From CPD to Career Long Professional Learning

Annual Conference for Educational Psychologists in Scotland

12th September 2014

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Seeing the bigger picture..........

......changing how do we “do” teaching in Scotland and meeting the professional development needs of a changing profession in the 21st century
How have we been doing?

International Education System Challenge

Closing the Gap 1
..looking reasonably good although not outstanding

Graduates as proportion of population (25-64 age group), 2008

Canada: 49
Japan: 43
United States: 41
New Zealand: 40
Korea: 37
Finland: 37
Australia: 36
Norway: 36
Ireland: 34
Scotland: 34
Denmark: 34
Switzerland: 33
Belgium: 32
Netherlands: 32
Sweden: 32
Iceland: 31
Spain: 29
Luxembourg: 28
OECD Average: 28
France: 27
Germany: 25
Chile: 24
Greek: 23
Poland: 20
Hungary: 19
Austria: 18
Mexico: 16
Slovak Republic: 15
Czech Republic: 14
Italy: 14
Portugal: 14
Turkey: 12
Figure 1.2. Comparing performance in reading

- Statistically significantly above the OECD average
- Not statistically significantly different from the OECD average
- Statistically significantly below the OECD average

**READING**

- 2009 – above OECD average
- 2013 – above OECD average

Source: OECD (2010), PISA 2009 Results, Volume I, What Students Know and Can Do: Student Performance in Reading, Mathematics and Science, Figure 1.2.15, available at http://dx.doi.org/10.1787/9789264135133.
Scotland

2009 – above OECD average
2013 – above OECD average
Scotland
2009 – above OECD average
2013 – above OECD average
Pupils gaining 5+ awards at SCQF Level 5, 1998/99 to 2009/10

Year

Percentage of pupils
By the end of S6
By the end of S4
Inspections suggest few critically underperforming schools but substantial numbers are ‘coasting’

Scotland - ALL Schools QI Summary
April 2008 to March 2011

Schools = 984
Excellent
Very Good
Good
Satisfactory
Weak
Unsatisfactory

- Improvements in performance
- Learners experiences
- Meeting learning needs
- The curriculum
- Improvement through self-evaluation

QIs
...but there are some key issues that are holding us back...
“Scottish education serves many children well, but the attainment gap between pupils from the richest and poorest backgrounds is wider than in many similar countries.”

JRF report May 2014
Average tariff score for school leavers, by decile of area deprivation
Mind the gap

Two have already taken shape. The School Improvement Partnership Programme, a twinning initiative between schools with similar demographics but different attainment levels, is up and running, and will be supervised and evaluated by academics at the University of Glasgow’s Robert Owen Centre for Educational Change. Russell also identified school leadership as a key factor in driving pupil attainment, and recruitment for senior positions at a new Scottish College for Educational Leadership is also under way.

Other commitments have yet to take shape. Russell said he wanted to renew the dialogue with local authorities over class sizes and teacher numbers. Since then, the extent to which the SNP Government has missed its 2011 manifesto pledge to reduce primary class sizes has been revealed to much collective

should offer every child the same chance to learn and to achieve, but it is failing far too many of our poorest pupils.

“I do not believe or accept that poorer students are less able — they are simply being failed by a rigid, top-down education system that slams the door on ambition and opportunity for so many. These figures show — in black and white — that bright pupils from poor backgrounds are not getting the education they deserve.”

Davidson believes that devolution of school budgets and decision-making powers, a government policy goal that has been pushed aside by more pressing concerns, needs to be accelerated. The Tories also think that their idea of a ‘school voucher’ system, whereby funding would follow the pupils and parents would have the right to place their children in any local authority school of their choice, will help drive quality.

“The Education Secretary has already admitted that some schools are ‘coasting’ and his blasé attitude to the inherent inequalities in our education system is shocking and shames his office,” Davidson said. “He may lack the courage to reform, but families across Scotland deserve better.”
“Parental socio-economic background has more influence than the school attended.”

