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**Defining Teaching for a Global Educational World: The Development of
Professional Standards**

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Theme 2: Culturally Responsive Teacher Education

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Abstract

In August 2013 the General Teaching Council for Scotland launched a revised suite of standards for the teaching profession (GTCS 2012a,b,c). These sets of standards cover initial teacher education, full registration, advanced teaching and leadership and management. There is a danger that professional standards focus on narrowly defined behavioural competences and so reinforce a technicist approach to the practice of teachers and leaders in school (Murphy, 2005). The policy emphasis in Scotland (Donaldson 2011), however, is on the use professional standards as developmental tools to enhance practice (Ingvarson, 2005). A key element in the revision process of the professional standards has been to position the role and practice of the teaching profession in a global setting thereby fostering a future orientation in the development of teaching that reflects increasing social and cultural diversity. The foundation of this suite of standards has been the agreement of a common set of values for the teaching profession: "Professional Values are at the core of Professional Standards. The educational experiences of all our learners are shaped by the values and dispositions of all those who educate them. Values are complex and the ideals by which we shape our practice as professionals" (GTCS 2012a p. 10). The set of professional values cover the ethical dimensions of professional practice such as integrity, professional commitment, trust and respect. Importantly the professional values also cover wider issues related to social justice and sustainability. However, there is a question of how we move from these being a set of espoused values to a set of 'values-in-action'. This paper examines the potential of this set of professional standards to bring to the fore issues of social justice as a means of developing culturally responsive teaching.

Introduction

Scottish education is in the midst of an extended period of reform which began in 2004 with the launch of the Curriculum for Excellence (CfEx) (SE 2004) for ages 3-18. This curriculum focuses on developing the knowledge, skills and capacities for a future changing world:

The world has changed considerably in recent times, and it is essential that education not only keeps up with change but anticipates the future as far as possible. If Scotland's children and young people are to gain the knowledge, skills and attributes needed for life in the 21st century we need a forward-looking, coherent curriculum that will inspire them to achieve at the highest levels (Education Scotland, online).

The CfEx is designed to develop the four capacities: successful learner, a confident individual, a responsible citizen and an effective contributor and each of these capacities have a number of attributes and capabilities. Among the attributes and capabilities of 'a responsible citizen' is a clear sense of the widening world the learner is part of and its increasingly pluralistic nature:

Table 1: Curriculum for Excellence: Responsible Citizen

<p><i>Attributes</i></p> <ul style="list-style-type: none">• respect for others• commitment to participate responsibly in political, economic, social and cultural life <p><i>Capabilities</i></p> <ul style="list-style-type: none">• develop knowledge and understanding of the world and Scotland's place in it• understand different beliefs and cultures• make informed choices and decisions• evaluate environmental, scientific and technological issues• develop informed, ethical views of complex issues (SE, 2004 p. 12).

The move from the preexisting subject based curricular programmes with specified programmes of study and attainment targets (SOED, 1993) made new demands on teachers and schools. For the CfEx the design principles, expectations and outcomes have been set out but it is "the responsibility of schools and their partners to bring the experiences and outcomes together" (SG, 2008 p. 5). This has called for a considerable change in the expectations on teachers and in their skills, understandings and attributes, an issue being addressed in a parallel programme of reform related to the teaching profession.

The latest reforms to the teaching profession have been initiated following a review of teacher education, *Teaching Scotland's Future*, the Donaldson Report (Donaldson, 2011), which examined three broad areas: early career learning, continuing professional development and leadership. Underpinning the recommendations of this report is a vision of the extended professionalism of teachers. This Report looks to "a reinvigorated approach to 21st century teacher professionalism" (Donaldson, 2011, p. 84) and Recommendation 35 was:

The Professional Standards need to be revised to create a coherent overarching framework and enhanced with practical illustrations of the Standards. This overall framework should reflect a reconceptualised model of teacher professionalism (Donaldson, 2011, p. 97).

Thus, the full suite of professional standards for teaching in Scotland have been revised.

