

Education, Children and Families

10am, Tuesday, 11 September 2014

Professional Review and Development Policy Statement and Guidance for staff registered with The General Teaching Council for Scotland

Item number	8.1
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The General Teaching Council for Scotland (GTC Scotland) was asked to lead on the development of a scheme of Professional Update for teachers by Scottish Government.

Professional Update is based on effective, consistent Professional Review and Development (PRD) and high-quality professional learning, focused on outcomes for a teacher's own development, as well as aiming to improve outcomes for children and young people.

GTC Scotland was tasked with undertaking a programme of validation with all local authorities to ensure that PRD policies and paperwork are able to support the requirements of Professional Update. The policy and guidance for Professional Review and Development is attached at Appendix 1. It was validated by The General Teaching Council for Scotland in March 2014.

To enable implementation of the national scheme of Professional Update for all staff registered with the General Teaching for Scotland, we undertook this revision of the Professional Review and Development policy and supporting paperwork in consultation with practitioners and the Local Negotiating Committee for Teachers (LNCT).

Links

Coalition pledges	P1, P5
Council outcomes	CO1 – CO6, CO27
Single Outcome Agreement	SO3

Professional Review and Development Policy for staff registered with The General Teaching Council for Scotland

Recommendations

- 1.1 To ask members to note the revised policy statement and guidance in respect of Professional Review and Development. The policy statement and guidance is attached (Appendix 1).

Background

- 2.1 Professional Update is a national scheme for all staff registered with The General Teaching Council for Scotland. The scheme will be implemented in August 2014. To ensure that our policy and practice meet the requirements for Professional Update, a review was undertaken by a group of colleagues from the education sectors.

Main report

- 3.1 The previous PRD policy for teachers was implemented in 2004. Supporting materials were revised in 2007.
- 3.2 The revised policy and guidance aims to support the key elements of the Professional Update process for staff. These are:
- a) An annual update of contact details to GTC Scotland
 - b) Engagement in professional learning
 - c) Self-evaluation against the appropriate GTC Scotland Standard
 - d) Maintenance of a professional learning portfolio of evidence
 - e) Discussion of the impact of professional learning with line manager as part of the annual PRD process
 - f) A 5 year Professional Update sign off process to maintain registration

Measures of success

- 4.1 The policy seeks to ensure that all staff registered with GTC Scotland have an annual PRD meeting with their line manager and are able to complete Professional Update sign off with The General Teaching Council for Scotland every five years to maintain registration.

Financial impact

- 5.1 Any financial implications arising from this report will be required to be met from within existing resources.

Risk, policy, compliance and governance impact

- 6.1 The policy statement and guidance on *Professional Review and Development* meets the Council's requirement for having up to date policies describing agreed courses of action or sets of standards for this service area.

Equalities impact

- 7.1 The assessment has been carried out and it is considered that there are only positive impacts.

Sustainability impact

- 8.1 There is no environmental impact.

Consultation and engagement

- 9.1 The policy statement and guidance was completed by a working group with representatives from across the education sector.
- 9.2 Further consultation and engagement took place with:
- a) Local Negotiating Committee for Teachers (LNCT)
 - b) a group of practitioners from the education sectors
 - c) head teachers and managers.
- 9.3 The LNCT endorsed the new arrangements in April 2014.

Background reading/external references

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Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care P5 – Seek to ensure the smooth introduction of the Curriculum
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Council outcomes	<p>for Excellence and that management structures within our schools support the new curriculum</p> <p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people in need, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p> <p>CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p> <p>CO27 - The Council supports, invests in and develops our people</p>
Single Outcome Agreement Appendices	<p>SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p> <p>The Professional Review and Development Policy Statement and Guidance for Teachers</p>



POLICY STATEMENT AND GUIDANCE

Professional Update

The General Teaching Council for Scotland (GTC Scotland) was asked to lead on the development of a scheme of Professional Update for teachers by Scottish Government.

The Professional Update Working Group, set up by GTC Scotland, identified the key purposes of Professional Update and these are:

- to maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact that they have on pupils' learning
- to support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland

Professional Update is based on effective, consistent Professional Review and Development (PRD) and high-quality professional learning, focused on outcomes for a teacher's own development, as well as aiming to improve outcomes for children and young people.

GTC Scotland was tasked with undertaking a programme of validation with all local authorities to ensure that PRD policies and paperwork are able to support the requirements of Professional Update.

City of Edinburgh PRD policy and paperwork have been revised in consultation with practitioners and the LNCT.

Introduction to Professional Review and Development

Participation in individual review is an entitlement and the responsibility of all teachers. The process of Professional Review and Development (PRD) provides an opportunity for rigorous self-evaluation against the appropriate Standard and reflective dialogue with a line manager about professional learning and practice and mutual identification of next steps.

