

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS



Research Strategy & Programme 2015-17

January 2015

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1 Introduction

The current research strategy, approved by Council in 2009, sets out three main purposes:

- ❖ To encourage engagement with, and participation in, research by Scottish teachers;
- ❖ To develop the Council's evidence base to underpin policy development;
- ❖ To produce evidence that will enhance the Council's ability to influence the development of policy and practice in Scottish education.

A Research Programme for 2012-2014 was developed and approved. The research engagement resulting from this programme has been reviewed and is summarised in section 2 below.

Building on the success and impact of the Research Programme 2012-14 and the GTCS Strategic Plan a Research Strategy and Programme for 2015-17 has been developed. This is outlined in full in section 3.

2 Research Activity 2012 - 2014

The 2012-2014 Research Programme comprised:

- ❖ two identified core projects;
- ❖ a number of ongoing or proposed internal research projects;
- ❖ the Teacher Researcher Programme;
- ❖ commissioned Research;
- ❖ partnerships with Higher Education.

The 2012-14 period saw a number of significant changes and shifting priorities for the GTC Scotland. This included the move to become a fully autonomous independent body; taking forward the agenda as set out by *Teaching Scotland's Future*; and the introduction of Professional Update. In addition, it should be noted that during this time there was significant staff absence from the Education Adviser (Research) and the appointment of a new Education Adviser (Research and Professional Learning). Outlined below is a brief summary of progress to date in each of these areas.

2.1 Core Projects

The 2012-2014 Research Programme comprised:

2.1.1 Annual qualitative analyses of the Interim and Final Profiles

This work came to a conclusion in 2012 with the last report presented to Education Committee in November 2012.

2.1.2 Annual qualitative analyses of the Interim and Final Profiles

This work came to a conclusion in 2012 with the last report presented to Education Committee in November 2012.

2.2 Internal Research Projects

2.2.1 Professional Update

Research and evaluation has played a significant role in the development of Professional Update. This work has been a key priority and much of the research activity has been focused in this area. This has included:

- ❖ Professional Update Evaluation of Validation Process
 - Report submitted to PUWG January 2013
- ❖ Professional Update: Survey for Registered Teachers Who Pay their Fees Directly (Non-DAS):
 - Report presented to Council September 2013
- ❖ Professional Update Pilot Phase 1 Evaluation
 - Report presented to Council September 2013
- ❖ Professional Update Phase 2: Interim Research Into Professional Learning
 - Education Committee May 2014
- ❖ Professional Update Phase 2: Final Evaluation
 - An initial report on progress submitted to Education Committee September 2014 and a summary of final evaluation presented at February 2015 committee. The full report will be submitted to Council March 2015

2.2.2 Evaluation of consultation on revised GTCS Standards

A final report was submitted to Council December 2012.

2.2.3 The experience of people with disabilities participating in the Teacher Induction Scheme (second phase)

This research project did not proceed. An initial invitation to participate was advertised in October 2012. However, due to lack of uptake it was agreed that the project would not be pursued.

2.2.4 The Preparing for Headship: the impact of professional study on professional knowledge and leadership practices (second phase)

In recognition of the pending changes in national context and due to low participant numbers this project was not pursued.

2.2.5 Case studies in the Teacher Induction Scheme and

2.2.6 The Teacher Induction Scheme: the experience of a single local authority:

Whilst these were identified as important and worthwhile research projects at the time, shifting priorities relating to Professional Update took over. Research relating to the Teacher Induction Scheme will be considered in future plans.

2.2.7 Fiftieth anniversary commemorative publication

This work is ongoing and a full draft will be completed by October 2014 with an expected publication date in 2015.

2.3 Teacher Engagement with Research

2.3.1 The Teacher Researcher programme

In response to national developments relating to teacher professional learning, including the revised Professional Standards and introduction of Professional Update, the Teacher Researcher Programme was temporarily suspended from 2013 and is currently being reviewed and developed. The intention is to re-launch this in 2014-15. A proposed programme will be presented to Education Committee in 2015.

All previous teacher research reports are available on the GTCS website.

2.3.2 Developing the enquiring profession

Promoting and supporting teachers engaging in and with research remains a core priority. As a result the notion of the enquiring professional and teachers engaging in practitioner enquiry is embedded within the revised GTCS Standards. This is supported by a dedicated section on the website on 'Practitioner Enquiry', published April 2013. This was based on research work carried out in partnership with University of Edinburgh exploring the impact of teachers engaging in enquiry as part of their professional learning.

