The Highland Council
Comhairle na
Gàidhealtachd

Care and Learning Service

Highland Local Negotiating Committee for Teachers

LNCT Agreement no. 35

Policy and Guidance on Professional Review and Development for Teachers

Policy on Professional Review and Development for Teachers

1. Introduction

1.1 The Highland Council Care and Learning Service aims to ensure that all staff are valued and enabled to develop their skills, knowledge and professional expertise.
In its Programme "Working together for the Highlands" the Highland Council states :

"We will work to ensure the best possible quality of life for children and young people in the Highlands. Every young person living in the Highlands should have access to the best education and training system we can deliver. That is why we will tailor a system that allows all young people of all skill sets to stay in the Highlands at every stage of their study and training."

The Highland Council recognises the importance of Professional Review and Development (PRD) in maintaining and improving professional standards for teachers and in improving pupil achievement.

1.2 This policy outlines the arrangements for PRD for all teachers (except for probationers on the Induction Scheme) and will also apply to all Care & Learning members of staff who are required to maintain "Fully Registered (General)" status with the General Teaching Council for Scotland (GTCS). This policy replaces all previous Highland Council staff development and review policies for all Teachers, Quality Improvement Officers, Education Support Officers and Support for Learning Teams.

2. National Context

2.1 In 2001, the national agreement *'A Teaching Profession for the 21st Century'* stated that all teachers have an entitlement to a Continuing Professional Development (CPD) plan which is agreed annually with their line manager and which is based on the assessment of individual need. In addition, teachers (other than short term supply teachers) have a contractual requirement to complete a maximum of 35 hours of Continuing Professional Development (CPD) per annum (pro-rata for part time teachers).
(Ref: SNCT Handbook of Conditions of Service - Part 2: Section 3, para 3.11)

2.2 Also in 2011, *'Teaching Scotland's Future'* (The Donaldson Report) included specific recommendations on the provision of CPD linked to PRD as a continuous process throughout the career of a teacher.

2.3 Following the 2011 Public Services Reform Order, requiring that teachers be re-accredited on a regular basis, the GTCS introduced the Professional Update Scheme which began in 2014.

3. Policy Aims

3.1 The overall aim of this policy is to ensure that teaching staff are valued and appreciated, and that they are enabled to develop their skills, knowledge and professional expertise through self-evaluation and on-going personal reflection, in order to improve the quality of the educational experience and outcomes for the pupils they teach.

In particular, this policy is designed to:

➢ identify a teacher's development needs and to agree and plan appropriate Continuing Professional Learning (CPL) activities.
➢ encourage teachers to take broad and varied opportunities for continuing professional learning.
➢ ensure that all teachers record their CPL and have the opportunity to assess the impact on learners and on their own professional practice.
➢ confirm teachers' engagement in the PRD process and continuing professional learning in order to meet the requirements of the Professional Update for Teachers.

4. Key Principles and Factors of the PRD Process

4.1 The Highland Council recognises its responsibilities, both with regard to its own values relating to staff, and in relation to the Professional Update. The ten principles listed below underpin the aims of the PRD policy. These are that:

1. there is a professional commitment to maintaining and improving standards throughout the career of teachers;
2. arrangements are simple, with minimal bureaucracy, and are supported adequately by IT systems. Currently that is the CPD Manager facility of Gateway;
3. the purpose of PRD is made clear to all participants;
4. PRD is based on self-evaluation by individual teachers and on a coaching and mentoring approach by the line manager;
5. PRD should be based on support and challenge within an atmosphere of trust and collegiality;
6. PRD is integrated with existing arrangements for quality assurance;
7. PRD identifies and supports the professional needs of individual teachers;
8. PRD balances individual and personal development priorities with those relating to the appropriate professional standard and the school improvement plan;
9. the PRD process supports the GTCS Professional Update;
10. the PRD process is evaluated regularly and effectively.

