



Education, Culture & Sport Service

Highland Local Negotiating Committee for Teachers

LNCT Agreement no. 7 -

**Framework for Continuing Professional
Development and Professional Review &
Development**

A Framework for Continuing Professional Development and Professional Review and Development for Teachers



Introduction

Highland Council Education, Culture and Sport Service aims to ensure that all staff are valued and enabled to develop their skills, knowledge and professional expertise. The authority recognises the importance of Professional Review and Development in enhancing the professionalism of teachers and in improving pupil achievement.

The arrangements for Professional Review and Development refer to all teachers (except for probationers on the Induction Scheme) and will also apply to members of the Quality Development and Support for Learning teams and to Psychological Services. These arrangements for Professional Review and Development replace the previous Staff Development and Review Policy issued by Highland Council in 1999.

'A teaching profession for the 21st Century' (the national agreement) states that all teachers have an entitlement to a Continuing Professional Development plan that is agreed annually with their line manager and that is based on the assessment of individual need. The booklet '*Professional Review and Development 2002*' (SEED, 2002) highlights key principles and features which should be incorporated into schools' policies and practical arrangements. This booklet (and the additional booklets listed in [appendix I](#)) have been fundamental in structuring and informing the advice which follows.

Implementation

The authority welcomes the arrangements for Professional Review and Development and views the ten principles outlined in the PRD booklet, page 5, as a suitable framework for schools' own PRD policies. The principles are:

- There is a professional commitment to building excellence at every stage of a teacher's career;
- Arrangements are simple, with minimal bureaucracy;
- The purpose is clear to all participants;
- It starts with self-evaluation and involves on-going personal reflection;
- It is integrated with existing arrangements for quality assurance;
- It identifies and supports the professional needs of each teacher;
- It balances individual and personal development priorities with those relating to the effective fulfilment of the school development plan;

- Professional development is coherent and progressive;
- It is undertaken with line managers; and
- The process is evaluated effectively.

Headteachers have a duty to promote the continuing professional development of all teaching staff and to ensure that all staff have an annual review of their development needs. The professional review and development process should be clearly integrated into the normal life and management of the school and result in minimum disruption for pupils.

All teachers are entitled to an annual meeting with their line manager to discuss their CPD profile. This annual professional review will be conducted in accordance with the guidance contained in “*Professional Review and Development (2002)*”, page 8, from SEED (see [appendix II](#)). In most cases the reviewer will be the immediate line manager, where this is not possible, then the headteacher or the authority will, after consultation with the reviewee, designate a suitable reviewer who has appropriate knowledge of the reviewee's work.

Teachers are required by the national agreement to maintain an individual CPD Profile for professional purposes. The outline format for this CPD Profile is contained in [appendix III](#). This format should be used to create the individual CPD Plan during the meeting and should then be updated throughout the year and maintained as a CPD record. All staff are required to maintain a CPD Profile for the current year and for two previous years where this is appropriate.

The CPD Profile is confidential to those participating in the annual review.

Teacher CPD is the wide range of experiences that contribute to teacher development and should be recognised as any activity that has been undertaken to progress, assist or enhance a teacher's professionalism. The list of activities given on page 7 of “*Professional Review and Development 2002*” (see [appendix IV](#)) exemplifies the diverse nature of activities, on the job training and small-scale, school-based projects that constitute professional development but do not involve enrolment on a course or attendance at inset. Such activities should lie at the heart of CPD and form the core of an individual's CPD programme. Teachers should take as broad a view of professional development as possible.

The CPD Profile should be used to record all CPD activities including those not explicitly identified in the annual review.

All staff have a commitment to pursue CPD through the five annual closure days and the additional thirty-five hours for CPD purposes. In addition, many staff may be involved in significant CPD programmes and in SQH, Chartered Teacher, and DPSE (SEN) etc. on a voluntary basis. While these programmes are essentially distinct from a teachers' contractual commitments, there are circumstances in which the development objectives agreed through the individual's annual professional review may be met, to a greater or lesser extent, by these voluntary programmes. In agreeing how much these voluntary activities contribute to the additional thirty-five hours CPD, it should be borne in mind that professional review and development is the process whereby the development and training needs of staff are identified and agreed in relation to their current practice, the requirements of the school or authority development plan, the wider and longer-term needs of the education service, and national priorities.