2.3.3 EBSCO: online access to education journals

As an initial one year trial from August 2014, GTCS will provide online access for registered teachers to a collection of more than 1700 education journals, an collection of Leadership and Management resources and 28 ebooks, via the EBSCO Education Source and Leadership and management Learning Centre. Access will be via MyGTCS. A new Research section of the GTCS website has been developed and launched August 2014.

A Research Engagement Group (REG) comprising 20 colleagues from across the education community, will support the development of this trial and teacher engagement with the resources. Initial engagement and response from the profession is positive. This work has also attracted interest from colleagues outwith Scotland.

2.4 Commissioned Research: The Accomplished Teaching Project

This project was led by the GTCS and Glasgow University during 2011-2013. The origins of this work were situated in the analysis of the development and impact of Chartered Teachers in Scotland and progressed to an exploration of the nature of expertise and Accomplished Teaching. Partnerships were developed to include the Universities of Edinburgh and Stirling and their associated local authorities to conduct the research and provide reports to inform the overall research project.

The project was sponsored by the GTCS and the Scottish Government and has had considerable impact on the understanding and development of Accomplished Teaching. This informed the writing of the new Professional Standards particularly the Standard for Career -long Professional Learning. This work has also informed the writing of four papers by the GTCS and Glasgow University which are awaiting publication.

A report and summary of the Accomplished Teaching project was submitted to Education Committee in November 2014.

2.5 Partnerships with Higher Education

A number of key research partnerships with colleagues in the university sector have been established and/or maintained. Academic research has played a significant role in the review of the Standards, and the development of the notion of the 'Enquiring Profession'. A number of academic articles, co-authored with university colleagues, have been submitted for publishing or are in preparation.

The Education Team continue to present the work of the GTCS at a range of national and international education and research conferences.

A summary of all publications and conference presentations is attached in Appendix I.

GTCS continues to have active involvement with the Scottish Educational Research Association (SERA). The Senior Education Officer (Research and Professional Learning) serves on the Executive Committee.

The SERA 2015 Annual Conference was held at Edinburgh University and the GTCS sponsored the Nisbet Keynote lecture given by Dr Manuela Mesa, entitled 'Globalization and inequality: new challenges for Development Education'.

3 Research Strategy 2015-17

It is important to now review and consider the future direction of the GTC Scotland Research Strategy.

There are a number of factors both internally and externally that influence the development of the research strategy.

- ❖ The shifting national landscape in relation to teacher professional learning and the ongoing developments as part of *Teaching Scotland's Future*;
- ❖ The national roll out of Professional Update and the associated ongoing developmental and support agenda;
- ❖ Developing the notion of the 'Enquiring Profession' as set out in the GTC Scotland Standards;
- ❖ The GTCS strategic objectives for 2014-17 as set out in the 3 year strategic plan and continue to work towards the GTCS vision of being a world leader in professional education issues.

The 2015-17 research strategy will aim to develop a coherent and ambitious programme that will support and inform key areas for development that align with the vision for GTCS, its strategic objectives and the national education landscape informed by international developments and research.

The current research strategy, approved by Council in 2009, sets out three main purposes, as noted in the introduction. The following minor amendments to these purposes are suggested below and it is proposed that these become the research aims for 2015-17:

- ❖ To support, promote and enhance engagement with, and participation in, research by Scottish teachers;
- ❖ To promote and support the development of research capacity across the Scottish education system;
- ❖ To develop the Council's evidence base to inform and underpin policy development;

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- ❖ To produce evidence that will enhance the Council's ability to influence the development of policy and practice in Scottish education.

The programme of research activity noted below takes account of identified and agreed priorities and in recognition of resource and financial parameters.

3.1 Indicative Outline of Research Priorities & Projects

3.1.1 Supporting and promoting engagement with research: developing the 'enquiring profession'

- ❖ *Developing the Enquiring Profession*
Developing the notion of the *enquiring profession* and what it means to be an *enquiring professional*. This will include developing support and promoting the concept nationally to help increase awareness, understanding and build capacity. Research activity in this area will likely include working in partnership with school, local authority, university colleagues and national bodies and organisations such as Education Scotland and SERA to report on impact of teachers engaging in enquiry; developing active enquiry networks; update the Practitioner Enquiry web pages draw on latest research and literature to inform this work, possibly through commissioned literature review.
- ❖ *Access to online journals, research sources and ebooks with associated wraparound support*. At present this is being piloted using EBSCO and research will be done to explore and understand the nature and extent of engagement. Monthly statistical usage digests, ongoing qualitative feedback and a final research report at the end of the trial will be produced.
- ❖ *Teacher Researcher Programme*
The Teacher Researcher Programme is in the process of being redeveloped to appropriately meet the aims and vision for teacher research as set out in the GTCS Standards. It will be centred on the developing the enquiring professional. The programme will look at ways of developing research knowledge, skill and engagement across the teaching profession with a focus on capacity building and collective and collegiate knowledge creation.