4.2 There are also certain key factors which require to be integrated in order to ensure that the PRD process is effective across all teachers. These are that:

a) the PRD process is a continuing process, not something which takes place once every year. As a continuing process, it is important that the teacher and line manager engage in on-going professional dialogue throughout the year, and that there is the opportunity to discuss professional learning opportunities or needs.
b) the PRD process should not be used to deal with underperformance which requires to be addressed through existing competence procedures.
c) the PRD process will take place at a time which takes account of other school priorities and teacher workload.
d) the person carrying out a PRD review meeting would normally be the person with responsibility for the line management of a teacher and who would have an awareness of the teacher's work. This would normally follow the lines of a school management structure. However in some circumstances a teacher may request another person to carry out the PRD review meeting. Any such request must be made in writing to a senior manager in the school (or to the Education Quality Improvement Manager), with reasons for the request being provided. If the request

is agreed, the PRD review meeting must be with a manager who is familiar with the teacher's work and who is as senior as the original line manager.

e) Head Teacher PRD meetings will be held annually with the appropriate Area Education Quality Improvement Manager or Officer.

f) the requirement that all GTCS registered teachers engage in PRD and maintain their "Fully Registered (General)" GTCS registration through the Professional update means that temporary and supply teachers must be given access to the PRD process. The teacher will request a PRD review with the Head Teacher of a school he or she has been working in regularly. If it is not possible for a PRD review to be carried out with a HT, the teacher will contact the C & L Workforce Planning and Staffing Team for assistance in arranging their review. All temporary and supply staff have full access to the Service's CPD calendar and requests to attend courses can be made through that system.

g) for teachers who retired prior to the start of the 2014/15 school session, and for teachers who are about to retire, please refer to http://www.gtcs.org.uk/professional-update/retired-teachers-and-supply-work.aspx for options on maintaining registration.

h) the PRD review for visiting teachers will be carried out by the Head Teacher of a teacher's base school.

i) it is important that appropriate time is dedicated to PRD meetings and school working time agreements should reflect this.

j) the provision of professional learning opportunities should be broad based. Examples of appropriate professional learning are provided in Appendix 1. This is not intended to be an exhaustive list, rather some examples to help stimulate dialogue when considering appropriate professional learning.

5. Roles and Responsibilities

5.1 The **Head of Education** has a responsibility to:

- ensure effective communication throughout the C&L Service about the policy and support materials.
- ensure that the policy is linked to appropriate GTCS Professional Standards for Teachers, the Programme for The Highland Council, the C&L Service Improvement Plan and other appropriate strategic policies.
- ensure the provision of appropriate professional learning opportunities.
- ensure that appropriate resources are in place to facilitate Career Long Professional Learning (CLPL).
- ensure the on-going evaluation and monitoring of the PRD process.

5.2 **Head Teachers and other Managers** have a responsibility to:

- ensure that the PRD policy is communicated effectively to all teachers in their establishment/area.
- promote the continuing professional development of all teaching staff and to ensure that all staff are involved in the PRD process leading to the Professional Update.
- ensure that the policy is applied consistently throughout their establishment/area.
- ensure that the professional review and development process is integrated into the normal life and management of the school.
- ensure that the process is linked to GTCS Professional Standards for teachers and to the school improvement plan.

- identify trends in professional learning needs and to take appropriate action to address them at, for example, individual school level, associated school group level, or through the Authority's CPL Development Officer.
- ensure that a school CPL Co-ordinator is identified in the school. Where this is not the head teacher, another senior member of promoted staff is identified.

5.3 **Promoted Teachers** (including Head Teachers and other Managers) with staff management responsibilities, have a responsibility to:

- arrange PRD meetings in conjunction with the establishment working time agreement.
- facilitate PRD meetings.
- ensure that the meetings take place in an atmosphere of trust and collegiality.
- ensure that the emphasis of the professional discussion is based on a coaching and mentoring approach.
- ensure that staff are supported constructively during the PRD discussion, providing challenge where appropriate.
- ensure that the PRD discussion allows for individual and personal development priorities based on the appropriate GTCS Professional Standards and on the school and, where appropriate, department improvement plan.
- agree and sign off the professional learning plan and record, and validate the GTCS Professional Update requirements at the appropriate time.
- maintain a knowledge and understanding of the work of the staff for whom they are responsible through on-going dialogue, monitoring and support.
- provide continuing support for professional learning through a variety of channels such as other school or classroom visits, in order to meet identified needs.