JRF report May 2014

Percentage of pupils in S5 achieving 3 or more as at Higher in one sitting [highest SIMD compared with the lowest SIMD]

<table>
<thead>
<tr>
<th>Council</th>
<th>Lowest 20%</th>
<th>Highest 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundee City</td>
<td>1.8</td>
<td>18.2</td>
</tr>
<tr>
<td>East Ayrshire</td>
<td>2.8</td>
<td>15.9</td>
</tr>
<tr>
<td>East Dunbartonshire</td>
<td>8.1</td>
<td>28.3</td>
</tr>
<tr>
<td>East Renfrewshire</td>
<td>5.4</td>
<td>37.9</td>
</tr>
<tr>
<td>Edinburgh City</td>
<td>1.1</td>
<td>22.9</td>
</tr>
<tr>
<td>Fife</td>
<td>3.0</td>
<td>15.7</td>
</tr>
<tr>
<td>Glasgow City</td>
<td>2.7</td>
<td>14.5</td>
</tr>
<tr>
<td>Inverclyde</td>
<td>4.2</td>
<td>17.5</td>
</tr>
<tr>
<td>North Ayrshire</td>
<td>2.8</td>
<td>20.2</td>
</tr>
<tr>
<td>North Lanarkshire</td>
<td>3.2</td>
<td>18.1</td>
</tr>
<tr>
<td>Renfrewshire</td>
<td>2.9</td>
<td>17.4</td>
</tr>
<tr>
<td>South Lanarkshire</td>
<td>3.4</td>
<td>17.9</td>
</tr>
<tr>
<td>West Dunbartonshire</td>
<td>5.4</td>
<td>7.9</td>
</tr>
<tr>
<td>West Lothian</td>
<td>3.8</td>
<td>29.1</td>
</tr>
</tbody>
</table>
CLOSING THE ATTAINMENT GAP IN SCOTTISH EDUCATION

Children from low-income households in Scotland do significantly worse at school than those from better-off homes. This review explores the nature and consequences of this educational ‘attainment gap’. It considers the need for better research and evaluation evidence to improve policy and practice and proposes actions to reduce the gap.
In Scotland today, at age 5, the gap between children from the most advantaged and most disadvantaged families is already:

- 6-13 months in problem-solving ability
- 11-18 months in expressive vocabulary

“Scotland enters the twenty-first century burdened with the inequalities and institutional rigidities of the past and facing a future which will entrench these without clear-sighted and vigorous leadership.”
“Future success will require an education system which is itself responsive and flexible and which is open to new ideas.”

Improving Scottish Education (HMIE 2006)
The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn and relearn

Alvin Toffler 1972
National Debate on Education 2003

• Increase pupil choice and reduce 5-14 overload
• More flexible curriculum with well-balanced core
• Simplify and reduce the amount of assessment and time spent on exams
• Create learning and teaching programmes that better meet learner needs
• Increase access to vocational qualifications and strengthen school/college links
Question 1:
Imagine it is 2025 and Scotland is regarded as a world-leading learning nation. From your perspective and interests, what are the key characteristics that make it so?

Learning:
- is an entitlement for all
- involves everyone
- is flexible
- is accessible where learners are
- is less bureaucratic
- is seamless and does not need separate institutions
- is personalised, customer or learner centric
- is separate from achieving qualifications.
Curriculum for Excellence
What is it trying to achieve?

- Improve outcomes for all learners
- Close the Gap
- Improve standards
- Create a high performing education system
- Sustain long-term improvements in school and education system

CULTURAL CHANGE
Excellent outcomes for learners

Steer from the top

Build from the bottom

pressure

support
...but not just CfE. A National Infrastructure

Scottish College of Educational Leadership

NIB/TSF

ES and Inspection

New NQs and “Insight” (SPBT)

Revised Professional Standards

Professional Update

Professional Learning

CfE
National system alignment

• Putting the learner at the centre ("... personalised, customer or learner-centric...")
• Supporting achievement by all
• Establishing an effective performance framework that allows continuous review and improvement
• Reconceptualising the model of teacher professionalism (Professional Update, revised Standards, Fitness to Teach, etc)
“In Scotland, we are all engaged in what I am sure will be seen in years to come as a point where we are experiencing and delivering a “paradigm shift” in moving a good education system to becoming a great one; a system that sustains continuous improvement in outcomes for learners and ongoing professional learning for teachers.”

Jan 2014
21st c. Learning: key questions

• What are schools for?
• What should students learn in them?
• How is success in education measured?
• What is the role and purpose of the teacher in a world defined by change, complexity, fluidity and uncertainty?
• How do we best support teachers to delivery high quality education?
Building the plane while flying it
We are not alone!

