

Education, Children and Families Committee

10am, Tuesday, 7 December 2021

Professional Review and Development Policy

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the contents of the report.
 - 1.1.2 Approve the new policy.

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Professional Review and Development Policy Update

2. Executive Summary

- 2.1 The General Teaching Council for Scotland (GTCS) launched the revised PRD guidelines on 21 October 2019. GTCS undertook a programme of revalidation in 2019-20, with City of Edinburgh Council being validated in March 2019. The City of Edinburgh PRD policy and paperwork has been updated to reflect the revised guidelines and recommendations following re-validation.

3. Background

- 3.1 GTC Scotland has national responsibility for the review of Professional Review and Development (PRD) for teachers and headteachers, assigned by the Scottish Government
- 3.2 The City of Edinburgh Council Professional Review and Development policy for teachers was introduced in 2014.
- 3.3 To ensure that our policy and practice meet the requirements of the revised PRD guidance, the City of Edinburgh PRD policy and paperwork has been updated following a period of consultation.

4. Main report

- 4.1 The City of Edinburgh Council is committed to the development of teacher professionalism through high quality professional learning experiences supported by the processes of Professional Update and Professional Review and Development (PRD). Positive engagement with these processes, and the use of the Professional Standards to scaffold and support learning, empowers teachers to be critical of their thinking and practice, and enhances teachers to best serve our children and young people.
- 4.2 Professional Review and Development provides teachers, throughout the year, with ongoing opportunities to reflect on their practice and personal learning, punctuated with a variety of professional learning conversations, supported by an annual review meeting between reviewee and reviewer. When set within a culture of professional trust and positive relationships, where everyone has a shared understanding of its

purpose, high-quality PRD empowers teachers, whether they are reviewers or reviewees, to be leaders 'of and for' learning. This engagement helps teachers to plan for improvement and become even better. It also promotes inclusion and enables us to best meet the increasingly diverse needs of all learners.

4.3 The Policy has been updated to reflect key changes to the Professional Review & Development guidance, including:

4.3.1 Key features that should ensure that the PRD process is a high quality and meaningful experience that empowers staff to be leaders of and for learning and leads to measurable impact on student outcomes:

4.3.1.1 Culture of Trust & Readiness for PRD: High-quality PRD takes place in schools which have a strong culture and climate of trust, where teachers feel nurtured, valued and empowered, and where this is 'a way of being'.

4.3.1.2 Entitlement for all: Participation in individual review is a requirement; the profession has a duty to ensure that every teacher has access to high-quality professional learning conversations, as part of PRD.

4.3.1.3 PRD as an ongoing process: PRD is not a one-off event, it is a continues process across the year, and is based in a culture of trust.

4.3.1.4 Coaching dialogue: all staff should be coached and/or mentored to improve

4.3.1.5 Professional Learning: the PRD process should be clearly linked to high quality professional learning that has an impact on the teacher as a learner and the young people they support

4.4 Roles and Responsibilities for all [Appendix 1 of the Policy]

4.5 Quality Assurance process: registered teachers will be encouraged to participate in an annual Local Authority confidential online survey which will review the PRD process and monitor the engagement of teachers in the PRD process, their perception of the quality of the process and the impact of the process. Data generated from this will inform our work

4.6 Local Authority Context: achieving consistently high-quality learning and teaching across all sectors is a national and local priority. In Edinburgh, all staff should have the opportunity to improve their skills through access to high-quality professional learning, supported by the professional development and review process. To support this, one PRD target should focus on developing staff capacity, confidence and capability to support a culture of learning at the appropriate level. All targets should be identified through a robust self-evaluation process, using reflective questions where appropriate.

4.7 Professional Review and Development cycle: to ensure PRD is an ongoing process schools should consider how they embed structured opportunities for on-going professional dialogue throughout the year to reflect on the engagement and impact

of professional learning planned during the formal PRD meeting. The first meeting (PRD 1) should support the reviewer to engage in self-evaluation and plan for Professional Learning. There should be a structured follow-up opportunity, individually or collaboratively, to evaluate the impact of Professional Learning that the reviewee has engaged in throughout the year. A coaching approach should be taken for all PRD conversations.

- 4.8 Guidance on GTCS paperwork requirements, and the GTCS updated MyPL system.

5. Next Steps

- 5.1 In consultation with stakeholders, continue to develop the City of Edinburgh Council Teacher Professionalism and Empowerment Strategy, including supplementary guidance and professional learning opportunities for school staff on developing high quality professional learning leadership, processes and environments.
- 5.2 Launch in-line with 2022-2023 school improvement planning guidance.

6. Financial impact

- 6.1 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, as outlined in the Roles & Responsibilities. This will include access to coaching training for staff with line-management responsibility. This may be delivered by the school, the City of Edinburgh Council, or national providers. In a large secondary school, this would be approximately 15 staff members. In a Primary School, this would be approximately 2-3 staff members. The required training would not exceed 0.11 (Half Day) and this will be covered through existing school resource to support Professional Development.

7. Stakeholder/Community Impact

- 7.1 The policy was completed by a working group of representatives from across the education sector including Head Teachers, Depute Head Teachers, Representatives from professional associations, representatives from the GTCS and Quality Improvement Education Officers.
- 7.2 Further consultation and engagement took place through a survey issued to all City of Edinburgh Council teachers.
- 7.3 The LNCT endorsed the new arrangements on 24th November 2021

7. Background reading/external references

- 8.1 GTCS Updated Guidance 2019

8. Appendices

- 9.1 Appendix 1 Professional Review and Development Policy
- 9.2 Appendix 2 Policy statement and guidance
- 9.3 Appendix 3 GTCS recommendations for CEC following re-validation
- 9.4 Appendix 4 CEC Professional Review & Development Survey results summary



Professional Review and Development (PRD) POLICY STATEMENT AND GUIDANCE

Empowering our teachers through Professional Review and Development

PRD and professional learning are central to the principles of the teaching profession. If we are to maximise professional learning opportunities to support strategic development in schools, we must give greater importance to our PRD processes. We must value and reflect upon the excellent work undertaken by teachers, capitalising on the momentum of high-quality ongoing professional dialogue to ensure future engagement in meaningful professional learning.

