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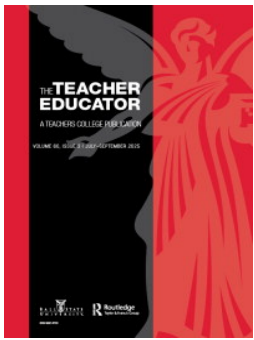
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## A Comparative Analysis of Professional Teacher Standards Across the UK Home Nations of England, Scotland, and Wales

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# A Comparative Analysis of Professional Teacher Standards Across the UK Home Nations of England, Scotland, and Wales

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## ABSTRACT

This paper presents a comparative analysis of professional standards for newly-qualified teachers across England, Scotland, and Wales, following the 1999 devolution of educational policies. By aligning national frameworks with UNESCO's Global Framework of Professional Teaching Standards (2019), this study critically assesses how teacher competencies are articulated within each jurisdiction. Utilizing critical policy analysis and crosswalk methodology, this research offers the first systematic cross-national comparison of professional teaching standards providing novel insights into devolved educational standards. The findings reveal ideological distinctions: England emphasizes measurable outcomes and accountability, Scotland prioritizes holistic development and social justice, while Wales integrates performance metrics with cultural values. These variations influence teacher preparation, professional development, and student outcomes. This study underscores the need for nuanced, context-sensitive policy approaches that support teacher agency and educational quality, fostering a more coherent and informed debate on the future of teacher education in the UK.

## Introduction

This paper offers a comparative analysis of the professional standards for newly qualified teachers of three national jurisdictions of the United Kingdom: England, Scotland, and Wales. Before and since the advent of devolution in Scotland and Wales in 1999, which transferred power of educational decision-making, these three jurisdictions have each followed distinctive, and increasingly divergent, pathways in respect to educational policy. It is often stated that there is no “British” education system given these devolved educational powers, but it always has remained a somewhat ambiguous claim, in particular in relation to professional standards used in teacher education. There remains discourse of how these systems hold to common standards about what constitutes high-quality teaching, and if they are in fact still relatively similar. This creates an

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interest for researchers and teacher educators alike working collaboratively across the UK toward continuous improvement in teacher preparation programs (TPPs). This lack of clarity has the potential to raise questions about the reciprocity of teaching qualifications across jurisdictions, particularly in areas in which the home nations are perceived, yet not confirmed, to diverge the most. It also is challenging to ensure when working across national boundaries that standards really mean the same thing.

The aim of this paper is to map the ways in which the professional competencies for newly qualified teachers are articulated in each jurisdiction, comparatively analyzing each nation's standards, along with the internationally recognized UNESCO global professional teaching standards (Educational International and UNESCO, 2019). This study uses the UNESCO standards framework for comparative analysis and to evaluate possible implications for teacher education and associated policies. This research is part of a wider three-nation study examining reliability and consistency in judging new teacher practices, acknowledging the petition for stakeholders to participate fully in the “development, implementation, monitoring, and evaluation of education policy” (Educational International and UNESCO, 2019, p. 4), a core responsibility of teacher education. Mapping teacher education standards in this way contributes a new perspective to the growing body of work that is concerned with offering cross-jurisdictional analysis of the increasingly divergent policy spheres of the nations of the UK.

To date, such work has examined a range of post-devolution domains of comparison in education, such as political and policy priorities (Hulme et al., 2024), system structure and governance (Sibieta & Jerrim, 2024) curriculum design and realization (Maisuria, 2024), inclusion (Knight et al., 2025), assessment and student performance and outcomes (Machin et al., 2013; Sibieta & Jerrim, 2024). However, there has been little systematic cross-jurisdictional analysis of the teacher education landscape, in spite of significant policy divergence between nations. This paper, therefore, offers the first critical comparison of standards across three of the UK nations and will help enable a more informed discussion on the areas of cognate, consistent expectations, as well as divergence. It also intends to support a more transparent and policy-literate dialogue over the precise nature of the roles TPPs across the UK are developing teachers to fulfill, and the extent which new teachers are being prepared for the specific policy-charged environments they are entering.

### ***Professional standards for teachers***

A strategy across a number of nations to improve equity and quality in education has been the articulation of professional teaching standards which specify what teachers should learn and be able to do (Darling-Hammond, 2017). Standardization, as Carter (2008) put it, is the process of legitimization, with the power to elevate the teaching profession. This consideration of established teaching standards and criteria has been an integrated practice and component of teacher education systems, quality assurance, and accountability worldwide (Zeichner et al., 2024). Prior literature explores the utilization and construction of professional teaching standards, their influence on teacher education, associated criticisms, and potential future directions suggested within this field.

Professional standards have several related uses, including preparation of new teachers, recruitment and hiring of teachers, a pathway or roadmap to accomplished teaching, guidance for experienced professionals, a structure for focusing improvement efforts, and communication with the wider community and educational stakeholders (Danielson, 2007). Professional standards tend to serve three main functions (CCSSO, 2013). First, they can indicate a broad vision of where the profession is headed. Second, standards can define a shared understanding of a specific “bar” or level of performance and conduct that must be met. Additionally, they can articulate the supports necessary to ensure teachers have opportunities to meet the standards. As Danielson (2007) pointed out, a standard of professional practice is not unique to education and is well reflected in other professions (e.g., medicine, accounting, architecture). Definitions of expertise and procedures to qualify novice and advanced practitioners, Danielson noted, “are the public’s guarantee that the members of the profession hold themselves and their colleagues to high standards of practice” (p. 2). Wyatt-Smith and Looney (2016) recognized professional standards as “the codified representations of teachers’ work” (p. 805).

Efforts dedicated to defining a knowledge base for teachers’ knowledge, skills, and competencies have been ongoing for decades, particularly since the mid-1980s (Tigelaar & Van Tartwijk, 2010). These efforts have translated into standards and criteria in the pursuit of teacher effectiveness, serving as a foundation and guidelines contributing to teacher education curriculum, assessment, and quality assurance (Yinger & Daniel, 2010). One of the earliest examples is the 1987 introduction of the standards by the Interstate New Teacher Assessment and Support Consortium (InTASC) in the United States (Papanastasiou et al., 2012), which set out to define effective teaching for all learners and establish a progression toward sophisticated teaching practices (CCSSO, 2013). While professional standards for teachers vary greatly in detail and encompass a wide range of dimensions, they can be broadly categorized into three fundamental areas of focus: essential subject-matter knowledge, pedagogical content knowledge, and professional values and dispositions. Effective teaching emerges from the synergy of these dimensions, as it hinges on imparting specific content (subject knowledge) through proficient instructional techniques (pedagogical knowledge) which are implemented through and underpinned by an overarching set of professional skills and attributes.

Prior research points out that accreditation bodies and many professional standards are government-centric and, at times, leave out teacher professionalism as a concept (Papanastasiou et al., 2012; Yinger & Daniel, 2010). Furthermore, standards that drive TPPs exhibit a diverse origin, ranging from institutional-level constructions to national, state, and professional standards. For instance, in a study conducted by Smalley and Retallick (2012) which examined standards in a teacher education program, they found that the state (87%) and institutional standards (67%) were the most influential followed by professional (47%) and national (43%) standards. Some TPPs do not have autonomy to select or customize standards, and so they adapt mandated standards; others have the autonomy to select one or multiple sets of standards and customize them for their needs, though this is not a common approach. Papanastasiou et al. (2012) identified that some TPPs even create their own institutional-level standards

in line with calls for needs-based standards, contextualization, and research-based evidence.

Professional standards are also employed for assessing prospective teachers in TPPs. These demonstrate a wide range of usages, from guiding to defining assessment criteria to evaluating prospective teachers' practice in simulated and real classroom settings (Tigelaar & Van Tartwijk, 2010; Yinger & Daniel, 2010), reflecting specific assets (i.e., skills, learning outcomes) that a teacher needs to demonstrate as a result of their preparation. Such standards have also influenced teacher education curricula and defined benchmarks for admission, licensure and professional growth; therefore, standards expected of future teachers influence not only what they learn (Tillema, 2010), but also what they are taught (Tanguay, 2020). Standards are also frequently described as a guardian in achieving objectivity and consistency within the assessment of teacher candidates, as well as their use in making informed judgements about competence (Papanastasiou et al., 2012).

Prior research has examined the influence of teaching standards on teacher effectiveness. Studies conducted in the United States, such as those that examined the influence of expectations set by a standards-based, portfolio performance assessment (i.e., edTPA-educative teacher performance assessment) revealed that teacher educators recognize the significant potential influence of these expectations on the development and learning of novice teachers, particularly in high-stakes educational contexts (Tanguay, 2020). Tillema (2010) found the presence of explicit standards was seen as a condition for successful self-assessment, often framing the difference between self-perceptions of attainment and externally set standards of competence.

Despite their advantages for candidates and programs, professional teaching standards also face criticisms and challenges. Critics argue that standardized assessment can induce mental and financial stress (Behizadeh & Neely, 2018), and may also narrow the curriculum and student learning, thus hindering learning opportunities (Tanguay, 2020). When imposed, a lack of consideration for program values may also occur. What is more, high-stakes standardized assessments can shift the focus of instruction and the profession away from authentic, student-centered ways for future teachers to demonstrate their development to simply working for the test. This was observed in a study by Parkes and Powell (2015) with music education student teachers who tailored their lessons solely to meet standards-based assessment prompts. Papanastasiou et al. (2012) study highlighted the potential for professional standards to both guide and constrain; the authors problematized the standards movement, noting how the quality of teacher preparation is assessed based on assumed criteria without rigorous evidence or validity (p. 306). Validity has further been queried, particularly in relation to predictive and consequential validity when standards-based evaluations are used to assess new teachers' effectiveness (Anderson, 2024). While standards provide a framework for consistent evaluation, they can also impose limitations that may not align with the values and goals of all stakeholders. This prior research calls for a more nuanced approach that considers the diverse educational landscapes and the needs of new teachers which more actually matches the landscape of fact.

