

# Education, Children and Families Committee

10am, Tuesday, 6 October 2015

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

|                   |      |
|-------------------|------|
| Item number       | 7.15 |
| Report number     |      |
| Executive/routine |      |
| Wards             |      |

### Executive summary

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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. Validation of our policy by the General Teaching Council for Scotland took place in March 2014.

Following this first year of national roll out of the Professional Update scheme, we have revised some aspects of the 2014 policy. This will further support key processes and local implementation.

### Links

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|                          |                                 |
|--------------------------|---------------------------------|
| Coalition pledges        | <a href="#">P1, P5</a>          |
| Council outcomes         | <a href="#">CO1 – CO6, CO27</a> |
| Single Outcome Agreement | <a href="#">SO3</a>             |

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

### Recommendations

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- 1.1 To note the report.
- 1.2 To approve the new policy.

### Background

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- 2.1 Professional Update is a national scheme for all staff registered with The General Teaching Council for Scotland. The scheme was introduced in August 2014.
- 2.2 To ensure that our policy and practice met the requirements for Professional Update, a review was undertaken by a group of colleagues from the education sectors prior to publication in 2014.
- 2.3 Throughout this first year of implementation we have worked with a professional adviser from GTC Scotland who has provided us with information and guidance. This has informed some of the changes we have made to the *Professional Review and Development* policy, September 2015 (see appendix 1).

### Main report

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- 3.1 The *Professional Review and Development* policy for teachers was introduced in 2014.
- 3.2 The *Professional Review and Development* policy and guidance aims to support the key elements of the Professional Update process for staff. These are:
  - 3.2.1 An annual update of contact details to GTC Scotland;
  - 3.2.2 Engagement in professional learning;
  - 3.2.3 Self-evaluation against the appropriate GTC Scotland Standard;
  - 3.2.4 Maintenance of a professional learning portfolio of evidence;

- 3.2.5 Discussion of the impact of professional learning with line manager as part of the annual PRD process;
- 3.2.6 A 5 year Professional Update sign off process to maintain registration.
- 3.3 The updated *Professional Review and Development* policy and guidance (September 2015) includes:
  - 3.3.1 Change to terminology and language as advised by GTC Scotland to provide clarity in relation to key processes;
  - 3.3.2 Removal of step 5 in the flow chart on page 4;
  - 3.3.3 Updated arrangements for head teacher PRD;
  - 3.3.4 Updated arrangements for supply teacher PRD.

## Measures of success

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- 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

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- 5.1 There is a financial impact in relation to the provision of professional learning and development opportunities which support teachers to fulfil their requirements for Professional Review and Development and Professional Update. The recommendation that teachers have opportunities to engage in Masters level learning will impact on provision and costs associated with this and this is difficult to estimate.

## Risk, policy, compliance and governance impact

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- 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

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- 7.1 The assessment was carried out prior to publication of the policy in September 2014 and it was considered that there are only positive impacts.

## Sustainability impact

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### Consultation and engagement

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- 9.1 The original 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:
  - Local Negotiating Committee for Teachers (LNCT);
  - A group of practitioners from the education sectors;
  - Head teachers and managers.
- 9.3 The LNCT endorsed the new arrangements in April 2014.
- 9.4 Consultation regarding the updated policy (September 2015) has taken place with LNCT Joint Secretary.
- 9.5 The LNCT Joint Secretary will share the updated policy with the Teachers Panel on 16 September 2015.
- 9.6 The updated policy (September 2015) will be discussed at the full LNCT meeting in November 2015.

### Background reading/external references

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## Links

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|                                 |   |
|---------------------------------|---|
| <b>Coalition pledges</b>        | <p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p>   |
| <b>Council outcomes</b>         | <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> |
| <b>Single Outcome Agreement</b> | <p>SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p>   |
| <b>Appendices</b>               | <p>1 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

## Professional Review and Development

- 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.