New York schools enter the iZone

The iZone project – or **Innovation Zone** – is challenging state schools in New York City to rip up the rule book. **They're being told to find new ways to provide a more individualised education, to change the shape of the school day, explore what technology can offer and even ask whether pupils need to be in school at all.**

"The challenge we face is nothing less than transforming our schools from assembly-line factories into centres of innovation," said the city's mayor, Michael Bloomberg, who warns that the US school system is falling behind international rivals.
Future Schools for Finland 2016
Virtual learning

The Khan Academy is a not-for-profit 501(c)(3) with the mission of providing a world-class education to anyone, anywhere. We are complementing Salman's ever-growing library with user-paced exercises—developed as an open source project—allowing the Khan Academy to become the free classroom for the World.

Log in to the Khan Academy web application for user-paced practice and instruction

Browse 2000+ videos by topic:

Math  Science  Humanities & Other  Test Prep  Talks and Interviews

Algebra
Topics covered from very basic algebra all the way through algebra II. This is the best algebra playlist to start at if you've never seen algebra before. Once you get your feet wet, you may want to try some of the videos in the "Algebra 1 Worked Examples" playlist.

- Simple Equations
- Equations 2
- Equations 3
- Age word problems 3
- Level 1 multiplying expressions
- Solving a quadratic by factoring
- Conic Sections: Hyperbolas 3
- Identifying Conics 1
- Identifying Conics 2
300 million+ downloads from iTunesU
Qualifications

Curriculum
Learning +
Teaching
Curriculum
Learning +
Teaching

Quals
“All countries are seeking to improve their schools and to respond better to higher social and economic expectations. As the most significant resource in schools, teachers are central to school improvement efforts. Improving the efficiency and equity of schooling depends, in large measure, on ensuring that competent people want to work as teachers, that their teaching is of a high quality, and that all students have access to high quality teaching.”

“Teachers Matter” (OECD)
The importance of learning and teaching

“The major source of student variance lies within the person who gently closes the door of the classroom door and performs the teaching act.”

“The remarkable feature of the (research) evidence is that the biggest effects on student learning occur when teachers become learners of their own teaching.”

John Hattie “Visible Learning”
The importance of TEACHERS

“Sustainable development can never be done to or even for teachers. It can only ever be achieved by and with them.”

Hargreaves and Fullan (2012)

“The quality of an educational system cannot outperform the quality of its teachers. The only way to improve outcomes is to improve learning and teaching.”

McKinsey
The changing role of teachers

“If 21st c. schooling’s main aim is to build students’ “learning capacity”, to help them develop into lifelong, active, independent learners, then teachers need to be “learning coaches” – a role that is very different from that of a traditional teacher.”

“Leading learning in 21st century schools” Bull and Gilbert (2013)
The role of teachers in 21st c.

21st c. learning focuses on the need to develop students’ cognitive, inter- and intra-personal capacities. However, a necessary precursor to this is that teachers’ capacity for, and awareness of, their own learning needs to be developed.

“Leading learning in 21st century schools” Bull and Gilbert (2013)
Teachers should be:

“Increasingly expert practitioners whose professional practice and relationships are rooted in strong values, who take responsibility for their own development and who are developing their capacity both to use and contribute to the collective understanding of the teaching and learning process.”

*Donaldson Report “Teaching Scotland’s Future” 2011*
Leading Professional Learning

“ 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”.

Donaldson Report
“Teaching Scotland’s Future” 2011
Professional Update is coming in August 2014... get yourself ready
New Professional Standards

The GTC Scotland Professional Standards
The Standards for Registration

The GTC Scotland Professional Standards
The Standard for Career-long Professional Learning

The GTC Scotland Professional Standards
The Standards for Leadership and Management
Key principles of Professional Update: teachers have.....

