Aberdeenshire Education, Learning & Leisure

Policy and Procedures Circular

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Replaces circular dated:
Expiry Date: 17/08/2010

SUBJECT: Revised "Professional Development and Review Scheme (PDRS) 2010"

Dear Colleagues,

A working group from the CPD Steering Group have recently revised the existing PDRS documentation. The Teachers Panel of LNCT have welcomed and agreed the revised PDRS document.

Please therefore find attached an electronic copy of the revised document and appendices which it would be appreciated if you could bring to the attention of all relevant staff. The documents are also available on the "Aberdeenshire Professional Learning (CPD) GLOW group noticeboard page by clicking on the PDRS tab.

The new appendices should be used by staff as part of their next planned meeting with their Line Manager during session 2010-11.

Please note in Item 3.2 for Visiting Specialists "Head of Establishment" would be replaced by "Network Coordinator".

We are currently looking at developing an electronic training package for the revised PDRS. In the meantime any reviewers requiring clarification regarding any of the procedures in the revised PDRS document should contact Sheila Carson, QIO (CPD) in the first instance.

Yours sincerely

Sheila Carson, QIO (CPD)


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PROFESSIONAL DEVELOPMENT AND REVIEW SCHEME for TEACHERS

1 Introduction

1.1 “A Teaching Profession for the 21st Century” places Continuing Professional Development (CPD) at the heart of professionalism. It states:

“…teachers have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development”

Additionally,

“…. every teacher will have an annual continuing development plan agreed with her/his line manager and every teacher will be required to maintain an individual CPD record.”

1.2 This document describes the principles and practices of the Professional Development and Review Scheme (PDRS). It is a process that is intended to be easy to understand and implement. It should lead to increased levels of professional knowledge and skill and subsequently to better learning experiences for the young people in our classrooms.

1.3 Self-evaluation of professional skills and abilities is at the heart of the process. This leads through discussion with the appropriate line manager to the identification of personal and professional needs to be addressed through continuing professional development.

1.4 The principles of the scheme apply to all professional groups working under Scottish Negotiating Committee for Teachers (SNCT) conditions of service. The document refers to teachers and their professional standards but other professionals should use their own professional standards as appropriate.

2 Aims

2.1 Recognise and celebrate teachers’ personal and professional successes achieved through CPD.

2.2 Encourage and support further development of both the reflective professional and collegiate working.

2.3 Improve the teaching and learning process through the further development of teachers’ professional knowledge and skills.

2.4 Identify individual and professional development needs, taking account of departmental/school improvement plans, the Service Plan and national and local priorities for education.

2.5 Provide an appropriate structure to support Chartered Teachers (Appendix 2).
3 Principles

3.1 The Aberdeenshire Education, Learning and Leisure process of Professional Development and Review is based on:

- Self-evaluation
- Positive relationships and trust
- Mutual respect and openness
- Observance of appropriate confidentiality
- Provision of resources and funding to support identified CPD needs at school, cluster and authority level

3.2 The head of establishment is responsible for the strategic overview of PDRS

3.3 All those involved in the process should ensure roles are understood and carried out effectively.

3.4 The process is an evidence-based approach to professional reflection and self-evaluation. The professional dialogue will lead to a shared understanding of development needs.

4 The Process

4.1 The key to the success of the process is effective self-evaluation and high quality professional dialogue between the teacher and the line manager. Among the options for self-evaluation teachers may wish to refer to the appropriate professional standards. (Standard for Full Registration, Standard for Chartered Teacher and Standard for Headship) (Appendix 1).

4.2 Every third year, the process will be extended with a more in depth focus on the outcomes of self-evaluation, identified strengths and development needs. At this meeting, the 3 Year Indicative Plan (Appendix 3) will be prepared as well as a detailed plan for the following session.

4.3 All teachers will be involved in the process of Professional Development and Review on an annual basis and will complete and update their CPD Record and Plan (Appendices 4 and 5).

4.4 In Years 2 and 3 the process will focus on adjustments to the 3 Year Indicative Plan, leading to a detailed plan for the coming session.

4.5 The cyclical process is summarised below and outlined in sections 5 – 8:

YEAR 1 Extended process focusing on the outcomes of self-evaluation.
YEAR 2 Review leading to an update of the CPD Record and Plan
YEAR 3 As Year 2
YEAR 4 As Year 1

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5. **Self-Evaluation**

**Years 1 and 4**

5.1 The first step in the process will be the self-evaluation by the teacher to identify areas of professional strength and areas where professional development may be required.