'PRD must be seen to be a relevant, engaging and meaningful process set within a professional culture which is fit for purpose, resulting in a positive impact for the profession and the young people within our schools'¹

Professional Review and Development provides teachers, throughout the year, with ongoing opportunities to reflect on their practice and personal learning, punctuated with a variety of professional learning conversations, supported by an annual review meeting between reviewee and reviewer. When set within a culture of professional trust and positive relationships, where everyone has a shared understanding of its purpose, high-quality PRD empowers teachers, whether they are reviewers or reviewees, to be leaders 'of and for' learning. This engagement helps teachers to plan for improvement and become even better. It also promotes inclusion and enables us to best meet the increasingly diverse needs of all learners. Through actively engaging in self-evaluation across the standards and ongoing dialogue, teachers can become agents of change, develop an enquiring mindset and take ownership of their learning journey. Professional capital, which includes human, social and decisional capital, will therefore grow across learning communities with teachers being recognised and valued by the profession as proactive role models of learning.

The General Teaching Council for Scotland (GTCS) launched the revised PRD guidelines on 21 October 2019.

City of Edinburgh PRD policy and paperwork has been updated to reflect the revised guidelines.

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. GTCs undertook a programme of revalidation in 2019-20, with City of Edinburgh Council being validated in March 2019.

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

Application of the following key features should ensure that the PRD process is a high quality and meaningful experience that empowers staff to be leaders of and for learning and leads to measurable impact on student outcomes:

- **Culture of Trust & Readiness for PRD:** High-quality PRD takes place in schools which have a strong culture and climate of trust, where teachers feel nurtured, valued and empowered, and where this is 'a way of being'.

¹ GTCS Scotland (2019)

Appendix 1 Professional Review and Development

- **Entitlement for all:** Participation in individual review is a requirement; the profession has a duty to ensure that every teacher has access to high-quality professional learning conversations, as part of PRD.
- **PRD as an ongoing process:** PRD is not a one-off event, it is a continuous process across the year, and is based on a culture of trust.
- **Coaching dialogue:** all staff should be coached and/or mentored to improve
- **Professional Learning:** the PRD process should be clearly linked to high quality professional learning that has an impact on the teacher as a learner and the young people they support

Culture of Trust & Readiness for PRD

'Trust is the connective tissue that holds improving schools together.'²

'Fostering a culture of trust within schools, and ensuring all schools are ready to undertake Professional Review and Development (PRD) is key to teachers being able to develop their professional learning.'³

High-quality PRD takes place in schools which have a strong culture and climate of trust, where teachers feel nurtured, valued and empowered, and where this is 'a way of being'. Trust and respect are the foundations of PRD. Rather than assume that trust exists, improving schools regularly self-evaluate to understand the quality of their relationships which are fundamental to a positive learning culture and school ethos.

- All schools should undertake their checks every year by firstly carrying out annual 'health-checks'.
- Working time agreements should be finalised, including time set aside and prioritised for formal PRD conversations.
- All teachers should be familiar with their roles and responsibilities in their PRD process, with reviewee and reviewer pairings preferably agreed at an early point in the year.
- Supplementary Guidance Resources can be used with school departments or across the whole school to develop a culture & climate of trust.
- To support this, City of Edinburgh Council will offer annual Professional Learning to Middle & Senior Leaders on Leadership of Teacher Development.

Appendix 1: Roles & Responsibilities

Entitlement for all

"The profession has a duty to ensure that every teacher has access to high-quality professional learning conversations, as part of PRD. These conversations should be a positive experience for all, motivating and encouraging teachers to be forward thinking and inspirational."⁴

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. Participation in individual review is a requirement and the responsibility of all teachers to ensure high quality teaching and learning. School have a duty to ensure that every teacher has access to high-quality professional learning conversations, as part of the PRD cycle.

Appendix 2: PRD arrangements for different groups.

PRD as an ongoing process

² GTCS Unlocking the Potential of PRD, GTCS 2019

³ [GTCS Scotland \(2019\)](#)

⁴ GTCS Unlocking the Potential of PRD, GTCS 2019

Appendix 1 Professional Review and Development

PRD is not a one-off event, it is a continuous process across the year, and is based on a culture of trust. There are no set guidelines on the time of year for formal PRD meetings. The calendaring of PRDs should allow for the outcomes from PRD meetings to best influence & impact on school improvement planning. School leaders should ensure:

- the arrangements are simple, effective, understood by all parties and not constrained by bureaucracy,
- the PRD meetings do not stand alone. They are part of an on-going professional learning cycle
- teachers engage in ongoing professional dialogue throughout the year which includes the opportunity to discuss professional learning opportunities or needs.

There should be one formal PRD meeting scheduled in the WTA. To ensure the PRD process is impactful, and the initial meeting activates an on-going professional learning cycle, schools should consider how they embed structured opportunities for on-going professional dialogue throughout the year to reflect on the engagement and impact of professional learning planned during the formal PRD meeting. Schools may schedule in a second PRD meeting that provides opportunity for dialogue between the reviewer and reviewee or provide structured opportunities for this to take place collaboratively. Reviewers should ensure that during the formal PRD meeting, reviewees are made aware of when this will take place and where they can access on-going support. A coaching approach should be taken for all PRD conversations.

The Professional Review & Development Impact cycle (Appendix 3) and the Roles and Responsibilities (Appendix 1) can be used to support the planning, engagement and evaluation of Professional Review & Development.

Appendix 3 Professional Review & Development Impact Cycle

Paperwork

The PRD meetings should be formally recorded. This record highlights the identified areas of development, the impact of Professional Learning & how these relate to the Professional Standards. This record can be directly entered into MyGTCS under the MyPL section, or uploaded, where these records can be stored, referenced, added to and reviewed.

The Professional Learning Profile (Appendix 5) can be used to capture reflective comments and appropriate evidence of significant impact on learning and teaching or leadership. No more than this is required for the purposes of a coaching conversation in the PRD discussions, nor for the purposes of Professional Update. It should be an aide memoire to stimulate conversations during the formal meetings and should not be bureaucratic or over-burden the reviewer or reviewee.⁵

As a school/setting, you may wish to collate CLPL activities or the focus of teachers Professional Learning so that these can be shared with your staff development co-ordinator and used to develop peer support networks, collegiate activities etc.