- a responsibility to consider their own development needs
- an entitlement to a system of supportive PRD
- confirmation that they are maintaining the high standards required of a teacher
Professional Update requires:

• An annual update of contact details to GTC Scotland
• Engagement in professional learning
• Self-evaluation against the appropriate GTC Scotland Professional Standard
• Discussion of this engagement and the impact of this, as part of the PRD process
• Maintain a professional learning record and portfolio of evidence
• 5-yearly confirmation of this engagement to GTC Scotland
Examples of Professional Learning

- Self-evaluation and critical reflection processes
- Experiential, action or enquiry-based learning
- Professional dialogue with colleagues, other professionals, parents, and learners
- Focused professional reading and research
- Leading or engaging in practitioner enquiry/action research
- Critical analysis of reading, learning and impact on professional practice
- Learning about aspects of the curriculum or pedagogical practice
- Peer support e.g. coaching or mentoring
- Classroom visits/peer observation
- Online learning/blogs
STUDENT PLACEMENT SYSTEM

GTCS is responsible for creating a system which places students undertaking ITE courses into schools. It will go live on 19 May 2014. Find out more

QUALIFIED OUTSIDE SCOTLAND

We have a range of information about the requirements for registration. Read more

NEWS ON TEACHING SCOTLAND

17/04/14 | Film to Engage and Inspire
Teachers working hard to meet the requirements of CfE will welcome the arrival of FILMCLUB, an education charity which provides free access to thousands of films and educational resources.

16/04/14 | PhD studentships available
The University of Stirling has two full-time studentships available for doctoral study within its School of Education.

15/04/14 | Teachers to receive increased support
The Scottish Government recently put together a package of support worth £5 million to assist secondary school teachers in delivering the new national qualifications in Scotland.

In2Teaching
Support, guidance and inspiration is available to student, probationer and early phase teachers on our In2Teaching site.

MyGTCS
If you have a MyGTCS account, log in to make use of its features. If you don’t, why not sign up for one now.

Teaching Scotland
Find all our news, read topical articles, listen to podcasts and view upcoming events on our dedicated educational news centre.
About Professional Update

We have been tasked by the Scottish Government with introducing a scheme of reaccreditation for teachers. The title for this process developed by GTC Scotland, in consultation with key stakeholders, is Professional Update.

What have we done so far?

In April 2014, we sent out a letter and information leaflet to all GTCS registrants, over 75,000, which outlined what is required in order to successfully complete the Professional Update process. You can view the leaflet and letter below:

- Professional Update Leaflet
- Professional Update Letter

In order to look carefully at the issues around such a scheme, we set up a Working Group with representation from key stakeholders in Scottish education.

One of the first outcomes of the Working Group was to identify the key purposes of Professional Update which are:

- to maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact that they have on pupils’ learning
- to support, maintain and enhance teachers’ continued professionalism and the reputation of the teaching profession in Scotland

We held a consultation on our proposal for a scheme of Professional Update for teachers from 1 Feb 2012 until 12 Mar 2012.

We continue to have regular conversations with teachers about Professional Update. We regularly give presentations to staff in schools, local authorities and at events organised by a range of Professional Update and what it will mean for them.
What do I need to know?

From August 2014, engagement in the Professional Update process will be a requirement for registration with GTC Scotland. This implementation will be on a phased basis, depending on your year of GTCS registration. In preparation for the launch, we will be updating this page on a regular basis with useful information about what you need to know to be ready for Professional Update. We will also continue to take every opportunity to communicate with the profession to ensure that all teachers are aware of the timescale for implementation, and what will be required of them in order to complete the Professional Update process.

Professional Update is an ongoing process, which includes the following elements:

- An annual update of contact details to GTC Scotland
- Engagement in professional learning
- Self-evaluation against the appropriate GTC Scotland Professional Standard
- Discussion of this engagement and the impact of this, as part of the PRD process
- Maintain a professional learning record and portfolio of evidence
- 5 yearly confirmation of this engagement to GTC Scotland

An annual update of contact details to GTC Scotland

The easiest way to do this is to create a MyGTCS account, if you have not already done so. Applying for an account is easy and only takes minutes.

A MyGTCS account is a personalised and secure web portal created and maintained by GTCS which is only available to provisionally or fully registered teachers.

Once you have created your account you will be able to access and modify your personal details which are held on the GTCS teaching register. It is a condition of Professional Update and your registration with us that you keep your address contact details up-to-date as you can be removed from the register if you do not do this.

We are making changes to the facility which allows you to record your employment details as part of the annual update, to recognise that as well as working in schools, registered teachers are also employed in central posts in local authorities, other national organisations, or indeed outwith the education system.
What do I need to do?

Professional Update is coming in August 2014. In preparation for the launch, we will be updating this page on a regular basis with useful information about what you need to do to be ready for Professional Update.

You need a MyGTCS account

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Applying for an account is easy and only takes minutes.