Professional Standards for Teaching in Scotland

Professional standards have been part of the education policy and practice since the early 1990s in Scottish education beginning with set of competences for initial teacher education (SOED 1992) and then various reiterations of standards for teaching (GTCS 1999, 2006), for headship (SOED 1998, SE 2005) and for advanced teaching (GTCS 2004, 2009). Previously, each standard was revised independently of the other extant standards but as a result of the recommendation in the Donaldson Report (2011), the full set of standards were revised together. This revised suite of standards came into use from August 2013. These standards cover teaching (GTCS 2012a), advanced professional learning (GTCS 2012b) and leadership (GTCS 2012c).

Table 2: Professional Standards

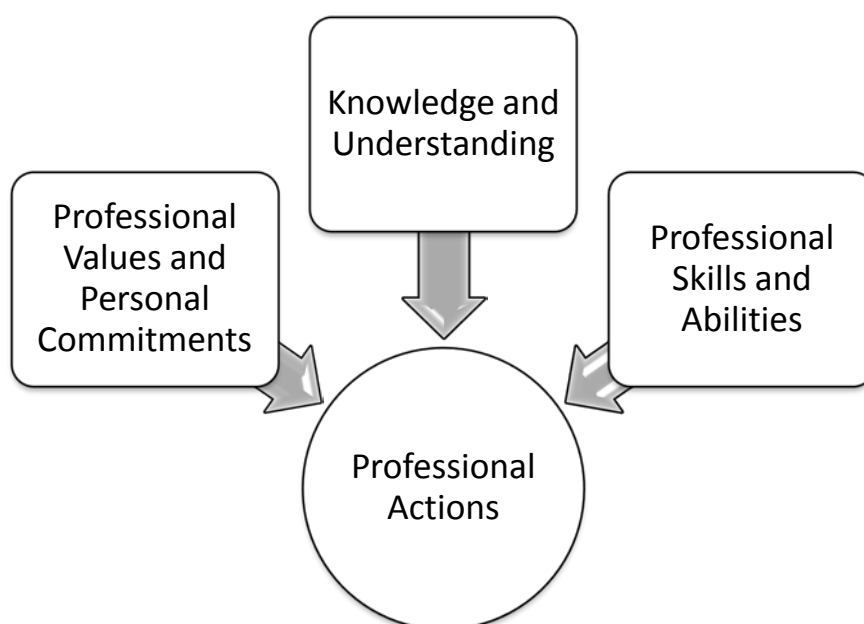
Standard	Focus
Standards for Registration: <ul style="list-style-type: none"> • Standard for Provisional Registration • Standard for Full Registration 	teaching – provisional registration at the end of initial teacher education mandatory requirement for all registered teachers
Standard for Career-Long Professional Learning	ongoing professional learning as teachers develop in their careers
Standards for Leadership and Management: <ul style="list-style-type: none"> • Standard for Middle Leadership and Management • Standard for Headship 	leadership and management leadership roles with a first line management responsibility school leadership

Professional standards have a regulatory function in that the competences and expectations of particular roles are articulated. In Scotland, all graduates from the various initial teacher education programmes must have demonstrated their achievement of the Standard for Provisional Registration (GTCS 2012a) while the Standard for Full Registration (GTCS 2012a) is the legal benchmark for all registered teachers whether they are in a teaching or leadership role. The policy intention is to build a “reinvigorated” and “extended” professionalism and this is to be realised through career-long teacher education. In this then standards play a key role as developmental tools, the means by which practitioners can evaluate their practice and plan their ongoing professional learning. Standards are placed as central to the management processes related to teacher development particularly the annual process of Professional Review and Development (PRD) which will now be

augmented with the launch of a programme of ongoing professional certification – Professional Update (GTCS, 2012d) – through continued engagement in professional learning.

The leaning towards a developmental stance in the use of standards is also reflected in the design of the sets of standards within the revised suite. Where standards are used solely for the purposes of accountability, detailed specification is of critical importance resulting in narrowly conceived sets of professional standards where very detailed descriptions of sets of behaviours overly emphasis a technician approach to professional practice. However, the design of standards developed in Scottish education is based on a model of professional action (Reeves *et al.* 1998) and has a broader construction of professional practice incorporating different facets: knowledge and understanding, values and personal commitments, personal skills and attributes as well as professional actions. Thus in the Standards for Registration (GTCS 2012a) we can see the interrelationship between the different elements.