- Your Professional Learning Profile, or an equivalent format of your choice that stimulates conversation around the professional learning cycle that you are planning to, or have, engaged in should be shared with your line manager.
- As part of the Professional Update Process, you and your line manager will need to confirm that you have maintained a reflective record of professional learning and evidence of its impact on your professional actions, and that this has been discussed yearly as part of the Professional Review and Development Process. It is therefore required that teachers maintain an individual, ongoing record of impact, updating and uploading the Professional Learning Profile or completing this on the online MYPL system.
- Both you and your reviewer should record that the PRD requirements have been met, based on the contents of this policy, and the Roles & Responsibilities outlined in Appendix 1. You may upload your Professional Learning Profile (Appendix 5) that has been signed by you and your reviewer, or, if you

⁵ GTCS Unlocking the Potential of PRD, GTCS 2019

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use GTCS MyPL for recording professional learning you can select the records you wish to share for discussion with your reviewer.⁶

In addition to participating in professional learning activities during the 35 hour working week, all staff have a contractual responsibility to undertake a maximum of 35 hours of Career Long Professional Learning per annum (pro-rate for part-time staff) and that the focus is agreed with their reviewer as part of the PRD process.⁷

Appendix 5: Professional Learning Profile

Coaching dialogue

There is strong evidence that teacher coaching is an essential component of effective continuous professional development. Coaching promotes learning and builds capacity for change, both in individuals and in schools. Effective coaching approaches ensure the reviewee is appropriately supported and challenged in their professional learning conversations. The link between teachers' learning and students' learning acts as the main lever for the development of a coaching culture in schools.⁸

'...how educators make meaning together and jointly come up with new insights and knowledge. These conversations lead to intentional change to enhance practice and pupil learning'⁹

'...includes more than conversations with some attention to evidence. Instead, it is an iterative process of asking questions, examining evidence and thinking about what the evidence means in the particular context'.¹⁰

The reviewer should take a coaching approach using a variety of tools, including the GTCS Coaching Wheels, and suggested questions. Schools should aim to embed a coaching culture

Supplementary Guidance Resource 2: Coaching resources, goal setting resources

Coaching Dialogue CLPL

In order to ensure reviewers are aware of the principles, tools and practice of coaching the City of Edinburgh council will offer regular and robust training for all reviewers on developing traditional and pedagogical coaching approaches. This will equip reviewers with coaching skills, tools and resources to support colleagues in setting goals to improve pupil outcomes.

- All reviewers are expected to be trained in coaching and/or have significant experience in coaching.
- All schools should ensure all reviewers access coaching skills development opportunities prior to taking on the role
- Details of the CEC coaching professional learning from 2022-2023 will be shared annually in April and throughout the year.

Professional Learning

⁶ [SNCT Handbook](https://www.gtcs.org.uk/professional-update/professional-learning/MyPL.aspx); <https://www.gtcs.org.uk/professional-update/professional-learning/MyPL.aspx>

⁷ [SNCT Handbook](#)

⁸ Joyce, B. R., & Showers, B. Student achievement through staff development. (2002)

⁹ Stoll, L. (2014). *Stimulating professional learning and learning conversations*. Paper for International Association for Scholastic Excellence Educational Leadership Summit, Singapore (2013)

¹⁰ LEarl, L.M. & Timperley, H. (Eds.) *Professional learning conversations: Challenges in using evidence for improvement*. Netherlands: Springer (2008)

Appendix 1 Professional Review and Development

'It is essential that the PRD process is... clearly linked to high quality professional learning that has an impact on the teacher as a learner and the young people they support'¹¹

Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. The quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.¹² High-quality professional learning not only improves teacher's effectiveness, and leads to improved student outcomes, it could increase teachers' confidence, self-efficacy, job satisfaction, and intention to stay in teaching.¹³

When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. High quality professional learning helps teachers to "develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice".¹⁴ Professional learning should provide rich opportunities for teachers to develop and enhance their professional knowledge and practice, in order to improve the quality of learners' experiences, raise attainment and close the school's attainment gap.

Research demonstrates that there are particular professional development approaches that are more likely to result in changes to practice and positively impact student outcomes. At the core of this, is clarity around what learner progression, starting points and next steps would look like if what teachers were learning was successful - the 'feedback loop' between teacher learning and the learners. Professional Learning should aim to build knowledge, motivate teachers, develop teaching techniques and embed practice.

Characteristics of effective professional development:

- developed & evaluated in relation to the impact on student outcomes
- teachers see the relevance of their CLPL to their own goals, the goals they have for their pupils and the curriculum they teach
- include on-going coaching, mentoring & dialogue
- include collaboration and expert challenge
- sustained, iterative & job embedded
- supported by leadership¹⁵

'An empowered system is one that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happen at all levels in an empowered system.'¹⁶

Achieving consistently high-quality learning and teaching across all sectors is a national and local priority. In Edinburgh, all staff should have the opportunity to improve their skills through access to high-quality professional learning, supported by the professional development and review process.¹⁷ To support this, one PRD target should focus on developing staff capacity, confidence and capability to support a culture of learning at the appropriate level:

- Class Teacher Leadership of Learning & Teaching
- Middle Leadership of Learning & Teaching

¹¹ [GTCS Scotland, Professional Review & Development: Update Note \(2018\)](#)

¹² EEF (2019), Sutton (2011) Heck & Hallinger (2014), Dhuey & Smith (2014)

¹³ Coldwell (2017), NFER (2020), Gore et al (2017)

¹⁴ [GTCS Standard for Career Long Professional Learning \(2021\)](#)

¹⁵ Teacher Development Trust, (2015); Pont, Nusche & Hunter (2008) ; Shatzer, Caldarella, Hallam & Brown (2014), Leithwood, Jantzi & McElheron-Hopkins (2006), Dimmick (2011)) Wellcome (2019), Timperley, (2009) GTCS (2019), EEF (2020, 2021)

¹⁶ Education Scotland, 2019

¹⁷ National Improvement Framework, 2021; City of Edinburgh Council Education Improvement Plan 2021-2024.

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- Strategic Leadership of Learning & Teaching

All targets should be identified through a robust self-evaluation process, using reflective questions where appropriate.

Class Teacher Leadership of Learning & Teaching

The Teachers Charter framework outlines 4 main areas of high-quality learning & teaching that CEC see as key priorities in Learning & Teaching. The Teachers Charter Framework provides a mechanism to support robust self-evaluation around Learning & Teaching, accompanied by a high-quality Professional Learning offer.

Middle/Strategic Leadership of Learning & Teaching

The City of Edinburgh council will offer robust training opportunities relating to the leadership of professional learning at a strategic and middle leadership level.

Under the Head Teachers Education and Training Standards (Scotland) Regulations, 2019, holding the Standard for Headship by completing a Headship Qualification is a prerequisite for teachers taking up their first permanent headteacher post in Local Authority and grant-aided schools in Scotland.

Professional Update

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.

Appendix 4: Responsibilities for Professional Update

Quality Assurance:

Registered teachers will be encouraged to participate in an annual Local Authority confidential online survey which will review the PRD process and monitor the engagement of teachers in the PRD process, their perception of the quality of the process and the impact of the process. Data generated from this will inform our work.

