International Society for Teacher Education, University of Stirling

The GTCS in a Global Context

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Chief Executive/Registrar

Key Areas

- Scottish Context

- International Context

- Globalisation

- The Developing Teaching Profession

- The Role of Universities in that Development
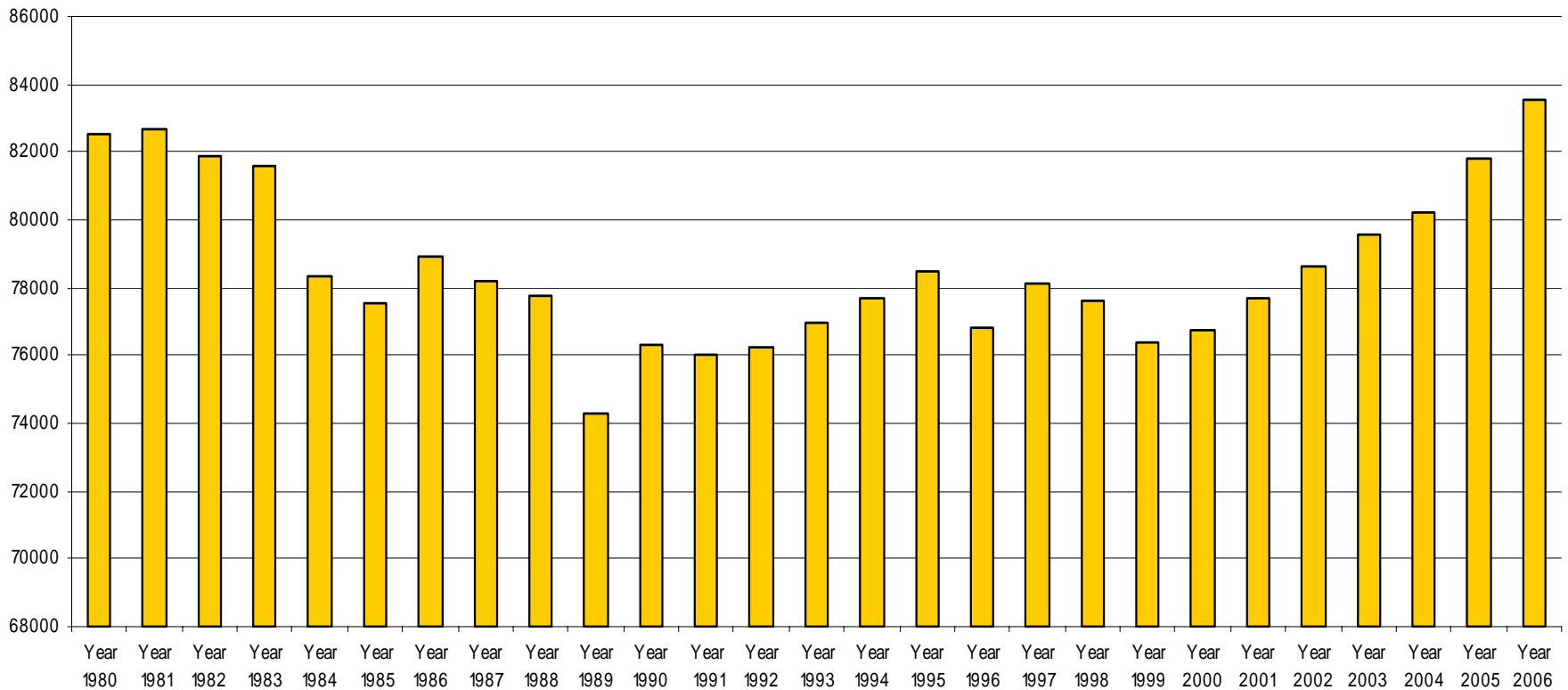
General Slide on Scotland

