

GTCS Professional Update Steering Group

As of Friday 30 October 96% of teachers working in Local Authorities and validated Independent schools due to sign-off had signed off. This represented 9791 teachers. There had been 358 who had chosen to transfer to Associate Status and 760 who had deferred, mainly due to maternity leave or long term sickness. A total of 78 Direct Submissions had been received.

There had been 485 teachers due to retire who had brought their sign-off forward so that they could remain on the Register with General Status and hence make themselves available for supply work. For those who had not signed-off various checks were underway to ensure that accurate contact details were held and further contact was then to be instigated to enquire of their situation, offer support and inform them of next steps.

Five Local Authorities had 100% sign-off rates and a further 22 were at over 95% and all the remainder were over 90%. The number of teachers signing off continued to rise after October thanks to the efforts of staff at GTCS. Of the 13330 teachers due to sign-off in 15/16, by November 120 had already completed the process.

Members of the group were generally content with the figures. It was felt that the message about the importance of Professional Update had got out to teachers. For Local Authorities with lower sign-off rates it was speculated that this might be down to changes in personnel at authority level.

The evaluation of Professional Update had given much positive information. The Professional Review and Development process was viewed positively and teachers valued professional learning, particularly the opportunity for collaboration with others.

The MyGTCS, SOPRA and Gateway systems had all been commented on by teachers. Issues raised around the completion of the steps to sign-off in Gateway had been raised and dealt with positively by Gateway. The same was true of MyGTCS where various helpful comments from teachers had been integrated into the next phase of development of the system.

In response to teacher enquiries about how much they should be writing to show their reflection the line being taken was that it was quality rather than quantity that mattered. It had also been commented that Local Authorities needed to let potential retirees know their various options regarding registration prior to retirement.

National development of MyProfessionalLearning, funded by the Scottish Government, is taking place. Because not all teachers have access to GLOW it will build on the existing MyGTCS system with links then provided to other systems such as Glow.

A working group was formed and various fundamental principles identified. At its heart the system was for individual teachers but the sharing of data with line managers as part of the Professional Review and Development process was built in. The key focus was on teacher professional learning.

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