CEC Internal Data

Annual Survey – engagement, perception & impact:

- Annual Survey to all teaching staff to monitor engagement, perception & impact of the PRD process
- Annual Survey to CEC Supply Teacher list to monitor engagement, perception & impact of the PRD process
- Annual Survey to HT to monitor engagement, perception & impact of PRD process

Professional Learning Data Capture:

- % of teachers completing EL Professional Learning & impact measures on Knowledge & Skills (LS to confirm)
- % of Reviewers accessing Teacher Development CLPL & associated impact measures
- % of staff who have completed Equalities core training module in Unconscious Bias

Reviewer CLPL needs:

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- Annual survey sent to reviewers via DHT/Lead Teacher Networks to identify CLPL needs

Annual Standards & Quality Reporting: All schools will include an evaluative statement about the Leadership of Learning: impact of career long professional learning and Leadership & Management of Staff: building and sustaining a professional staff team

GTCS Internal Data:

The following Internal Data is held in the GTC management system:

Number of registrants who have:

- completed the Professional Update Sign Off process;
- an outstanding Professional Update Sign Off;
- requested a Deferral;
- requested Associate Status Registration;
- made a Direct Submission.

Support:

To strengthen the implementation of this policy, the Edinburgh Learns Teacher Professionalism Working Group and the Edinburgh Learns Leadership Board will keep under review authority policy in line with research, national guidance and local needs.

Supplementary Guidance

A series of supplementary documents will provide specific guidance for school staff on developing high quality professional learning leadership, processes and environments. This will include:

- Materials for self-evaluation and coaching/mentoring will be updated as required.
- Materials to support all staff to engage with the revised Professional Standards
- Appropriate training for reviewers offered annually on Leading Teacher Development as a middle and senior leader, including Coaching professional learning.
- Through the entitlements of specific groups and Equalities & Diversity training for all staff in the City of Edinburgh Council, due regard is given to unconscious bias.

Further guidance will be delivered through training opportunities co-ordinated by the Lead Officer for Teacher Professionalism.

Appendix 1: Roles & Responsibilities

Before PRD	During PRD	After PRD	Ongoing Throughout PRD
Reviewees should	Reviewers should.....	School Leadership Team should	Local Authority & Employers should....
...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process	...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process	...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process	...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
...play their part in ensuring the Reviewee/ Reviewer relationship is one of trust and respect	...develop a trusting relationship with the reviewee so the reviewee feels 'safe' and comfortable with both challenging and supportive PRD discussions	...use self-evaluation tools to measure their culture of trust and seek to improve if required	...through self-evaluation, encourage an organisation-wide ethos and culture, built on the foundations of trust and respect
...be familiar with expectations of the locally agreed PRD policy	...be familiar with expectations of the locally agreed PRD policy	...be familiar with expectations of the locally agreed PRD policy	... review the expectations of the locally agreed PRD policy in line with revised national PRD Guidelines
...have an understanding and appreciation of the value, purpose and process of coaching conversations and be aware when a coaching conversation is happening	...be trained in coaching and/or have significant experience in coaching. They should make reviewees aware of the coaching conversation taking place	...ensure all reviewers access coaching skills development opportunities prior to taking on the role	...ensure all reviewers access coaching skills development opportunities from early in their career, by providing training
...consider unconscious bias during all PRD discussions to ensure there is an equity of experience for all	...consider unconscious bias during all PRD discussions to ensure there is an equity of experience for all	...support reviewers to challenge the unconscious bias during all PRD discussions to ensure there is an equity of experience for all	...provide training in awareness of unconscious bias, to support and challenge our thinking during PRD conversations to ensure there is an equity of experience for all
		...acknowledge that protected characteristics may create barriers to accessing professional learning, and should take steps to remove such barriers to allow equal access	...acknowledge that protected characteristics may create barriers to accessing professional learning, and should take steps to remove such barriers to allow equal access
...be familiar with current and new career structures and consider own next steps	...be knowledgeable of current and new career options to support career conversations, whether about potential promotional opportunities or developing and deepening the knowledge and skills within the classroom	...support all reviewers in having a relevant and current knowledge of current and new career options, and a knowledge of professional learning opportunities available locally and nationally	...share current information re career options and professional learning opportunities with all schools/teachers through local communication channels
	...where appropriate, recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities	...recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities	...recognise the valuable professional learning experience of those undertaking 'acting headteacher' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities
...have some knowledge of varying different sources where professional learning can be sought, such as LA directories, practitioner enquiry, EdScot, RICs, Professional Recognition etc	...have current knowledge of varying sources where professional learning can be sought, such as LA directories, practitioner enquiry, EdScot, RICs, Professional Recognition etc	...stay abreast of local and national professional learning opportunities and share across school community	...keep all schools informed through regular communication of local, regional and national professional learning opportunities available to teachers
...review their part in the PRD conversation and reflect on their ownership, self-reflections and general professionalism in their own approach to Professional Learning and the potential of PRD	...review their part in the PRD conversation and consider the experience the reviewee has received	...provide opportunities for reviewers to moderate their approaches to PRD and share their understanding, being mindful of confidentiality	...take opportunities to seek feedback from reviewees and reviewers, through quality assurance processes