- ~ 2,500 primary schools

- ~ 450 secondary schools

- 85,000 teachers on the Register
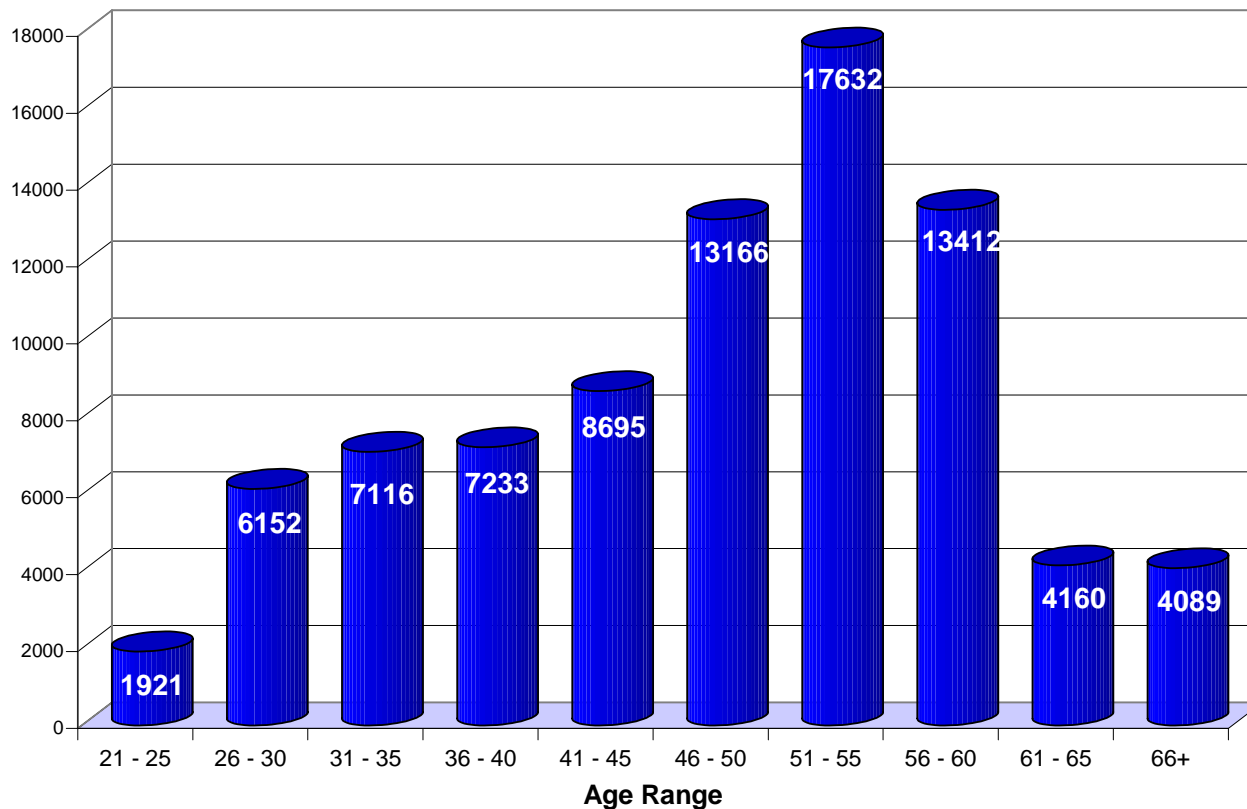
- 57,000 actively teaching every day

Number of Registered Teachers 1980-2006

Number of Registered Teachers

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Number of teachers registered with GTC Scotland by age.

Age Range

Age Range	Number
21 - 25	1921
26 - 30	6152
31 - 35	7116
36 - 40	7233
41 - 45	8695
46 - 50	13166
51 - 55	17632
56 - 60	13412
61 - 65	4160
66+	4089

The General Teaching Council for Scotland: Background

- Set up by Act of Parliament in 1965

- Powers extended by Act of Scottish Parliament in 2000

- Powers further extended by Statutory Instrument, July 2006

Traditional Role

Guardian/Gatekeeper:

- Initial Teacher Education
- Probation
- Exceptional Admissions

Protector:

