on the basis of evaluating their contribution to children's
- learning

2.4.2 Registered teachers convey an understanding of practice and general educational matters in their professional dialogue and communication.

Registered teachers...

- Possess, in discussion of educational matters, an understanding of the important issues
- can write in a clear and concise way to substantiate arguments and conclusions

2.4.3 Registered teachers reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development.

Registered teachers...

- ensure decisions about professional practice draw on evidence and what they have learned from their own experience of teaching
- evaluate and adapt their classroom practice systematically to take account of impact on pupils
- show productive participation in professional dialogue and engagement with the processes of curriculum development and school development planning
- maintain a record of their own professional development activities and reflections, including a post-induction plan

3 Professional Values and Personal Commitment

3.1 Registered teachers show in their day-to-day practice a commitment to social justice and inclusion.

Registered teachers...

- respect and value children and young people as unique, whole individuals
- show respect for the rights of all children and young people without discrimination as defined in the United Nations Convention on the Rights of the Child (adopted by the General Assembly of the United Nations on 20 November 1989 and brought into force on 2 September 1990) and the Children(Scotland) Act 1995
- value and promote fairness and justice and adopt anti-discriminatory practices in all regards, including gender, sexual orientation, race, disability, age, religion, culture and socio-economic background
- show a commitment to promoting and supporting the individual development, well-being and social competence of the pupils in their classes/register groups, to raising these pupils' expectations of themselves and others; and encouragement of mutual respect and positive attitudes

3.2 Registered teachers take responsibility for their professional learning and development.

Registered teachers...

- show a commitment to self-evaluation and continuing professional development as key means to improving practice and widening areas of expertise
- contribute and respond to changes in education policies and practices

3.3 Registered teachers value, respect and are active partners in the communities in which they work.

Registered teachers...

- have positive relationships and partnerships within the community – with professional colleagues, with other professions, with parents, with other agencies and with the learners themselves
- know about environmental issues and be able to contribute to education for sustainable development
- know about the factors which contribute to health and well-being and be willing to contribute to promoting healthy lifestyles
- know about the requirements of education for citizenship and be willing to encourage pupils to be active, critical and responsible citizens
- can work co-operatively with other professionals recognising their different skills and possible different value bases

APPENDIX 2
REVIEW OF TEACHER COMPETENCE/PERFORMANCE



Name of Teacher and Subject

Period of Review

School

Review Meetings (dates)

Area(s) of Performance Review

Arrangements for Support

Signed (Head Teacher)

Signed (Teacher)

Date



**APPENDIX 3
PERFORMANCE REVIEW - Support from Education Improvement Service**

Name of Teacher		School	
Date of Referral to EdIS		Adviser/Development Officer	
Targets for Improvement	Details of support to be provided	Timescale	Comments

Signed _____ (Teacher) _____ (Adviser) _____ (Head Teacher)
 Date _____ Date _____ Date _____