



Cyngor Addysgu Cyffredinol Cymru  
General Teaching Council for Wales

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# The Chartered Teacher Standards

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## Background

The General Teaching Council for Wales (GTCW) developed these professional standards in conjunction with the teaching profession in Wales. A Task and Finish Group was established in March 2006, with the remit of producing a draft set of standards to be used for consultation with the profession. Group membership comprised eight serving teachers from primary, secondary and Welsh-medium schools.

Between December 2006 and February 2007, the GTCW conducted a consultation on the draft standards for Chartered Teacher. Every registered teacher in Wales and key stakeholders received a copy of the consultation document and a questionnaire. Responses were also welcome online.

In addition, the GTCW organised two consultation seminars in order to gain more detailed feedback on the draft standards.

In total, 654 individual responses were received. There were five responses from organisations and 35 teachers took part in the seminars. The overwhelming response to the proposed standards was positive. For example, 86% of teacher respondents thought that the structure of the draft standards for Chartered Teacher is clear and fit for purpose and, that they adequately reflect the performance of highly skilled teachers with over 5 year's experience. While 82% of teacher respondents thought that the draft standards are pitched at the right level to describe the work of highly skilled teachers.

The Council would like to thank all those who took the time to respond and to participate in the seminars. Comments and feedback received were invaluable. The issues raised during the consultation process have informed the revision of the standards.

# Introduction

The professional milestone of Chartered Teacher embraces the work of highly skilled classroom teachers who are recognised by the profession as being accomplished practitioners, and those teachers who effectively fulfil formal or informal middle leadership roles within their workplace.

Chartered Teachers will have gained a minimum of five years (FTE) experience of teaching.

It is the Council's belief that the standards for Chartered Teacher status are fit for purpose. The standards are:

- owned by the profession – the draft standards were developed by a Task and Finish Group of practising teachers. Responses from registered teachers in Wales were overwhelmingly positive toward the concept of Chartered Teacher status;
- valid – the standards describe the recognisably authentic work of experienced, highly skilled teachers, or work to which less experienced teachers can aspire;
- context-free – the standards deliberately do not refer to current strategies or initiatives, the criteria are couched in generic language so that they might better stand the test of time and changes in governmental education agendas. It is our belief that the key aspects of teachers' work stand beyond the latest initiatives in education.

Nevertheless, the Council and the Task and Finish Group which developed the draft standards were, and remain, highly cognisant of the distinctive Welsh strategies within education. Teachers can draw on their contemporary experiences to evidence the criteria within the standards, and the modules offered on the programme (taught) route will also provide appropriate contexts for the knowledge, skills and practice described in the standards.

In addition, it is important that the standards be equally attainable for teachers from both primary and secondary sectors, as well as those teaching in special schools, pupil referral units and peripatetic teachers.

- non-prescriptive – the standards do not attempt to tell teachers how the criteria can be met; they are not about creating a 'pedagogical straightjacket'. Rather they are open-ended statements designed to allow teachers to draw on their experiences, their expertise and their own best practice in order to attain the standard for Chartered Teacher status;
- assessable – the standards are measurable and/or observable. [1]

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[1] Ingvarson, L. & Rowe, K. (2007). *Conceptualising and evaluating teacher quality: Substantive and methodological issues*. Paper presented at the Economics of Teacher Quality conference, Australian National University, 5 February 2007.

# What the standards do

The standards describe and celebrate the tremendously complex work of highly skilled teachers in schools today.

The standards map out the key elements of what Chartered Teachers should know, understand and do. They are relevant to teachers with formal management responsibility as well as those who demonstrate leadership in other, informal ways.

Chartered Teacher status is a professional milestone to assist with a teacher's professional and career development. The professional milestone for Chartered Teacher is not linked to pay.

As a professional milestone, Chartered Teacher status is a means of:

- setting out the professional standards which apply at a certain stage of a teacher's career;
- helping teachers to identify the many optional professional development opportunities at particular stages of their careers and to have these professionally recognized
- helping teachers to choose particular optional career paths;

The standards are a reference point for experienced teachers but it is hoped that newer colleagues will come to view these standards as something to aspire to, in addition to using them in a more practical manner when planning their own continuing professional development and their career goals.

The standards are organised under three broad key areas, which summarise and bring together the diverse activities of a Chartered Teacher. The criteria in each key area have been organised under a common structure.

These key areas are:

- **Professional knowledge and understanding**
- **Professional skills in practice**
- **Professional commitment**

## **A note on terminology**

Classroom – is used to encompass all the settings within and beyond the workplace where teaching and learning takes place.

