

# The General Teaching Council for Scotland

Welcome





“...perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented.”  
Shulman (2004)



# Trusted Teaching



- Teaching is complex relational and intellectual work
- Teachers work in relationships of authority and trust
- Teaching is rooted in highly specialist knowledge and skills
- Standards, ethics and values are core to what it means to be a teacher

# Trusted Teaching – The Heart of our Work

GTC Scotland is the teaching profession's independent registration and regulation body.

We were established in 1965 following calls from teachers for a body to ensure teacher standards. We work to maintain and enhance trust in teaching.



# When and why was GTC Scotland introduced?

- GTC Scotland was established in 1965.
- GTC Scotland was created because teachers asked for an organisation that would **ensure teacher standards**.
- **Qualification** was, and still is, a critical part of registration, to ensure that only those with the required skills and knowledge are teachers.
- In 2012, GTC Scotland became wholly independent – it is not a government agency of any kind and has always been funded by teacher registration fees.

# GTC Scotland 101

- Established 1965
- Independent from 2011
- Governed by a council of 37 members
- Statutory functions
- Register of Teachers of over 81,000
- Profession-led regulation
- Set, maintain, enhance standards to ensure trusted teaching



# The Public Services Reform (General Teaching Council for Scotland) Order 2011

- To contribute to improving the quality of teaching and learning; and
- To maintain and improve teachers' professional standards

# Strong Foundations



Shared  
professional  
Standards



Code of  
Professionalism  
and Conduct



Agreed Entry  
Standards



Commitment to  
Learning



Profession-Led  
Regulation



# The Professional Standards and the Code of Professionalism and Conduct



# Teacher Professionalism in Scotland

## Professional Standards

- create a shared language for teaching professionals
- are a benchmark for professional competency
- develop and enhance professionalism
- support career-long professional growth
- provide a framework for Initial Teacher Education, probation and leadership pathways and programmes
- ensure and enhance public trust and confidence in the teaching profession.

## Code of Professionalism and Conduct

- Outlines the standard of conduct and competence expected of registered teachers.
- Designed to provide guidance and raise awareness of issues and situations which can potentially arise.

# The Teacher Journey



- Initial teacher education – recognised teaching qualification
- Provisional registration
- Assessed teaching experience
- Full registration

# Belonging to a Trusted Profession

Teachers make an individual  
contribution to a collective  
responsibility



# One Register – A register of teachers

GTC Scotland's Register of Teachers has 4 categories of registration:

- Primary
- Secondary – subject
- Additional Support Needs
- Further Education (College Lecturer)

And 4 status: full (general); full (associate); provisional; provisional conditional

# Registration informs employment

- An individual who is employed as a Teacher, must be employed in a role that aligns with their registration category by law.
- This has been clarified and determined by the [Court of Session](#).
- GTC Scotland has no involvement in employment practices. GTC Scotland sets the registration criteria for the Register of Teachers and employers are responsible for implementing these through employment practices.



# 2024 Register Insights

- 82,000 teachers
- 94,000 registrations
- 78% female (90% primary, 66% secondary, 58% FE, 86% ASN)
- 60% under 46 years old
- 7% increase supply

# Professional Standards

## 3.3 Professional Learning

### 3.3.1 Engage critically with literature, research and policy

**Professional Actions**

As a registered teacher to demonstrate your professional skills and abilities you are required to:

- identify and source a range of appropriate literature, research and policy; and
- engage critically with research to challenge and inform professional practice and critically question and challenge educational assumptions, beliefs and values of self and system.