Teachers will have the opportunity to consider individual, school and national priorities and the potential outcomes for learners when identifying next steps in professional learning.

Professional Review and Development should:

- value and appreciate the achievements and successes of teachers
- provide an opportunity for supportive and challenging dialogue using a coaching approach
- identify and provide for the professional learning requirements of teachers in relation to individual, school and national priorities
- provide an opportunity for teachers to consider the impact of their professional learning on their practice and the improved outcomes for learners
- integrate with the school's quality assurance and improvement planning calendar

Teacher PRD should be seen as an on-going, year round process. Some of the activity will take place at set times in the year and should fit appropriately into the school's improvement cycle. Other elements of the cycle will be happening continually throughout the year, whenever the teacher takes part in a professional learning activity. Spreading PRD activity across the whole year and integrating it into normal everyday practice should help to reduce the amount of time required for a teacher to prepare for their annual PRD review meeting.

Professional Review and Development

Key Elements

The key elements of the Professional Update process are:

- Annual update of contact details to GTC Scotland
- Engagement in professional learning
- Self-evaluation against the appropriate GTC Scotland Standard
- Maintenance of a professional learning portfolio of evidence
- Discussion of impact of professional learning with line manager as part of the annual PRD process
- 5 year Professional Update sign off process

These will be referred to throughout the document

The documents to support you to engage in the process are:

- PRD Policy
- Self-evaluation Toolkits against the appropriate revised GTC Scotland standards
- The Professional Learning Profile
- GTC Scotland online Professional Learning Portfolio

Although we aspire to support the use of electronic formats, please note that paper copies of the Toolkits and Professional Learning Profile may be accessed from the Orb or by request to your line manager/head teacher.

Before the PRD meeting

Prior to the annual PRD meeting staff will:

- Carry out a self-evaluation using the appropriate Professional Standard(s). The self evaluation toolkits will help you to do this.
- Reflect on the impact of last year's professional learning activities and complete the Evidence and Next Steps columns in the Professional Learning Profile.
- Present Professional Learning Profile to their line manager.
- Share the GTCS online Professional Learning Portfolio with their line manager.

At the review meeting

- Using a coaching dialogue, the reviewee and reviewer will reflect on the updated profile, highlighting achievements and successes.
- Identify development priorities and next steps in professional learning activities and the intended impact these will have on individual learning, practice, learners and school improvement.
- Both the reviewee and the reviewer sign the completed Professional Learning Profile from the current year.
- The relevant sections of the new Professional Learning Profile are then completed.

After the meeting

- The reviewee will add agreed learning priorities/activities to the Professional Learning Record in the online Professional Learning Portfolio.

Throughout the year

- Continue to reflect and self-evaluate on the impact of professional learning on outcomes for self, learners and school improvement.
- Keep an ongoing record of impact, updating the Professional Learning Profile and online Professional Learning Portfolio
- Record unplanned professional learning and impact.
- Discuss any emerging priorities with the reviewer.

Professional Review and Development

Professional Learning

Career-long professional learning is an on-going process from the early phase of teacher education through to the end of a teacher's career. Career-long professional learning is based on the concept of teachers as enquiring professionals who critically examine attitudes and beliefs, explore and challenge assumptions and engage with new and emerging ideas about learning and teaching. Developing this enquiring disposition underpins professional learning and self-evaluation that is part of the PRD process.

In Scotland, every teacher is expected to have a career-long commitment to professional learning which brings maximum benefit to, themselves as practitioners; to children and young people as learners, as well as to their colleagues; the impact on their individual school and across the wider learning community. In addition, high quality professional learning enables teachers, head teachers and system leaders to see how together they can effect positive change across an education system that improves outcomes for children and young people.

Further information is available for download at:

<http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/clpl/index.asp>

Responsibilities for Professional Update

As part of Professional Update, teachers are required to sign on to MyGTCS with the General Teaching Council Scotland. This is a personalised and secure web portal that is only available to provisionally and fully registered teachers <https://www.gtcs.org.uk/GTCS-login.aspx>

Teachers will annually review and update personal details and information on MyGTCS.

MyGTCS will also give access to the online Professional Learning Portfolio which is maintained throughout the year.

Teachers will demonstrate a career-long commitment to professional learning, including continued engagement in PRD and a five yearly Professional Update. This will be confirmed through an online sign off process by the teacher and their line manager in year 5 of the Professional Update cycle and this will be submitted to GTC Scotland.