The annual professional review and the appropriate preparation time are part of the additional thirty-five hours CPD time and arrangements should be made to hold the annual review at a mutually agreed time and place conducive to the discussion of the CPD Profile.

During the annual professional review the reviewer and reviewee should record agreed development objectives and appropriate CPD activities. [Appendix V](#) gives an example of a completed CPD profile.

Following the annual professional review, reviewers should collate any CPD issues which require whole-school or authority attention and forward these to the school's staff development co-ordinator. [Appendix VI](#) gives an example of a template for this purpose.

CPD Profiles and Portfolios

The CPD profile is the plan and record for agreed CPD activities which arises from the *annual professional review*. Every teacher is required to maintain a *CPD profile*. Teachers who wish to enter the Chartered Teacher programme are required to have maintained a *CPD portfolio*. The maintenance of a CPD portfolio is regarded as good practice for all teachers, regardless of their experience or aspirations. It is recommended that all staff maintain a CPD portfolio. The CPD portfolio is a personal record held by the individual teacher. The CPD portfolio should contain the CPD Profile as well as personal information and evidence of the teacher's commitment to CPD and their awareness of the impact of development experiences on their professional actions. Guidance on the construction of a CPD portfolio is contained on page 9 of "*Professional Review and Development 2002*" (see [Appendix VII](#)). The authority will provide training and support in respect of portfolio maintenance.

Each school should designate a staff development co-ordinator. The co-ordinator will have responsibility for collating information from the annual review process within the school and for responding to whole-school CPD issues. Highland Council will support the provision of CPD through the devolution of funding directly to schools and through authority-led CPD initiatives related to the service plan. Where appropriate, the authority will co-ordinate responses to particular needs identified by schools or by the Service Plan. In this context schools are required to provide a summary of the main development needs that would be most appropriately addressed by the authority. Once a year, **by 31st January**, the school's staff development co-ordinator should forward to the authority's staff development co-ordinator a summary report highlighting those areas identified, and dealt with, as whole-school issues and identifying issues for future authority-led CPD.

The authority will maintain a programme of CPD activities to support the core CPD activities undertaken by individual staff and school groups. By **30th April** each year the authority will publish an annual calendar of the authority-led activities in support of individual and schools' programmes and the national framework for CPD.

The CPD Steering Group will advise the authority on development issues and the maintenance of the professional development framework within Highland.

Monitoring & Evaluation

As part of the arrangements for quality assurance, Area Education Managers or their delegated representative will discuss with Headteachers the implementation of the annual professional review and CPD process and monitor its progress.

School staff development co-ordinators will monitor the process in school together with the maintenance of viable CPD opportunities and the maintenance of records. The processes associated with professional review and development and continuing professional development should be an integral part of the school self evaluation process. The quality indicator 6.6 gives guidance on the auditing of the process.

The Quality Development Team will monitor the process as part of their ongoing dialogue with schools.