5.4 **Teachers** have a responsibility to:

- ensure that an annual PRD meeting is arranged for them, or request that one is arranged.
- prepare for the annual PRD meeting by completing their professional learning plan, identifying their individual professional needs arising from reflection against the appropriate GTCS Professional Standards, and assist in their contribution to the school improvement or other specific learning plan.
- attend the PRD meeting, and construct their professional learning plan based on the discussion.
- create and maintain their professional learning plan and have it agreed and signed off by their manager.
- identify and request their professional learning activities on an on-going basis in agreement with their manager.
- ensure that they engage in a maximum of 35 hours of additional professional learning (i.e. out with the contractual 35 hour working week) over the school year.
- maintain and complete their professional learning record on an on-going basis throughout the year and have it agreed and signed off by their manager at the annual PRD meeting.
- take part in the Professional Update Process as required by the GTCS.

6. Implementation of the PRD Process

6.1 Each school should have a PRD programme outlining timescales which ensure the effective management of the PRD process.

6.2 Prior to the PRD meeting, teachers should ensure that they are prepared for the professional discussion to take place at the meeting, considering the impact of the previous year's professional learning activities on learners and on their own professional practice. They should also ensure that their professional learning record is up to date and completed.

6.3 Managers holding PRD meetings should ensure that a coaching and mentoring approach is used and that, during the discussion, appropriate focus and time is given to consider areas for development arising from the previous year, school improvement plan(s) and self-evaluation against the appropriate GTCS professional standard.

6.4 Following the PRD meeting, the teacher should take responsibility for drawing up the professional learning plan which should be submitted to the line manager for agreement.

6.5 Once the professional learning plan is agreed by the line manager, the teacher should identify suitable professional learning activities, seeking support if necessary, from the school CPL Co-ordinator or the line manager.

6.6 The PRD process should not be seen as a "once a year" exercise. Instead, there should be appropriate opportunities for continuing professional dialogue between the teacher and line manager throughout the year. In addition, the teacher should be updating and adding to the professional learning record on an on-going basis throughout the year.

6.7 It is a requirement of the GTCS that verification is provided that a teacher has engaged in the PRD process each year, leading to signing off of the Professional Update every 5 years. It is the responsibility of individual teachers to ensure that this is completed and the responsibility of the line manager to validate the teacher's statement.

7. Appeals Process

7.1 It is possible that, at times, there may be disagreement between a teacher and line manager in connection with the sign-off of an annual PRD plan or record or in relation to the sign-off of the GTCS Professional Update process. Where an issue cannot be resolved between the teacher and line manager, an appeal can be made in accordance with the undernoted procedures.

- The teacher appealing should approach a senior manager in the establishment (or Area Education Quality Improvement Manager if the line manager is a Head Teacher), and set out in writing the reasons for appealing.
- Once the senior manager has considered all the relevant facts relating to the appeal, he will arrange to meet with the line manager and the teacher (separately and/or together) to discuss the matter, following which the senior manager will come to a decision.
- Following the decision of the senior manager, appropriate action will be taken, e.g. amendment to plan or record.
- If, following the decision of the senior manager, the matter remains unresolved, the teacher may choose to initiate a grievance under the Council's Grievance Procedures.

7.2 It should be noted that an appeal should focus on either one of the two areas outlined in paragraph 7.1, i.e. in connection either with the sign-off of an annual PRD plan or record or in relation to the sign-off of the GTCS Professional Update process.

8. Monitoring & Evaluation

8.1 As part of the arrangements for quality assurance, Area Education Quality Improvement Managers or their delegated representative will discuss with Head Teachers the implementation of the PRD process and monitor its progress.

8.2 School CPL Co-ordinators will monitor the process in school together with the maintenance of viable CPL opportunities and records. The processes associated with PRD and CPL should be an integral part of the school self- evaluation process.   The appropriate Area Quality Improvement Officer will monitor the process as part of their on-going dialogue with schools.

8.3 A survey will be conducted on an annual basis gathering data from all teachers on the implementation of the PRD process across the C&L Service.

Continuing Professional Learning (CPL) Activities

The range of experiences which contribute to teacher development is very wide and includes activities which can be undertaken during the 35-hour week as well as those which contribute to the additional contractual 35 hours (pro-rata for part-time staff) each year.