This paper begins with an investigation of background and contextual information regarding the development and refinement of professional standards for teachers which starts to reveal similarities and departures in processes and the discourse of standards

setting in each UK national jurisdiction. Next the paper focuses on findings of the critical policy analysis and “crosswalk” exercise involving comparison of the current standards in England, Scotland, and Wales anchored alongside the UNESCO Global standards. The resulting crosswalk, the first available comparison of its kind, puts forward novel insights into the discussion of devolved educational standards for teaching. The paper also explores the meaning and potential implications for teacher preparation, ongoing professional development, teaching practices, student outcomes, policy and practice, and future research.

## **Methodology**

The research design employed for this analysis drew on two established methodological frameworks, namely critical policy analysis and an exploratory crosswalk analysis, to compare professional standards in England, Scotland, and Wales. Crosswalk analysis is a methodology that assists researchers in organizing and synthesizing information from multiple sources. It has been used to compare and align different frameworks, standards, or sets of information to identify commonalities, differences, and gaps (Matteson & Warren, 2020), and our analysis aimed to elucidate the interrelationships among professional standards in Britain. This approach parallels Conley’s (2011) methodology, which involved arranging sets of statements orthogonally in a matrix format to compare deep learning skills with content standards. Studies which have employed a crosswalk method to interrogate professional standards are diverse in terms of subject and scope, however they fundamentally share the objective of identifying alignment, misalignment, and/or discord between sets of standards or constructs with similar purposes. They include, for example, work on public health competencies (Woodhouse et al., 2010), nursing (Mahlmeister, 2015), and school-based mental health professionals (Zabek et al., 2023). In the field of education, crosswalk is a well-established practice, often employed by public educational institutions and professional associations (particularly in the US) to map competencies and constructs across related domains of practice to inform action (see for example (CAATE, 2020; CCSSO, 2022; Commission on Teacher Credentialing and American Speech-Language-Hearing Association/Council on Academic Accreditation [CTC, ASHA and CAA], 2020; ECPC, 2020). Yet, the crosswalk is not a method that has been widely used or methodologically codified as a comparative analysis tool in the field of educational research to date.

In line with the work of Diem and Young (2015) on critical policy analysis, the starting point for the analysis was to view the professional standards as “constructions”: effectively, as “artifacts” of educational and policy ideologies, articulated at the point of practice (Morgan et al., 2024). As noted, the three UK nations examined in this study have plotted increasingly divergent policy paths, which have accelerated since the advent of devolution. Accordingly, a critical policy analysis lens was used to examine how each jurisdiction articulated professional competencies that were ostensibly similar and broadly related. The analysis also considered what underlying assumptions about the nature of teacher professionalism could be inferred, and how these articulations reflected the broader policy contexts in which they were situated (Young & Diem, 2018). As a qualitative research technique, the comparative process involved interpreting the standards documents, understanding their meaning within their specific contexts,



and building upon the information they provided. Therefore, this study's comparative analysis was carried in accordance with conventions set out in studies and US policy tools thus referenced and reflects a novel integration with critical policy analysis. The following steps were used to carry out the standards crosswalk analysis:

**Step 1: Identify evaluators involved in the exercise.** In this study, experts were teacher educators (from this paper's authors) working in teacher preparation in the constituent nations and conducting collaborative research; one expert from England, one from Scotland, and two from Wales.

**Step 2: Assemble all relevant professional standards documents.** The professional standards documents for new teachers were compiled by the project investigator in a password protected shared digital folder for the project. These included:

- UNESCO: *Global Framework of Professional Teaching Standards*. (Educational International and UNESCO, 2019)
- England: *Teachers' Standards: Guidance for school leaders, school staff and governing bodies*. (Department for Education [DfE], 2011)
- Scotland: *The Standard for Provisional Registration: Mandatory Requirements for Registration with the General Teaching Council for Scotland*. (GTC, 2021)
- Wales: *Professional standards for teaching and leadership*. (Welsh Government, 2019)

Additionally, contextual information and policy development regarding standards were also collected.

**Step 3: Create a template to populate the data.** The project investigator created a crosswalk template with the UNESCO global standards filled in the first column and column headings for standards for each of the constituent nations (see [Figure 1](#) and completed crosswalk available in [Appendix A](#)).

**Step 4: Analyze and crosswalk the standards.** Individually, evaluators from each nation populated their respective columns onto the equivalent UNESCO standards. Throughout the process, evaluators noted deficiencies and gaps, unique wording or elements, as well as standards for which there was no clear alignment. The first alignment was audited by a second research team member in the respective jurisdictions.

**Step 5: Confirmation and audit of alignment.** Following the initial alignment, the team members met in person to review the results, identify patterns, and deliberate any standards for which there was not clear alignment. Critical discussions between the researchers led to the development of a shared understanding of:

- How each set of standards variously aligned, or misaligned, with the UNESCO "benchmark" standards;
- How the articulations of practice embedded in each set of standards reflected the divergent and unique policy ecology of each nation; and
- Whether or not there were significant gaps in any nation's standards when analyzed against those of the UNESCO framework; or conversely if there were any



UNESCO Global Framework	SCOTLAND	ENGLAND	WALES
All Teachers	Standards for Provisional Registration (SPR)	Teachers' Standards	Professional Standards for Teaching and Leadership (QTS)
I. Teaching Knowledge & Understanding II. Teaching Practice III. Teaching Relations	1. Being a Teacher in Scotland 2. Professional Knowledge & Understanding 3. Professional Skills and Abilities	I. Teaching II. Personal & professional conduct	I. Pedagogy II. Professional learning III. Collaboration IV. Innovation V. Leadership
1. How students learn, and the particular learning, social, and development needs of their students (Domain 1)	<p><i>3.2.2 Engage learner participation</i></p> <p>value all learners and their participation, actively engaging children and young people in decision-making about their education</p> <p>demonstrate care and commitment to working with every learner, embracing diversity to ensure that every learner feels welcome, included and ready to learn;</p> <p>demonstrate knowledge and understanding of wellbeing indicators and childhood development;</p> <p>recognize that childhood experiences impact on the learning and wellbeing of children and young people and actively respond in appropriate ways, seeking advice and collaborating as required; and</p> <p>utilize strategies to nurture caring and supportive and purposeful relationships with learners and celebrate success</p>	<p><i>2. Promote good progress and outcomes by pupils</i></p> <p>be accountable for pupils' attainment, progress and outcomes</p> <p>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</p> <p>guide pupils to reflect on the progress they have made and their emerging needs</p> <p>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>encourage pupils to take a responsible and conscientious attitude to their own work and study</p>	<p>P1. The teacher develops and demonstrates up-to-date theoretical knowledge and understanding as well as practical insight into how children and young people develop and learn.</p> <p>P4. The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.</p> <p>P14. The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.</p>

**Figure 1.** Extract from the professional teaching standards crosswalk.

areas of practice articulated by any of the jurisdictions' standards which were not covered by the global standards.

- Consideration of the language used in each of the standards was also factored into the overall analysis.

**Step 6: Summarize results.** The team members summarized the overall results and confirmed consensus implications. All recommendations and implications were cross-checked for each justification.

In addition to the crosswalk analysis, the investigation of policy and cultural contexts was conducted by a member of the research team employed in that respective setting. Each summary of findings was then reviewed by team members from the other two nations to confirm and clarify results and identify relevant implications. The analysis was pragmatic in terms of its operational methodology with an iterative, emergent approach employed for each phase (Hammersley, 2022). The UNESCO global teaching standards (2019) were used as an “anchoring” benchmark set of standards for the crosswalk exercise, against which each nation's standards were aligned and interrogated. The three domains of knowledge, practice, and professional relations and corresponding ten standards provide a system of concepts, assumptions, expectations, and beliefs that informed the overall enquiry (Maxwell, 2005) and facilitated cross-nation comparison.

## Findings part 1: professional teaching standards in the three nations

National representations of what constitutes good teaching are shaped by particular policy and cultural contexts which are examined in this section. The analysis of professional standards for newly qualified teachers in England, Scotland, and Wales reveals significant insights into the educational philosophies and priorities of each jurisdiction

and how these have developed over time. These insights reflect broader ideological differences that shape teacher preparation, professional development, and pedagogical practices evident in current standards.

## England

The current professional standards aligning with Qualified Teacher Status (Department for Education [DfE], 2011) were introduced by the Conservative/Liberal Democrat coalition government in 2010, making them the longest-standing set of teaching standards since statutory teacher competencies were established in England in 1984. Following the 2010 general election, the Labor government's Department for Children, Schools and Families was reconfigured into the Department for Education and aimed to improve teaching quality, claiming that existing qualification standards lacked rigor (Spendlove, 2024). Revisions to the standards formed part of a catalog of changes which impacted significantly on teacher education and providers, which themselves were part of a mosaic of changes in terms of schools' policies.

The evolution of teaching standards in England began in 1984 under Conservative Prime Minister Margaret Thatcher, with the first statutory teacher competencies issued in Circular 3/84, followed by amendments in Circular 24/89 and updates for new secondary and primary teachers in the early 1990s (Circulars 9/92 and 14/93) as circulars for competencies presented as annexes "appearing subordinate to the regulations" for teacher education (Smith, 2013, p. 430). Notably, the terminology evolved from "student teachers" in the 1980s to "newly qualified teachers" by 1993. These changes reflect a "technical-rational approach to teacher education" (Ellis & Childs, 2023, p. 7) that specified skills and competencies.