3.1.2 Professional Update

- ❖ Final evaluation of the pilot phase will be analysed and reported.
- ❖ Annual research exercise developed to explore and understand the nature and extent of engagement in the Professional Update process and possible impact of this. This will be reported annually.
- ❖ Research and evaluation into the pilot phase of the introduction of PU in the FE sector. This will broadly mirror the work conducted as part of the national pilot phases.

3.1.3 Professional Standards

- ❖ Review the process of the review of the 2006-12 Professional Standards .
- ❖ Begin to review the implementation of the GTCS Professional Standards drawing on data gathered as part of the annual Professional Update research exercise and other available data. This will provide evidence of the perceived usefulness of, the nature and extent of engagement with, and impact of the Standards. This will be used to inform any future development and review of the Professional Standards.

3.1.4 Teacher Induction Scheme

The TIS has been in existence for 12 years and it would now be timely to research into its progress, impact, understand the experiences of those involved and consider future developments. This would be a large scale piece of research and evaluation. It is proposed that this would be undertaken in two key stages:

- ❖ Stage one would involve an internal initial scoping exercise;
- ❖ Stage two would be larger scale evaluation and should be a commissioned research project rather than conducted as an internal research.

3.1.5 Further Education

A research and evaluation programme will be developed to respond to the changing landscape in the FE sector. This will include emerging issues relating to the FE Standards, issues of registration and the professional implications of these.

3.1.6 There are a number of other key areas of our work that will benefit from focused research and evaluation. Limited resource and staffing capacity will not allow for a full scoping of this work for the 2015-17 research programme. However, it may be important to explore initial research and evaluation options for the Student Placement System.

3.1.7 Commissioned/external research activity

In addition to possible large scale commissioned research work as identified above the GTCS should undertake to commission a number of smaller scale 'thought pieces' and literature reviews relating to key areas of work. These should be used to inform ongoing developments and ensure our work is underpinned by the latest thinking and research.

It is also important to acknowledge the forthcoming OECD review of the implementation of Curriculum for Excellence. There will be opportunities for the GTCS to contribute to this important study and the report from this research will be a valuable source of evidence and information for the GTCS.

3.2 Dissemination and engagement

It is expected that a coherent and active conference and publication programme is developed as an integral part of the GTCS research strategy. This will include:

- ❖ conference presentations nationally and internationally on leading areas of work;
- ❖ planned publication of research and evaluation activity in relevant professional and academic publications;
- ❖ planned dissemination and programme of engagement of research activity across educational community nationally and internationally maximising use of appropriate digital spaces and social media.



Education Team

Presentations at National and International Education and Research Conferences

Conference Name	Location	Date	Presenter	Title
Value and Virtue in Practice-Based Research 2013 Symposium: Policy, Power and Politics	York St John University	July 2013	Mairi McAra and Norrie McKay Education Advisers	Who are you as a teacher? Values at the heart of GTC Scotland's Professional Standards
British Educational Leadership Management and Administration Society (BELMAS) Conference	Dalmahoy Hotel, Edinburgh	July 2013	Tom Hamilton	Round Table: Professional Standards encouraging and supporting leadership as part of career-long professional learning
BELMAS Conference	Dalmahoy Hotel, Edinburgh	July 2013	Gillian Hamilton	Panel Discussion - Making Connections: Working Across and Beyond the School - along with Christine Forde, University of Glasgow, and Anne Pearson, Falkirk Council.
Association for Teacher Education Europe (ATEE) Conference	Norway	August 2013	Tom Hamilton	Values and Ethics for Teachers; Leadership and Management in Scottish Schools
European Policy Network on School Leadership (EPNoSL) Webinar	Online	September 2013	Tom Hamilton	Educating School Leaders
The Scottish Learning Festival	SECC, Glasgow	September 2013	Gillian Hamilton	Presenting session entitled "GTC Scotland Professional Standards - supporting the professional learning of Scottish teachers"

