



# Demystifying Professional Recognition (PR)

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# Professional Recognition

## ❖ The session today will cover

- Introductions and expectations
- Professional Recognition and the Professional Standards
- Practitioner Enquiry
- Routes to Professional Recognition
- Conclusions and questions

# Success wheels

- ❖ Find a partner and a space for a coaching type conversation ...
- ❖ .... pairing up with someone you don't normally work with!
- ❖ Share with them what you enjoy most about teaching...

# On a scale of 1-10....

How would you rate your knowledge and understanding of ...

- ❖ Professional Recognition in general \_\_\_\_\_
- ❖ The Standard for Career-long Professional Learning \_\_\_\_\_
- ❖ Practitioner Enquiry \_\_\_\_\_
- ❖ Reflection on the impact of your professional learning \_\_\_\_\_

(share your thinking with your partner)



Professional Recognition provides the opportunity for those who are fully registered with the GTCS and have completed one year of professional practice to focus on and develop their professional learning in particular areas of expertise and gain recognition for enhancing their knowledge, understanding and practice.



**Professional Learning**

**Professional Standards  
SCLPL and SLM**

**Professional Recognition**

**Professional Action**

**Accomplishment Expertise**

# GTCS Professional Recognition

- ❖ In order to achieve Professional Recognition a teacher is required to adopt an **enquiring approach** to **investigate and evidence** how they have engaged in **enhanced, significant and sustained professional learning**, and how this has **impacted on their skills and abilities, and on learners and learning**.
- ❖ This should be demonstrated in relation to one or more of the key areas outlined in the Standard for Career-Long Professional Learning or Standards for Leadership & Management

# Professional Recognition

- ❖ **Developing specialisms through significant, sustained and focused professional learning**
- ❖ Awarded PR for 5 years
- ❖ Renewal - full application
- ❖ The award is open to all teachers who have completed one year of professional practice after gaining full registration from GTC Scotland and have then gone on to engage in sustained, significant professional learning in a particular area.



# Professional Recognition and the GTC Scotland Standards



## Using the GTC Scotland Standards

- **The Standard for Career-long Professional Learning**
- **The Standards for Leadership & Management**  
(Middle Leaders and Head Teachers)



# The Standard for Career-Long Professional Learning

## For experienced teachers

Deeper professional learning – could lead to GTC Scotland professional recognition or Masters level work

- **Professional Values and Personal Commitment**
- **Knowledge and Understanding, Skills and Abilities**
- **Actions** – pedagogy, learning and subject knowledge; curriculum and assessment; enquiry and research; debates, policy and practice; professional learning; learning for sustainability

# The Standard for Career–Long Professional Learning

- ❖ 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.**

# SCQF Features of level 11

## Characteristic 1 Knowledge and understanding

Demonstrate and/or work with:

- ❖ Knowledge that covers and integrates most, if not all, of the main areas of the subject/discipline/sector – including their features, boundaries, terminology and conventions.
- ❖ A **critical understanding** of the principal theories, concepts and principles.
- ❖ A **critical understanding** of a range of specialised theories, concepts and principles.
- ❖ **Extensive, detailed and critical knowledge and understanding** in one or more specialisms, much of which is at, or informed by, developments at the forefront.
- ❖ A **critical awareness** of current issues in a **subject/discipline/sector** and one or more specialisms.



# Professional Recognition, Learning by Enquiring

# professional learning planning cycle

The planning cycle:

- provides a scaffold to support teachers in planning and reflecting upon their professional learning
- is based on an **enquiring approach** to professional learning
- identifies key stages of the professional learning process

This is Professional Update in action





What are your next steps in your learning?

What has been the main focus of your Professional Learning over the last 12/16 months?

What changes in your professional practice do you want to see next?

What changes in your professional thinking and practice have you noticed?

## A model of professional learning



Professional learning must focus on the teacher-as-learner and how this is related to and impacts upon the learning of children and young people.

Professional learning should be:

- Challenging, and develop thinking, knowledge, skills and understanding (the teacher-as-learner)
- Underpinned by and developing skills of enquiry and criticality
- Interactive, reflective and involve learning with and from others

Professional learning is informed and supported by Professional Standards and other educational policy.