Signed on behalf of the Council

Signed on behalf of the Teachers' Side

Name Bruce Robertson

Name Andrew Stewart

Designation Joint Secretary LNCT

Designation Joint Secretary LNCT

Date 16 June 2004

Date 16 June 2004

CPD Documents

All staff should have a copy of the following documents *

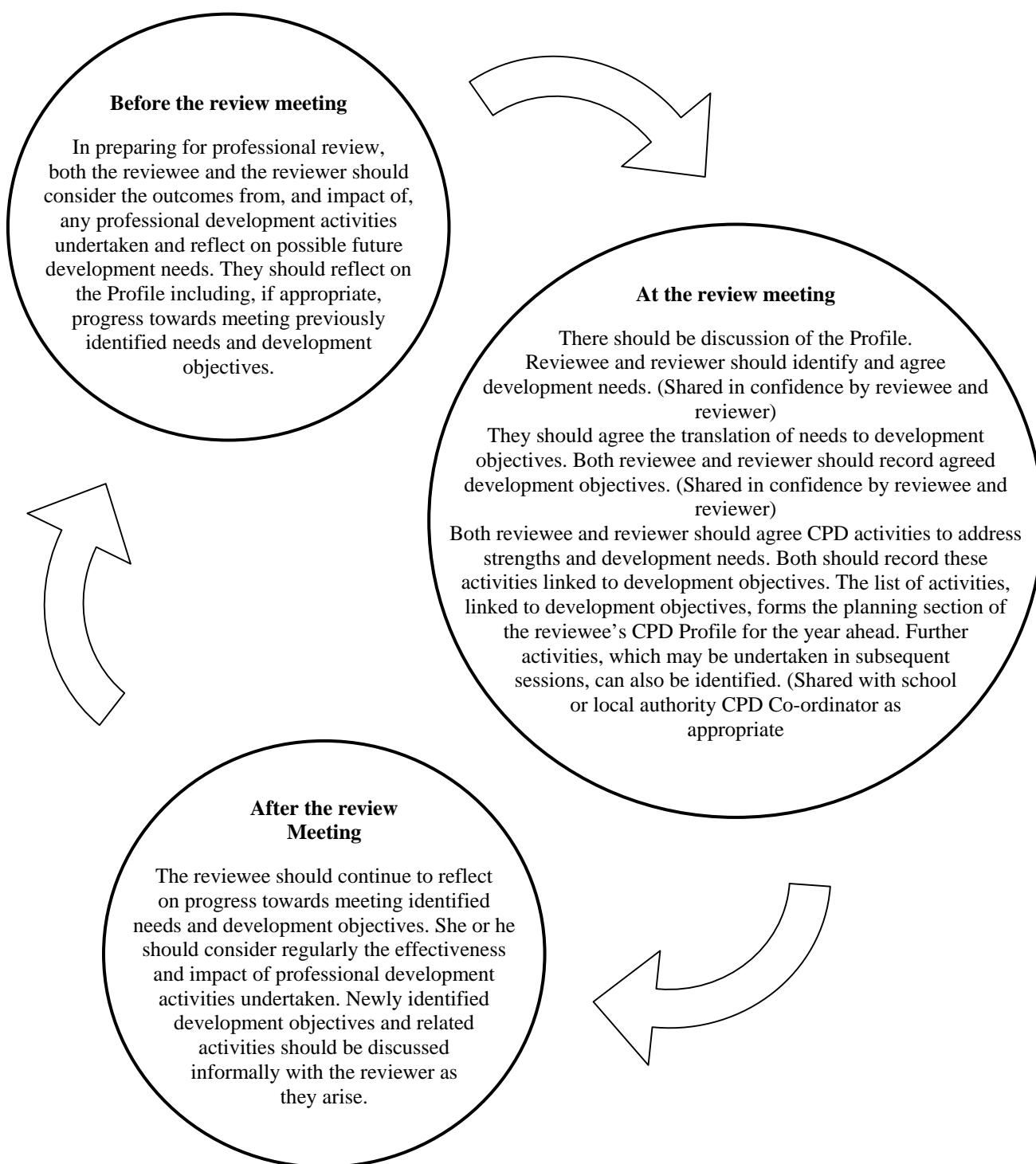
- 1. Continuing Professional Development(2002)**
- 2. Standard for Chartered Teacher (2002)**
- 3. Chartered Teacher Status: Frequently Asked Questions (2002)**
- 4. Professional Review and Development (2002)**
- 5. Chartered Teacher Status: Additional Frequently Asked Questions: How to become a chartered teacher (March 2003)**

In addition schools should have copies of the booklet

- 6. Standard for Headship**

* **previously issued to all teachers including supply staff last session**

The Process of Professional Review and Development



CPD Profile

Reviewee's Name:	School:
Review Date:	Session:

Agreed Development Objective	Agreed Development Activity	Date of Activity	Duration of Activity	Outcome/Impact of Activity

Development Objectives and Activities agreed by

Reviewer:	Date:
Reviewee:	Date:

CPD Activities

The range of experiences which contribute to teacher development is very wide and includes activities that can be undertaken during the 35-hour week as well as those that contribute to the “additional contractual” 35 hours of CPD per annum.