A CPL activity is anything which improves a teacher's existing skills or enhances her or his professionalism.

The list which follows is intended to be illustrative rather than exhaustive:

- Activity related to achieving or meeting GTCS professional standards
- Self-evaluation and personal reflection including preparation for the PRD meeting
- Subject-based activities including involvement with professional bodies and associations
- Attendance at school or Service-wide in-service
- Membership of school committees and task groups
- Developing school, local authority and national policies
- Visits to and from colleagues in other schools
- Co-operative teaching
- Lesson observation and analysis
- Secondments
- Professional reading and research
- Mentoring / supporting colleagues
- Curricular planning / development
- Management and leadership development opportunities
- Teacher placement
- Working with others, including as part of inter-agency teams involving colleagues form social work, health service, etc
- Working with parents / carers

Guidance on Professional Review and Development for Teachers

1. Introduction

This guidance has been produced to assist all teachers with the implementation of the Policy on Professional Review and Development (PRD) and should be read in conjunction with the PRD Policy.

2. PRD - The Context

Teachers (other than short term supply teachers) have a contractual requirement to complete a maximum of 35 hours of Continuing Professional Development (CPD) per annum (pro-rata for part time teachers). *(Ref: SNCT Handbook of Conditions of Service - Part 2: Section 3, para 3.11)*

'Teaching Scotland's Future' (The Donaldson Report) made recommendations on PRD, stating that all teachers should be engaged in a revitalised process of Professional Review and Personal Development to be applied consistently across Scotland, and that CPD should be linked to PRD as a continuous process throughout the career of a teacher.

From 2014, all teachers registered with the General Teaching Council for Scotland (GTCS) are required to be re-accredited on a regular basis, and the GTCS has introduced the Professional Update Scheme, the key principles of which are that teachers will have:

- a responsibility to consider their own development needs
- an entitlement to a system of supportive PRD
- confirmation that they are maintaining the high standards required of a teacher

3. What is PRD?

PRD is not just a meeting. It is a supportive process which needs careful preparation, with an emphasis on coaching and mentoring support, and builds on a teacher's own on-going self-evaluation. In addition, it should help teachers to identify constructive ways to update their skills, access opportunities which can address the areas they have identified as requiring support, manage change, and focus on ways in which they can enhance their careers.

4. What are the aims of the PRD Policy?

The policy has been developed in order to help teachers maintain and improve their skills and abilities which will ultimately improve the learning of their pupils. The policy outlines the rights and responsibilities of all involved in the PRD process and should help teachers in identifying their development needs and plan how these needs can be met through professional learning. The policy will also ensure that a consistent approach is developed across all schools and that appropriate supporting documentation and systems are in place to ensure that records can be kept and that the aims of the Professional Update are met *(Ref: PRD Policy – Section 3).*

5. Who is involved in the PRD Process?

The **Head of Education** is responsible for making sure that the policy is working across all our schools, and that there are resources to provide for professional learning opportunities. *(Ref: PRD Policy – para 5.1)*

Head Teachers and other Managers are responsible for implementing the policy and for making sure that it is applied fairly and consistently in their establishment. *(Ref: PRD Policy – para 5.2)*

Promoted Teachers and other Managers who have responsibility for the line management of other teachers are responsible for facilitating PRD meetings and for ensuring that they have on-going dialogue with those staff they are responsible for. They are also responsible for making sure that learning plans and records are signed off. *(Ref: PRD Policy – para 5.3)*

Teachers are responsible for their own PRD and for ensuring that they engage in a continuous process of self-evaluation throughout the year. They are also responsible for creating and regularly updating their professional learning plan and record, and for meeting their professional and contractual commitment to engage in 35 hours of additional professional learning over the school year. It is also every teacher's responsibility to comply with the requirements of the GTCS Professional Update. *(Ref: PRD Policy – para 5.4)*

6. How will the PRD Process work?

- PRD meetings will take place annually and each school will be responsible for identifying when these take place. Meetings should be arranged by your line manager, but individuals can also contact their line manager to arrange a PRD meeting.

- Before your PRD meeting you should spend some time preparing using the document *"Preparing for your PRD Meeting"* (Appendix 2). Once you have done that, you should provide your line manager with a copy of this and a printed copy of your current PRD Plan and Record.

