

standard for chartered teacher



CHOICE



ACCOUNTABILITY

OPPORTUNITY

LEADERSHIP



standard for chartered teacher

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ISBN: 978-0-7559-8167-0

The Scottish Government
Teachers Division
Area 2C (South)
Victoria Quay
Edinburgh
EH6 6QQ

Produced for the Scottish Government by RR Donnelley B61994 9/09

Published by the Scottish Government, September 2009

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introduction

The Context

The quality of learning experienced by our children and young people depends fundamentally on the quality of professional commitment, knowledge and skills of our teachers. If the highest standards are to be achieved and all pupils are to be effectively supported in achieving their full potential, it is essential that teachers have opportunities to extend and develop their professional practice throughout their careers.

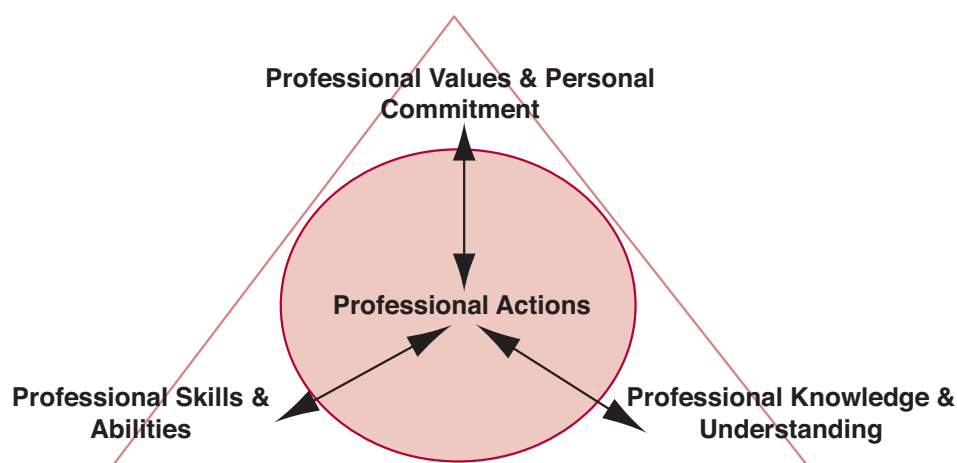
The Standard for Chartered Teacher comprises part of the national framework for teachers' continuing professional development. It is also a component in the suite of Standards which provides a Standards-based professional learning framework for teachers in Scotland throughout their career. It denotes the level of professional accomplishment teachers might seek to achieve, after completing the Standard for Full Registration and once established in the profession.

The Standard for Chartered Teacher is related to, and builds on, the Standard for Full Registration (SFR). The SFR, achievable after one year's experience as a teacher, represents a consolidation of the Standard for Initial Teacher Education. However, the Standard for Chartered Teacher, marking, as it does, substantial experience as a teacher, represents a significant enhancement of professional knowledge, skill and understanding beyond the SFR.

Chartered Teachers are expected to be at the forefront of critically engaging with practice and to take a leading role in its development and implementation of change in current and future educational initiatives.

The Chartered Teacher is an accomplished, innovative teacher who demonstrates sustained enhanced expertise in practice. The Chartered Teacher embraces and actively promotes the values, principles and practices of equality and social justice in all areas of work. The Chartered Teacher is a critically informed, reflective practitioner who systematically evaluates the nature and extent of impact achieved for learners and learning. The Chartered Teacher plays a leading role in the professional development of colleagues and makes a recognised contribution to the educational effectiveness of the school and the wider professional community. Essentially, these areas of expertise, and the qualities and attributes of the Chartered Teacher underpin the Standard. At the core of the Standard for Chartered Teacher are the Professional Actions which are informed by, as well as inform, the other three components – Professional Values and Personal Commitment, Professional Knowledge and Understanding, Professional Skills and Abilities.





The Standard for Chartered Teacher describes and illustrates these four components and the diagram illustrates the dynamic relationship between them.

The four components are all judged to be essential and inter-dependent. Thus, for example, the benefits of having strong personal commitments or being able to articulate a rationale for action and impact, are limited unless they can lead to effective action; the possession of relevant knowledge is of limited value unless such knowledge is used appropriately to promote learning. Similarly, professional action may be judged to be effective, but needs to be sustained and evidenced by critical reflection, practitioner enquiry and collaborative discussion.

These four components underpin the Chartered Teacher's development and continuing practice, they permeate every aspect of his or her work, they generate the quality indicators of Chartered Teacher status and teachers are expected to relate their own professional development to them. Moreover, these four components together provide the criteria against which evidence supporting a case for the final award of Chartered Teacher status is judged; they provide the framework for accrediting prior learning, sustained enhanced practice and CPD activities; and they constitute the basis for academically validating and professionally accrediting modules and programmes of work leading to Chartered Teacher status.