A CPD activity is anything that has progressed a teacher’s existing skills or enhanced her or his professionalism.

The list that follows is intended to be illustrative rather than exhaustive:

- activity related to achieving national standards (Standard for Full Registration, Standard for Chartered Teacher, Standard for Headship);
- self-evaluation and personal reflection including preparation for the professional review and development meeting;
- subject-based activities including involvement with professional bodies and associations;
- attendance at in-service;
- membership of school committees and task groups;
- developing school, local authority and national policies;
- visits to and from colleagues in other schools;
- co-operative teaching;
- lesson observation and analysis;
- secondments;
- professional reading and research;
- mentoring/supporting colleagues;
- curricular planning/development;
- management and leadership development opportunities;
- teacher placement;
- working with others, including as part of inter-agency teams involving colleagues from social work, health service, etc; and
- working with parents/carers.

Reviewee's Name: Sheena MacDonald	School: Munro High School
Review Date: 12/12/03	Session: 2003/ 2004

Agreed Development Objective ³	Agreed Development Activity ⁴	Date of Activity	Duration of Activity	Outcome/Impact of Activity ⁵
Support and develop professional skills and practice.	Professional review meeting	10 Dec 02	2hrs	Preparation and agreement of development objectives and activities
Develop S1/S2 resources	Attend in-service "Exciting Experiments for the Classroom"	18 Jan	5.5 hrs	New activities incorporated into S2 physics sections.
	Co-operative teaching	Feb	1 hr	Ongoing review of teaching strategies and pace of teaching in S1/S2.
	Lesson observation	Feb	1 hr	
Extend knowledge of ICT in the classroom	Develop crocodile clips worksheets	28 Oct	3 hrs	Students exposed to a broad and even ICT experience throughout all areas of the course; varied ICT experiences in each year and subject area. Information and activities available for parents and pupils
	Develop datalogging experiments and	27 th Nov	3 hrs	
	make ICT worksheets for S1/2	weekly	6 hrs	
	Prepare web items for school web site		25 hrs	
Review and develop Unit 6	Prepare unit test consumable booklets	Term 1	12 hrs	Update materials to reflect changes in the guidelines, new information, exam feedback and new materials including ICT. Adapt teaching materials to reflect the students needs for extension and consolidation work. Gives the courses an up to date appeal to the classes getting a better response from them and so improve L and T experience
	Compile additional worksheets for extension work and consolidation	Aug - Oct	4 hrs	
	Review, edit and update existing teaching material		8 hrs	

CPD Framework

Agreed Development Objective ³	Agreed Development Activity ⁴	Date of Activity	Duration of Activity	Outcome/Impact of Activity ⁵
Investigate Chartered Teacher status	Attend briefing session Background reading Portfolio preparation Attend Unit 1	May Jan - Aug Jan - Aug August	5 hrs 3 hrs 6 hrs 20 hrs	CPD portfolio prepared; credit gained for one unit; claim for approved prior learning prepared.
Membership of school Health & Safety Committee	Attend termly meetings	Each term	4 hrs	Updated Health & Safety advice for department.

Development Objectives and Activities agreed by

Reviewer: <i>John Mackenzie</i>	Date: 10/12/02
Reviewee: <i>Sheena MacDonald</i>	Date: 10/12/02

Notes:

- ① **All CPD profiles are confidential to the reviewee and the reviewer. The reviewer should extract information about CPD needs which require whole-school or authority attention and pass these to the school CPD co-ordinator.**
- ② **The CPD profile is used at the professional review meeting to record agreed development objectives and activities (columns one and two). Thereafter the reviewee completes the profile throughout the year.**
- ③ **Although development objectives are agreed annually, any additional CPD activities should be added to the profile throughout the year.**
- ④ **All development activities should be recorded in the profile – not just those that relate to the “additional contractual” 35 hours of CPD per annum. There is no need to specifically identify activities related to the “additional” 35 hours, however the reviewer should be assured that the plan encompasses an “additional” 35 hours of appropriate experiences and activities.**
- ⑤ **The reviewee should complete the date of the activity and the duration and should make a short note of the outcome or impact on professional practice throughout the year.**

Professional Review and Development
Identified Priorities for school / authority-led CPD

School:	Dept:	Date:
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Please indicate below the main issues for future CPD programmes which have emerged from your discussions with staff during this year's professional review meetings.