- Conduct
- Discipline

Tutela ac Praesidium

- **Regulator – guardian and protector**
  - to stop uncertificated teaching
  - substantial statutory powers
  - compulsory registration to teach in a State school
  - optional registration to teach in Further Education
  - compulsory registration to teach in Initial Teacher Education

- **Committed to the concept of self-regulation**
  - the concept of professions regulating themselves
  - a teacher majority in the Council

- **A non-departmental public body**
  - funded solely through teacher registration fees
  - independent of the public purse
  - independent of government

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21ˢᵗ Century Role

As above plus:

- Standards: Standard for Initial Teacher Education
  Standard for Full Registration
  Standard for Chartered Teacher
  Standard for Headship

- Continuing Professional Development

- New Induction System

- Chartered Teacher Programme

- Framework for Professional Recognition

- Disciplinary Issues: Child Protection
  The internet
  Competence

GTCS: Principal Aims

- To contribute to the quality of teaching and learning and the development of a world-class education system in Scotland

- To maintain and enhance standards of professional competence in schools and colleges in collaboration with partners including teachers, employing authorities, teacher education institutions, parents and the Scottish Executive Education Department

- To be recognised as a voice and advocate for the teaching profession

Initial Teacher Education (1)

- **7 Providers**
  - Aberdeen
  - Dundee
  - Edinburgh
  - Glasgow
  - Paisley
  - Stirling
  - Strathclyde
- **All courses must be accredited by the GTCS**

The International Context (1)

- advice on setting up other regulatory bodies

- particular influence in 'old' Commonwealth

- International Conference, 2005

The International Context (2)

- Five Nations Group

- Move towards Europe

Implications of International Co-operation

- The Edinburgh Declaration

- Mutual Recognition

The Edinburgh Declaration

This 1st International Conference of Teaching Councils resolved that, in the interests of supporting the learning and development of all students, the safeguarding of all students and the promotion of the status of the teaching profession, internationally, these regulatory Councils will:

- work together to develop, promote and implement protocols that support effective sharing of relevant information where teachers and educators have been barred from working with students and young people;

- share research and evidence in respect of effective ways of ensuring that teachers and educators can engage in career-long professional training and development;

- develop protocols that support the appropriate mutual recognition of initial teacher education programmes and qualifications and examine the associated ethical issues that inform the portability of teaching qualifications in a global employment market; and

- promote, internationally, the high standards and shared values of the teaching profession, in the interests of the public.

In working towards these goals, the Councils will always seek to support the diversity of students and teachers. The Councils will also seek to work in an inclusive way with other similar bodies around the world, in particular supporting new and emerging Councils to develop appropriate models of professionally-led regulation.

Mutual Recognition

- qualifications

- conduct

- competence

- international database

Globalisation

- conformity?

- blandness?

- uniformity?

- threat to national and minority interests?

- **Globalisation**

  - changing patterns of employment

- **Impact of ICT**

  - explosion of access to knowledge

- **High accountability: low trust?**

- **Co-operation with other professions**

The Developing Profession (2)

- Demand for quality education

- Teacher is the key to quality

- Classroom practice is critical

- Learning at the centre of new professionalism

- Should employers/schools have an increased role in teacher education?

- Role of Higher Education

- The professional teacher, to be effective, must become a career-long learner of more and more sophisticated pedagogies and technologies and be able to form and reform productive collaborations with colleagues, parents, community agencies, business and others. The teacher of the future, in other words, must be equally at home in the classroom and in working with others to bring about continuous improvement.

Fullan Michael (1993) 'Why teachers must become change agents' Educational Leadership 50 (6)

The Future Role of Universities (1)

- Universities and the teaching profession must be more closely integrated in effective and mutually beneficial partnerships

- Universities need to become more flexible in their provision for, and with teachers

- universities are huge organisations

- not flexible

- where lies ITE in the organisational structure?

- where lies commitment to engagement with the profession?

- is the research environment a threat to ITE?

- need more integration if teacher research is to flourish

The Future Role of Universities (4)

- have to engage with CPD
- universities have to extend their role beyond ITE
- the profession of the 21st Century will demand that
- universities must respond to that demand

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