Professional Review and Development

The Professional Review and Development Flow Chart

Reviewer arranges PRD meeting with the reviewee



**Reviewee can use the toolkit(s) against the appropriate Professional Standard(s) as a support to inform the Professional Learning Profile.
The reviewee presents the completed Professional Learning Profile to reviewer prior to meeting.
At this time, the online Professional Learning Portfolio may be shared with reviewer**



At PRD meeting the reviewee and reviewer discuss progress of last year's professional learning priorities and sign the Professional Learning Profile



New learning priorities are agreed for the coming year and the relevant sections of the new Professional Learning Profile completed



New learning priorities are added to the online Professional Learning Portfolio by the reviewee in years 1 - 5



In year 5, Professional Update is confirmed by line manager on Professional Learning Portfolio

Professional Review and Development

Reflective Questions

The following reflective questions are designed to support you as you consider your professional learning and development practices related to the Professional Standards.

These form part of the self-evaluation process and enable you to reflect in a meaningful way.

Theme	Reflective Question
Self-Evaluation	How broad a range of strategies/resources do I currently use to support my self-evaluation activities, for example, do I use feedback from children, young people, their families and colleagues?
	How well do I use self-evaluation to help plan my professional learning?
Professional Learning	How well do I plan my professional learning around what the expected impact and outcomes will be, particularly for children and young people?
	How well do I use approaches such as reflection, enquiry and collegiality/collaboration to enhance professional learning?
	How well do I use existing research and my own professional reading to inform my planning?
	How well do I achieve a blend and balance of my professional learning activities?
	How successfully do I engage in collegiate or collaborative processes with other staff?
Evaluation and Evidence of Impact	In planning the evaluation of impact of my professional learning, how well do I ensure that I focus on the short, medium and longer term benefits for myself, my colleagues, my school and the children and young people?

The full List of Reflective Questions is available for download at:

<http://www.gtcs.org.uk/standards/reflective-questions.aspx>

Frequently Asked Questions

What are the (revised) Professional Standards?

The suite of Professional Standards provides a framework for teachers to examine, inform, and continually develop their thinking and practice. The suite includes:

- The Standards for Registration (incorporating Provisional and Full Registration)
- The Standard for Career-Long Professional Learning
- The Standards for Leadership and Management (incorporating Middle Leadership and Headship)

Within this suite of Professional Standards there are a number of key themes:

- Professional Values and Personal Commitment
- Learning for Sustainability
- Leadership

It is possible to look at further themes across the Standards and the GTCS have helpfully provided guidance on this process of self-evaluation.

This guidance is available for download at:

<http://www.gtcs.org.uk/standards/explore-the-standards.aspx>

Which Professional Standard should I use for self-evaluation?

The standards have been designed to support self-evaluation and professional learning. Therefore they will provide you with a resource to help you evaluate your learning and your practice and plan your professional learning as part of the ongoing process of Professional Review and Development.

It is not possible to fully address all aspects of one standard in any given year therefore it is important to select key elements of that standard which are appropriate to your professional learning and development.

The Standards for Registration provide a gate-keeping function for entry into teaching in Scotland and it should be noted that Full Registration continues to be the baseline professional standard for competence. However, the other Standards go beyond the traditional view of a Standard as a benchmark of teacher competence, a concept which only applies to the Standards for Registration.

For teachers who have achieved the Standard for Full Registration, the **Standard for Career-Long Professional Learning and the Standards for Leadership and Management** have been developed to further support teacher self-evaluation and professional learning.

Where am I on the Professional Update cycle?

Everyone will enter the Professional Update cycle in August 2014.

Your start date is determined by the **second digit** of your GTC Scotland registration number (*the first two digits relate to the year in which you were first registered with the GTC Scotland*).

Example: Registration number 76/2224 means registered in 1976 / 2nd digit = 6 therefore enter in year 3
Registration number 04/0556 means registered in 2004 / 2nd digit = 4 therefore enter in year 5

The table below outlines in which year of the cycle you will enter the process.

Registration year ending in	Professional Update 2014/15	Professional Update 2015/16	Professional Update 2016/17	Professional Update 2017/18	Professional Update 2018/19
9 or 4	Year 5	Year 1	Year 2	Year 3	Year 4
0 or 5	Year 4	Year 5	Year 1	Year 2	Year 3
1 or 6	Year 3	Year 4	Year 5	Year 1	Year 2
2 or 7	Year 2	Year 3	Year 4	Year 5	Year 1
3 or 8	Year 1	Year 2	Year 3	Year 4	Year 5

Professional Review and Development

In Year 5 what happens with Professional Update?

In year 5 your line manager will confirm through the on line Professional Learning Portfolio that you have continued to engage in professional review and development.

Add link to Professional Update System guidance for Line Managers and Teachers (once finalised by GTCS)

The GTCS will inform you that your registration has been confirmed for another five years.

How is Professional Update different from competence procedures?