These competencies were influenced by the Education Reform Act of 1988, which mandated the National Curriculum and related assessments for all state schools. In accordance, the 1992 and 1993 documents specified requirements for new teachers concerning teaching and assessing pupils. Additionally, Circular 24/89 initiated a more school-based teacher education model, requiring student teachers and university lecturers to spend more time in schools and engage school staff in teacher education planning, delivery and assessment. Furthermore, there was reinforcement of a changing relationship between schools and universities with schools receiving funding directly for training which had previously been given to universities thus changing partnerships. From 1992, Initial Teacher Education became subject to regulatory inspections by the Office for Standards in Education, increasing state scrutiny and accountability in teacher education. The Education Act 1994 established the Teacher Training Agency, responsible for teacher training funding and quality improvement.

A Labor government was elected in 1997, and this change occurred concurrently with the transition from competencies to significantly more detailed "standards" for new teachers,

Although development of the first set of standards took place during the final stages of Conservative rule, they were finally published in July 1997, by which time Labour had been in power for almost two months. (Smith, 2013, p. 436)

Between 1997 and 2010, numerous educational policy initiatives were introduced, including changes to the DfE and establishing the General Teaching Council for

England in 2000, which aimed to enhance teaching quality and regulate teacher conduct. The Education Act 2005 re-launched the Teacher Training Agency as the Training and Development Agency for Schools, accountable to Parliament and tasked with improving the training and development of the entire school workforce. New legislation, standards and organizational infrastructure embedded the term Initial Teacher *Training* (ITT) rather than Initial Teacher *Education* (ITE), and there was rapid growth in what was framed as the school-led ITT sector and the introduction of new standards in 2002 and 2007.

In 2002, standards were categorized into three groups: professional values and practice, knowledge and understanding, and teaching. The 2007 revision introduced a newly differentiated model of teachers' standards based on professional development and career stages. This meant that for the first time, standards for trainee teachers (as they were then typically known) became the foundation for a hierarchy of new descriptors for expected standards for Newly Qualified Teachers, Main Scale, Upper Pay Scale, and Advanced Skills Teachers. Despite recognizing the different career phases, this new document was more condensed than the 2002 version, and presented as a large, colored poster showing career progression and related professional expectations. These new descriptors included references to reflective and reflexive practice, which Knight (2017) suggested were welcomed by providers of teacher preparation as well as teachers.

Following the 2010 election and the formation of the coalition government, the DfE implemented significant changes, including the establishment of the Teaching Agency in 2012 and its subsequent merger with the National College for School Leadership in 2013. These changes resulted in “the loss of significant teacher education policy expertise and sector intelligence” (Spendlove, 2024, p. 48). Amid these shifts, the 2011 Teacher Standards (DfE, 2011) were established, which remain in place. The eight generic standards apply to all teachers in primary and secondary sectors, significantly simplifying the previous framework of 102 standards. These standards now assess trainee teachers during their ITT, at the end of their first two years as new teachers, and throughout their career.

Despite the persistence of the Qualified Teacher Status standards, significant changes have occurred in the sector. DfE-designated academies and free schools can employ teachers without Qualified Teacher Status (DfE, 2011), with about 80% of secondary schools and nearly 50% of primary schools now operating as academies. In 2021, a new Early Career Framework (DfE, 2019) became statutory, classifying all new teachers as early career for two years. The framework sets out training content that all new teachers are expected to master and is outlined as a series of evidence statements worded as “learn that” and “learn how to” statements, covering five core areas: behavior management, pedagogy, curriculum, assessment, and professional behaviors.

In summary, teachers in England can gain Qualified Teacher Status through various ITT routes, including university programs and school-based consortia, reflecting a diverse ITT landscape further consolidated by the DfE's ITT accreditation process in 2022. These developments highlight the ongoing evolution of teaching standards and the regulatory framework shaping teacher education in England.

Scotland

Gillies (2018) importantly noted that Scottish education has never been integrated into a British system (p. 108); it remained separate even since the union of parliaments in 1707, a distinction that has been seen as a mark of national identity and pride. As Anderson (2018) stated, “*Scottish education has been characterised by a peculiar awareness of its own history*” (p. 100). Since devolution and the opening of the Scottish Parliament in 1999, a trajectory has developed toward an increasingly outcomes-based approach and movement from strategic issues to operational matters and targets (Gillies, 2018). Notably, teacher education in Scotland remains exclusively delivered by university providers in partnership with local authorities and schools. Fast-track or non-university-based models which have been adopted across a number of education systems have not been introduced.

Education policy is led by the Cabinet Secretary for Education and Skills with the Scottish Parliament providing legislative oversight and scrutiny. The government’s executive agency, Education Scotland, is charged with supporting both quality and improvement, being directly accountable to government ministers, yet expected to operate independently and impartially (Education Scotland, 2023a). The General Teaching Council for Scotland (GTC) is the teaching profession’s independent registration and regulation body responsible for teaching standards covering all stages of the professional continuum from initial teacher preparation to principalship (see Table 1).

Teaching standards in Scotland were first established in 2000 (GTC, n.d.(a)), followed by a series of further standards across stages of a teacher’s career. Together these form a framework continuum clarifying what it means to become, to be, and to flourish as a teacher in Scotland. The GTC provides a side-by-side comparison of these standards which have been organized into two categories including benchmarks for teacher competence and what are termed aspirational standards after full registration is attained (GTC, 2021). The standards framework is supported by principles and values set out in the *Code of Professionalism and Conduct* (GTC, 2012).

Since their formation, two reconceptualizations of the standards have occurred (GTC, 2012, 2021). In 2011, *Teaching Scotland’s Future*, a report referred to colloquially as the “Donaldson Review”, marked a pivotal moment in Scottish teacher education (Donaldson, 2011) and set in motion the first reconceptualization. The report was commissioned in response to a seeming lack of consistency in teaching quality across schools and local authorities, variability in providing mentoring and continued professional development, and a perceived compliance culture. Underpinning the review was a focus on teaching as a profession and teacher professionalism. Of the report’s

Table 1. Standards of the teacher professional continuum in Scotland.

	GTC set of standards	Career stage
Benchmarks of Teacher Competence	Standard for Provisional Registration Standard for Full Registration	Initial Teacher Education Induction / probationary (New Qualified Teacher)
Aspirational Standards	Standard for Career-long professional learning Standard for Middle Leadership and Management Standard for Headship	Post-induction Middle leaders/Heads of Department Principalship

50 recommendations, most can be directly or indirectly connected to teaching standards. A key recommendation was that the teacher standards framework should be reviewed to be “explicit about the core knowledge, skills and competencies that all teachers need to continually refresh and improve as they progress through their careers” (p. 97); recommendations 35 and 36 specifically addressed professional standards as a strategic priority (see [Figure 2](#)).

The revised model of 2013, which followed on from the Donaldson Review, called for clarity about the qualities and capacities of high-quality teachers (2011, p. 26). Also following on from the Donaldson Review, in 2015 the National Improvement Framework was established to evaluate how well schools are doing to meet national priorities (Education Scotland, 2023b). Drivers of improvement, which are reported annually, include school leadership, teacher professionalism, parental engagement (Scottish Government, 2018), assessment of children’s progress, school improvement, and performance information. School and national level information from publicly funded schools is transparent and readily found on the school information dashboard website.

A “refreshed and restructured” edition of the professional standards was enacted in August 2021 (GTC, 2021) following open consultation and evidence seeking from a range of stakeholders. This process has since been noted as over-relying on the established policy-making community, drawing into question authentically democratic stakeholder engagement (Simpson et al., 2025). A comparison of the 2012 and 2021 versions noting key changes has been provided by GTC (2023). This third version was informed by a literature review (McMahon, 2021) which suggested that Scotland’s overall approach to standards broadly aligns with similar approaches internationally. Implications further identified the need for standards to be backed by research, and importantly to have the research-base published as part of the standards document, the need for transparency in acknowledging contributors to standards development, and careful consideration of the processes and pacing of implementation into professional practice (McMahon, 2021).

#### **Recommendation 35**

**The Professional Standards need to be revised to create a coherent overarching framework and enhanced with practical illustrations of the Standards. This overall framework should reflect a reconceptualised model of teacher professionalism.**

#### **Recommendation 36**

**A new ‘Standard for Active Registration’ should be developed to clarify expectations of how fully registered teachers are expected to continue to develop their skills and competences. This standard should be challenging and aspirational, fully embracing enhanced professionalism for teachers in Scotland.**

**Figure 2.** Donaldson review: recommendations regarding professional standards. From p. 97 of Donaldson (2011). Teaching Scotland’s Future: Report of a Review of Teacher Education in Scotland. Scottish Government.

Along with recently revised professional standards, Scotland has been experiencing a substantial reform agenda. This is evidenced in the myriad of independent, national, and international, reviews, reports, and recommendations:

- *Scotland's Curriculum for Excellence: Into the Future* (OECD, 2021),
- Morgan Report: *Additional Support for Learning Action Plan A Progress Report* (Morgan, 2021),
- Muir Report: *Putting Learners at the Center: Toward a Future Vision for Scottish Education* (Muir, 2022),
- Hayward Report: *It's Our Future – Independent Review of Qualifications and Assessment* (Hayward, 2023),
- National Discussion: *All Learners in Scotland Matter – National Discussion on Education: Final Report* (Campbell & Harris, 2023),
- Withers Report: *Fit for the Future: developing a post-school learning system to fuel economic transformation* (Withers, 2023).