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...allow the reviewer sufficient time to prepare for a high-quality PRD session by submitting any preparatory work in a timely fashion	...take time to prepare and familiarise themselves in advance with shared information from the reviewee for a PRD discussion, and consider a coaching approach to help identify next steps in learning	...allow both reviewer and reviewee sufficient time to prepare for a high-quality PRD session through the working time agreement	...ensure that time for the formal PRD process is recognised within LNCT agreements
...maintain a reflective professional learning record with associated evidence of impact, recording only significant pieces of professional learning, linking them to the professional standards	...be familiar with the professional standards to support the professional dialogue around recent professional learning experiences and identification of future areas of development	...endeavour to make links between professional standards and collegiate activities undertaken in school to support staff in making these connections	...provide a way of teachers maintaining a professional learning record, with clear, non-bureaucratic policies
...engage in self-evaluation across GTCS Professional Standards, and other appropriate reference points, as an integral part of the PRD process, and share those reflections with the reviewer, using the preferred tool/ process e.g. coaching wheel etc	...familiarise themselves with the self-evaluation of the reviewee prior to the PRD and be prepared to ask relevant questions with a coaching approach of challenge and support.	...ensure all staff are proficient in self-evaluation against GTCS Professional Standards and have access to appropriate sources of support, in line with local policies	...review the materials available to schools to support self-evaluation against the standards, and provide training in self-evaluation if and when required
...share through professional dialogue how professional learning has impacted on practice supported through appropriate evidence-avoid solely talking about what was done	...be clear to focus the professional discussion around the impact of professional learning on the reviewee as well as the learners and community, and not solely on what was done. Ask coaching questions to explore		
...regularly seek-out professional learning conversations with peers/ Reviewer to discuss ongoing learning experiences	...whenever possible engage in ongoing professional learning conversations with reviewee to discuss ongoing learning experiences	...provide opportunities for ongoing professional dialogue e.g. as an item on departmental meeting agendas	... provide opportunities to share and reflect on developments across school communities
... make associations with reviewer if it is your PU sign off year		...monitor participation in PRD to ensure the entitlement of all, including any associated supply teachers. Ensure reviewees due sign off make associations via MyGTCS/ other platform with their reviewer	...monitor participation in PRD to ensure the entitlement of all, including supply teachers and Headteachers. Alert schools of those teachers due their PU sign off that year
			...engage with professional associations locally through LNCT to ensure that local policies and procedures for PRD, and support materials, reflect the revised national PRD guidelines
			...support schools by identifying, exemplifying, sharing and disseminating good practice
...plan and undertake professional learning once areas of development have been identified and have opportunities to adapt during the course of the year if the need or opportunity dictates	...consider the reviewee's identified areas for development and consider how these might relate/ contribute to priorities, and offer support in this area where necessary	...consider all staff's identified areas for development and consider how these might relate/ contribute to priorities/ influence the School Improvement Plan, and offer support in these areas where necessary	...consider all staff's identified areas for development and consider how these might relate/ contribute to priorities/ influence opportunities for professional learning being offered across the LA and beyond.
...embrace a culture of professional learning and engage in life-long learning opportunities for improved outcomes for our children and young people	...promote a culture of professional learning linked explicitly to improved outcomes for children and young people, encouraging reviewees to identify themselves as life-long learners	...promote a culture of professional learning in the school linked explicitly to improved outcomes for children and young people, ensuring teachers see themselves as learners	...promote a culture of professional learning across the organisation linked explicitly to improved outcomes for children and young people, encouraging all teachers to see themselves as learners

Appendix 2: Entitlement for all

1. **Permanent Teaching Staff** - The manager who is to facilitate a teacher's PRD experience will normally be the person designated to manage the teacher on an ongoing basis. In certain circumstances, a teacher, or the reviewer, may request that another manager facilitates the PRD process.
2. **Probationer Teachers:** Probationer teachers should not be reviewed, as they are being reviewed throughout their first year.
3. **Head Teacher PRD:**

Primary/Secondary: Head teachers in primary and secondary schools will have their Professional Update Meeting with a central services officer from Schools and Lifelong Learning. A record of this will be stored centrally. The annual PRD meeting in years 1-4 will be with a Peer Headteacher. An annual survey to HT to monitor engagement, perception & impact of PRD process and results from this will feed into the PRD policy review.

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

4. **Fixed-term contract Teacher PRD** – Like all other teachers, those on fixed term contracts have an entitlement to access the PRD process. This is important in ensuring that the GTC Scotland requirement on all registered teachers to engage in continuing PRD is met.
5. **Short term supply teachers, peripatetic teachers, seconded teachers** – 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 jack.simpson@edinburgh.gov.uk and a review will be organised. Supply teachers working in more than one local authority must nominate one local authority as employer to undertake their PRD and Professional Update.
6. **Central staff** – Registered teachers who currently work within other roles within the Communities and Families service are required to complete Professional Update if they wish to remain registered. Staff must have 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). Line managers will confirm Professional Update using the online GTC Scotland
7. **Visiting specialists** will engage in annual PRD and completion of the Professional Update process with a senior manager in their base school.

Professional Review & Development Impact Cycle

IMPACT (PRD 2)

- What has been the impact of my Professional Learning on my students/colleagues? How do I know?
- How have I shared my professional learning & the impact to deepen the professional learning of others?
- Where next (re-visit dialogue prompts for PRD 1)?



PLAN (PRD 1)

- What knowledge and skills do my students need to meet goals valued by the community in which pupils live and are educated?
- What sources of data can I draw on to help me understand where my students are now? Consider perception data, process data, performance data, demographic data.
- What do I need to know/learn to develop & improve pupil /colleague learning?
- What might prevent me from reaching my goal? [consider types of obstacles – people, resources, environment]
- What will the focus of my Professional Learning be? What will it look like? What will the timeframe be? Where can you I support if you need it?
- How will I know the impact on a) my practice b) students and their learning/colleagues & their learning?

ENGAGE

- Deepen professional learning through engagement in Professional Learning
- Engage students/colleagues in new learning experiences
- Engage in dialogue with peers and your line-manager about your Professional Learning & its impact

Appendix 1 Professional Review and Development

Appendix 4: Responsibilities for Professional Update

Engagement in the Professional Update process is a requirement for registration with the GTC Scotland and will impact on all those who are currently registered. Key elements of the Professional Update Process include:

- Sign-off year
- Annual update of contact details to GTC Scotland
- Professional learning as part of Professional Update
- Self-Evaluation against the appropriate GTC Scotland Professional Standard
- Discussion of Impact of Professional learning as part of the PRD process
- Maintain a reflective record of Professional Learning and associated evidence of impact
- 5 yearly confirmation of this engagement with GTC Scotland

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 MYPL where the online reflective record which is maintained throughout the year is located.

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.

Your 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 which is 2021/22 in the current cycle

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

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

For reviewers: <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.

Year of Professional Update	2019/20	2020/21	2021/2022	2022/23	2023/24
Years of registration					
2019, 2009, 1999, 1989, 1979, 1969	5	1	2	3	4
2018, 2008, 1998, 1988, 1978, 1968	1	2	3	4	5

Appendix 1

Professional Review and Development

2017,2007, 1997, 1987, 1977, 1967	2	3	4	5	1
2016,2006, 1996, 1986, 1976, 1966	3	4	5	1	2
2015, 2005, 1995, 1985, 1975, 1965	4	5	1	2	3
2014, 2004, 1994, 1984, 1974, 1964	5	1	2	3	4
2013, 2003, 1993, 1983, 1973, 1963	1	2	3	4	5
2012, 2002, 1992, 1982, 1972, 1962	2	3	4	5	1
2011, 2001, 1991, 1981, 1971, 1961	3	4	5	1	2
2010, 2000, 1990, 1980, 1970, 1960	4	5	1	2	3

1. Changing the Year of Sign Off

Deferral

There are a number of circumstances which may make completion of the Professional Update process within the designed timescale difficult. These reasons may include career breaks, extended illness, maternity / paternity / adoption leave, unemployment or engagement in only occasional supply work, for which extensions to the 5 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>

Should a registered teacher seek a deferral they will only be able to request a deferral during their sign-off year. A deferral can be made on the MyPL once the registrant has discussed the reason for request with their head teacher. Once discussed and if agreed the registrant can click the "Request Deferral" button on the Professional Learning Record area of MyPL.