### 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 [system, MYGTCS](#)

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 [MYGTCS](#) with their line manager.

## Professional Review and Development

**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 [CEC Professional Learning Profile, signed by reviewee and reviewer](#)

**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 [MYGTCS system](#).
- Record unplanned professional learning and impact.
- Discuss any emerging priorities with the reviewer.

**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>



## Professional Review and Development

**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 [reflective record](#) 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 **Record** 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**



**In year 5, Professional Update is confirmed by line manager on the **MYGTCS system****

## 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.

| <b>Theme</b>                             | <b>Reflective Question</b>  |
|--|---|
| <b>Self-Evaluation</b>                   | 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?  |
|  |   |
| <b>Professional Learning</b>             | 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?   |
|  |   |
| <b>Evaluation and Evidence of Impact</b> | 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.qtcs.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 / 2<sup>nd</sup> digit = 6 therefore enter in year 3

## Professional Review and Development

Registration number 04/0556 means registered in 2004 / 2<sup>nd</sup> 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                      |

### In Year 5 what happens with Professional Update?

In year 5 your line manager will confirm through the on line [MYGTCS system](#) that you have continued to engage in professional review and development. [GTC Scotland provide guidance for teachers and reviewers on the submission process.](#)

<http://www.gtcs.org.uk/web/FILES/professional-development/professional-update-submission-process-guidance-teachers.pdf>

<http://www.gtcs.org.uk/web/FILES/professional-development/professional-update-submission-process-guidance-reviewers.pdf>

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?

## Professional Review and Development

*(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.

#### **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 [with a central services officer from Schools and Community Services](#).

### **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 [fixed term](#) contracts.

[Supply teachers will arrange a PRD with a member of the leadership team in the school in which they most often work. If it is not possible to arrange a PRD in this way, supply teachers may contact \[cf.schoolstaffing@edinburgh.gov.uk\]\(mailto:cf.schoolstaffing@edinburgh.gov.uk\) and a review will be organised.](#)

[Supply teachers who undertake very occasional supply work e.g. 1 or 2 days per year can undertake direct submission to GTC Scotland.](#)

[Supply teachers working in more than one local authority must nominate one local authority as employer to undertake the Professional Update process.](#)

### **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.

## Professional Review and Development

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.

Guidance on the deferral process can be found on the GTC Scotland website at <http://www.gtcs.org.uk/web/FILES/professional-development/professional-update-guidance-notes.pdf>

**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:**

[https://orb.edinburgh.gov.uk/downloads/file/16488/professional\\_learning\\_profile](https://orb.edinburgh.gov.uk/downloads/file/16488/professional_learning_profile)

|                                    |   |                    |  |
|------------------------------------|---|--------------------|--|
| <b>Reviewee</b>                    |   | <b>Reviewer</b>    |  |
| <b>Post</b>                        |   | <b>School</b>      |  |
| <b>Academic Year</b>               |   | <b>Date of PRD</b> |  |
| <b>Year in Professional Update</b> | <b>Please circle</b><br>1    2    3    4    5 |                    |  |

| <b>PLANNING</b>   |                         |  |                  |                         | <b>EVALUATION</b>                                 |                   |
|---|-------------------------|--|------------------|-------------------------|---|-------------------|
| <b>Please complete at the beginning of the PRD year</b> |                         |  |                  |                         | <b>Please complete by the end of the PRD year</b> |                   |
| <b>Agreed learning priorities</b>                       | <b>Link To Standard</b> | <b>Agreed professional learning activities</b> | <b>Timescale</b> | <b>Intended Outcome</b> | <b>Evidence of Progress and Impact</b>            | <b>Next Steps</b> |
|   |                         |  |                  |                         |   |                   |
|   |                         |  |                  |                         |   |                   |
|   |                         |  |                  |                         |   |                   |
| 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 [MYGTCS system](#) will further support the requirements of Professional Update.