Diagram 1: Design of the Standards for Registration



Professional Values

Professional values have been an integral part of the professional standards for teaching in Scotland. However, historically specific sets of values were articulated for each particular set of standards: for student teaching, teaching, advanced teaching and school leadership. While there were broad similarities in the core ideas there were differences in emphasis and in the language used. Therefore, an important task in the revision process was the articulation of a common set of standards for the teaching profession to be placed at the heart of all professional practice of teachers whether in a teaching or in a leadership role: values “...are the ideals by which we

shape our practice as professionals” (GTCS 2012a: 5). Values are deemed to be “integral to, and demonstrated through, all our professional relationships and practices and all that we do to meet our professional commitments and obligations as teachers registered with the GTC Scotland” (GTCS 2012a: 5). Therefore values are not simply sets of ideals stated rhetorically but are a crucial aspect of professionalism to be evidenced in the day-to-day practice of teachers. Some of these values relate to professional qualities and ethical stance: integrity, trust and respect, professional commitment. Thus:

- *integrity* covers personal attributes such as openness, honesty, courage and wisdom and the ability to examine critically personal and professional attitudes and beliefs and where necessary seeks change in practice;
- *trust and respect* covers aspects trust and respect of others particularly by supporting the learning for all learners and in doing so being aware of the different backgrounds of learners and of the importance of creating in safe and compassionate ethos;
- *professional commitment* relates to the readiness to engage with and contribute to educational communities and to ensure ongoing professional learning.

Within these values there are some threads which are pertinent to teachers working within an increasingly pluralistic society particularly with regard to trust and respect where teachers are expected to appreciate the diverse backgrounds and work to support all learners. These ideas are most strongly articulated in the standards in the nexus of ideas associated with the professional value of social justice:

Table 3: Social Justice in the Professional Standards

<p><i>Social Justice</i></p> <ul style="list-style-type: none"> • 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 (GTCS 2012a: 5).

In this statement of the professional value of social justice there are a number of themes reiterated in this statement:

- future orientation,
- global perspectives,
- centrality of rights and diversity.

There is a strong future orientation in this statement: “the rights and responsibilities of future as well as current generations”, “sustainability”, “a better future” highlighting the significant role of education in social transformation. Alongside this there is a clear global stance: “Embracing locally and globally the educational and social values”, “global citizenship”, “real world issues” and finally, the citing of UNCR. The use of the UNCR highlights the legal frameworks within which education must operate particularly with regard to two specific aspects, firstly, the changing legal position of the child/young person where agency as a learner is central and secondly, in relation to equality legislation where the factors listed - age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation – reflect the protected characteristics in current legislation particularly the Equality Act 2010 (Parliament of the UK, 2010). The idea of diversity also includes a wider perspective: “social, cultural and ecological diversity” taking from the statement around ‘learning for sustainability where practice should be “compatible with a sustainable future in a just and equitable world” (GTCS 2012a: 2). In this construction of social justice there are a number of threads which have a potency but the question remains about how these relate to the lived experiences of learners in classrooms.

Values and professional actions

An important design principle of the *Standards for Registration* (SfR) (GTCS, 2012a: 5) is that values are seen “to drive an unswerving personal commitment to all learners’ intellectual, social and ethical growth and well being”. Therefore we need to scrutinize the relationship between the values and the codification of practice set out in the SfR. To do so, the content of the Professional Actions in the *Standard for Full Registration* was analysed to identify where issues related to diversity are evident [Full details in the appendix]. This is the professional standard which all registered teachers must demonstrate whatever their particular role. This analysis covered Element 2: Professional Knowledge and Understanding and Element 3: Professional Skills and Abilities where the knowledge/understanding and the professional skills and abilities are then expressed as specific professional actions.

