

THE COST OF THE SCHOOL DAY



COST OF THE SCHOOL DAY SUPPORTING GTCS PROFESSIONAL STANDARDS

Understanding of the causes and consequences of child poverty and commitment to reduce the barriers to learning which poverty creates are closely aligned with the professional standards which teachers are expected to demonstrate throughout their careers.

Developing awareness of financial barriers to learning and acting to remove them can help practitioners and school leaders evidence the professional qualities and capabilities they are expected to maintain and develop throughout their careers.

Selected standards are included below for illustration.

Professional values and personal commitment		
Social justice	Integrity	Trust and Respect
<p>Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices...</p> <p>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.</p>	<p>Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.</p> <p>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.</p>	<p>Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.</p> <p>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.</p>

Standards for registration

Professional knowledge and understanding	
2.1 Curriculum	Professional actions
2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning	Know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners, and demonstrate a commitment to raising all learners' expectations of themselves
2.3 Pedagogical Theories and Practice	Professional actions
2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices	Have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice.

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Professional skills and abilities	
3.1. Teaching and learning	Professional actions
3.1.4 Have high expectations of all learners	Identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required
3.1.5 Work effectively in partnership in order to promote learning and wellbeing	Establish a culture where learners meaningfully participate in decisions related to their learning and their school
3.2 Classroom Organisation and Management	Professional actions
3.2.1 Create a safe, caring and purposeful learning environment	Enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning

Standards for career long professional development

Key area	Professional Actions
Educational contexts and current debates in policy, education and practice	Develop culture where learners meaningfully participate in decisions related to their learning and school develop and apply political literacy and political insight in relation to professional practice, educational change and policy development.
Learning for Sustainability	Understand the environmental, social and economic conditions of learners to inform teaching and learning Have a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems function and are interconnected

Standards for Leadership and Management

Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills and Abilities	
2.2.3 Social and environmental trends and developments	Leaders keep abreast of, and apply their enhanced knowledge and understanding of, contemporary developments in society, digital technologies, the environment and the wider global community (including trends and changes in family patterns, work patterns, the media, leisure and politics) and consider the implications for their leadership.
2.3.4 Demonstrating political insight	Leaders have an enhanced understanding of the dynamics of political power and influence in the relationship between schools and society, and the consequent implications for the work of their organisation. They understand the political and social context and the ways in which this impacts on schools and those within schools, taking account of this in their leadership and management practices.