Accomplished teaching of the kind reflected in the Standard for Chartered Teacher is teaching in which the four central components permeate the ongoing work of the Chartered Teacher in the classroom, the school, and beyond.

For both aspirant and established Chartered Teachers the components of the Chartered Teacher Standard provide a means to evaluate practice and to guide ongoing professional review and development.

1 Professional Values and Personal Commitments

The Standard for Chartered Teacher	Illustrations
The Chartered Teacher, having developed beyond the requirements of the Standard for Full Registration, demonstrates four central professional values and personal commitments:	The Chartered Teacher...
1.1 Educational and social values	<ul style="list-style-type: none"> > demonstrates integrity and ethical practice and is committed to core educational and social values, such as equality, social justice and inclusion, and to pupils' cognitive, intellectual, personal, social, moral and cultural development.
1.2 Critical self-evaluation and development	<ul style="list-style-type: none"> > is committed to enhanced performance. Practice is subject to regular self-review and there is a continuing search for new and improved ways of supporting pupils' learning through discussion including engaging in practitioner research.
1.3 Effectiveness in promoting learning in the classroom	<ul style="list-style-type: none"> > is an accomplished, innovative teacher who demonstrates sustained, enhanced and effective practice; > is a critically informed, reflective practitioner who systemically evaluates the nature and extent of impact achieved for learners and learning; > is strongly motivated to be effective in securing the well-being and educational progress of learners.
1.4 Collaboration and influence	<ul style="list-style-type: none"> > is committed to influencing and having a leading impact and role in team and school development, and to contributing to the professional development of colleagues and new entrants to the profession; > is committed to influencing the development of teaching and learning, and to strengthening partnerships with other professional groups, parents and other agencies, as a member of a wider professional community.



2 Professional Knowledge and Understanding

The Standard for Chartered Teacher	Illustrations
The Chartered Teacher should demonstrate through his or her work a critical understanding of:	The Chartered Teacher...
<p>2.1 current approaches to teaching and learning, including use of ICT to support learning</p> <p>current research on teaching and learning</p> <p>educational assessment</p> <p>current policy debates</p>	<ul style="list-style-type: none"> > develops and incorporates a critical understanding of the place of ICT and other educational resources which inform approaches in learning and teaching; > reads widely and critically from a range of educational literature, research and policy to make meaningful links to inform and change practice where appropriate; > critically analyses issues and practices of assessment to support learning; > understands the complexity of the processes involved in change and development; > understands, engages with and contributes to current policy debate.
<p>2.2 changing social and cultural contexts of education</p> <p>the school curriculum, its knowledge base, and how the curriculum relates to life in the community, including citizenship and the world of work</p>	<ul style="list-style-type: none"> > has a deep understanding of the wider context in which education takes place, and the implications for school communities; > has a deep understanding of the curriculum and its principles and evaluate how it relates to learners and learning; > has significant knowledge of the contribution of the curriculum to equip learners for their place in the wider world and considers the implications for learning experiences of pupils; > has detailed knowledge of the principles of education for citizenship and encourages pupils to be active, critical and responsible citizens within a local, national, international and global context.

The Standard for Chartered Teacher	Illustrations
<p>2.3 principles and practices of social justice, inclusion, equality and diversity</p> <p>responses to pupil differences and to pupils experiencing barriers to learning</p>	<ul style="list-style-type: none"> > has a critical understanding of current research, legislation and policies to ensure inclusion, equality and diversity; > has a critical understanding of Additional Support Needs (ASN) policies and legislation and how they apply in teaching and learning; > has a deep understanding of the social and economic conditions for pupils in the home and the wider community.
<p>2.4 education and the promotion of personal well-being</p> <p>community and environmental development</p>	<ul style="list-style-type: none"> > demonstrates knowledge and understanding of factors which contribute to health and well-being and makes a positive contribution to promoting healthy lifestyles; > understands the significance of and engenders positive relationships and partnerships within the community – with professional colleagues, with other professions, with parents, with other agencies; > is aware of environmental issues and is able to contribute effectively to education for sustainable development.
<p>2.5 the dynamic nature of professionalism</p>	<ul style="list-style-type: none"> > is aware of the contested and changing nature of professionalism and understands the implications of this for the changing role of the teacher.



3 Professional Skills and Abilities

The Standard for Chartered Teacher	Illustrations
The Chartered Teacher demonstrates a range of skills and attributes and shows sustained and enhanced practice across all professional areas. These include:	The Chartered Teacher...
3.1 having enthusiasm and the capacity to motivate communicating effectively	<ul style="list-style-type: none"> > demonstrates and sustains enthusiasm, commitment and the capacity to motivate and communicate effectively; > articulates, critically evaluates and adapts pedagogical practices to ensure successful learning.
3.2 being resourceful and positive, and adopting a solution focused approach	<ul style="list-style-type: none"> > adapts approaches to identify and meet the needs of all learners.
3.3 being creative and imaginative, and having an open attitude to change	<ul style="list-style-type: none"> > understands, actively engages with and initiates change processes at classroom and school levels, and in the wider educational community.
3.4 being systematic and well organised, focused, determined and hardworking	<ul style="list-style-type: none"> > demonstrates and evidences a consistent and rigorous approach to their practice.

