

# Equality and Equity Toolkit

## 4. Linking Equality and Equity to Professional Standards

Created by Connect - [www.connect.scot](http://www.connect.scot)



A 'Learning Together'- Equalities and Equities Fund project supported by the Scottish Government



# Linking Equality and Equity to Professional Standards, Policy and Research

Teachers and others will learn:

- how Equality and Equity is woven into policy and legislation relating to education in Scotland
- what research says
- how the policy and legislation hopes to have an impact on outcomes for young people.

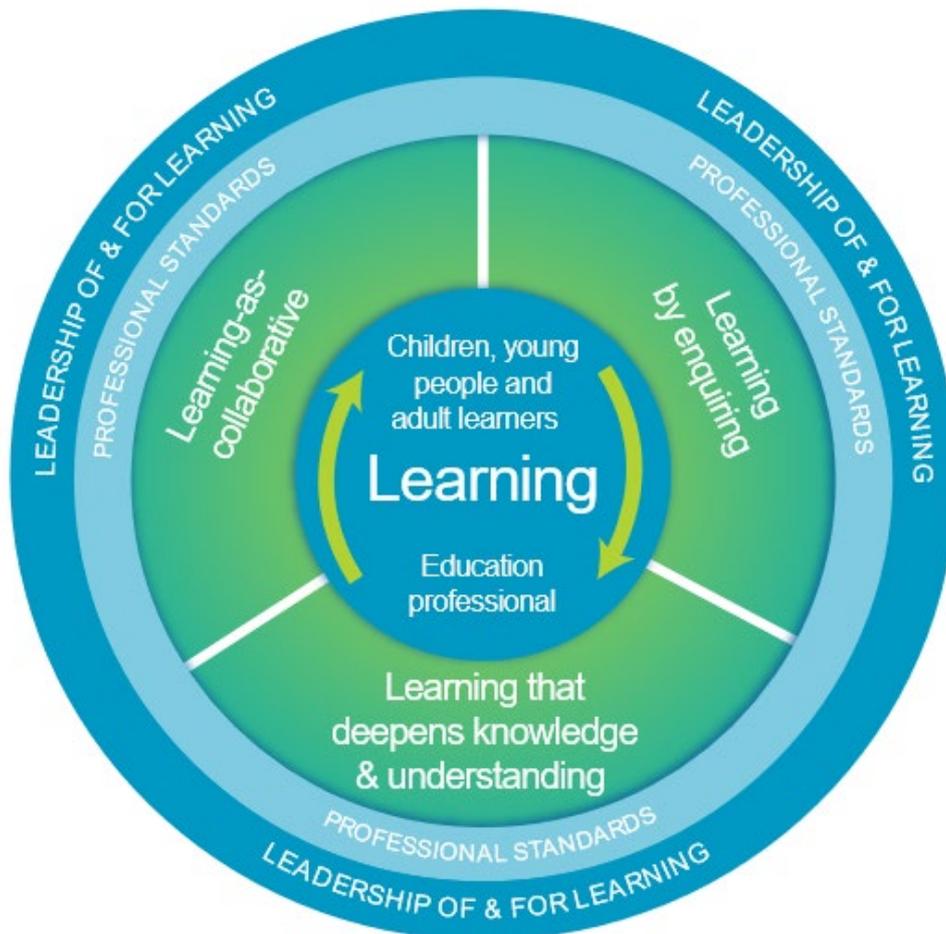
For teachers and school leaders, the Equity and Equality Toolkit is founded on the National Model of Professional Learning, which identifies the key principles and features of effective learning that will build capacity and promote collaborative practices.

The General Teaching Council of Scotland (GTCS) Professional Standard for Career Long Professional Learning and the Teaching Standards also have professional values at their core.

‘Learning for Sustainability’ is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. Learning for sustainability has been embedded within the Standard for Career-Long Professional Learning to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

Professional values play a critical role in the journey to effective parental and family engagement. However, they can be difficult areas to ‘measure’ and ‘evidence’ in practice. GTCS information on Professional Standards into Action advances thinking and reflection on values so that teaching professionals can:

- reflect on the values
- understand what they mean in practice
- consider these as a meaningful part of self-evaluation and future planning for professional learning.



