



Education Services

LNCT CIRCULAR 4

PROFESSIONAL REVIEW

1. Context

The national agreement *A Teaching Profession for the 21st Century* requires that teachers have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development and that teachers will have an annual Continuing Professional Development (CPD) plan agreed with her/his immediate manager and will maintain an individual CPD record. The agreement confirms that CPD activities should be based on an assessment of individual need, taking account of school, local and national priorities.

In addition teachers are expected to meet the full commitment of an additional 35 hours per annum for CPD (from August 2003). Headteachers have a responsibility to promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs.

2. Introduction

The education department of Glasgow City Council is committed fully to supporting the professional development of all its staff throughout their career. Every member of staff has a valuable contribution to make in maximising the potential of all pupils in the city. The professional development of staff is a key element in the drive towards continuous improvement in the education service and raising levels of achievement of children and young people.

The need for continuing development of knowledge and skills is well recognised in education. Rapid changes have taken place in the curriculum and in approaches to teaching and learning. Developments in technology, particularly information and communication technology and the constantly evolving role of schools in our society, together mean that a teacher's competences and knowledge need frequent review and development.

Professional review and development is the process whereby the development and training needs of all staff are identified and agreed in relation to their current practice, the requirements of the school development plan and the authority's education service plan, the wider and longer terms needs of the education service and national priorities. It is a means of supporting teachers by ensuring that they are thoroughly prepared for their duties, in particular for their key role in teaching and learning.

Professional review and development is also the key process through which the success of staff is celebrated, where good performance is recognised and which therefore contributes to the well being of staff through high quality feedback.

The link to school development and improvement strategies and to the school as a learning organisation is critical, while recognising that continuing professional development must also relate to personal professional development and the career aspirations of staff.

3. Professional Review

Professional review is set within the range of quality assurance processes which are in place within the education department and its schools. In particular, the process of development planning provides the basis for staff to continue to seek improvement in the quality of provision through self-evaluation, identification of priorities and targets, and action planning. The process of professional review is the primary means by which teachers' continuing professional development needs are identified and CPD activities planned.

3.1. The Principles of Professional Review

The following principles must apply if review and development is to be embedded as a quality process within the school

- Professional review is a key process in continuing professional development.
- The process is continuous and integral to other school management or quality processes such as development planning and monitoring.
- There should be a clear purpose of improving teaching and learning and management effectiveness so that pupils are the beneficiaries.
- Self evaluation is the starting point, complemented by a management perspective.
- The process should be conducted within schools' existing management structures. Senior officers of the education authority would be involved in professional review of head teachers.
- All teachers are entitled to support in developing their competencies and effectiveness. Targets or objectives arising from professional review should be supplemented by CPD plans.
- Every school should have support mechanisms in place with a senior member of staff with designated responsibility for the management of the continuing professional development of staff.
- Professional review will assist teachers determine future career development.
- Training for the review process, for both reviewers and reviewees, is the responsibility of individual establishments. Should support be required for training, contact should be made through the appropriate member of the Educational Improvement Service.

3.2. Professional Review and Development Profile

All teachers should maintain a **CPD profile** for the current year and for two previous years where this is appropriate. The profile has two components: a **CPD plan** and a **CPD record**. The CPD plan should be agreed with the line manager at the annual professional review meeting. The plan should indicate development objectives and

the development activities to be undertaken in the following year. The CPD record will enable the teacher to maintain a comprehensive and accurate record of significant professional development activities undertaken. The record will show the type or nature of the activity, dates and duration, and impact on professional practice. Information will be incorporated into the profile on an on-going basis. All development opportunities should be recorded, including those that have arisen during the course of the year and were not included in the originally agreed CPD plan.

3.3. CPD Activities

A wide range of activities can make contributions to the professional development of teachers. These can be undertaken at an individual or collegiate basis. In addition to collegiate activities organised at departmental, school or learning community level, the Education Authority supports a further range of opportunities and activities.