Professional Update is separate from competence procedures. It focuses on continuous improvement rather than determining whether or not a teacher is, or has remained, competent.

Any potential issues with the Professional Update process will be discussed with teachers early in the cycle. This might include discussion around changes to the agreed professional learning opportunities.

What quality assurance processes are in place to monitor the engagement of teachers in the PRD?

The biennial employment survey provides information about the level of engagement in the PRD process. Data generated from this and other engagement processes is used to inform the development of the annual People Plan.

Who carries out my Professional Review and Development (PRD)?

The PRD meeting will normally be carried out by your line manager however if appropriate, another manager may carry out the review.

What will the format of the PRD meeting be?

The meeting will normally last for one hour and using a coaching approach, the reviewee will be given the opportunity to reflect on successes and the progress of professional learning objectives set last year.

For example –

- Tell me about an area of work you are developing at the moment.
- What has happened so far?
- What is going well? How do you know?
(This would give an opportunity to talk about evidence / impact)
- What has been most challenging?
- What would you like to do next?
- What would help to make your next steps happen?

Looking ahead, discussion will support the identification of new learning and development objectives for the coming year.

New learning and development priorities will then be agreed and recorded.

What happens if I move to work in another local authority?

If you move to take up a post in another local authority you will take your record of professional development with you.

You will then join the PRD system which is in operation within your new local authority.

You will remain at the same place in the Professional Update five year cycle.

What arrangements are there for Professional Review and Development for head teachers?

Special Schools:

The Service Manager Special Schools will carry out annual PRD and complete the Professional Update process for head teachers in special schools.

Professional Review and Development

Nursery Schools:

The Early Years Managers will carry out annual PRD and complete the Professional Update process for head teachers in nursery schools.

Primary and Secondary Schools:

Head teachers in primary and secondary schools will have an annual PRD, alternating between a line manager and a peer head teacher reviewer. The line manager will carry out the annual PRD in the Professional Update year.

What arrangements are there for visiting specialists?

Visiting specialists will engage in annual PRD and completion of the Professional Update process with a senior manager in their base school.

What arrangements are there for temporary and supply teachers?

Normal arrangements for PRD will apply for teachers on long term temporary contracts.

Local arrangements to support supply teachers with engagement in PRD and Professional Update will be the focus of a central working group.

What arrangements are in place for registered teachers working in central service roles, who undertake the corporate Performance Review and Development?

Registered teachers who currently work within other roles within the Children and Families service are required to complete Professional Update if they wish to remain registered. Staff must set up a MyGTCS login.

They will continue to have an annual PRD and using the Council's Performance Review and Development system they will link their professional learning priorities to aspects of the appropriate Professional Standard(s) i.e. Standards for Full Registration, the Standard for Career-Long Professional Learning and the Standards for Leadership and Management.

Line managers will confirm Professional Update using the online GTC Scotland system.

What happens if the Professional Update process cannot be completed in year 5?

There will be a number of circumstances which may make completion of Professional Update process within the designated timescale difficult, including career breaks, extended illness, maternity/paternity/adoption leave, and occasional supply work, for which extensions to the five year sign-off period may be required. If a teacher meets the specific criteria but is unable to complete the process in the designated year, then there will be an opportunity to make a deferral request. Deferrals will normally be granted for a period of one year.

Line managers will complete the request for deferral and submit to the GTC Scotland.

How would I appeal the outcome of my PRD and Professional Update recommendation?

Where there is any dispute or disagreement concerning any aspect of the teacher PRD scheme which cannot be resolved between the teacher and their reviewer, then the matter could be referred to the reviewer's line manager. If the problem cannot be resolved at this level then the Council's normal procedures should be followed.

Please note that further information will be added to this document as additional questions are put forward. The General Teaching Council for Scotland (GTCS) also has a list of Frequently Asked Questions which is available for download at:

<http://www.gtcs.org.uk/professional-update/professional-update-faq.aspx>

Professional Review and Development

PROFESSIONAL LEARNING PROFILE

*Please note the online version of this form is available for download at:
(Add link once finalised)*

Reviewee		Reviewer	
Post		School	
Academic Year		Date of PRD	
Year in Professional Update		Please circle 1 2 3 4 5	

PLANNING					EVALUATION	
Please complete at the beginning of the PRD year					Please complete by the end of the PRD year	
Agreed learning priorities	Link To Standard	Agreed professional learning activities	Timescale	Intended Outcome	Evidence of Progress and Impact	Next Steps
Signed: Reviewee					Signed: Reviewee	
Signed: Reviewer					Signed: Reviewer	

This form will enable you to meet your requirements to maintain a Professional Learning Profile which is supported by evidence of progress and impact.

The online Professional Learning Portfolio will further support the requirements of Professional Update.