- Once your meeting has taken place, you need to log onto the CPD Manager within the Gateway system and complete your Professional Learning Plan as agreed with your line manager at your PRD meeting. You should have already registered for a MyGTCS account. If you haven't done this, you will need to do so before you can do anything else. You should get a message to update your registration details. This is so that the GTCS has up to date contact and other information on your record.

- Once you have completed your Plan, you should submit it to your line manager for signing off. Following the sign off, you can go ahead with your professional learning plan.

- It is important that confidentiality is maintained throughout the PRD process and your Plan and Record should only ever be seen by you, your reviewer and your school CPD Co-ordinator/Head Teacher.

- Throughout the school year, and on an on-going basis, you should be updating your professional learning record on the CPD Manager. You should also take opportunities for on-going discussions with your line manager.

- During the course of the year, you will be reflecting on an on-going basis and when you are approaching the time for your next annual PRD meeting, you will need to take time to consider the impact of your professional learning activities against each development area, and record this along with evidence of the impact. Once you

have done that you should provide your line manager with a copy of your Plan and Record for discussion at your PRD meeting. After you have had your meeting your line manager will sign off your professional learning record for the year which is ending and then discuss your self-evaluation for the next year's Plan. An overview of the PRD process is provided in Appendix 2.

- At 5 year intervals, when you have your PRD meeting, there will be an additional sign off which is sent to the GTCS, confirming your continued registration with them.

7. Recording System

An online recording system has been developed using the CPD Manager. The system pulls together the PRD process and the professional learning which you identify. The Plan and Record are also provided on the system and you can keep them up to date on an on-going basis and print them off whenever you need to.

Along with a number of helpful documents, a step by step guide has been produced to help you begin to use the system. These are available online at
http://highland.cpdservice.net/Authority/Help/guides.aspx

8. PRD and the Professional Update

As outlined in the introduction to this guidance note, from 2014, the GTCS Professional Update will apply to all registered teachers in Scotland. This will be rolled out over a 5 year period, and is a requirement for you to maintain your registration with the GTCS. On a 5 yearly basis, teachers will be asked to confirm that they have engaged in the PRD process, and that they have been involved in professional learning and discussed its impact with their line manager on an on-going basis. Line managers will also be asked to endorse the same statement. Once that is done, the GTCS is automatically notified through the CPD Manager system and that information is saved along with your registration details. You will receive notification from the GTCS that your registration can continue.

9. Supporting Documents and Information

All supporting documents, including the PRD Policy and Guide, along with working documents and links to helpful sites such as the GTCS, are provided on CPD Manager. For help on how to use the system, you should contact
ECSStaffing.PRD@highland.gov.uk

10. Appeals

In the event of a disagreement between a teacher and line manager in connection with the sign-off of a PRD plan or record, or in relation to the PU sign-off process, and where the issue cannot be resolved, an appeal can be made in accordance with Section 7 of Highland Council's Policy on PRD for Teachers.

Appendix 2

The Highland Council
Comhairle na Gàidhealtachd

Preparing for your PRD Meeting

Use this guide to help you to reflect on your professional learning and its impact over the past year and to plan for next year. You should give your reviewer a copy of this at least a week before your PRD meeting so that both of you get the most out of the meeting. After the meeting you can enter what was agreed on the online system Highland CPD calendar.

Name	
Post	
School	
Date	

1. **Update your professional learning record** for the past year and the impact that your professional learning has had on the way you carried out your responsibilities.

2. Think about the past year in general terms
Try to identify particular strengths and achievements and also areas where things have not gone so well

3. In terms of developing within your current post, which of the following professional learning pathways are relevant for you? You can mark, highlight, circle or tick using the list below:

- I'd like to teach a different stage (Nursery/Primary)
- I'd like to teach a different course (secondary)
- I'd like to qualify in another subject (Secondary)
- I'd like to study for a new professional qualification
- I'd like to develop further my skills and knowledge generally
- I have some other professional pathway in mind

4. In terms of thinking about preparing for a possible new post, which of these options are appropriate for you? You can mark, highlight, circle or tick using the list below