In light of these reports, a major restructuring of key agencies is underway which aims toward a merging of the curriculum and assessment function of the Scottish Qualifications Authority (n.d.) and Education Scotland, and a separation of the development and support functions from the inspection function for which Education Scotland has dually had responsibility (Muir, 2022).

Historically, progress in Scottish education has been marked by local autonomy in decision-making, a great deal of policy consultation, and transparent ways of working with interest groups and stakeholders (Keating, 2005). In a marked departure from this, on 15 October 2023, the Cabinet Secretary for Education and Skills announced the formation of a “Center for Teaching Excellence” which could help make the country a “world leader in new approaches to learning and teaching” as part of the aforementioned wider educational reforms (Scottish Government, 2023). After a two-stage application process of interested Scottish universities, on 15 December 2024 it was announced during parliamentary debate on the Education Bill the University of Glasgow as host of the new center. What it means to be an effective teacher clearly remains a point of interest and continuing dialogue in Scotland.

## **Wales**

It is a reasonably well-established view that the educational landscape in Wales has seen three distinct phases of policymaking since the advent of devolution in 1999 and is by now well into what has been called the “third phase” (Davies et al., 2024; Milton et al., 2023). Early accounts of devolution describe an experimental environment (Moon, 2013), with Wales adopting a “high trust” approach to educational policy (Power, 2016), abolishing standardized assessments and league tables, and distancing itself from England’s emphasis on choice and competition. Following the poor 2009 PISA results, described by the then Minister for Education as a “wake-up call” (Andrews, 2011, 2014), a second phase of policymaking began in 2010. This phase intensified external accountability, refocused on literacy and numeracy, and introduced school categorization and banding systems, purportedly to drive improvement (Connolly et al., 2018).



Since around 2016, Wales has been engaged in a further ambitious and far-reaching process of reform, characterized as the “third phase”. This phase of policymaking, signaled by the publication of *Education: Our National Mission* in 2017 (Welsh Government, 2017), has seen a shift away from the rhetoric of high accountability and the watchful emphasis on “standards”, back toward a narrative of trust, teacher autonomy and re-professionalization. In a 2020 assessment of the Welsh standards in relation to its most recent reform process, the OECD concluded that “Wales initiated a shift from what had become a managerial education system to one based on trust and professionalism” (OECD, 2020) exemplifying a desired change in power dynamics. Whilst such a far-reaching reform process is far from complete, there has indeed been a conscious and concerted effort in this direction, which has included additional learning needs reform, a review of qualifications, a refreshed professional learning offer, and perhaps the centerpiece of this reform journey, a new national curriculum. Following a review of the curriculum in 2015 (Donaldson, 2015), Wales has developed, and is in the process of implementing, the Curriculum for Wales, a purpose-driven, teacher-led curriculum which affords teachers high levels of autonomy and professional discretion (OECD, 2020). Wales has also made progress in the direction of decoupling pupil assessment from high-stakes public-facing measures of accountability *via* the new curriculum; this has initiated development of the new “made-for-Wales” General Certificate of Secondary Education qualifications to be implemented from 2025 (Qualifications Wales, 2023). The range of value-based changes in Wales across recent years has influenced and shaped the development, structure and content of the Welsh teacher standards.

The Professional Standards for Teaching and Leadership (Welsh Government, 2019) present a detailed framework against which student teachers in Wales are assessed. While these standards are prefaced by six broad Values and Dispositions including: Welsh Language and Culture, Rights of Learners, Literacy Numeracy and Digital Competence, The Professional Learner, The System Role, and Professional Entitlement, the extent to which these values genuinely shape practice rather than serve more as symbolic commitments is undecided. The framework itself comprises a series of descriptors organized under five domains of practice: pedagogy, collaboration, professional learning, innovation, and leadership. Each “standard”, or domain of practice, includes graduated competence descriptors deemed appropriate to the linear progression of career stages of Qualified Teacher Status, Induction, Sustained Highly Effective Practice, Effective Formal Leadership, and Sustained Highly Effective Formal Leadership.

## Findings part 2: crosswalk comparison

In addition to the analysis of standards development and changes evident in the policy review, the professional standards themselves underwent close investigation. Analysis of standards for newly qualified teachers in England, Scotland, and Wales revealed meaningful insights into the educational philosophies and priorities of each home nation. It is important to reiterate from the policy review, that while England and Wales have standards which apply to all teachers with an increasing degree of sophistication expected over time, the standards in Scotland for new teachers (including student teachers and first-year teachers) are distinct and separate from fully-qualified



teachers (see Table 1). These insights reflect broader ideological differences that shape teacher preparation, professional development, and pedagogical practices. There were two key areas explored: the comparison of teaching standards in alignment with the UNESCO framework, and the identification of agreement, gaps, or areas of overlap between national and international standards revealed from the analysis. The full crosswalk alignment is included in the Appendix A while an example is provided in Figure 1.

### **Results of crosswalk comparison by UNESCO domains**

The UNESCO global framework (2019) is organized holistically into three domains globally recognized by profession as genuine and ten standards with specific descriptors: (1) *teaching knowledge and understanding* encompassing three standards, (2) *teaching practice* including four standards, and (3) *teaching relations* including the final three standards (see Figure 1). Analysis revealed these three domains are evident across all three sets of national standards. Although classified and categorized using slightly different terminology and with varying depth and breadth, there was consistency in the overall domains and distinction of knowledge, skills, and professional dispositions. This was expected given different policy contexts yet the global applicability of the anchoring framework. England's standards exhibit only two domains, collapsing knowledge, understanding and practices into the broad category of "teaching", with a focus on teachers' conduct instead of development and strength of relationships, and with a national reference to "not undermining fundamental British values" (DfE, 2011). The Scottish standards aligned most closely with the global framework reflecting three nearly corresponding domains. A singularity was revealed in the terminology of "Being a Teacher in Scotland", showing a national focus recognizing Scotland as a distinct educational setting with an inference that it is different than other places, and also qualifying "teaching relations" by evoking specific values-centered language of social justice, trust, respect, and integrity to define the third domain. Additionally, professional commitment is indicated to language provision in the Gaelic medium. Interestingly, the Welsh standards are organized into five domains revealing the most distinct set of domains. While domains of pedagogy and collaboration aligned generally with the first two UNESCO domains, what is termed "teaching relations" is differentiated into the domains of professional learning, innovation, and leadership. This demonstrates the joining up of competencies across the career span of a teacher from induction level to formal leader, as well as the underpinning assertion that development of the teaching profession can lead to transformation of the education system in Wales (Welsh Government, 2019, p. 4). The structure of the standards shows what competency at the next level may look like across the domains. In a similar manner to Scotland, values and dispositions are specifically referenced; the standards bring forward an emphasis of "the central importance of the promotion of Welsh culture and language" (p. 8). While Scotland and Wales both mark national distinction in their overall domains, it is noteworthy that the English standards reference Britain instead of England. This linguistic choice indicates the combination of the whole of the three nations on the island of Great Britain, an interesting choice in the context of devolved educational powers.

It is therefore the third domain of “teaching relations” in which the greatest difference arises. The UNESCO framework states:

Teaching is inherently constituted in relationships. As well as engaging with students, professional relationships with colleagues, parents, caregivers, and education authorities are crucial to effective teaching. Relations with the general community are also crucial to a teacher’s work and to the profession as a whole (p. 5).

It appears that the way in which teachers are considered as professionals and are expected to engage in their professional work, with the privileges and obligations conferred within, that the wider community emerges as a distinction of the devolved nations. Consequently, the next stage of analysis at the level of the ten UNESCO standards focused more specifically on the areas of collaboration, communication, and professional development that comprise this domain of “teaching relations” amongst the national standards.

### **Results of crosswalk comparison by UNESCO standards**

In addition to the broad domains, the three sets of standards were comparatively analyzed for alignment according to the ten UNESCO standards (2019): learners, content, research, planning & preparation, instructional strategies, learning environment, assessment, collaboration, communication, and professional development. Overall, the broad standard areas are still more alike than different across the three nations, however several key differences emerged. While the professional standards of Scotland and Wales could be aligned with all areas of the ten global standards, a significant gap emerged for England’s standards in two areas. Analysis revealed no professional standards for teachers in England in relation to UNESCO *Standard 3: Research* or *Standard 10: Professional Development*. The remaining standards for England could all be aligned. In addition, there were specific standards unique to Scotland and Wales which could not be aligned and thus mark a distinction. Unique to Scotland is *Standard 1.1: Professional Values*, which sits within the domain of “Being a Teacher in Scotland” (GTC, 2021, pp. 4–5). In this section are outlined the professional standards that shape “what it means to become, to be and to grow as a teacher in Scotland” (p. 4). Clearly articulated is the overarching commitment that “Scotland’s teachers help to embed sustainable and socially just practices in order to flourish as a nation”. This distinct focus on national flourishing and specific values was exclusive amongst the standards. Unique to Wales, the Welsh standards have a set of six cross-cutting Values and Dispositions which preface the detailed standards. In relation to the standards for Wales, two standards did not align with the global framework. These include:

P15. The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning; and

P19. The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being (Welsh Government, 2019, p. 37).

There were also specific nuances amongst the standards of each home nation; a summarization of key findings is therefore provided for each set of standards.