Individual Activities

- Professional review
- Focused professional reading and On-line learning
- Personal action research
- Undertaking specific activities as "project leadership"
- Work toward accredited courses

Collegiate Activities

- Working party membership
- Participation in school committees
- Departmental/school/learning community training programmes
- Collegiate action research
- Class observation/visits to other classrooms
- Job shadowing and "on the job" learning
- Mentoring and use of visiting experts

Education Authority Activities

- Formal CPD programmes (in-service courses and other programmes)
- The Glasgow Educational Network
- Nomination for external courses
- Networking support
- Induction and mentoring
- Exchange visits and educational visits and work placements
- Advice and consultancy

3.4. The Process of Professional Review

The individual, the school and the authority

The development needs of the individual will relate primarily to the development priorities of the school in which he/she teaches. The school's priorities will have been informed by the strategic development plan of the authority in turn accommodating the national priorities. Account will also be taken of other school related issues not included in the development plan and teachers' personal professional needs and career aspirations.

Reviewers

Schools have a line management structure which allows identification of the most appropriate colleague to act as reviewer. Each member of staff will therefore have a designated reviewer from within his/her own establishment or service.

Where a reviewee's professional responsibilities fall into more than one area (eg curriculum and pastoral care, or two separate subject departments) one reviewer will be identified. In such circumstances the designated reviewer will liaise with other promoted members of staff as appropriate. Should members of staff work in more than one establishment, the reviewer should consult with other establishments.

The responsibility for the review of members of staff who provide support for absence cover will lie with the school in which a member of staff is employed on a medium/long term basis. The authority will provide an amended review process for those members of staff who are employed on a short term/intermittent basis.

The review of Heads of Establishment will be undertaken by the Director of Education or his/her nominee.

Where a reviewee has concern about the suitability of the reviewer this matter should be brought to the attention of the head teacher who may make alternative arrangements for the reviewee to be reviewed by another promoted colleague at a higher level than the reviewee.

Self Evaluation

The starting point in professional review is self evaluation.

The reviewee will consider the outcomes from and impact of, any professional development activities undertaken, progress made to date in meeting CPD outcomes, evidence of progress and reflect on possible future development. Account should be taken of

- current performance as a classroom teacher/manager and areas of practice giving greatest satisfaction;

- the impact of professional development undertaken during the past year and the quality of staff development accessed and recorded on the CPD profile for the previous year
- his/her contribution to the school development plan;
- staff development needs arising from the school development plan or from subject or curricular plans;
- other development needs not linked directly to the school plan (for example relating to courses to be taught or career aspirations);

Reviewees will be assisted in conducting self-evaluation by referring to national documentation such as "How Good is Our School?" and authority documentation (How Good is My Teaching?, How Good is My Management?). A framework which describes professional action and activity relating to a teacher's stage of development whether as a classroom teacher or as a school manager will be helpful as a tool for self evaluation and planning professional development and for discussion of progress and development at the review meeting.

The self-evaluation report should be completed and copied to the reviewer before the review meeting.

Review Meetings

Professional review is held annually and is now a formal requirement for teachers. It is the aspiration of Glasgow that the quality of professional dialogue between the teacher and his/her line manager will lend to the success of the process. In the review interview the self-evaluation will be complemented by a management perspective from the line manager that will take account of the overall needs of the school and its pupils, and relevant information arising from the regular monitoring and evaluation of the work of the school.

The agenda for the review meeting will comprise

- discussion of areas of professional practice which have given greatest satisfaction
- review of the CPD objectives and activities from the previous year and the extent to which the member of staff has achieved these objectives (ie the information contained in the previous CPD profile)
- consideration of reviewee's development needs relating to the school development plan or departmental development plan
- discussion of reviewee's contribution to school, subject/curriculum, or pupil support development or to wider school activities
- identification of personal and professional development needs and strengths, and the translation of these needs into development objectives
- identification of CPD activities to address strengths and development objectives.