Appendix 1

Professional Review and Development

Appendix 5: PROFESSIONAL LEARNING PROFILE

Reviewee		Reviewer	
Post		School	
Academic Year		Date of PRD	
Year in Professional Update		Please circle	1 2 3 4 5
PLANNING PRD 1 – please complete at the beginning of the PRD year		EVALUATION PRD 2 - Please complete by the end of the PRD Year	
My Learning Priorities	Link to standard	What is the focus of my PL? What will it look like?	Timescale
<i>What knowledge & skills do our students need to meet goals valued by the community in which students live and are educated?</i>	<i>What do I need to know/learn to develop & improve student learning?</i>	<i>Enquiry, further study, collaborative activity, leadership course</i>	<i>How will I know the impact on a) my practice b) students a and their learning/or colleagues?</i>

If you choose to use this form, it will enable you to meet your requirements to maintain a Professional Learning Profile which is supported by evidence of progress and impact. This can also be entered directly into MyPL on MyGTCS. The MYGTCS system will further support the requirements of Professional Update

Professional Review and Development Policy

Appendix 2

August 2022

Control schedule

Version control

Approved by		Education, Children and Families Committee	
Version	Date	Author	Comment
0.1	7.12.21	Rosie McColl	
0.2			

Subsequent committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
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The title should be concise and refer to the substance of the policy. This will assist users in locating and accessing the policy via the Council Policy Register.

Policy statement

The purpose of the Professional Review and Development policy is to support the development of cultures that foster teacher agency, promote teacher-led professional learning and enable collaborative professionalism.

This policy is informed by national policy and guidance, as well as local stakeholder engagement.

- **Education (Scotland) Bill** (2015)
- **The Professional Update Scheme** (GTC Scotland 2014)
- **The New National Model of Professional Learning** (Education Scotland 2019)
- **Unlocking the Potential of Professional Review and Development** (GTC Scotland 2019)
- **An Empowered System** (Education Scotland *Draft* 2020)

Scope

Engagement in Professional Update is an ongoing process, with professional learning and PRD at the heart. Every five years, teachers will be required to confirm their engagement in the process with GTC Scotland. Engagement in the Professional Update process is a requirement for registration with GTC Scotland and will impact on all those who are currently registered.

Definitions

GTCS: General Teaching Council Scotland

PRD: Professional Review and Development

Policy content

PRD provides teachers, throughout the year, with ongoing opportunities to reflect on their practice and personal learning, punctuated with a variety of professional learning conversations, supported by an annual review meeting

between reviewee and reviewer. When set within a culture of professional trust and positive relationships, where everyone has a shared understanding of its purpose, high-quality PRD empowers teachers, whether they are reviewers or reviewees, to be leaders 'of and for' learning. This engagement helps teachers to plan for improvement and become even better. It also promotes inclusion and enables us to best meet the increasingly diverse needs of all learners.

This procedure will ensure that the PRD process is a high quality and meaningful experience that empowers staff to be leaders of and for learning and leads to measurable impact on student outcome.

Implementation

To strengthen the implementation of this policy, the Edinburgh Learns Teacher Professionalism Working Group and the Edinburgh Learns Leadership Board & Learning, Teaching & Assessment Board will keep under review authority policy in line with research, national guidance and local needs. A series of supplementary documents will provide specific guidance for school staff on developing high quality professional learning leadership, processes and environments.

Roles and Responsibilities

A detailed list of Roles & Responsibilities can be found on page 8 and 9 [Appendix 1] of the revised Policy.

Related documents

[Professional Review and Development: Update Note \(GTC Scotland 2018\)](#)

[Unlocking the Potential of Professional Review and Development \(GTC Scotland 2019\)](#)

Integrated impact assessment

Draft integrated impact assessment has been conducted. Further consultation in the IAA process is to be carried out prior to policy implementation in April.

For further information: <https://orb.edinburgh.gov.uk/equalities/equalities-1/2?documentId=463&categoryId=200238>

Risk assessment

If a GTCS registrant were to make a deliberate and conscious decision not to meet the requirements of the PU through non-compliance with contractual requirements for Continuing Professional Development or PRD this would be an employment matter and dealt with as such by the registrant's local authority/ employer in line with existing processes in the first instance. Further information on possible referral to GTCS can be found on the GTCS [referral](#) page.

Review

The next review date of this policy will be August 2023.



Report of Professional Update Revalidation Event

City of Edinburgh Council

Friday 8 March 2019

1 Members of the Revalidation Panel

- Helen Budge, GTC Scotland Council Member (Chair)
- John Rodgers, GTC Scotland Council Member
- Elaine Napier, Senior Strategic Manager, GTC Scotland (Servicing Officer)

Apologies received from Iain McDermott, West Lothian Council.

2 Event

The revalidation event comprised:

Part 1 – City of Edinburgh were originally successfully validated for Professional Update on 26 March 2014, however since then there have been changes in the way Professional Update has been implemented as well as significant changes in the support structure.

On 21 February 2019 GTCS Senior Strategic Manager (Elaine Napier) and LA Senior Education Officer with responsibility for Professional Update (Jack Simpson) met and agreed the need for revalidation. Current documentation and processes were mapped against the Revalidation Criteria for Local Authorities as set out in Appendix 1 of the Revalidation Guidelines and Criteria for Local Authorities.

Documentation listed below was gathered following this meeting and was shared with members of the revalidation panel in advance of the Professional Update Focus visit:

- CEC PRD Policy Statement and Guidance
- Draft Standards and Quality Information, June 2018
- Edinburgh Learns, Leadership Strategy, January 2019
- Coaching Workshops and Conversations Spotlight Workshops
- Leadership Development Approach
- PU Emails (hard copies shared on the day)
- Directory of Learning Activities (hard copy shared on the day)

Part 2 – The Professional Update Focus visit on 8 March 2019

- Discussion amongst members of the revalidation panel to identify areas for further discussion with City of Edinburgh colleagues, based on analysis of the documentation submitted to the GTCS from City of Edinburgh Council
- A meeting with the local authority strategic staff:
 - Arran Finlay, Senior Education Officer
 - Jackie Reid, Quality Improvement Manager
 - Louise Stevenson, Senior Development Officer
 - Jack Simpson, Senior Education Officer
- Meeting with four focus groups:
 - headteachers (primary, secondary, special, Early Years)
 - Promoted teachers (primary, secondary, special DHTs/PTs)
 - unpromoted teachers (including supply staff)
 - MyGTCS Users

Appendix 3

- In all communications leading up to the focus visit staff engaged openly and positively with panel members. Evidence was gathered and issued in advance from the authority.