## England

The English standards are characterized by a directive tone, mandating specific professional practices. This approach aligns with a vision of the teacher as a practitioner who follows sanctioned guidelines and procedures, rather than as an autonomous professional making informed decisions. The emphasis on curriculum knowledge and behavior management further underscores this directive approach, focusing on technical competencies over reflective and research-informed practices. The portrayal of the child in English standards as a passive subject of pedagogical practice contrasts with the more dynamic and context-sensitive views in Welsh and Scottish standards. While there is a nominal acknowledgment that pupils should be “involved”, the prominence of pupil voice is notably absent. This passive view aligns with criticisms from the sociology of childhood, suggesting that the education system may be more focused on shaping children into “little adults” rather than recognizing and supporting their developmental phases and capacities.

Moreover, the limited emphasis on research engagement and continuous professional development suggests a static conception of teaching, one that could overlook the evolving and contextually responsive nature of professional practice. This articulation reflects a broader neoliberal rationality, in which managerial accountability, standardization, and performativity are often privileged over professional agency and equity. As a result, the standards risk marginalizing both teacher autonomy and the diverse needs of learners, reinforcing a narrowed pedagogical vision that prioritizes measurable outputs over meaningful educational and professional learning experiences.

## Scotland

Scottish standards are noted for their succinct and clear tone, which may aid in their usability and implementation. However, this brevity raises questions about whether more complex details are embedded within the specific competence descriptors as well as connected to the main statements. Interestingly, the descriptors are marked as “professional actions”, and the preamble of each standard begins with “you are required to” (GTC, 2021), which is worthy language to note given the overall greater degree of agency and professionalism indicated across the standards, even for novice teachers in their probationary year. Overlap of descriptors and competencies does occur numerous times with similar concepts, such as teaching practices related to “digital technologies” being listed in three different standards. This can make it difficult to decipher the intent of each standard and to understand exactly what is expected of the new teacher. Like the Welsh standards, Scottish standards prioritize engagement with research as a critical component of professional competence, reflecting a commitment to evidence-based teaching practices. Distinctiveness of Scotland’s standards can be found in expectations of an enquiring stance, support of Gaelic language provision (GTC, 2018), commitment to the United Nations Convention on the Rights of the Child (Education Scotland, 2023c), promotion of practitioner enquiry (GTC, n.d.(b)), and in the provision of play-based and outdoor learning, as well as classing Learning for Sustainability beyond a responsibility and professional commitment to a “way of being” (Anderson, 2023). The current standards include a new

section on professional values of social justice, trust, respect and integrity, and an increased emphasis on the significance of professional learning. The recommendation for systemic support of and investment in mentoring and CPD has been continually confirmed. Scottish standards, like their Welsh counterparts, underscore the centrality of professional learning to ensure teachers remain current and effective in their practices.

In contrast to the managerial emphasis evident in England, the Scottish standards promote a vision of teaching grounded in professionalism, critical reflection, and relational ethics. By foregrounding social justice, sustainability, and cultural plurality, these standards are situated to resist neoliberal narrowing and instead create space for teachers to act as transformative intellectuals. However, this vision, much like the “high trust” approach pursued in early Welsh policy developments characterized by the abolition of standardized assessments league tables rests on an assumption of well-developed professional capacity and adequate systemic support. As in Wales, this reliance on professional judgment brings with it the challenge of ensuring such support is equitably distributed and consistently enacted across diverse educational contexts.

## **Wales**

The professional standards in Wales are complex and multi-faceted, mirroring the intricate nature of educational practice. And while they are clearly intended to be reflective of the diverse and context-dependent nature of teaching, questions have been raised about the usability and accessibility of such a complex “architecture of concepts” for teachers in busy, dynamic school contexts (Egan et al., 2018, p. 5). An example of such well-intentioned attempts to capture the nuanced reality of professional practice can be found in the plural use of “behaviors” in Welsh standards which acknowledges the contextual nature of student behavior, contrasting with the singular, binary framing of behavior in English standards, which tends to categorize behavior as either positive or negative. Another key aspect of the Welsh standards is the emphasis on research-informed pedagogy, which aligns with both UNESCO and Scottish standards. This focus underscores a vision of the professional teacher as one who actively engages with research, reflection, and inquiry to inform their practice.

This is in stark contrast to the English standards, which appear to advocate for a more de-professionalized version of teachers, who are seen more as technicians implementing prescribed practices rather than as autonomous professionals making informed decisions. Welsh standards also highlight the importance of understanding children’s cognitive, emotional, and social development, suggesting a holistic approach to education. Such statements do reflect a distinctive Welsh policy ecology which has also foregrounded wellbeing and learner voice through legislative and policy instruments, such as the Wellbeing of Future Generations Act (2015), and the provisions of The Curriculum and Assessment (Wales) Act (2021), which make the promotion of knowledge and understanding of children’s rights compulsory. Furthermore, professional learning is prominently featured, emphasizing its necessity to maintain current and effective teaching practices. This comprehensive approach seeks to balance the practical demands of teaching with the need for ongoing professional growth and adaptation.

Taken together, these elements reflect a progressive vision of participatory professionalism, more strongly rooted in democratic values and a commitment to teacher agency. However, the expansive and ambitious nature of the standards has the potential to inadvertently reproduce inequalities, as their enactment requires institutional supports and resources that require even distribution. As such, while the Welsh model opens space for transformative practice, it simultaneously raises questions about equity, feasibility, and sustained implementation across diverse school settings.

## Implications

These findings highlight not only surface-level differences in the articulation of professional standards, but also deeper ideological distinctions that shape construction of teacher professionalism across jurisdictions. The divergent professional standards for newly qualified teachers carry important implications for teacher preparation, ongoing professional learning, and student outcomes. As this analysis is grounded in policy discourse, it does not offer empirical insights into how these standards are implemented or interpreted by stakeholders in practice. A summary of key implications is provided in Table 2.

### Teacher preparation

A key conclusion of this study is that the three teacher preparation standards analyzed function as discursive policy instruments, each articulating divergent ideological constructions of teacher professionalism. The prescriptive nature of England's standards positions teacher preparation as a compliance-oriented process, tightly aligned with mandated pedagogical practices and technocratic frameworks embodied in the standards, as well as related documents such the Core Content Framework (CCF) (DfE,

**Table 2.** Implications of findings from comparative analysis.

Implications	England	Scotland	Wales
1. Teacher Preparation	A highly structured program focused on specific practices Incorporate critical thinking and adaptive skills to incorporate competencies related to research and continuous learning	Focus on key competencies through clearly expressed descriptors Further integrate research into practice through collaborative enquiry	Reflect the comprehensive rigorous standards Focus on critical skills to interpret standards and advance across the profession
2. Professional Development	Revise standards to codify opportunities for continuous professional learning	Continue to support a culture of life-long learning and expand opportunities for professional growth and innovation	
3. Teaching Practices	Employ a pupil-centered application of uniform standards	Strengthen evidence-based approaches with teachers through practitioner enquiry	Further develop personalized pupil learning
4. Student Outcomes	Balance standardization with a holistic, pupil-centered approach	Address pupils' specific contextual needs in a rights-based approach	Focus on social, emotional, and cognitive pupil outcomes
5. Policy and Practice	Focus on rebuilding professional autonomy, enquiry, and evidence-based approaches	Advocate for support and funding for professional learning, innovation, and further co-developed research initiatives and integration of research into practice	

2022). This signals a model of teacher education that privileges standardization and external accountability, often at the expense of critical thinking, context-responsiveness, and professional discretion.

Paradoxically, in view of arguments that England's more loosely governmentally regulated system affords *schools* significant autonomy in areas such as governance, structure and curriculum (Sibieta & Jerrim, 2024), the version of professionalism embedded in the standards for *teachers* aligns with less autonomous and more "restricted" notions of organizational professionalism (Evetts, 2013; Hoyle & Wallace, 2005; Milton et al., 2023). And the key assumption of England's more recent "Golden thread" and the CCF (DfE, 2022) is that decisions on the validity of evidence informing such endorsed pedagogical practices has been made *à priori* and embedded in the frameworks. This emphasis on predefined instructional approaches may reduce flexibility in teacher education, potentially limiting opportunities for the development of critical thinking and adaptive skills. This raises important questions about whose knowledge counts, who gets to define quality teaching, and how such definitions reinforce existing power hierarchies within the education system.

The Scottish and Welsh standards by contrast both explicitly foreground the integration of research with practice, perhaps offering TPPs the opportunity to advocate a more agentic version of professionalism which affords new teachers greater flexibility, autonomy and professional discretion. This reflects eschewing mandated and endorsed practices in favor of an orientation reflective of what Evetts (2013) described as an "occupational professionalism," grounded in professional values, collective judgment, and relational ethics (Milton et al., 2023). In respect of the Welsh standards, their complex and multi-faceted nature is clearly well-intentioned and designed to reflect the realities of practice, yet their practicality has been questioned (Egan et al., 2018). The capacity to realize ambitions is contingent upon structural support, such as protected time for inquiry and sustained mentoring, resources not equitably available to all schools or institutions.

### **Professional development**

The lack of explicit emphasis on CPD in England's longstanding standards is intriguing but has more recently been supplemented and ostensibly addressed by the CCF and the Golden Thread, notwithstanding the concerns noted above. Our analysis suggests that the standards, and the accompanying frameworks documents which support them, potentially constitute an over-regulated approach to professional development, with opportunities for learning being confined potentially to a set of endorsed or even mandated pedagogical practices, whose effectiveness has been pre-determined, leading to the possibility of a confined and tightly circumscribed horizon for innovation.