In this analysis of the professional actions, a conceptual link between values and practice is evident. There are a number of aspects where a wider worldview and ideas of diversity are suggested: the impact on education of “natural, social, cultural, political and economic systems” and “working with the local and global community”. Current legislation especially around equality and additional support needs is pointed to explicitly. However, these ideas are largely manifested in what is the overarching theme across the professional actions, that of “...the needs of all learners.” There are many reiterations of this idea running through the standard:

Table 4: “...of all learners”

meeting the needs of all learners

- in matching the level of work
- in questioning strategies
- choosing appropriate methods
- relevance of materials and areas
- stimulate, support and challenge all learners
- the stages of learner’s cognitive, social and emotional development
- reflect on impact on all learners
- identify effectively barriers to learning and respond

engaging with fostering the participation of all learners

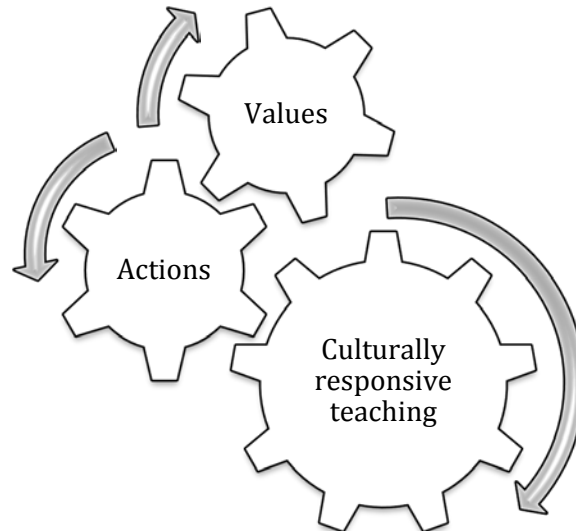
- communicate effectively – purposes and explanations
- sustain the interest and participation of all learners
- create opportunities to stimulate learner participation in debate and decision making about issues which are openended, complex, controversial or emotional
- care and commitment to all learners

holistic development of all learners

- promote & support the cognitive, emotional, social and physical wellbeing of all learners
- raising all learners expectations
- holistic accounts of all learners’ needs
- meet the needs of all learners including learning in literacy, numeracy, health & wellbeing and skills for life, learning and work
- reporting on...personal social and emotional development in a sensitive and constructive way
- promote competence and confidence in literacy

Recognition of the importance of learner diversity is an underpinning idea and there is a clear emphasis on inclusive practice to address the needs of different learners through the planning and curriculum design, interactions in the classroom and assessment process. These processes are embedded in an approach founded on holistic development and in setting high expectations for all learners. In addition, the needs of all learners is to be a lens for reflecting on practice. However, aside from broad understandings there is limited reference specifically to issues of diversity. There seems to be a space between the statement of values and the expectations these lay on teachers and the detail of the professional actions. How then can values and practice interact to bring about approaches to teaching to support diverse learners?

Diagram 2: Values and Practice



Professional standards contain broad statements which set out areas of practice and competence on the part of the professional practitioner and therefore, it could be argued that it is difficult to include detailed explanations. Standards which adopt this structure become, as Louden (2000) argues, long lists of tasks and tend to present practice in an atomized manner. The statement of values give a clear intention of the principles of diversity and inclusion and so the question is how do these professional actions become imbued with a stronger notion of culturally response teaching. In his recommendation regarding the professional standards, Donaldson (2011: 97) proposed that these “be enhanced with practical illustrations”. Therefore we need to consider what this might be. To do so, we examine firstly, some of the different models of culturally response teaching (and the longer standing area of multicultural education) with the purpose of identifying some of the salient aspects and ideas and then secondly, relate these aspects to the *Standard for Registration* (GTCS 2012a).

Teaching for Diverse Learners

A keynote of the professional standards is addressing the needs of all learners and there is potency in this idea. However there is also the danger that practice can be reduced to sets of techniques which ‘translate’ ideas and practices of the dominant culture for those from minority cultures. In contrast Vavrus (2008: 49) proposes a different paradigm and highlights the transformative potential of addressing the needs of all learners if imbued with a sense of culturally responsive teaching:

CRT [Culturally response teaching] is not only interested in providing mainstream knowledge through different techniques, but it also involves transforming the actual perspectives, knowledge base, and approaches of a conventional classroom.