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

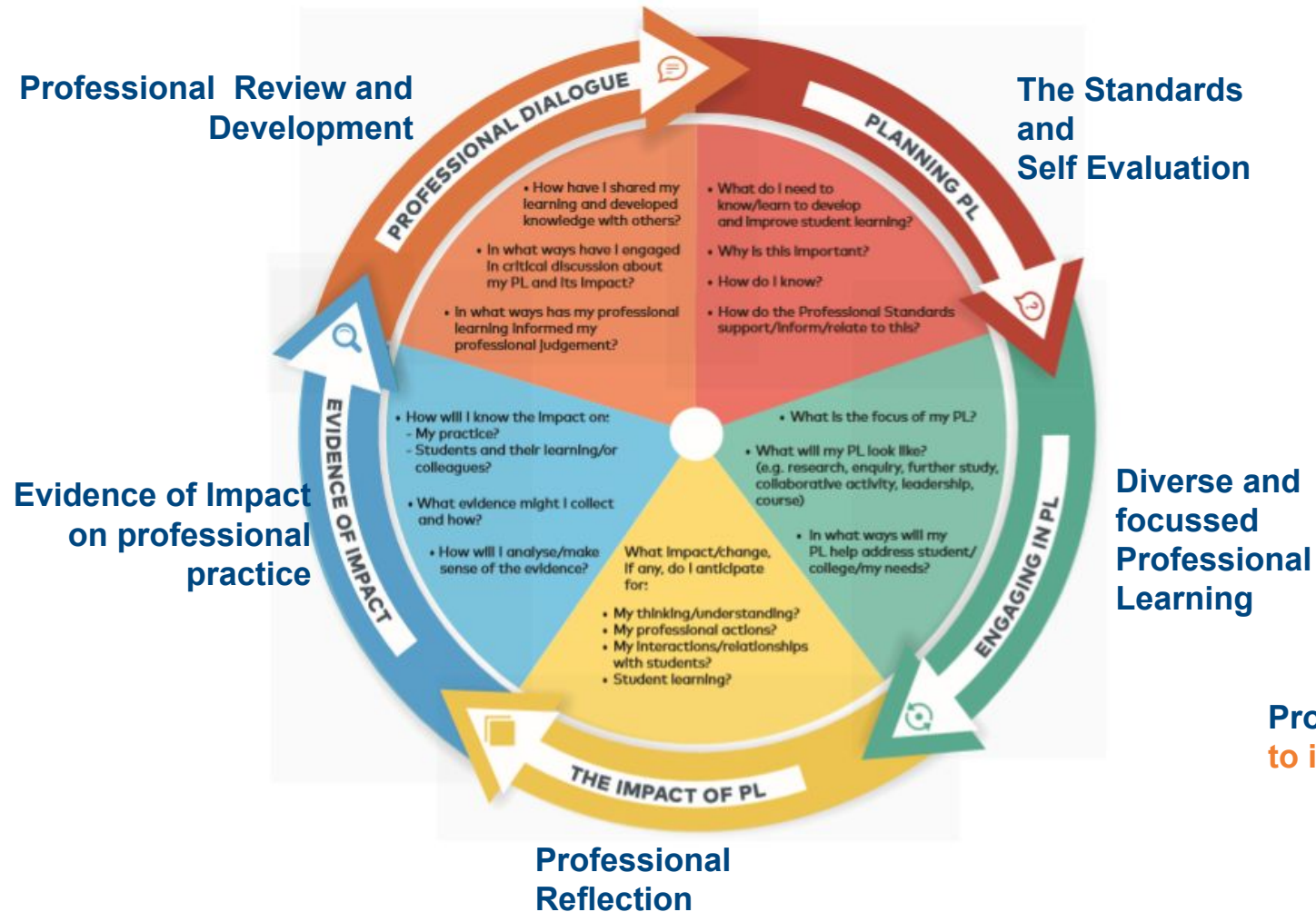
**Professional Actions**

As a registered teacher to demonstrate your professional skills and abilities you are required to:

- commit to lifelong learning, through an ongoing process of professional review and development that impacts on the learning of children and young people;
- reflect and engage critically in self-evaluation using the relevant professional standard;
- adopt an enquiring, reflective and critical approach to professional practice;
- enhance learning and teaching by taking account of feedback from others including children and young people and actively engage in professional learning to support school improvement;
- work collaboratively to contribute to the professional learning and development of colleagues, including student teachers;
- maintain a reflective record of evidence of impact of professional learning on self, colleagues and learners; and
- engage with the Professional Update process.



# Professional Learning Cycle



Professional Update a 5 step process to impactful Professional Learning



# Professional Update (PU)



Enabling you to critically reflect and record professional learning throughout your career



SCOTLAND

[Back to MyGTCs](#)

## Professional Learning (PL)

Manage and reflect on your professional learning activities.

[+ Add new PL entry](#)

## Professional Review and Development (PRD)

Record discussions and reflections of annual PRD meetings.

[+ Add new PRD entry](#)

## Areas for Development (AFD)

Record the areas for development which will inform your professional learning planning.

[+ Add new AFD entry](#)

## Professional Update (PU)

Your next PU sign-off year is: 2027/2028



[Update your details via MyGTCs](#)

Including your contact and employment details.



Your Reviewer is Jennifer Macdonald

[Change your Reviewer](#)



[Submit PU to be signed-off by your Reviewer](#)

[Bring forward PU sign-off](#)

You have chosen to submit for PU via the Direct Submission route on 08/06/2023

If you are a Reviewer: To create an association with your reviewee, go to the [PU page](#) and click the *People I am reviewing* tab.

[Need help?](#)

The PU Home Page is where you sign-off your PU. Click on the 'Submit PU button to be signed off by your Reviewer' and your reviewer will receive a message asking them to sign you off. It is the ReviewEE'S responsibility to start the process of linking with a ReviewER. This is done 2 ways: by either clicking on the Professional Update title, or by clicking the 'Request Association' button beneath the title.

# Our Fitness to Teach Work



The General Teaching  
Council for Scotland

## Trusted Teaching



# Right Touch Regulation



Proportionate  
Targeted

Regulatory Force

Target Risk



# Relationships of Responsibility

# Our call to action

Teaching is a profession and it has standards