Again, the Scottish and Welsh standards, perhaps unsurprisingly, share a similar approach to one another and a markedly different approach to that seen in England. The use of the graduated model for professional learning by career phase in the Welsh standards is clearly intended to offer a supportive framework for professional growth. Yet, like the Scottish standards, the individual descriptors themselves do afford significant autonomy in terms of teacher choice as regards the nature and subject of their

engagement in professional learning. Both ostensibly support a culture of career-long learning, encouraging teachers to stay current with educational research and to engage in innovation (Welsh Government, 2021). The marked difference of emphasis between England's framework, compared with the approaches advocated for in Wales and Scotland, perhaps reflects the familiar and well-rehearsed debate between "scientific and democratic control over educational practice" (Biesta, 2007, p. 5).

### **Teaching practices**

Whilst we have noted the purpose of this paper is not to offer empirical insights on the actual application and use of standards in practice, our analysis suggests that the discursive construction of standards across jurisdictions is not ideologically neutral. Rather, we note the directive and prescriptive nature of England's standards could lead to a more uniform approach to teaching arising from the prominence of certain endorsed pedagogies and strategies and the salience of specific pupil outcomes. An example of this can be seen in the phrasing of all standards which start with "a teacher must". A specific example of this is in Teachers' Standard 4 – *plan and teach well structured lessons*—which has a requirement to that a "teacher must set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired". Such discourses of professional control and standardization of procedures (Evetts, 2013) promote a compliance-oriented professional identity which do have the potential to limit teachers' ability to innovate and adapt their methods to suit individual student needs. This regulatory framing positions teachers as implementers rather than inquirers or co-constructors of knowledge, with potentially stifling effects on professional innovation and relational teaching practice.

By contrast in Wales and Scotland, the standards articulate a more expansive view of teaching, one that encourages critical reflection, innovation, and engagement with research. These jurisdictions position teachers not simply as users of evidence, but as engaged, agentic professionals (BERA-RSA, 2013). As Biesta (2007) observed, a key distinction lies not only in whether research is used, but in who defines the evidence base, and to what end. Both Scotland and Wales frame evidence-informed practice as a dialogic and contextual process, thereby creating space for more democratic and responsive pedagogies. In doing so, they offer a counter-narrative to instrumentalist models of teaching, one that reasserts the ethical, intellectual, and relational dimensions of professional practice. While we have noted the specific version of evidence-informed practice that informs the English framework, the emphasis in both Wales and Scotland encourages teachers to explore and reflect on evidence, to stay current with research, to innovate and test new approaches, and evaluate their effectiveness *in situ* (further outlined in Wales in *The National Strategy for Educational Research and Enquiry* [Welsh Government, 2021]). In doing so, they offer a counter-narrative to instrumentalist models of teaching, one that reasserts the ethical, intellectual, and relational dimensions of professional practice.

### **Student outcomes**

Each set of national standards conceptualizes and codifies student experiences and outcomes in a distinctive manner, which is reflective of the policy ecology. The standards-replete emphasis in England (Hoskins, 2012), along with the focus on



curriculum knowledge and a narrower conception of behavior management may well lead to improved academic performance in standardized assessments. While such an approach may yield gains in standardized performance metrics, it risks marginalizing those students whose identities, capacities, or needs fall outside these normative benchmarks.

By contrast the teaching standards in Wales and Scotland tend to take a broader view of student experiences and outcomes. The foregrounding of student wellbeing in the Welsh standards (reflecting a wider supportive policy framework), along with the requirements to understand child development, and the conceptualization of behaviors as complex and contextual, speak to a holistic view of students. Similarly, in Scotland, the emphasis on a more agentic form of teacher-led research and evidence-based practice provides a space for professional curiosity and concern for a holistic approach to assessing and addressing student needs and promoting positive academic and developmental outcomes. These contrasting constructions of student outcomes carry profound implications for equity. While holistic standards offer possibilities for more inclusive and just forms of education, they also require systemic support, nuanced pedagogical judgment, and institutional cultures that resist reductive measures of success. Without these, even well-intentioned standards risk becoming aspirational rhetoric rather than transformative practice.

### ***Policy and practice***

This analysis suggests that professional teaching standards are not merely instruments of guidance but are deeply implicated in the governance of education and the professional regulation of teachers. Policymakers in England may need to reconsider the balance between prescriptive standards and professional autonomy; the standards align markedly with organizational notions of professionalism which foreground control of professional work, standardized procedures, accountability that is external and inimical to professional autonomy (Evetts, 2013). Increasing opportunities for CPD and integrating research into practice could enhance teacher agency and adaptability in increasingly complex classrooms.

In Scotland and Wales, the emphasis on more autonomous and active research engagement and graduated CPD in both jurisdictions suggests more favorable policy environments for enabling professional learning. Yet autonomy alone is insufficient. In both cases there will be a need for sustained investment and support for professional learning to facilitate such a supportive stance, and to reify the outcomes the standards are intended to support. Professional autonomy in and of itself is not the guarantor of the conditions necessary to support professional agency (Davies, 2024). Additionally, policies should encourage the integration of research into teaching practices, promoting a culture of inquiry and innovation.

The findings suggest that these differing standards directly impact teacher preparation and professional development. In England, the focus on performance metrics can create high-pressure environments that may limit innovative teaching practices. In Scotland, the emphasis on holistic development supports a more nurturing educational environment, but may face challenges in demonstrating measurable outcomes and robust or meaningful consideration of accountability. Wales' balanced approach attempts

to harness the strengths of both models, though it must navigate the complexities of integrating these philosophies effectively, and applying them in practice (Egan et al., 2018); such an approach requires a degree of sophistication with respect to not only the pedagogical entailments but also the political challenges entailed in these terrains.

## Recommendations

The differing standards across England, Scotland, and Wales can have notable implications for teacher development and educational outcomes, especially considering the scope of impact of teacher preparation (Ell et al., 2019). These insights suggest a number of directions for policy refinement to enhance the effectiveness of professional standards and sustainable teacher education and professional learning.

First, the usability and accessibility of professional standards must be prioritized. Standards should be designed not as technocratic checklists, but as living frameworks that are comprehensible and actionable for teachers across diverse contexts. This includes clear and user-friendly language, ensuring that educators can easily understand and apply them in their practice. Second, across all jurisdictions, there is a need to foreground research-informed practice as a core element of professional standards. This must go beyond the instrumental use of evidence as compliance. Instead, standards should support agentic teacher engagement, situating teachers as both critical consumers and producers of knowledge, capable of engaging in practitioner enquiry and adapting research to their unique educational environments. Third, standards should be explicit in their recognition of child development as a holistic, socially and culturally embedded process. Standards should explicitly include competencies related to understanding the cognitive, emotional, and social development of children, recognizing the importance of developmental phases in educational practice. Fourth, CPD must be reimagined as a collaborative, inquiry-driven process, rather than a series of isolated training events. Embedding CPD into the fabric of professional standards and ensuring systems are in place to support meaningful engagement is essential for sustaining teacher growth and adaptability over time. Finally, standards should be progressive in nature, calibrated to reflect the continuum of professional learning across a teaching career. A one-size-fits-all model not only flattens professional growth but also fails to honor the evolving nature of expertise. A differentiated model allows for a more dynamic and supportive approach to teacher development.

This analysis of professional standards reveals significant differences in educational philosophies and priorities across England, Scotland, and Wales, offering valuable insights for how teacher development is framed and supported. By reimagining professional standards as context-responsive, equity-oriented frameworks, education systems are better informed to cultivate the conditions necessary for both teachers and learners to flourish.

## Conclusion

Although efforts have been made to address the nuances of the novel, blended methodology employed in this study, limitations were anticipated. We recognize this study offers a situated and partial account shaped by the researchers' positionalities

and the broader sociopolitical contexts in which professional teaching standards are constructed and enacted. Rather than positioning limitations as methodological shortcomings, we view them as intrinsic to critical inquiry, where knowledge production is understood as context-dependent, value-laden, and mediated by power relations.

The professional standards examined are dynamic policy artifacts, continually evolving in response to shifting ideological, political, and cultural forces. While the UNESCO Global Framework of Professional Teaching Standards (2019) served as a critical anchor for comparative analysis, we acknowledge that employing alternative frameworks, such as Danielson's Framework for Teaching (2007) or Marzano's Instructional Framework (Marzano, 2017), could have surfaced different alignments and tensions, thereby foregrounding other aspects of equity, justice, and teacher agency. Also, had a researcher outside of any of the consistent policy contexts engaged in the crosswalk exercise, the probability remains that differences would occur. The findings should therefore be interpreted not as universal or exhaustive representations, but as one critical reading among many possible, illuminating the ways professional standards function as instruments of power, control, and contested professional identity across varied contexts.

The comparative analysis could be further developed to gain from "policy learning" of professional teaching standards globally, such as amongst the seven international jurisdictions that Sato and Abbiss (2021) termed "highly developed teacher education systems" (i.e., New South Wales and Victoria, Australia; Alberta and Ontario, Canada; Shanghai, China; Finland; and Singapore). Additionally, since there is evidence of a strong professional standards initiative in the US (Sachs, 2005), which is also the context in which much research is being carried out on the use of standards-based assessments of future teachers (Anderson, 2024), it would be of interest to expand comparative work to include the InTASC Model Core Teaching Standards (CCSSO, 2013) utilized across the United States. Beyond considering an alternative set of anchoring standards and global comparison, future research could further develop and confirm these findings by extending the comparative analysis to include Northern Ireland. This would encapsulate the four nations of the UK that could bring forward additional insights into professional teaching standards in a devolved context. Finally, further investigation of how educational philosophies and pedagogical traditions shape teaching standards across the jurisdictions could expand theoretical analysis of national policy differences.