5.2 The submission of appropriate self-evaluation evidence can assist the development of meaningful professional dialogue. It will be the teacher’s decision as to whether the self-evaluation evidence is made available to the line manager prior to the meeting.

One week prior to the meeting the teacher will forward to his/her line manager:

- In years 1 and 4, the 3 Year draft Indicative Plan (*Appendix 3*)
- Every year, the draft CPD Plan and completed CPD Record (*Appendices 4 & 5*)

The forwarding of this information to the line manager in advance will enable her/him to make a more informed response to the teacher’s identified needs.

6. **Annual Meeting**

6.1 The meeting can take place at any time of year.

6.2 After the teacher has completed the self-evaluation process a suitable time will be arranged to meet with the line manager to discuss strengths and possible development needs. Preparation time and meeting time should be set against the two hours allocated within the schools working time agreement. Any additional time for more in depth self-evaluation should be set against the additional 35 hours for CPD.

6.3 It is emphasised that the self-evaluation process and the meeting between the teacher and the line manager should also be used to identify strengths and it is absolutely appropriate for a teacher to develop further an area in which she/he has particular expertise. Teachers may wish to discuss applying for or continuing to work towards Chartered Teacher status, Standard for Headship and/or Professional Recognition/Registration and any other equivalent qualifications.

6.4 The line manager will draw on a variety of evidence sources to assist with discussing priorities and agreement of the teacher’s annual CPD plan. The sources could include:

- Perceived CPD needs arising from the agreed school and/or departmental improvement plans e.g. arising from the planned introduction of a new course.
- Outcomes from and the impact of development activities previously undertaken and recorded in the CPD profile.
- Teacher’s career aspirations
- The need to develop or extend professional knowledge and skills

6.5 At the meeting the line manager and teacher will discuss and agree development needs on the basis of available evidence. The line manager will be responsible for ensuring a balance exists between:

- The teacher’s personal needs
- School and departmental improvement priorities
- The teacher’s entitlement to continue to develop areas of particular strength/expertise.

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7 Outcomes of Meeting

7.1 In Years 1 and 4 the outcome of the meeting will be

- Signing off of CPD Record for current session
- Agreement of the 3 Year Indicative Plan
- Agreement of CPD Plan for coming session

7.2 In Years 2 and 3 the outcome of the meeting will be

- Signing off of CPD Record for current session
- Review of the 3 Year Indicative Plan
- Agreement of CPD Plan for coming session

7.3 The agreed plan will also indicate where possible how the development needs are to be addressed within available resources. Individual teachers will be able to address some identified needs independently e.g. through e-learning. However, certain needs will require support and/or resourcing. These will be highlighted by the line manager when he/she passes the agreed plan (Appendix 4) to the school CPD Co-ordinator, or individuals/groups coordinating CPD.

8 Implementation

8.1 Over the course of the year the teacher will address the agreed CPD Plan and maintain his/her CPD Record. This process will assist the teacher to prepare for the next annual meeting.

8.2 It is recognised that the plan can be flexible in order to accommodate changing needs that may arise in the course of the year. Any adjustments can be made by agreement.
Appendices

Appendix 1 – Contexts and Tools for Self-Evaluation

Appendix 2 – Chartered Teacher

Appendix 3 – 3 Year Indicative Plan

Appendix 4 – CPD Record

Appendix 5 – CPD Plan

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Contexts and Tools for Self-Evaluation

For most teachers the appropriate professional standard will be the Standard for Full Registration. However, some teachers may also wish to refer to the Standard for Chartered Teacher and the Standard for Headship. These standards can be found on the General Teaching Council for Scotland website, at www.gtcs.org.uk. Application of the standard will be different depending on the experience of the teacher and his/her professional and career aspirations. For more experienced teachers the Standard may be interpreted in terms of extending and consolidating the knowledge, skills and dispositions that underpin the Standard.

Possible contexts may include:

- Pre-school
- Inclusion
- Pastoral care
- Additional teaching qualifications

Other specialisms and/or pathways/national standards including:

- Leadership and Management
- Chartered Teacher
- Headship
- Professional Recognition/Registration

Links to Standards

The Standard for Full Registration

http://www.gtcs.org.uk/Publications/StandardsandRegulations/The_Standard_for_Full_Registration.aspx

The Standard for Chartered Teacher


The Standard for Headship


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Self evaluation Tools

Pathways CPD


CPDReflect


Whatever approach is used to self-evaluation it is essential that the process is evidence-based. This will lead to more focused identification of relevant CPD needs and more appropriate CPD programmes.