The policy emphasis is on professional learning whether this is initial and early phase development or ongoing professional learning. There is considerable interest now in the relationship between teacher education and social justice and so in selecting different models the focus has been on those used within developmental contexts particularly teacher education. Cochran-Smith (2002: 2003) notes even within the field of teacher education there are a range of different ideas and approaches proposed: “there are dramatically different takes on ‘teacher preparation for diversity,’ ‘multicultural teacher education’ and ‘teaching for social justice.’” No one particular approach is being advocated here in the choice of models but rather to looking across different approaches the task is to note the salient aspects and consider these in relation to the areas set out in the SfFR. The various models have been selected because they relate not only to teacher learning and also to elements of the SfFR. These include Villegas and Lucas (2002) work on the curriculum for teacher education, Cochran-Smith’s (2010) work on developing a theory for teacher education for social justice, Gay’s (2009) work on culturally responsive education specifically about beliefs in teacher education relation and Rychly and Graves’s (2012) work on teacher characteristics for culturally responsive pedagogy.

In teacher education issues related to diversity are often knowledge based programmes around issues of culture and faith. However, among the four aspects Zeichner and Hoeft (1996) identified that need to be taken into account in approaches to teacher education, was the question of the degree to which the particular teacher education programmes were based on these principles. Therefore, we need to consider how we shape professional learning programmes for teachers at different stages in their career and holding different responsibilities so they can provide educational programmes for diverse learners. Here Banks (2008) provides a useful framework for multicultural education. The five dimensions are: (1) content integration were bodies of knowledge derived from different cultural traditions are drawn on as a core part of curricula programmes (2) where knowledge is not seen as something to be transmitted but something which learners examine critically and understanding assumptions and frames of reference (3) attitudes are actively challenged and positive attitudes towards diversity engendered (4) teaching approaches seek to facilitate the achievement of diverse groups of learners and (5) the wider culture and structural processes empowers diverse learners. Table 5 uses Banks’ construction of multicultural education as a starting point. The table then examines the four models to consider what aspects, approaches and outcomes are necessary in professional learning programmes for teachers.

Table 5: Addressing the needs of all learners

Banks (2008):	content integration	knowledge construction process	prejudice reduction	equity pedagogy	empowering culture and social structure
Villegas and Lucas (2002)	sociocultural consciousness	constructivist views of learning	affirming attitude towards students from culturally diverse backgrounds commitment to act as agent for social change learning about students	commitment and skills to act as agents for change culturally responsive teaching practices	
Gay (2002)	developing a cultural diversity knowledge base	designing culturally relevant curricula	cross cultural communications	cultural congruity in classroom instruction	demonstrating cultural caring and building a learning community
Rychly and Graves (2012)	knowledgeable about other cultures	reflective about own cultural frames of reference practitioner's thinking is flexible not dualistic	caring and empathetic reflective about their attitudes and beliefs about other cultures identify for themselves areas of opportunity for further learning	reflection as a process practitioners' thinking grounded in evidence shows an ability to perceive classroom practices from both his/her own & learners' point of view	
Cochran-Smith (2010)	knowledge	interpretative frames	advocacy and activism	methods, skills, strategies and techniques	

From this survey, there are a number of common areas, which should be part of teacher education – both initial and continuing – in order to address the issue of diversity.

Content: Gay (2002) argues for the importance of teacher acquiring what we mean by culture, information about different cultures and understandings of the contributions made by people from diverse backgrounds. This is not simply knowledge of the customs and beliefs of different cultures. Instead a conscious and critical stance particularly in understanding issues around power, marginalization seems to be a fundamental issue for the development of teachers. Rychly and Graves (2012) also propose that teachers need to be knowledgeable about other

cultures not simply in terms of their unique customs and practices but also their intellectual and cultural practices around learning knowledge and insight into what it means to be member of another culture. This chimes with Villegas and Lucas's (2002) ideal of sociocultural consciousness where teachers examine their own identities, how these relate to the school setting especially what is valued, marginalised or made invisible in this setting.

Knowledge: Gay (2002), in her exploration for the importance of teachers designing culturally relevant curricula, sees three aspects: the planned, the symbolic and the wider societal 'curriculum' around diversity and equality issues transmitted through the media. The planned curricula of professional learning programmes should be imbued with diverse perspectives but this is not about adding further material but is the means of critiquing and challenging assumptions in extant programmes and in the wider sociocultural norms. In this Gay surfaces the contested nature of knowledge and argues that curricula need to address issues related to controversy and power. Cochran-Smith (2010) similarly argues that part of the role of the teacher is to "critique the universality of traditional knowledge" (p 456) and so teachers have to be supported to challenge well established pedagogic practices. Villegas and Lucas's (2002) discussion of a constructivist view of learning complements this idea where teachers are supported as they draw on their prior knowledge and beliefs to understand new ideas and experiences. In this then teachers can appreciate the contribution of diverse learners where their cultural resources are seen as assets which contribute to ongoing learning; learning then is not the acquisition of the key areas of the 'canon' but a knowledge construction process. Thus professional learning programmes have to blend teachers experiences and new ideas to challenge current orthodoxies of practice.