Taken together, the standards examined illustrate that teacher professionalism is neither a neutral nor technical construct but a deeply political and contested terrain. Standards serve not only to guide practice but to delineate acceptable forms of educational labor, shaping who teachers are permitted to be and become within national policy contexts. Understanding these dynamics is critical for advancing more just, responsive, and empowering systems of teacher preparation and practice.

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## Appendix A

Table A1. Professional teaching standards crosswalk.

UNESCO Global Framework All Teachers	SCOTLAND Standards for Provisional Registration (SPR)	ENGLAND Teachers' Standards	WALES Professional Standards for Teaching and Leadership (QTS)
I. Teaching Knowledge & Understanding II. Teaching Practice III. Teaching Relations 1. How students learn, and the particular learning, social, and development needs of their students (Domain 1)	1. Being a Teacher in Scotland 2. Professional Knowledge & Understanding 3. Professional Skills and Abilities 3.2.2 <i>Engage learner participation</i> <ul style="list-style-type: none"> <li>value all learners and their participation, actively engaging children and young people in decision-making about their education</li> <li>demonstrate care and commitment to working with every learner, embracing diversity to ensure that every learner feels welcome, included and ready to learn;</li> <li>demonstrate knowledge and understanding of wellbeing indicators and childhood development;</li> <li>recognize that childhood experiences impact on the learning and wellbeing of children and young people and actively respond in appropriate ways, seeking advice and collaborating as required; and</li> <li>utilize strategies to nurture caring and supportive and purposeful relationships with learners and celebrate success</li> </ul>	I. Teaching II. Personal & professional conduct 2. <i>Promote good progress and outcomes by pupils</i> <ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes</li> <li>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>guide pupils to reflect on the progress they have made and their emerging needs</li> <li>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ul>	I. Pedagogy (P) II. Professional learning (PL) III. Collaboration (C) IV. Innovation (I) V. Leadership (L) P1. The teacher develops and demonstrates up-to-date theoretical knowledge and understanding as well as practical insight into how children and young people develop and learn. P4. The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs. P14. The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.

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Table A1. Continued.

UNESCO Global Framework All Teachers	SCOTLAND Standards for Provisional Registration (SPR)	ENGLAND Teachers' Standards	WALES Professional Standards for Teaching and Leadership (QTS)
<p>2. The content and related methodologies of the subject matter or content being taught (Domain 1)</p> <ul style="list-style-type: none"> <li>• 2.1.3 Have knowledge and understanding of Curriculum Design</li> <li>• principles of curriculum design and how these can be applied in context</li> <li>• theory and practical skills required in curricular areas as set out in current national and local guidelines</li> <li>• processes used to develop the curriculum</li> <li>• curriculum content and its relevance to the education of every learner</li> <li>• interdisciplinary learning between curricular areas e.g., literacy, numeracy and health and wellbeing, Learning for Sustainability and digital literacy</li> <li>• the skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance teaching and learning</li> <li>• the need to take account of learners with additional support needs</li> </ul>	<p>3. Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</li> </ul>	<p>P8. The teacher demonstrates secure knowledge of all relevant subject content and knowledge and understanding of the appropriate pedagogies.</p> <p>P9. The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.</p> <p>P13. The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions.</p> <p>128. The teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.</p>	

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Table A1. Continued.

UNESCO Global Framework All Teachers	SCOTLAND Standards for Provisional Registration (SPR)	ENGLAND Teachers' Standards	WALES Professional Standards for Teaching and Leadership (QTS)
3. Core research and analytical methods that apply in teaching, including with regard to student assessment (Domain 1)	<p><i>2.1.2 Have knowledge and understanding of Research and Engagement in Practitioner Enquiry</i></p> <ul style="list-style-type: none"> <li>• how to access and apply relevant findings from educational research to develop an enquiring stance</li> <li>• how to engage appropriately in the ethical investigation of practice.</li> </ul> <p><i>3.3.1 Engage critically with literature, research and policy</i></p> <ul style="list-style-type: none"> <li>• identify and source appropriate literature, research and policy</li> <li>• engage critically with research to challenge and inform professional practice and question and challenge educational assumptions, beliefs and values of self and system</li> </ul>		<p>P3. The range of purposes and practices for assessment is understood and articulated.</p> <p>I29. Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.</p> <p>PL21. The teacher has an informed understanding of the contribution of research, including small-scale action research, to the development of practice.</p>
4. Planning and preparation to meet the learning objectives held for students (Domain 2)	<p><i>3.1.1 Plan effectively to meet learners' needs</i></p> <ul style="list-style-type: none"> <li>• plan coherent, progressive and engaging teaching programmes which address the needs of learners</li> <li>• plan learning in accordance with current curriculum guidance including Gaelic medium education where appropriate</li> <li>• identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner;</li> <li>• communicate appropriately with every learner, modeling and promoting competence and confidence in literacy, numeracy, health and wellbeing and digital literacy;</li> <li>• ensure teaching builds confidence and promotes the progress of every learner</li> </ul>	<p>4. <i>Plan and teach well-structured lessons</i></p> <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ul>	<p>P7. The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.</p> <p>P18. In planning, the teacher demonstrates awareness of the importance of encouraging learners' reflection and evaluation around behaviors and outlooks for learning.</p>

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Table A1. Continued.

UNESCO Global Framework All Teachers	SCOTLAND Standards for Provisional Registration (SPR)	ENGLAND Teachers' Standards	WALES Professional Standards for Teaching and Leadership (QTS)
<p>5. An appropriate range of teaching activities that reflect and align with both the nature of the subject content being taught, and the learning, support, and development needs of the students (Domain 2)</p>	<p>2.1.1 Have knowledge and understanding of Pedagogical Theories and Professional Practice</p> <ul style="list-style-type: none"> <li>pedagogical and learning theories and draw on these appropriately to inform</li> <li>curriculum design and content where appropriate taking account of Gaelic medium</li> <li>classroom organization, learning environment and structures</li> <li>planning, learning and teaching and assessment</li> <li>interdisciplinary learning;</li> <li>outdoor learning, including direct experience of nature and other learning within and beyond school boundaries</li> <li>additional support needs</li> <li>the stages of learners' cognitive, mental, social, emotional, physical, and psychological development and their influence on learning and wellbeing;</li> <li>digital technologies to support learning</li> </ul>	<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> <li>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>have a clear understanding of the needs of all pupils, including:             <ul style="list-style-type: none"> <li>those with special educational needs;</li> <li>those of high ability;</li> <li>those with English as an additional language;</li> <li>those with disabilities</li> </ul> </li> <li>and be able to use and evaluate distinctive teaching approaches to engage and support them</li> </ul>	<p>P10. The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner.</p> <p>P11. The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.</p>

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Table A1. Continued.

UNESCO Global Framework All Teachers	SCOTLAND Standards for Provisional Registration (SPR)	ENGLAND Teachers' Standards	WALES Professional Standards for Teaching and Leadership (QTS)
<p>6. Organization and facilitation of students' activities so that students are able to participate constructively, in a safe and cooperative manner (Domain 2)</p>	<p>3.1.2 <i>Utilize pedagogical approaches and resources</i></p> <ul style="list-style-type: none"> <li>• create meaningful contexts for learners through a range of different learning environments</li> <li>• employ teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner</li> <li>• use self-evaluation and professional learning to support and improve practice</li> <li>• use a variety of questioning techniques and a range of digital and traditional approaches to enhance learning and teaching;</li> <li>• create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.</li> </ul> <p>3.2.1 <i>Appropriately organize and manage learning</i></p> <ul style="list-style-type: none"> <li>• create a safe, caring and purposeful learning environment which is welcoming and inclusive, well managed and well organized;</li> <li>• plan and organize effectively to facilitate whole-class lessons, group and individual work and promote independent learning;</li> <li>• use a range of opportunities that stimulate and reflect ongoing learning in varied and dynamic learning environments;</li> <li>• enable learners to make use of well-chosen resources, including digital technologies, to enhance learning, teaching and assessment, as appropriate;</li> <li>• create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views;</li> <li>• evaluate the impact of the learning environment on every learner and learning and to challenge assumptions, surface bias and adapt provision, as appropriate</li> </ul>	<p>7. <i>Manage behavior effectively to ensure a good and safe learning Environment</i></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behavior in classrooms, and take responsibility for promoting good and courteous behavior both in classrooms and around the school, in accordance with the school's behavior policy</li> <li>• have high expectations of behavior, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</li> </ul>	<p>P2. The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviors that meet the four purposes and are understood by learners in that context.</p> <p>P17. The teacher promotes and secures learners' self-motivation and self-direction in their learning.</p> <p>L32. Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.</p>

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Table A1. Continued.

UNESCO Global Framework All Teachers	SCOTLAND Standards for Provisional Registration (SPR)	ENGLAND Teachers' Standards	WALES Professional Standards for Teaching and Leadership (QTS)
<p>7. Assessment and analysis of student learning that informs the further preparation for, and implementation of required teaching and learning activity (Domain 2)</p>	<p>2.1.4 <i>Have knowledge and understanding of Planning for Assessment, Teaching and Learning</i></p> <ul style="list-style-type: none"> <li>• how to plan for effective assessment, teaching and learning across different contexts</li> <li>• approaches to assessment, recording and reporting as an integral part of learning and teaching</li> <li>• national assessment requirements and requirements of other relevant awarding and accrediting bodies</li> <li>• how to use feedback to engage learners in dialogue about their progress and next steps</li> </ul> <p>3.1.4 <i>Employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning</i></p> <ul style="list-style-type: none"> <li>• record, analyze and use assessment data to evaluate learning and teaching</li> <li>• use the results of assessment to identify development needs at class, group and individual level</li> <li>• use a range of differentiated assessment strategies that ensures support and challenge for all learners</li> <li>• use appropriate formative and summative assessment strategies to provide opportunities for challenge and growth appropriate to the needs of every learner and to meet the requirements of the curriculum and awarding and accrediting bodies;</li> <li>• contribute to clear, informative reports for parents/carers and the school which discuss progress in learning in a sensitive and constructive way</li> </ul>	<p>6. <i>Make accurate and productive use of assessment</i></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ul>	<p>P12. The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.</p>

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Table A1. Continued.