An agreed record of the meeting will be produced in the form of the CPD profile from the previous year and the proposed plan for the next year.

The profile from the previous year will note strengths and progress made towards meeting previously agreed CPD targets and outcomes. This will also record the impact of professional development activities undertaken on professional practice and on implementation of the school development plan.

The CPD plan for the following year will identify a clear set of development objectives for the member of staff together with the range of development activities for each objective. A note should be made of those activities which are likely to take place within the additional 35 hours of CPD time.

Interviews should take place during time allocated for development or in other time which is mutually agreeable within working time arrangements. Where this is not possible then devolved budget for staff development may be used to provide cover as appropriate.

Annex A contains the documentation that supports the review process. Annex B contains materials that will assist in self-evaluation.

3.5 Implementing and Monitoring the CPD plan

It is the responsibility of the reviewee to implement the CPD plan. However, it is important that regular contact between the reviewer and reviewee is maintained to ensure progress towards the agreed outcomes and to support the development activities. Line managers should monitor and support progress of CPD plans.

A copy of the CPD plan should be given to the CPD co-ordinator to ensure effective co-ordination of the range of continuing professional development activities in the school. The CPD co-ordinator will sign off the CPD plan for each teacher ensuring that where external course provision is requested this can be both resourced and accommodated within the overall school plan.

The CPD plan is used as the basis for maintaining the record of CPD activities.

3.6 Appeals Procedure

Where disagreement remains between reviewee and reviewer on any aspects of the review process, an appeals procedure will be available. The appeal should focus on the cause of the disagreement and will normally be heard by the Head of Establishment. If the reviewer is the Head of Establishment then the appeal will be heard by the Director of Education or his/her nominee.

If the appeal is upheld appropriate action should follow, for example alteration of the review record. Formal grievance procedures in accordance with staff conditions of service are not affected by any of the foregoing and remain available for staff at all times.

4 The CPD Portfolio

The authority will encourage all teachers to maintain a CPD portfolio. The maintenance of a portfolio is now a requirement for probationer teachers and for teachers pursuing the chartered teacher programme. The portfolio offers a systematic method for recording professional analysis and development throughout a teacher's career. The CPD portfolio would remain the personal property of the teacher.

It has three main components

- The CPD profile of professional development activities undertaken together with evidence of the impact of these activities on their professional practice. In reflecting on the impact or outcome of development experiences in the short or longer term, teachers may record the following:
 - changes in attitude;
 - changes in behaviour;
 - increase in knowledge;
 - increase in skills;
 - impact on practice;
 - reflective commentaries on CPD activities undertaken.
- Various materials relating to staff development programmes/activities undertaken by the teacher, including descriptive commentaries, audio/visual material where appropriate, completed tasks or projects and materials prepared for award bearing courses.
- Professional information such as
 - personal details
 - qualifications and certificates
 - employment history
 - job descriptions of current and previous post
 - curriculum vitae
 - personal development plan

The authority is presently developing an electronic facility for maintaining the portfolio and this will be available to all members of staff.



Education Establishment

Reviewee

Date

- 1 Looking back on last session's training plan, what progress has been made in meeting the CPD objectives and what training activities have made a particular contribution to you achieving these objectives?

CPD Objectives	Training Activities	Impact of training
a		
b		
c		
d		

- 2 Identify any areas of work or development which have given you particular professional satisfaction in the last year.

- 3 In your role in the school, what are the key tasks/objectives you have to achieve in the next year? (e.g. new course, new class, departmental initiative, school initiative) and what are the professional development activities which would help you to fulfil these?

Key Tasks/Objectives

Professional Development Activities

a	
b	
c	
d	

- 4 What are the specific tasks you have to participate in as part of the School and Department/Stage Development Plan and what are the professional development activities which will help you to fulfil these?

Key Tasks/Objectives

Professional Development Activities

a	
b	
c	
d	

- 5 In what ways would you like to extend your own Personal/Professional Development in the next year and how might this best be supported?

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