4 Professional Actions

4.1 Educational and social values

The Standard for Chartered Teacher	Illustrations
The Chartered Teacher embraces and actively promotes the values, principles and practices of equality and social justice in all aspects of his/her practice. The Chartered Teacher consistently:	The Chartered Teacher...
4.1.1 relates practice to wider school aims and social values	<ul style="list-style-type: none"> > evaluates his or her teaching and pupils' learning in relation to pupils' cognitive, intellectual, personal, social, moral and cultural development; > assesses how the school culture and practices promote, or could promote more effectively, successful learners, confident individuals, responsible citizens and effective contributors to society; > works to enhance pupils' development and their understanding of social justice and values in a pluralist society.
4.1.2 articulates a personal, independent and critical stance in relation to contrasting perspectives on educational issues, policies and developments	<ul style="list-style-type: none"> > critically evaluates educational policy and research publications in relation to the current debates in the educational and wider community; > engages with others in the critical discussion of educational policy and practice.



4.2 Critical self-evaluation and development

The Standard for Chartered Teacher	Illustrations
The Chartered Teacher demonstrates a sustained commitment and capacity to systematically evaluate and reflect upon his/her effectiveness as a teacher and as a leader of learning in order to further develop his/her practice. The Chartered Teacher:	The Chartered Teacher...
4.2.1 reflects and evaluates on practice and constantly seek to improve learning experiences	<ul style="list-style-type: none"> > generates and analyses evidence on pupils' learning, the impact of teaching and the relationship between these; > works with colleagues and observes and discusses each other's teaching to further develop practice; > develops and uses a range of methods for evaluating learning; > identifies and addresses professional learning needs.
4.2.2 ensure that practice is informed by reading and research	<ul style="list-style-type: none"> > engages in practitioner enquiry and ensures that the processes and products of this professional action inform his/her practice; > reflects critically on research evidence and theory to inform and challenge practice; > adopts an informed, critical stance to educational policy and its implementation.

4.3 Impact and evidence of sustained enhanced practice

The Standard for Chartered Teacher	Illustrations
The underpinning values and commitments of the Chartered Teacher ensure that pupils' self-esteem, well-being and the development and promotion of successful learning experiences are central to all aspects of his/her practice. The Chartered Teacher:	The Chartered Teacher...
4.3.1 effects further progress in all aspects of pupils' learning and development	<ul style="list-style-type: none"> > understands pupil learning in its widest sense and generates innovative, creative and imaginative learning experiences across the curriculum; > uses skills and practices of practitioner enquiry to plan for development and to ensure that pupils' learning needs are identified and successfully met; > uses highly developed inter-personal skills and qualities to act as a catalyst for change in teaching and learning.
4.3.2 creates and sustains a positive climate for learning	<ul style="list-style-type: none"> > ensures that all pupils feel valued, supported and encouraged, and that their ideas and suggestions are explored as part of a genuine dialogue; > ensures that the cognitive and affective development and cultures of young people are understood and respected.
4.3.3 use a variety of strategies which enhances individual pupil's learning	<ul style="list-style-type: none"> > uses the processes and skills of practitioner enquiry to evaluate and develop strategies that enhance pupil learning experiences; > adopts and adapts pedagogical approaches to ensure progression for learners; > develops a strategic approach to formative feedback as an integral part of professional practice; > ensures that pupils, progressively, take responsibility for their own learning.



4.4 Collaboration with, and influence on, colleagues

The Standard for Chartered Teacher	Illustrations
<p>The Chartered Teacher plays a leading role in the professional development of colleagues and makes a recognised contribution to the educational effectiveness of the school and the wider professional community. The Chartered Teacher:</p>	<p>The Chartered Teacher...</p>
<p>4.4.1 contributes to enhancing the quality of the educational experience provided by the school and to the wider professional context of teaching</p>	<ul style="list-style-type: none"> > supports/advises/mentors colleagues to help develop teaching for learning; > contributes to school improvement processes strengthening its capacity for change; > shows a commitment to, and encourages collegiality by working democratically with colleagues, inside and outside the classroom, to improve teaching and learning, and to exchange and develop informed practice; > builds positive relationships and partnerships in the community, for example, with parents and the wider educational community; > contributes to the literature on, and public discussion of, current educational issues.



**The Scottish
Government**

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RR Donnelley B61994 9/09

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The Scottish Government
Teachers Division
Area 2C (South)
Victoria Quay
Edinburgh
EH6 6QQ

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ISBN 978-0-7559-8167-0



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