UNESCO Global Framework All Teachers	SCOTLAND Standards for Provisional Registration (SPR)	ENGLAND Teachers' Standards	WALES Professional Standards for Teaching and Leadership (QTS)
<p>8. Cooperative and collaborative professional processes that contribute to collegial development, and support student learning and development (Domain 3)</p>	<p>3.1.3 <i>Utilize partnerships for learning and wellbeing</i></p> <ul style="list-style-type: none"> <li>• contribute to a rights-respecting culture where learners can meaningfully participate in decisions related to their learning, wellbeing, learning environment and their school</li> <li>• create and sustain effective working relationships with colleagues, parents/carers, families and the wider school community and partner agencies where appropriate, to support learning and wellbeing across the school</li> <li>• practise self-care and support the wellbeing of others, seeking support where necessary;</li> <li>• develop partnerships which:               <ul style="list-style-type: none"> <li>• support decision-making that is compatible with a sustainable future in a just and equitable world</li> <li>• connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community;</li> <li>• connect relevance of learning to skills for life, learning and work</li> </ul> </li> </ul> <p>3.2.3 <i>Build positive, rights respecting relationships for learning</i></p> <ul style="list-style-type: none"> <li>• promote and develop positive and purposeful relationships with and between learners, colleagues, families and partners</li> <li>• use research-informed approaches to relationship building in a consistent way to build and sustain all professional relationships;</li> <li>• communicate appropriately with every learner, modeling and promoting competence and confidence in literacy and numeracy and health and wellbeing;</li> <li>• commit to and demonstrate equity and inclusion;</li> <li>• encourage learners to respect and care for themselves, others and the natural world.</li> </ul>	<p><i>Part two: personal and professional conduct</i></p> <ul style="list-style-type: none"> <li>• Teachers uphold public trust in the profession and maintain high standards of ethics and behavior, within and outside school, by:               <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others</li> <li>• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ul> </li> <li>• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>	<p>C24 The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.</p> <p>C25. Organized and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.</p> <p>C26. The teacher develops high quality relationships with colleagues in order to have a positive impact upon learners' experiences within the school.</p> <p>I30. The teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analyzed and shared.</p> <p>L33. The teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative experiences in schools and other contexts.</p> <p>L34. The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make toward the school's ethos and the successful fulfillment of the school's vision.</p>

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Table A1. Continued.

UNESCO Global Framework All Teachers	SCOTLAND Standards for Provisional Registration (SPR)	ENGLAND Teachers' Standards	WALES Professional Standards for Teaching and Leadership (QTS)
<p>9. Communications with parents, caregivers, and members of the community, as appropriate, to support the learning objectives of students, including formal and informal reporting (Domain 3)</p>	<p>2.2.2 Have a knowledge and understanding of Learning Communities</p> <ul style="list-style-type: none"> <li>the roles and responsibilities of teachers in establishing and sustaining positive and purposeful relationships across the learning community</li> <li>the distinctive culture, context and ethos of the learning community including Gaelic medium ethos where appropriate;</li> <li>the role of local, regional and national bodies in relation to the context</li> </ul>	<p>8 Fulfill wider professional responsibilities</p> <ul style="list-style-type: none"> <li>make a positive contribution to the wider life and ethos of the school</li> <li>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>deploy support staff effectively</li> <li>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>communicate effectively with parents with regard to pupils' achievements and well-being</li> </ul>	<p>L31. The teacher demonstrates professional attitudes and behaviors, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximizing the potential of all learners.</p> <p>P5. The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.</p> <p>P6. The importance of positive involvement of parents/carers and other partners is understood and opportunities are taken to observe and evaluate processes.</p> <p>P16. In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.</p>

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Table A1. Continued.

UNESCO Global Framework All Teachers	SCOTLAND Standards for Provisional Registration (SPR)	ENGLAND Teachers' Standards	WALES Professional Standards for Teaching and Leadership (QTS)
10. Continuous professional development to maintain currency of their professional knowledge and practice (Domain 3)	<p><b>1.2 Professional Commitment</b> Making a professional commitment to learning and learners that is compatible with the aspiration of achieving a sustainable and equitable world embodies what it is to be a teacher in Scotland. This means teachers commit to living the professional values and engage in lifelong learning, reflection, enquiry, leadership of learning and collaborative practice as key aspects of their professionalism. This commitment to professional learning and growth, to the growth of learners, and to helping support that of colleagues, is demonstrated through engagement with all aspects of professional practice. It is demonstrated by working collegially, in English or Gaelic medium with all members of our learning communities with enthusiasm, adaptability, critical thinking and associated constructive, professional dialogue.</p> <p><b>1.3 Standard for Provisional Registration</b> Professional Values and Professional Commitment are at the core of the Standard for Provisional Registration. They are integral to, and demonstrated through, all our professional relationships and practices. They are about doing well by ourselves, others and the world in which we live. The personal and professional qualities of sustainability and social justice, integrity, trust and respect and professional commitment are crucial if we are to inspire and prepare learners for success in our complex, interdependent and rapidly changing world.</p>		<p>PL20. The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.</p> <p>PL22. The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in prompting further professional growth.</p> <p>PL23. There is a commitment to incremental development of personal skills in the use of the Welsh language.</p> <p>C27. There are examples of improvement in outcomes for learners following the teacher's seeking and adoption of advice.</p>

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Table A1. Continued.

UNESCO Global Framework All Teachers	SCOTLAND Standards for Provisional Registration (SPR)	ENGLAND Teachers' Standards	WALES Professional Standards for Teaching and Leadership (QTS)
	<p>2.2.1 <i>Have knowledge and understanding of Education Systems</i></p> <ul style="list-style-type: none"><li>• the principal national and international influences on Scottish education</li><li>• current, relevant legislation, policies and guidance in relation to the teacher's role</li><li>• pastoral and legal responsibilities, for example, in relation to equality, diversity, additional support needs, child protection, and wellbeing</li><li>• frameworks, systems and processes to support and enhance teacher professionalism</li><li>• biases and their impact on people and practices and challenge these</li></ul> <p>3.3.2 <i>Engage in reflective practice to develop and advance career-long professional learning and expertise</i></p> <ul style="list-style-type: none"><li>• reflect and engage critically in self-evaluation using the relevant professional standard;</li><li>• adopt an enquiring, reflective and critical approach to professional practice;</li><li>• enhance learning and teaching by taking account of feedback from others including children and young people and actively engage in professional learning to support school improvement; and</li><li>• maintain a reflective record of evidence of impact of professional learning on self and learners</li></ul>		

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Table A1. Continued.

UNESCO Global Framework All Teachers	SCOTLAND Standards for Provisional Registration (SPR)	ENGLAND Teachers' Standards	WALES Professional Standards for Teaching and Leadership (QTS)
Not-Assigned	<p><i>1.1 Professional Values (social justice, trust and respect, and integrity)</i></p> <p>Social Justice:</p> <ul style="list-style-type: none"> <li>Promoting health and wellbeing of self, colleagues and the children and young people in my care.</li> <li>Building and fostering positive relationships in the learning community which are respectful of individuals.</li> <li>Embracing global educational and social values of sustainability, equality, equity, and justice and recognizing children's rights.</li> <li>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 wellbeing developed and supported.</li> <li>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.</li> <li>Committing to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics; (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality.</li> <li>Valuing, as well as respecting, social, ecological, cultural, religious, and racial diversity and promoting the principles and practices of sustainable development and local and global citizenship for all learners.</li> <li>Demonstrating a commitment to motivating, and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning.</li> </ul>		<p>P15. The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.</p> <p>P19. The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.</p>

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Table A1. Continued.

UNESCO Global Framework All Teachers	SCOTLAND Standards for Provisional Registration (SPR)	ENGLAND Teachers' Standards	WALES Professional Standards for Teaching and Leadership (QTS)
	<ul style="list-style-type: none"><li>• Demonstrating a commitment to supporting learners who are experiencing or who have experienced trauma, children and young people from a care experienced background and understanding responsibilities as a corporate parent.</li><li>• Understanding and challenging discrimination in all its forms, particularly that which is defined by the Equality Act 2010.</li></ul> <p>Trust and Respect:</p> <ul style="list-style-type: none"><li>• Promoting and engendering a rights respecting culture and the ethical use of authority associated with one's professional roles.</li><li>• Acting and behaving in ways that develop a culture of trust and respect for self, others and the natural world.</li><li>• Understanding, acknowledging, and respecting the contribution of others in positively influencing the lives of learners.</li><li>• Understanding health and wellbeing and the importance of positive and purposeful relationships to provide and ensure a safe and secure environment for all learners and colleagues within a caring and compassionate ethos.</li><li>• Respecting individual difference and supporting learners' understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society.</li></ul> <p>Integrity:</p> <ul style="list-style-type: none"><li>• Demonstrating kindness, honesty, courage, and wisdom.</li><li>• Being truthful and trustworthy.</li><li>• Critically examining professional beliefs, values and attitudes of self and others in the context of collegiate working.</li><li>• Challenging assumptions, biases and professional practice, where appropriate.</li></ul>		