**National Model for Professional Learning (2019), Education Scotland**

<https://education.gov.scot/improvement/self-evaluation/a-national-model-of-professional-learning/>

**GTCS Standard for Registration and Standard for Career Long Professional Learning (2012), General Teaching Council for Scotland**

<https://www.gtcs.org.uk/professional-standards/standards-for-registration.aspx>  
<http://www.gtcs.org.uk/web/FILES/the-standards/standard-for-career-long-professional-learning-1212.pdf>

Key points are set out below.

- Development in any setting should be a systematic continuous process.
- Any development needs to start from where you are.
- There are no generic or easy solutions, it takes time.
- Setting and practitioner agency are crucial.
- Build in evaluation to the process, and evaluate as you go.
- Your actions should be matched to GTCS standards.

You may find the following research useful in exploring the topics of equity and equality.

**Dispelling the Myth of Parental ‘Poverty of Aspiration’:** Morag Treanor (2017), Centre for Research on Families and Relationships, Stirling University

<https://connect.scot/teacher-professional/resources/dispelling-myth-parental-poverty-aspiration-morag-treanor>

- The poverty of aspiration is a myth that transfers responsibility for aspirations and achievement from governments and schools to parents and children.
- School is important to, and for, children living in poverty.
- All parents want the best for their child(ren) but lower income parents are less likely to know what is possible or how to achieve it.
- Lower income parents are less likely to know how to support their child’s learning.

OR you can watch Morag present her findings to the South East Area Collaborative, “Can we put the ‘poverty of aspiration’ myth to bed now”

<https://www.youtube.com/watch?v=5-wwQNiekLg>

**Closing the Attainment Gap in Scottish Education:** Edward Sosu and Sue Ellis (2014), Joseph Rowntree Foundation, <https://www.jrf.org.uk/report/closing-attainment-gap-scottish-education>

Parental aspirations have very little to do with closing the gap - they are high for almost all parents! The key is making ambitions a reality by building confidence and providing the technical and social know-how to help their children to achieve. This is best done through planned highly structured programmes where parents feel supported by professionals. These should provide parents with structured materials and guidance on how to support learning in the home.

### **UNCRC - United Nations Convention on the Rights of the Child**

The United Nations Convention on the Rights of the Child, or UNCRC is the most complete statement of children’s rights ever produced and is the most widely ratified international human rights treaty in history.

The Convention has 54 articles covering all aspects of a child’s life and it sets out the civil, political, economic, social and cultural rights that all children are entitled to whatever their ethnicity, gender, religion, language, abilities, or any other status. It also explains how adults and governments must work together to make sure all children can enjoy their rights.

The following articles are particularly important when considering Equality and Equity:

- Article 2 - non-discrimination
- Article 3 - best interests of the child
- Article 5 - parental guidance
- Article 12 - respect for the views of the child
- Article 13 - freedom of expression
- Article 28 - right to education
- Article 29 - goals of education.

Read the full convention here: [http://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_PRESS200910web.pdf](http://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_PRESS200910web.pdf)

Read a summary here: [https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC\\_summary-1\\_1.pdf](https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf)

**7 Steps to: Mitigating Unconscious Bias in Teaching and Learning (2015),**  
**R Muneer, D Cotton, and J Winter Plymouth University**  
<https://www2.le.ac.uk/departments/physics/people/equality/Documents/7-steps-to-mitigating-unconscious-bias-in-teaching-and-learning/view>

- Recognise that everyone is subject to unconscious bias.
- Avoid snap decisions and consider assessment criteria carefully.
- Incorporate examples which questions stereotypes and value diversity.
- Encourage participation of under-represented groups in class.
- Adopt an affirming approach.
- Create an atmosphere of openness in discussing biases and best practice to minimise them.

South East Improvement Collaborative has produced this film:  
<https://www.youtube.com/watch?v=0Heg3leiirc&feature=youtu.be>

**10 Steps to Equity in Education (2008), Office for Economic Co-operation and Development (OECD)**  
<https://www.oecd.org/education/school/39989494.pdf>

**National Improvement Framework**  
<https://education.gov.scot/education-scotland/what-we-do/implementing-the-national-improvement-framework>

## Getting it Right for Every Child (GIRFEC)

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/getting-it-right-for-every-child-girfec>

When using or sharing this Toolkit, please acknowledge Connect as the source. We welcome your comments and feedback.

Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB  
Contact us at [info@connect.scot](mailto:info@connect.scot) Website [www.connect.scot](http://www.connect.scot)



[ConnectScot](https://www.facebook.com/ConnectScot)



[@connect\\_scot](https://twitter.com/@connect_scot)

July 2021