

7th Prague Forum, 1-2 October 2015

Parallel working group sessions: Case-studies

A – Ethical behaviour of all actors in education

Case study by Tom Hamilton, General Teaching Council
for Scotland, United Kingdom

A national case study of how ethical behaviour has
been approached in professional codes and standards
for Scottish schoolteachers.



Overview

- Role and remit of GTC Scotland
- Teacher Education Standards in Scotland
- Professional Values and Personal Commitment
- Code of Professionalism and Conduct (COPAC)
- Links between Standards and COPAC
- Planned review of COPAC



Role and Remit

- Keep a register of teachers
- Establish and review the standards of education and training appropriate to school teachers
- Establish and review the standards of conduct and professional competence expected of a registered teacher
- Investigate the fitness to teach of individuals who are, or are seeking to be, registered
- Maintain a scheme of Professional Update for teachers



Teacher Education Standards in Scotland

- The Standards for Registration (Provisional, Full)
- The Standard for Career-Long Professional Learning
- The Standards for Leadership and Management (Middle Leadership, Headship)

Elements of the Standards





Professional Values and Personal Commitment

- Social Justice
- Integrity
- Trust and Respect
- Commitment



Social Justice

- Embracing locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.
- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.
- Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.
- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.
- Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.



Integrity

- Demonstrating openness, honesty, courage and wisdom.
- Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.
- Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.



Trust and respect

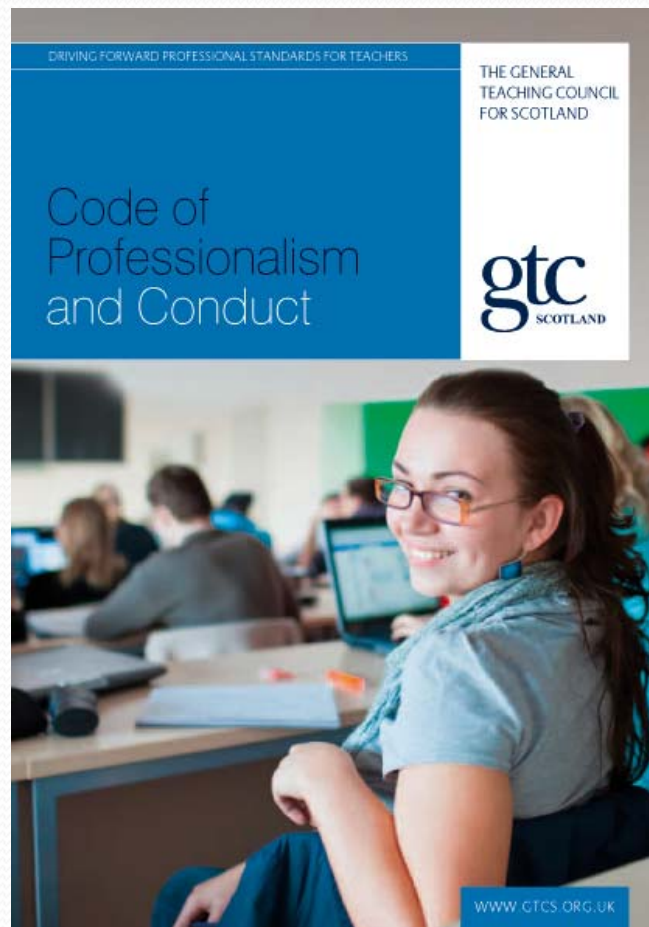
- Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community.
- Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.
- Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.



Professional Commitment

- Engaging with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality.
- Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

Code of Professionalism and Conduct





COPAC

- Original Code introduced in May 2008 and revised version came into force on 2 April 2012;
- Provides guidance of the conduct expected of a registered teacher in five parts:
 - Professionalism and maintaining trust in the Profession
 - Professional responsibilities towards pupils
 - Professional competence
 - Professionalism towards colleagues, parents & carers
 - Equality and Diversity

Planned Review of COPAC

- Council
- Committees
- Steering Group
- Writing Group
- Public Consultation:
 - Regional Meetings
 - Focus Groups
 - Online
- Publicity
 - GTCS Website
 - Press
 - Social Media



Some Discussion Questions

1. Are the values identified of significance and use beyond Scotland?
2. How do we ensure that there is linkage between the Standards and COPAC?
3. How do we ensure that the values identified are actually enacted by teachers?
4. How will we know?