

The Statement of **Professional Values**
and Practice **for Teachers**

the **GTC** statement



the high standards of the teaching profession

General introduction

First and foremost, teachers are skilled practitioners.

Teachers have insight into the learning needs of children and young people. They use professional judgement to meet these needs and to choose the best ways of motivating pupils to achieve success. They use assessment to inform and guide their work. They are highly skilled at dealing with the rigours and realities of teaching.

Teachers inspire and lead children and young people to learn, in and beyond the classroom. They enable them to get the most out of life and develop the knowledge, skills and attributes for adulthood – so that they can achieve their potential as fulfilled individuals and make a positive contribution to society – while staying safe and healthy.

Teaching is a vital, unique and far-reaching role requiring high levels of individual knowledge, skill and judgement, commitment, energy and enthusiasm. It is one of the most demanding and rewarding of professions.

Teachers work within a framework of legislation, statutory guidance and school policies, with different lines of accountability. Within this framework they place particular importance on promoting equality of opportunity – challenging stereotypes, opposing prejudice, and respecting individuals regardless of age, gender, disability, colour, race, ethnicity, class, religion, marital status or sexual orientation.

Teachers recognise the value and place of the school in the community and the importance of their own professional status. They understand that this requires judgement about appropriate standards of personal behaviour.

the professionalism of teachers in practice

Children and young people

Teachers place the learning and well-being of young people at the centre of their professional practice.

They use their expertise to create safe, secure and stimulating learning environments that take account of individual learning needs, encourage young people to engage actively in their own learning, and build their self-esteem. They have high expectations for all young people, are committed to addressing underachievement, and work to help young

people progress regardless of their background and personal circumstances.

Teachers treat young people fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality. They model the characteristics they are trying to inspire in young people, including enthusiasm for learning, a spirit of intellectual enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.

Parents and carers

Teachers respond sensitively to the differences in the home backgrounds and circumstances of young people, recognising the key role that parents and carers play in children's education.

They seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school.

Professional colleagues

Teachers see themselves as part of a team, in which fellow teachers, other professional colleagues and governors are partners in securing the learning and well-being of young people.

They recognise the importance of effective multi-agency working, are clear and

confident about their own role and professional standards, and understand and respect the roles and standards of other colleagues. They are keen to learn from others' effective practice and always ready to share their own knowledge and expertise. They respect young people's and colleagues' confidentiality wherever appropriate.

Learning and development

Teachers entering the teaching profession in England have met a common professional standard.

Initial education has prepared them to be effective teachers, and they take responsibility for their continuing professional development.

They reflect on their own practice, develop their skills, knowledge and expertise, and adapt their teaching appropriately to take

account of evidence about effective practice and new technology; they understand that all of these are vital if young people are to receive the best and most relevant education.

Teachers make use of opportunities to take part in mentoring and coaching, to evaluate and adapt their own and institutional practice, and to learn with and from colleagues in the wider children's and school workforce.

teachers inspire
and **lead** young
people...



The GTC Statement underpins the Council's advisory and regulatory work. This version was agreed by Council in March 2006 in the light of changes to policy, legislation and the professional standards framework. The Statement is kept under review to ensure it continues fully to reflect society's expectations of and aspirations for teachers, teacher's own values and aspirations, and the context in which teachers work.

**...their role is vital, unique
and far-reaching.**

Statement of values

Publication date: July 2006

Publication code: P-SPVP-0706

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