The revalidation panel considered the documentation from the local authority and reflected on the discussions with the focus groups and the strategic staff to inform and make their decisions about the Professional Update Revalidation for City of Edinburgh Council.

Following this reflection, the panel invited Jack Simpson and Arran Finlay to receive the conclusions of the panel within an oral report.

3 Conclusion

It was clear from the materials submitted in advance and throughout the revalidation event that the processes in City of Edinburgh Council have been well thought out and are being successfully introduced across the authority by a relatively new team.

There was some variation in practice in different establishments. The panel were confident that with more rigorous quality assurance processes in place, practice would become more consistent.

The panel validated City of Edinburgh Council on 8 March 2019 with one condition and four recommendations.

The following **key strengths** were noted:

- Over the last three years all required teachers have completed the Professional Update process within their sign off year.
- All staff engaged openly and honestly with panel members in all elements of the revalidation and were reflective of their practice.
- Preparation and engagement with the panel was well supported by clear, concise documentation.
- Staff demonstrated their pride in working for City of Edinburgh Council and of the opportunities available to them in their roles.
- The strategic team, although relatively recently formed had formed strong partnerships internally and demonstrated a commitment to reflection.
- The Edinburgh Learns programme has been carefully considered and is a strategy which is expected to impact positively in the future.

The following **condition** was identified:

- Develop and implement Quality Assurance processes which monitor the engagement of teachers in the PRD process, their perception of the quality of the process and the impact of the process.

The following **recommendations** were identified:

- Offer regular, robust training opportunities related to the PRD process for both reviewers and reviewees which include coaching and mentoring approaches.
- Involve all stakeholders in the development of the Professional Update strategy for the local authority possibly through a survey and/or staff focus groups.
- Continue to further develop the PRD process to establish consistently a PRD experience which is ongoing rather than an annual event.
- Update the PRD policy to reflect current practice, in particular the areas related to the process for headteachers.



Teacher Professionalism - PT/CL/DHT

123
Responses

04:12
Average time to complete

Active
Status

1. Please select how far you agree with the following statements:

Strongly agree Agree Disagree Strongly disagree

PRD is an on-going process of professional dialogue & professional learning.

PRD is viewed by staff as a paper exercise that happens once a year.

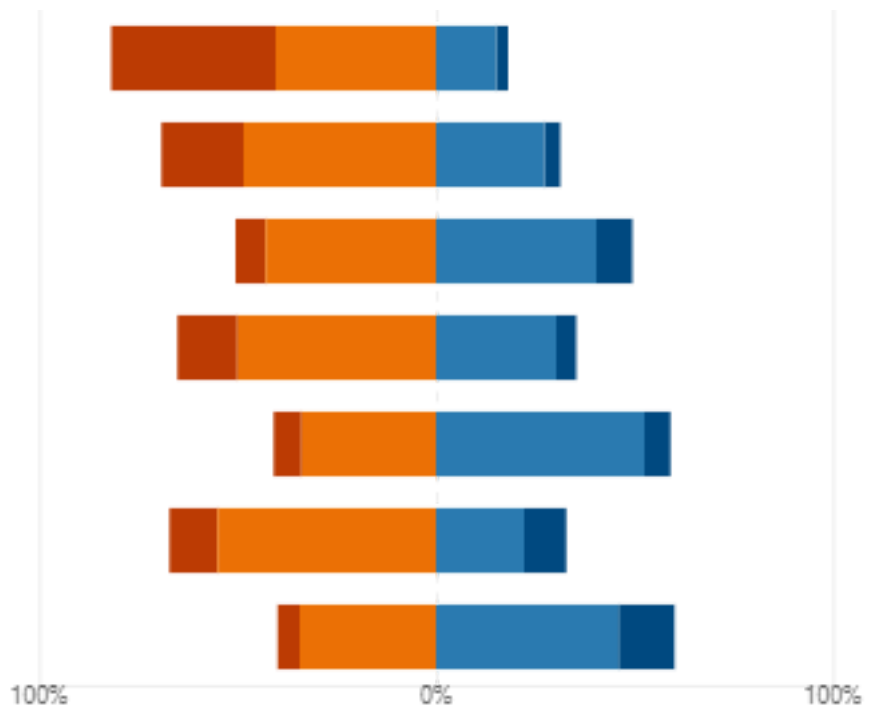
PRD is informed and evaluated against the impact on pupils.

PRD raises standards in the classroom/improves the quality of Learning, Teaching & Assessment.

As part of the PRD process, staff analyse and use evidence very well to ensure a clear focus on those...

Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified...

There is evidence of clear and measurable impact of professional learning on outcomes for learners.



2. I have received training to support me to be an effective Line-Manager/Reviewer?

Yes 42
No 81



3. I have received training in coaching & mentoring?

● Yes	60
● No	63



4. How confident do you feel in coaching to improve pupil outcomes?

● Extremely confident	14
● Somewhat confident	80
● Somewhat not confident	22
● Extremely not confident	7



5. As a Middle Leader, would you find professional learning in any of the below areas helpful:

● Leading & Managing People	79
● Leading Learning & Teaching	60
● Coaching - Pedagogical coach...	76
● Evaluating & sustaining the i...	75
● Other	5



6. As a Senior Leader, would you find professional learning in any of the below areas helpful:

● Fostering an effective culture f...	46
● Leading effective change: crea...	52
● Evaluating & sustaining the i...	48



7. Please use this space to provide any other comments about Teacher Professionalism, including the formal PRD meetings, on-going professional dialogue & professional learning. This could include: what is working well? What could be better?