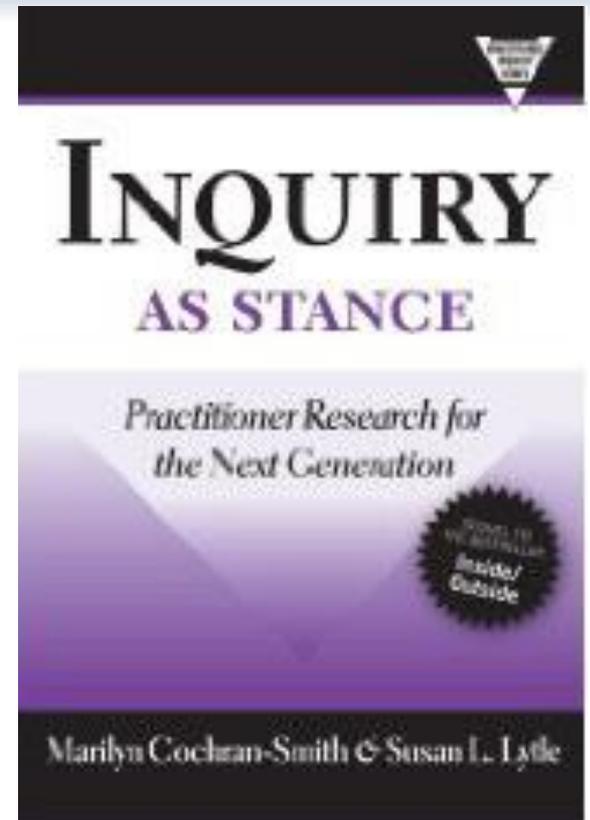
Leadership of and for learning is essential to ensure it is well supported, promoted and sustained.

# Learning by enquiring:

- Asking critical questions about self, students, school, system
- Teacher-as-learner reflects on, in and about their professional practice, learning and students' learning
- Take risks, be open to change and ready to innovate
- Really know & understand impact through critical examination of a wide range of sources of information
- Ask questions about the progress of learners and their learning
- Develop agency and use critically informed judgement to make informed decisions about the 'so, what?' and 'what now?'
- Develop professional voice and teacher agency – teachers as leaders of change
- ❖ *Learning by enquiring develops our professional judgement or 'decisional capital'*



**Inquiry as stance is perspectival and conceptual - it is a worldview, a critical habit of mind, a dynamic and fluid way of knowing and being in the world of educational practice, that carries across professional careers and educational settings.**



(Cochran-Smith & Lytle, 2009:120)

# Finding the focus: the professional 'Itch'!

- problem
- conundrum
- provocation
- puzzle
- critical incident
- curiosity
- hunch
- ongoing pattern
- interest
- crisis
- I am puzzled by...
- I would like to improve
- I want to change...because...
- I'm curious about...
- I want to learn more about...
- Something I'd like to try out in my class is ...
- I'm particularly interested in...

Am I just asking **'what'** or am I also asking/ understanding **'why'**?  
What is itching you?

# Professional Recognition

## Key Areas:

- ❖ Deepen subject, curricular and pedagogic knowledge
- ❖ Develop areas of expertise/accomplishment
- ❖ Systematically examine and develop practice and impact
- ❖ Developing collegiality and working collaboratively
- ❖ Critical engagement with theory, research and policy

# Online line application form asks:

- Outline specific area of expertise/accomplishment PR is being claimed for
- describe how they have developed their area of expertise/accomplishment as part of a **coherent, systematic and sustained learning experience.**
- Provide a **critically informed theoretical rational** for this area of work, including reference to relevant research, literature, policy and practice
- **Critically** examine, analyse and evaluate what impact the area of development and expertise has had in **their thinking, learning and practice**, and on **learners and their learning**, including extracts of **analysed evidence** to support this.

# Individual Submissions 2

- ❖ Describe how they have shared their knowledge and experience with others and what **impact** this has had, on **colleagues** and the **wider community**.
- ❖ Describe the next steps for the development of this area of expertise/accomplishment and their future professional learning
- ❖ In the light of this work, outline how the professional discussions with their line manager (PRD) have shaped their thinking and practice. (critical reflection on their learning and development)



**Individual submissions**

**Monthly panel meetings**

**Moderation across SEOs**

**QA processes – Portfolio and evidence  
submission**

# Professional Recognition Reflective guidance tool & PRD

- ❖ How is my work in this area of expertise/accomplishment enabling me to develop as a practitioner?
- ❖ How have I applied what I have learned in this area of expertise?
- ❖ How is this influencing and enhancing my professional practice?
- ❖ What reading and research has challenged and critically informed this learning and development?
- ❖ What is the impact on learners and their learning experiences?
- ❖ What is the impact on my colleagues' professional learning?
- ❖ What evidence do I have to demonstrate the impact on my practice, colleagues and learners?
- ❖ How will I take this forward? What are my next steps for development?
- ❖ In what ways will I be able to make a contribution to the school/wider educational community?

# GTCS Online access to Education Journals via MyGTCS

**Education Source – EBSCO** - Education Source - EBSCO is a collection of over 1,700 journals, a selection of eBooks, and additional research resources in the field of education

**Leadership and management Centre** - The Leadership & Management Learning Centre provides content specifically aimed at the field of leadership and management and draws on resources from industry, as well as education

**eBooks** - A selection of relevant eBooks chosen by the GTCS are also available. A full list is available from our downloads section.

# Questions & Next steps?

In what ways will your planned professional learning :

- Advancing your professional knowledge?
- Developing your pedagogical/leadership expertise?
- Progressing, enriching, developing and enhancing your practice and knowledge?
- ❖ What are your next action steps?

# Getting in touch

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