- This isn't relevant for me at present
- A PT post
- A DHT post
- A Head Teacher post
- A local authority post i.e. QIO, Development Officer or secondment
- A national post of some kind
- Some other kind of post

5. Consider the areas for development that were in your plan last year
   - **If you were unable to complete some of them, do you need to carry them over into next year's plan?**
   - **If you did complete them, are there any that you would like to develop further?**

6. Reflect on your individual values, knowledge and understanding, and skills and abilities against the appropriate GTCS Professional Standard You may use self-evaluation materials for this, looking across several Standards at the same time to construct a profile, or against a single Standard. See PRD Guide for Teachers and Reviewers for further information.
   - **What areas for development emerge from your self evaluation against GR+TCS Standards?**

7. Think about any relevant improvement plans (stage, department, faculty, school) and the contribution you might make to them
   - **From improvement plans what areas for development might there be for you?**

8. By this stage you may have several areas for development as a result of reflecting on areas from last year, GTCS professional Standards and improvement plans. **For each area for development, consider which types of professional learning may be helpful and which possible learning activities you could pursue**. You may mark, highlight, circle or tick using the lists below.

Areas for Development 1:			
Type of Professional Learning			
1 Further study or research	A Standard for Leadership	B Diploma, certificate	C Professional Learning
	D Research Project	E Online training	F Other study or research
	G master Level of Degree	H Professional Recognition	I Professional Registration
2 Leadership activity related to….	A the Curriculum	B Management	C Pupils
	D Mentoring	E Delivering staff development	F Parents , carers
	G The local Community	H Other types of leadership	
3 Learning from others	A Visit other classrooms	B Visit other schools	C Work shadowing
	D Join group or committee	E Work for professional body	F Placement in business
	G Exchange visit	H Secondment	I other type of learning
4 Professional Learning event	Any courses, workshops, conferences, other training event		

Areas for Development 2:			
Type of Professional Learning			
1 Further study or research	A Standard for Leadership	B Diploma, certificate	C Professional Learning
	D Research Project	E Online training	F Other study or research
	G master Level of Degree	H Professional Recognition	I Professional Registration
2 Leadership activity related to….	A the Curriculum	B Management	C Pupils
	D Mentoring	E Delivering staff development	F Parents , carers
	G The local Community	H Other types of leadership	
3 Learning from others	A Visit other classrooms	B Visit other schools	C Work shadowing
	D Join group or committee	E Work for professional body	F Placement in business
	G Exchange visit	H Secondment	I other type of learning
4 Professional Learning event	Any courses, workshops, conferences, other training event		

Areas for Development 3:			
Type of Professional Learning			
1 Further study or research	A Standard for Leadership	B Diploma, certificate	C Professional Learning
	D Research Project	E Online training	F Other study or research
	G master Level of Degree	H Professional Recognition	I Professional Registration
2 Leadership activity related to….	A the Curriculum	B Management	C Pupils
	D Mentoring	E Delivering staff development	F Parents , carers
	G The local Community	H Other types of leadership	
3 Learning from others	A Visit other classrooms	B Visit other schools	C Work shadowing
	D Join group or committee	E Work for professional body	F Placement in business
	G Exchange visit	H Secondment	I other type of learning
4 Professional Learning event	Any courses, workshops, conferences, other training event		

Areas for Development 4:			
Type of Professional Learning			
1 Further study or research	A Standard for Leadership	B Diploma, certificate	C Professional Learning
	D Research Project	E Online training	F Other study or research
	G master Level of Degree	H Professional Recognition	I Professional Registration
2 Leadership activity related to….	A the Curriculum	B Management	C Pupils
	D Mentoring	E Delivering staff development	F Parents , carers
	G The local Community	H Other types of leadership	
3 Learning from others	A Visit other classrooms	B Visit other schools	C Work shadowing
	D Join group or committee	E Work for professional body	F Placement in business
	G Exchange visit	H Secondment	I other type of learning
4 Professional Learning event	Any courses, workshops, conferences, other training event		

Signed on behalf of the Highland Council   Signed on behalf of the Teachers' Side

--   ---

Name   Bill Alexander   Name   Bob Colman

Designation   Joint Secretary LNCT   Designation   Joint Secretary LNCT

Date   19 June 2015   Date   19 June 2015