38

Responses

Latest Responses

Teacher Professionalism - Class Teacher Survey

395
Responses

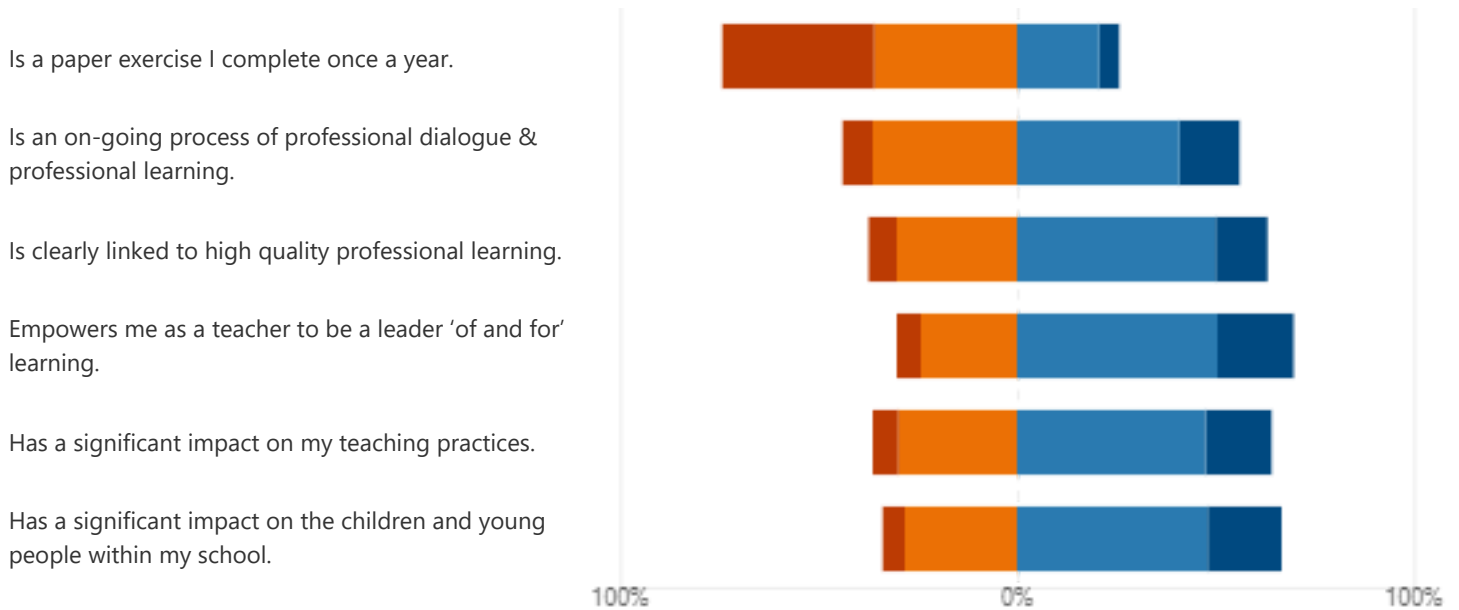
11:24
Average time to complete

Active
Status

1. Your PRD:

Please select how far you agree with each of the following statements.

■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly disagree



2. What do you see as the purpose of your PRD?




285  Insights
Responses

Latest Responses

66 respondents (23%) answered **year** for this question.



3. Who is your Reviewer?

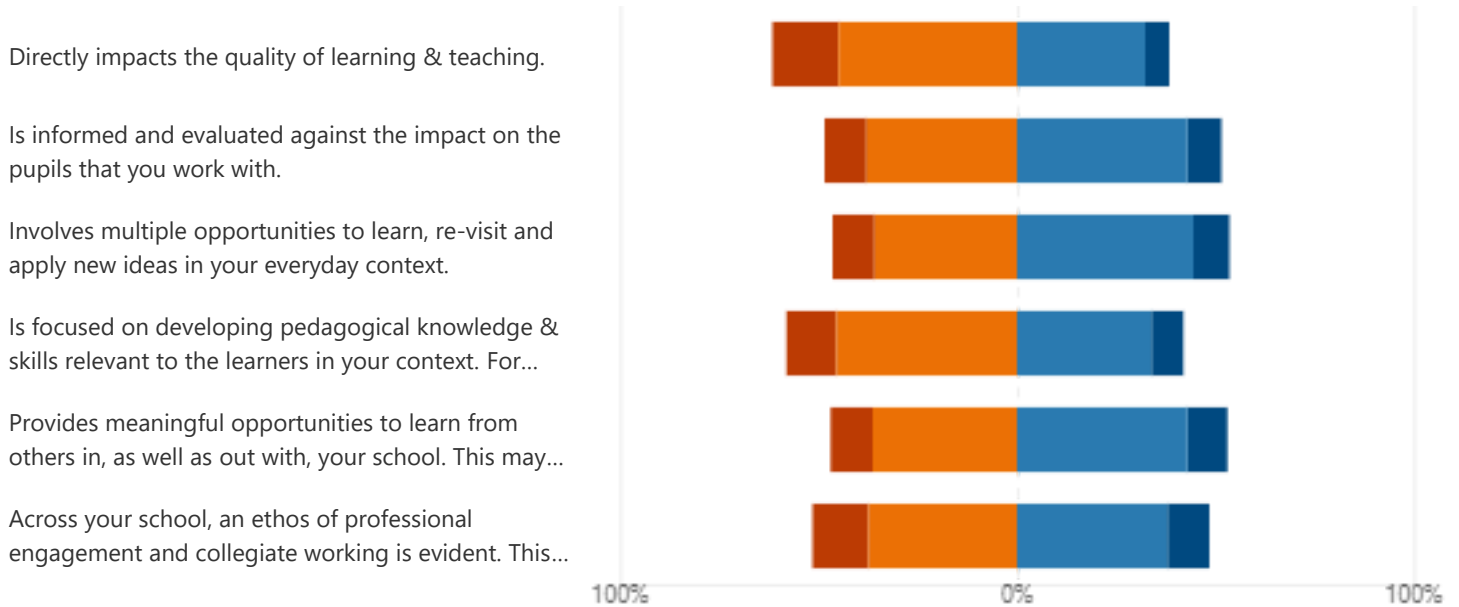
	Line-Manager	389
	Peer	1
	Other	3



4. Please select how far you agree with each of the following statements.

The Professional Development/Learning I engage in:

Strongly Agree Agree Disagree Strongly disagree



5. I have an opportunity to engage in coaching dialogue to improve my practice, both during formal PRD meetings, and on-going throughout the year.

 Insights

● Strongly agree	31
● Agree	126
● Disagree	179
● Strongly disagree	56



6. Please use this space to provide any other comments about the your development as a teacher, including the formal PRD meetings, on-going professional dialogue & professional learning. This could include: what is working well? How could it be changed?

160  Insights

Responses

Latest Responses

78 respondents (49%) answered **PRD** for this question.