Attitudes: In order to realize the lived curriculum as envisaged above, a cluster of attitudes have been identified as essential to culturally responsive teaching which shape both the practice and expectations of teachers. Villegas and Lucas (2002) point to the importance of teachers regarding all pupils "as capable learners who bring a wealth of knowledge, experience to school" (p 23) and in doing so teachers may well have to confront their own unquestioned assumptions. There is a common thread here with Rychly and Graves's (2012) proposal that among the required teacher characteristics is caring and empathy and an affirming stance which acknowledges and values diversity. Although there is a danger that ideas such as caring and empathy can be reduced to well-meaning sympathy, these attitudes have to be imbued with a sense of responsibility for change on the part of the teacher. Therefore working with diverse learners is not about lowering expectations and demands on learners but instead is about holding all pupils equally to account for their progress as learners. Cochran-Smith (2010) sees as an essential dimension teachers "...deliberately claiming of the role of advocate and activist based on political consciousness, a deep respect for difference and a commitment to diminishing inequalities" (p 457). Part of this would be what Gay (2002: 110) suggests, that is to see the classroom not as only a community but a meeting place wherein teachers act as agents of change. To actualize this part of the teacher's approach has to be a reflective and questioning stance where they reflect critically

on their own beliefs and assumptions, how they view the world and to complement their practice by seeking ways to augment their learning. Therefore professional learning programmes need a much broader base than skills development or the acquisition of the techniques needed for the latest initiative. The focus has to be on building critically reflective approaches that enable teachers to surface and challenge the unquestioned beliefs that have, to this point, underpinned their practice.

Practices: if teachers are committed to act as agents of change then their practices in the classroom are of pivotal importance. Part of this for Gay (2002) is to recognize diversity around the approaches to learning, self-organisation and ways of knowing and part of it is to create “pedagogical bridges that connect prior knowledge with new knowledge, the known with the unknown and abstractions with lived realities (p 113). Banks (2008) in his fifth dimension points to the importance of the context of the wider school. While much of the focus for professional learning has to be on the central context of the classroom, an exploration of the teacher’s contribution to the wider ethos is important. Professional learning has to be concerned with both teaching and assessment processes and the creation of a culture and ethos that enables pupils to make sense and build on their existing knowledge understandings and wider cultural resources. In this then teachers must be able “to tailor their teaching to particular students within particular contexts” (Villegas and Lucas 2002: 30) thus creating these pedagogical bridges. This tailoring requires an acute awareness on the part of the teacher about the contexts of the learners and their lived experiences, of their skills and understandings. Therefore, an element of equity pedagogy has to be reflectivity where the process of teaching and learning are scrutinized particularly as Cochran-Smith (2010) suggests through inquiry methodologies and which need to be imbued with Rychly and Graves (2012) idea of multiple perspectives. Thus part of professional learning has provide the tools of inquiry to explore lived experiences in the classroom/school of different groups of learners from a range of perspectives.

Conclusions: translating values into action

From the exploration of different approaches to teacher education a key theme is the need for professional learning programmes to build knowledge, skill and commitment to working with and ensuring the achievement of diverse learners. Implicit in this is a sense that change is possible through the actions of individual teachers. Professional standards are regulatory as well as developmental documents and are often criticized as being overly prescriptive which leads to issues of equality and justice being set to the margins (Anderson, 2001). The analysis indicates ideas of equality, social justice and diversity are embedded in the values identified in the particular set of standards. The question we posed at the outset was how might professional standards – in particular the Standard for Full Registration, might support a move from the espousal of values to values-in-action.