Useful Links

- About the Standards
- Create a MyGTCS account
- Professional Learning
- Professional Update
- Professional Update - Case studies
- Professional Update - FAQ’s
- Professional Update - What do I need to know?
Access for teachers

GTC Scotland is making more than 1,700 educational journals available for research during year-long pilot

From August, GTC Scotland will be providing online access for registered teachers to a collection of more than 1,700 education journals and 28 ebooks. The EBSCO Education Source package and the Leadership and Management Learning Centre will be available to all registered teachers during an initial pilot running for one year.

Dr Zoë Robertson, Acting Head of Educational Services at GTC Scotland, said:

"Teachers engaging with research and developing as enquiring professionals sits at the heart of our Professional Standards.

"From the earliest phase of the teacher learning journey teachers are expected to access, engage with and apply findings from educational research and systematically engage in research to challenge and inform practice. This new service supports them to do this, and it is free!"
National Infrastructure (Recipe) for 21st c. learning in Scotland

- New NQs
- Revised Professional Standards
- Professional Update
- Professional Learning
- "Insight" (SPBT)
- Scottish College of Educational Leadership
- NIB/TSF
- GIRFEC
- CfE
The recipe for 21st c. learning in Scotland

• How is the “recipe” being interpreted by teachers, school leaders and other education stakeholders?

• Is it “transforming” how we do schooling in the 21st century?

• Is it changing teachers’ “ways of thinking” in the 21st century?

• Is it supporting teachers to be reflective, accomplished and enquiring professionals?
OR.....

........Has the old jargon simply been replaced by new jargon leaving the old ways of thinking intact?
Closing the Gap 3

“How do we reduce the gap between ASPIRATION and REALITY in Scottish education?”
Closing the Gap 3
Aspiration v. Reality

• Increased pupil choice?
• More flexible curriculum set around a well-balanced, broad, general core?
• Simplified and reduced amount of assessment and time spent on exams?
• Learning and teaching programmes that better meet learner needs?
• Increased access to vocational qualifications and strengthened school/college links?
• Teachers are reflective, accomplished, enquiring professionals, engaged in high-quality, sustained professional learning and Professional Update?
The poorest performing schools and education systems of the 21st century will not be those who cannot change but those that cannot continuously innovate, change and improve.
**Box 1: What can different bodies do?**

<table>
<thead>
<tr>
<th>Body</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Scottish Government</td>
<td>Provide clear guidance on full-day preschool and childcare providers</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>The effect of full-day preschool appears promising in England</td>
</tr>
<tr>
<td>Scotland is not English</td>
<td>Provide high-quality, full-day preschools that are proven effective</td>
</tr>
<tr>
<td>Literacy</td>
<td>Help children understand and improve their own learning</td>
</tr>
<tr>
<td>Academic focus</td>
<td>Academically focused, after-school activities: many projects run extracurricular activities for children from low-income households (e.g., sports, music, dance, ICT and study skills). However, integrated academically focused activities can have a significant impact. For example, helps children understand and improve their own learning and numeracy in Scotland.</td>
</tr>
<tr>
<td>Peer tutoring</td>
<td>Peer tutoring, meta-cognitive training using qualified teachers, trained adults or trained peer tutors</td>
</tr>
<tr>
<td>Mentoring</td>
<td>(helping children understand and improve their own learning)</td>
</tr>
<tr>
<td>Professional development</td>
<td>(helping children understand and improve their own learning)</td>
</tr>
<tr>
<td>Targeted funding</td>
<td>Targeted funding works in the context of collaboration between schools, better school leadership, strong school-level data, and systematic evaluation to monitor impact. Targeted funding can also raise awareness of the attainment gap.</td>
</tr>
</tbody>
</table>

**Evidence-based, whole-school reforms:** Whole-school reforms make a difference when they incorporate a focus on improving attainment, a shared strategic plan for academic, social and emotional learning, significant staff development, and consistent monitoring of impact. Curriculum for Excellence has the potential to provide a framework to achieve this.
CPD to Career-Long Professional Learning – your role as Ed Psychs?

- Professional development can boost attainment but needs to be evidence-based, intensive, long-term, contextualised, and incorporate systematic monitoring of impact and continued support for teachers.

- Evidence-based
- Intensive
- Long-term
- Contextualised
- Systematic monitoring of impact
- Continued support for teachers