


<b>2. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>				<p>The Standard for Provisional Registration specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with GTC Scotland. Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration. The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers.</p> <p><b>SPR</b></p> <p>For full details, see the complete Standard for Provisional Registration</p>
2.1	Curriculum	2.2	Education systems and professional responsibilities	
2.1.1	have knowledge and understanding of the nature of the curriculum and its development.	2.2.1	have knowledge and understanding of the principal features of the education system, educational policy and practice.	
2.1.2	have knowledge and understanding of the relevant areas of pre-school, primary or secondary curriculum.	2.2.2	have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them.	
2.1.3	have knowledge and understanding of planning coherent and progressive teaching programmes.	2.3	Pedagogical Theories and Practice	
2.1.4	have knowledge and understanding of contexts for learning to fulfil responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning.	2.3.1	have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices.	
2.1.5	have knowledge and understanding of the principles of assessment, recording and reporting.	2.3.2	have knowledge and understanding of the importance of research and engagement in professional enquiry.	
3. PROFESSIONAL SKILLS AND ABILITIES				
3.1	Teaching and Learning	3.2	Classroom organisation and management	
3.1.1	plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities.	3.2.1	create a safe, caring and purposeful learning environment.	
3.1.2	communicate effectively and interact productively with learners, individually and collectively.	3.2.2	develop positive relationships and positive behaviour strategies	
3.1.3	employ a range of teaching strategies and resources to meet the needs and abilities of learners.	3.3	Pupil assessment	
3.1.4	have high expectations of all learners.	3.3.1	use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning	
3.1.5	work effectively in partnership in order to promote learning and wellbeing.	3.4	Professional reflection and communication	
		<p>3.4.1 read and critically engage with professional literature, education research and policy.</p> <p>3.4.2 engage in reflective practice to develop and advance career-long professional learning and expertise.</p>		

**FOR ALL STUDENT TEACHERS**

## 1. Professional Values and Personal Commitment

The Professional Values and Personal Commitment core to being a teacher are:

### 1.1 Social Justice

- 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.

### 1.2 Integrity

- Demonstrating openness, honesty, courage and wisdom.
- Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.
- Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.

### 1.3 Trust and Respect

- Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community.
- Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.
- Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

### 1.4 Professional Commitment

- Engaging with all aspects of professional practice and working collegially with all members of our educational communities with enthusiasm, adaptability and constructive critically.
- Committing to lifelong enquiry, enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.