Conference Name	Location	Date	Presenter	Title
Spanish Government Educational Leadership and Autonomy Conference	Madrid	November 2013	Tom Hamilton	Educational Leadership and Autonomy: Sharing Experiences and Challenges – A View from Scotland
European Policy Network on School Leadership (EPNoSL)	Vilnius, Lithuania	November 2013	Tom Hamilton	School Leadership in Education Policy Reform – Contributions from EPNoSL
IPDA International Conference - Shifting Landscapes in Professional Learning	Conference Centre, Aston University, Birmingham	November 2013	Gillian Hamilton and Zoè Robertson	Workshop - Developing the Enquiring Professional (with Zoè) Symposium (with SCEL)
Leading Learning Course	Scottish Borders Council	November 2013	Zoè Robertson	Presentation on Practitioner Enquiry
UCET Conference	Burton upon Trent	November 2013	Zoè Robertson and Rosa Murray	Presentation exploring the underpinning values and discuss the development of practitioner enquiry and the notion of the enquiring professional as conceptualised within the Professional Standards
SERA Conference	SECC, Glasgow	November 2013	Zoè Robertson and Rosa Murray	Presentation on the theme of Widening Horizons – “Scottish Research in a Global Context”
Philosophy of Education Society of Great Britain Annual Conference	Oxford	March 2014	Tom Hamilton	Teachers’ Professional Knowledge: A View from Scotland
Association of Chartered Teachers Scotland (ACTS)	Stirling Management Centre	March 2014	Rosa Murray	The Enquiring Professional

Conference Name	Location	Date	Presenter	Title
ACTS Conference	Stirling Management Centre	March 2014	Gillian Hamilton and Zoè Robertson	Framework for Educational Leadership
Teacher Education Advancement Network (TEAN) Conference	Birmingham	May 2014	Tom Hamilton	The Role of a Professional Regulatory Body in Teacher Education
Diverse Teachers for Diverse Learners Conference	University of Strathclyde, Glasgow	May 2014	Jacqueline Morley (and Christine Forde, University of Glasgow)	Defining Teaching for a Global Educational World: The Development of Professional Standards
Flexible Routes to Headship Conference	Dunblane Hydro	May 2014	Rosa Murray	The Standards for Leadership and Management and Professional Values
BESA Conference	University of Glasgow	June 2014	Rosa Murray	Sustaining Teacher Learning
ICET Conference	Ontario	June 2014	Rosa Murray	Sustaining Teacher Learning
10th Annual Conference of the British Education Studies Association (BESA) - "The politics of education studies: pedagogy, curriculum, policy"	Western Infirmary Lecture Theatre Building, University of Glasgow, Glasgow	June 2014	Gillian Hamilton	Sustaining Professional Learning (joint presentation with Rosa Murray and John Daffurn)
Into the Light, Practitioner Enquiry Conference (Educational Practice, Educational Policy and Research Excellence)	Moray House, Edinburgh	August 2014	Tom Hamilton	Impact: What impact? Whose impact?
ATEE Conference	University of Minho, Braga, Portugal	August 2014	Tom Hamilton and Zoè Robertson	Transitions in Teacher Education and Professional Identities: the Professional Update System for Teachers

Conference Name	Location	Date	Presenter	Title
				in Scotland
SERA Conference	University of Edinburgh	November 2014	Tom Hamilton and Zoe Robertson	Developing the Enquiring Professional: challenges and impact
SERA Conference	University of Edinburgh	November 2014	Tom Hamilton and Rosa Murray	Perspectives on Social Justice Leadership: connecting policy and practice
WERA Conference - EPNoSL Session	University of Edinburgh	November 2014	Tom Hamilton	International Perspectives on the Practice and Development of School Leadership as Distributed Phenomena
IPDA Conference	Birmingham	November 2014	Zoe Robertson	Policy into Practice: a critical review of the introduction of Professional Update in Scotland
IPDA Conference	Birmingham	November 2014	Vikki Robertson	The place of Professional Standards: A reinvigorated approach to 21st century teacher professionalism in the Scottish Further Education sector

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GTC Scotland aims to promote equality and diversity in all its activities

GTC Scotland
Comhairle Choitcheann Teagaisg na h-Alba

The General Teaching Council for Scotland is the independent professional body which maintains and enhances teaching standards and promotes and regulates the teaching profession in Scotland. We strive to be a world leader in professional education issues.

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Direct web links

Professional Update:
www.gtcs.org.uk/professional-update

Professional Learning and Development:
www.gtcs.org.uk/probation

Fitness to Teach:
www.gtcs.org.uk/fitness-to-teach

Probation site:
www.in2teaching.org.uk

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