It is important that the teacher should be able to refer to evidence in reaching agreement with her/his line manager on development priorities.
APPENDIX 2

PDRS and Chartered Teachers

The PDRS process provides the means to facilitate discussion regarding entry to the CT programme and the support required to allow progression through the CT Programme. PDRS also allows for dialogue and agreement on the contribution that CT will make, consistent with the duties of a classroom teacher, in terms of the professional actions contained within the Standard for Chartered Teachers. This Appendix summarises the key aspects in relation to PDRS but both the reviewee and the reviewer should make themselves fully aware of:

- The Standard for Chartered Teacher,
- GTCS Guidelines to Support the Application for Entry to the Chartered Teacher Programme which includes an example of a template for a portfolio. [http://www.gtcs.org.uk/ProfessionalDevelopment/CharteredTeacher/HowtoApplyCTProgramme.aspx](http://www.gtcs.org.uk/ProfessionalDevelopment/CharteredTeacher/HowtoApplyCTProgramme.aspx)

Application

The GTCS application for entry to the Chartered Teacher Programme requires that the teacher demonstrates and evidences their professional knowledge and ability related to the Standard for Full Registration (SFR) and their capacity to move beyond this to the Standard for Chartered Teacher (SCT).

Within the current eligibility criteria for Chartered Teacher is the requirement that the teacher has maintained a CPD portfolio. The Portfolio will include the evidence to substantiate the progress of the teacher and that he/she is suitably prepared and supported to begin a Chartered teacher Programme. It is not expected that the teacher would submit the portfolio to the GTCS but rather that this evidence be agreed and, as part of the GTCS application form, signed off by the reviewer and retained by the teacher.

Not only should this enhance the status of Chartered Teachers within the profession but also confirm that these teachers are supported professionally as they embark on the CT programme.

CPD Plan

As for all teaching staff, the PDRS process will identify and record the CPD needs of Chartered Teachers and of those who are working towards the CT Standard. It will also allow CT to link the requirements of their CT programme with their annual maximum 35 hour CPD activities.

Contribution

The PDRS process provides a means to facilitate dialogue about how Chartered Teachers make a distinctive contribution to the school and education community, taking full cognisance of the professional actions contained in the revised Standard for Chartered teachers under the following headings:

- Educational and social values
- Critical self-evaluation and development
- Impact and evidence of sustained enhanced practice
- Collaboration with, and influence on, colleagues.

For those on the Chartered Teacher Scheme it should be recognised that the agreed contribution will largely be determined by school based actions required by their chosen modular

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programme and they should be allowed to link their CT modular work with their annual CPD activities.

The PDRS process should record the planned and agreed contribution to be made to the work of the school in the year ahead and should also identify the time and resources required to allow Chartered Teachers to provide an enhanced contribution.

The Chartered Teacher remains a classroom teacher and at no point should the Chartered Teacher be regarded as part of the school's management structure. Therefore, the contribution which could be made must be consistent with the duties of a teacher as set out in the SNCT Handbook, should maintain the primacy of the teacher's focus in learning and teaching and must be both realistic and capable of being delivered within the 35 hour working week and a school's Working Time Agreement. It must also reflect the needs of the school and Chartered Teacher's own expertise which will take account of their teaching experience, interests, Continuous Professional Development (CPD) and programmes of study undertaken.
Professional Development and Review Scheme (PDRS)
3 Year Indicative Plan

Name .......................................................... Establishment
........................................................................

Line Manager’s Name ............................................................

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Priorities and Activities agreed by ............................................ Reviewee
Date ................................

............................................................ Line Manager

Date ................................

A draft of this form should be forwarded by the reviewee to the line manager one week prior to the meeting.

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Name……………………………………………………
Establishment……………………

Date of Review Meeting ..................  Session ......................................

Three yearly meeting ............. Annual meeting to agree CPD Plan ...............
(Please indicate as appropriate)

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Priorities and Activities agreed by .................................. Reviewee
Date .........................

.................................................... Line Manager
Date .............................

A draft copy of this form should be forwarded by the reviewee to the line manager one week prior to the meeting.

A copy of the completed form or an agreed summary should be forwarded by the line manager to the CPD Co-ordinator, or individuals/groups co-ordinating CPD.

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Professional Development and Review Scheme
Part 2 – CPD Record

Name ...........................................................
Establishment .............................................

Date of Review Meeting ......................................................... Session
........................................................................

Three yearly meeting ............... Annual meeting to agree CPD Plan
......................... (Please indicate as appropriate)

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<th>Summary of any significant outpract</th>
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Record agreed by ......................................................... Reviewee
Date: .................................................................

................................................................. Line Manager
Date: .................................................................

A copy of this completed form should be forwarded by the reviewee to the line manager one week prior to the meeting.