

**EAST AYRSHIRE COUNCIL**

**EDUCATION COMMITTEE : 5 FEBRUARY 2002**

**RESPONSE TO CONSULTATION ON THE  
CHARTERED TEACHER PROGRAMME  
PAPER 2**

**Report by Director of Educational and Social Services**

**1. PURPOSE OF REPORT**

- 1.1** The purpose of this report is to advise Members of the Education Committee of the Department's response to the second phase of consultation on the Chartered Teacher Programme.

**2. BACKGROUND**

- 2.1** Following the agreement reached in "A Teaching Profession for the 21<sup>st</sup> Century" the Scottish Executive Education Department (SEED) has set out a programme to introduce the role of the Chartered Teacher in Scottish schools.

- 2.2** As part of that programme SEED commissioned a consortium of business consultants and the Universities of Edinburgh and Stirling to consult widely on two key issues:

- "What qualities should the Chartered Teacher be expected to demonstrate?"
- "What kind of programmes of activities should teachers follow to demonstrate that they should be recognised as Chartered Teachers?"

- 2.3** In June 2001 Consultation Paper 1 was issued seeking views on a number of key issues. As a result of this exercise a second paper has been issued setting out provisional answers to the two questions and seeking responses from teachers, and others, on the work to date. This consultation was conducted in a short timescale by SEED, with the document issued 15/11/01 and with replies by 21/12/01.

- 2.4** A small group of teachers from various sectors and various disciplines was formed to study the proposals and formulate a response. A copy of the consultation document is available in the Members' Library.

**3. PROPOSALS AND RESPONSES**

- 3.1** The Chartered Teacher Programme, as proposed, suggests four key components that all accomplished teachers should be able to demonstrate:
- professional commitment
  - professional knowledge and understanding
  - professional and personal attributes

- professional action

The group agreed that the Standard for Chartered Teacher status should be based on these four principle features.

**3.2** The component in 3.1 on “professional commitment” was in turn further developed in that a Chartered Teacher must be able to demonstrate:

- effectiveness in promoting learning in the classroom
- critical reflection, self-evaluation and personal development
- collaboration and influence in the development of teaching and learning.
- educational and social values

The group took the view that the above professional commitments should provide the principles that influence every aspect of the work, not only of a Chartered Teacher, but for all teachers. They should however constitute the four major quality indicators of Chartered Teacher status.

**3.3** The component “professional knowledge and understanding” seeks to have a Chartered Teacher demonstrate, through his/her work, a critical understanding of a number of aspects of education which can be summarised under four headings,

- curriculum
- pedagogy (this is, skill in teaching)
- professionalism
- educational and social content

In a similar way the component “professional and personal attributes” defines a range of skills and attributes that are considered characteristics of all forms of professional work and which the Chartered Teacher should be able to demonstrate. These would include: effective communication skills, motivation, being focused, determination, enthusiasm, resourcefulness, creativity, caringness, approachability and empathy.

Once again the group agreed with the proposals for these components. These were the desired characteristics of all good classroom practitioners.

**3.4** The first three components must interact to produce the fourth and perhaps most important feature – “Professional Action”. The proposals identified nine forms of professional action. The Chartered Teacher must be able to demonstrate the capacity to:

- bring about further progress in pupils’ learning and development
- create a positive climate for learning
- use strategies to increase pupils’ learning
- evaluate practice and to reflect critically on it

- improve professional performance
- ensure that teaching is informed by reading and research
- contribute to the quality of the educational experience provided by the school and to the wider professional context of teaching
- relate teaching to wider school aims and social values
- present clearly articulated views on educational issues, policies and developments

The group supported these points and felt that a teacher who demonstrated all nine action criteria would indeed be operating at a level beyond that required for full registration by the General Teaching Council at this basic grade. Such a teacher would be having a considerable impact not only within the classroom but across wider aspects of school life.

**3.5** With regard to the “Programme of Activities” to be followed which could lead to the award of Chartered Teacher status, three main proposals were put forward:

- i) A structure of four core modules leading to Part 1 status and recognised academically by a Post Graduate Certificate. Four option modules leading to Part 2 status and the award of a Post Graduate Diploma and an extensive work-based project, equivalent to a further four modules which would give full Chartered Teacher status and the award of a Masters degree.
- ii) The programme outlined in 3.5(i) to be professionally accredited by the General Teaching Council Scotland and –
- iii) academically validated within the Higher Education sector and the programme should eventually lead to the academic award of a Masters degree.

Note: It would be anticipated that a maximum of two modules per school session might be undertaken by each candidate.

The group, at this point, were of the opinion that there was a lack of detail in the proposals and this raised further issues which therefore did not allow a positive response to be put forward. The main area of concern lay in the programme structure as outlined in 3.5(i) and a considerable number of issues were raised in regard to the actual delivery, assessment, monitoring, entry, resourcing, time, cost, credibility and transferability (between authorities and of prior learning/experience) of the programme.

Other issues brought forward involved the rigour of the programme. It has to be shown that the candidates functioned better in the classroom. The initiative should not be developed merely to serve the needs of the providers. It must improve the education of the pupils. Ultimately a teacher who had attained full status must be in a position to perform a professional role within their school. He/she should be a better practitioner and not simply a better academic.

**3.6** In summary, the move to a standard known as Chartered Teacher was welcomed. The qualities and the structure to deliver these qualities was generally accepted, but at this point the group felt that further detail was required before a teacher could make a decision on whether to apply for entry into the programme.

#### **4. FINANCIAL IMPLICATIONS**

**4.1** Not known at this time.

#### **5. LEGAL/POLICY IMPLICATIONS**

**5.1** None at this time.

On publication of the final Standard for Chartered Teacher it may be necessary to produce "Guidelines for Entry" to the programme.

#### **6. RECOMMENDATIONS**

**6.1** It is recommended that Members of the Education Committee:

i) note the contents of this report.

John Mulgrew  
Director of Educational and Social Services

DM/MR  
7 January 2002

#### **LIST OF BACKGROUND PAPERS**

- i) Chartered Teacher Programme (Consultation Paper 2)
- ii) Chartered Teacher Programme (Supplementary Paper)

Members wishing further information should contact Graham Short, Head of Schools, Tel: (01563) 576192

**IMPLEMENTATION OFFICER : GRAHAM SHORT**

**AGENDA**