The standards provide a broad framing of the issues related to diversity but there is a danger that as regulatory tools they are difficult to engage with and so we have to look for their use in the dynamic context of professional learning as the means of exploring values, motivations and practice. The encounter between teacher and

learner is the central site of learning in school where not only is cognitive development promoted but understandings of self are forged by a range of meanings being constructed through these encounters about what is valued and what is not. We need transformative experiences which open up and disrupt the unquestioned beliefs and assumptions that shape these encounters and which enable teachers to develop a critical consciousness and an ability then to act on this. Villegas and Lucas (2002) argue that the construct of 'all learners' can be seen in terms of majority and minority pupils and so learners from minority ethnic and cultural backgrounds are seen as 'other' for whom different and additional to the mainstream learning opportunities have to be provided. However we could look to this broad idea reiterated through the standard as the starting point to explore what sets of curricula experiences and pedagogic practices means for each and every learner and to seek ways to genuinely address their needs.

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Appendix

Section	Area	Professional Actions
2.1	k & u of relevant areas of curriculum	<p>know how to:</p> <ul style="list-style-type: none"> • match and apply the level of curricular areas to the needs of all learners; • use, design and adapt materials of teaching & learning which stimulate, support and challenge all learners • work with the local and global community to develop realistic & coherent interdisciplinary contexts...
	k&u planning coherent & progressive teaching	<ul style="list-style-type: none"> • have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners
	k&u of contexts for learning to fulfill their responsibilities in literacy, numeracy, health and well being and interdisciplinary learning	<ul style="list-style-type: none"> • know how to promote & support the cognitive, emotional, social and physical wellbeing of all learners & demonstrate a commitment to raising all learner's expectations of themselves • ...effective select the most appropriate methods to meet all learners' needs
	k&u of the principles of assessment, recording & reporting	<ul style="list-style-type: none"> • have an understanding of the GIRFEC National practice Model and how to apply this to support teaching and learning
2.2	k&u of the principal features of the education system, educational policy and practice	<ul style="list-style-type: none"> • have an understanding of current, relevant legislation and guidance such as Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC
	k&u of schools and communities in which they teach and their own professional responsibilities within them	<ul style="list-style-type: none"> • understand the importance of making a commitment to the distinctive ethos in all areas of the learning community
2.3	k&u of relevant educational principles and pedagogical theories to inform professional practice	<p>have secure k& detailed understanding of:</p> <ul style="list-style-type: none"> • the stages of learner's cognitive, social and emotional development which they are able to use to take an holistic accounts of all learners' needs • the ways in which natural, social, cultural, political and economic systems function and how they are interconnected to professional practice

3.1	plan coherent, progressive and stimulating programmes which match learner's needs and abilities	<ul style="list-style-type: none"> • plan appropriately in different contexts ...to meet the needs of all learners including learning in literacy, numeracy, health & wellbeing and skills for life, learning and work
	communicate effectively and interact productively with learners individually and collectively	<ul style="list-style-type: none"> • use a range of methods...to motivate and sustain the interest and participation of all learners

		<ul style="list-style-type: none"> • communicate effectively with all learners and promote competence and confidence in literacy • demonstrate questioning strategies varied to meet the needs of all learners • communicate the purpose of the learning & give effective explanations at the appropriate level(s) of all learners • create opportunities to stimulate learner participation in debate and decision making about issues which are opened, complex, controversial or emotional
	employ a range of teaching strategies & resources to meet the needs & abilities of all learners	<ul style="list-style-type: none"> • consistently select creative & imaginative strategies for t&l appropriate to the interests and needs of all learners, as individuals, groups or classes • justify consistently and evaluate competently professional practice and take action to improve the impact on all learners
	Have high expectations of all learners	<ul style="list-style-type: none"> • ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge • identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs; • show commitment to raising learner's expectations of themselves and others and their care for themselves and the natural world
	work effectively in partnership in order to promote learning and well being	<ul style="list-style-type: none"> • establish a culture where learners meaningfully participate in decisions related to their learning and school
3.2	develop positive relationships and positive behavior strategies	<ul style="list-style-type: none"> • demonstrate care and commitment to working with all learners • implement the school's positive behavior policy...in a fair, sensitive and informed manner
3.3	use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning	<ul style="list-style-type: none"> • enable all learners to engage in self evaluation & peer assessment to benefit learning • produce clear and informed reports...related to personal social and emotional development in a sensitive and constructive way