# The Chartered Teacher standards

## I. Professional knowledge and understanding

In order to inform their practice, raise standards of learning and teaching, and maximise learner achievement and potential, Chartered Teachers will consistently:

### I.1 Have an in-depth knowledge of their subject(s) / sectors

- I.1.1 Demonstrate and share this knowledge and expertise with others

### I.2 Have an in-depth knowledge and understanding of pedagogy and how to overcome barriers to learning

- I.2.1 Exhibit a thorough understanding of the different needs and developmental attributes of learners in their care
- I.2.2 Exhibit and promote an extensive knowledge of a range of effective teaching and learning strategies, which are effective in overcoming barriers to learning

### I.3 Have an in-depth knowledge and understanding of what constitutes effective leadership

- I.3.1 Exhibit effective leadership skills\*

## I.4 Have an up to date knowledge and understanding of the educational and social context in which learning takes place

- I.4.1 Possess a thorough and up-to-date curriculum knowledge, promoting its relevance to wider learning
- I.4.2 Have a critical understanding of current developments in policy, research and practice and how they can impact positively on teaching and learning
- I.4.3 Have an extensive knowledge and understanding of the principles and practices of equality and inclusion and strategies to counter discrimination

## I.5 Have an in-depth knowledge of assessment best-practice

- I.5.1 Possess a thorough and in-depth knowledge of effective assessment practices relevant to their curriculum responsibilities and key stage

## I.6 Have a knowledge and understanding of professionalism

- I.6.1 Possess a thorough knowledge and critical understanding of professional responsibilities as outlined in the GTCW's Statement of Professional Values and Practice

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\* **NOTE:** Teachers need not have a formal leadership or management role in order to be eligible to apply for Chartered Teacher status.

## 2. Professional Skills in Practice

In order to inform their practice, raise standards of learning and teaching, and maximise learner achievement and potential, Chartered Teachers will consistently:

### 2.1 Take lead in planning, assessment, reporting, and evaluating for effective learning

- 2.1.1 Advise and assist colleagues to plan for effective teaching by setting goals, and designing and implementing up-to-date learning programmes, and by selecting appropriate learning resources
- 2.1.2 Advise and assist colleagues to devise and use effective assessment strategies
- 2.1.3 Advise and assist colleagues to design and use meaningful reporting techniques to effectively monitor learners' progress and inform future learning
- 2.1.4 Advise and assist colleagues to use assessment outcomes to evaluate and review the teaching and learning which has taken place

### 2.2 Collaborate and communicate effectively with learners, parents / carers and colleagues in a range of professional contexts effective leadership

- 2.2.1 Engage with learners, by employing a range of effective communication techniques, encompassing explanation, questioning, and discussion
- 2.2.2 Engage with parents/carers in formal and informal contexts, by providing timely information within a respectful dialogue

- 2.2.3 Model and develop effective collaboration and team working with colleagues both within and beyond the classroom

### 2.3 Take a lead in advising and assisting colleagues to create and sustain a positive climate for learning

- 2.3.1 Assist colleagues to develop and use a range of teaching strategies and resources to maximise learning
- 2.3.2 Model and develop a range of strategies to maximise productive learning, including behaviour management techniques which promote learner responsibility
- 2.3.3 Model and develop practices which help to establish a positive classroom environment that values learning, open mindedness and integrity and where learners' ideas are respected

### 2.4 Take a lead in contributing to a professional community

- 2.4.1 Take a proactive approach to CPD, developing themselves and contributing to the expertise of colleagues
- 2.4.2 Take a lead in developing and implementing initiatives which contribute to the positive development of the whole school
- 2.4.3 Take a proactive approach to developing professional working relationships with outside agencies and colleagues which impact positively on the experience of learners

## 3. Professional Commitment

In order to inform their practice, raise standards of learning and teaching, and maximise learner achievement and potential Chartered Teachers will consistently:

### 3.1 Demonstrate a commitment to developing their knowledge and practice

3.1.1 Possess a strong focus on improving their own practice as a reflective teacher

### 3.2 Demonstrate a commitment to developing others

3.2.1 Take a leading role in supporting and motivating colleagues to improve their practice, giving advice and feedback

### 3.3 Demonstrate a commitment to their school

3.3.1 Take an active role in developing and implementing the school vision

3.3.2 Possess and model an open attitude to change by supporting, leading or piloting new initiatives.

### 3.4 Demonstrate a commitment to their profession and the wider community

3.4.1 Demonstrate a professional approach towards learners, parents/carers, colleagues from partner agencies and the wider community in order to foster positive relationships

3.4.2 Model the core values of honesty, personal responsibility, equality and inclusion, and promote learners' personal, social, moral and cultural development