Priority	Description of Activity	Audience
1		
2		
3		
4		
5		

This information will be used to inform planning for future staff development.

Signed:

Please return to: R English, Staff Development Unit, Castle Street, Dingwall, IV15 9HU
 by [January 31st](#).

Thank you for your assistance.

Quality Development Team
 Education Centre, Castle Street, Dingwall, Ross-shire, IV15 9HU
 bob.english@highland.gov.uk

The CPD Portfolio

The maintenance of a CPD Portfolio is good practice for all teachers, regardless of their experience or aspirations. It can offer a systematic method for recording professional analysis and development throughout a teacher's career. New teachers entering the profession will maintain a professional development portfolio and profile for the duration of their induction post and should be encouraged to continue this practice once fully registered. Teachers who wish to enter the Chartered Teacher Programme will be required to have maintained a Portfolio.

The CPD Portfolio would remain the personal property of the individual teacher but could be used to:

- present an analysis of personal and professional development;
- present illustrations of current skills and abilities;
- provide additional support in preparing for professional review;
- provide a basis for discussion with key colleagues;
- plan future professional development;
- self-evaluate professional competence; and
- assist in recording activities which may lead to accreditation

The contents of a CPD Portfolio will vary but might include:

- personal details;
- qualifications;
- employment history;
- job descriptions of current and previous posts;
- CPD Profile;
- an analysis of professional experiences;
- self-evaluation of professional competence;
- reflective commentaries in CPD activities undertaken;
- information relating to preparation for national standards;
- personal development plan;
- certificates; and
- CV

In reflecting on the impact or outcome of development experiences in the short or longer term, teachers may record the following:

- developments in attitude;
- developments in behaviour;
- increase in knowledge;
- increase in skills; and
- impact on practice

Supporting and Developing the Skills of Teachers

A Teaching Profession for the 21st Century states that ‘CPD is an essential opportunity for staff and should be accessible and applicable to every teacher’, the maintenance of a personal record of CPD should also be a condition of service.

Professional Review and Development meetings for staff outwith single school posts

Highland Council’s “[Framework for CPD and PRD for Teachers](#)” sets out the current policy on professional review and development for all teachers. While most staff are permanently employed in a single school and have a clearly designated line manager, there are staff for whom this is not the case. Teachers undertaking supply work should be familiar with the council’s policy on professional review and development and should have a copy of the relevant SEED publications on CPD. Teachers on a temporary contract are required to maintain a CPD record as outlined in the policy document. The number of hours of CPD undertaken outwith their contractual hours should be in proportion to the full-time equivalent of 35 hours.

Headteachers are required to ensure that clear information on CPD provision and arrangements is available to all staff and should endeavour to enable staff doing supply work to participate in organised training events.

Where there has been significant contact with schools, staff on a temporary contract should request that the headteacher arranges an annual professional review with the appropriate line manager. Professional review meetings should be conducted in the same manner for all staff.

Visiting Teachers and Additional Teachers in Primary Schools

Visiting teachers will have their annual professional review with the headteacher of their designated ‘base school’. Base schools will have their CPD funding enhanced to reflect the extra FTE of the visiting teacher’s employment in the area. Area Education Managers will review the significant increase in responsibility that this may entail for some headteachers and will also incorporate into these arrangements the additional staff being recruited in primary schools in connection with the reduction in primary teachers’ hours.

Support for Learning Staff

ALSTL - Area Learning Support Team Leaders as part of the Support for Learning Team will have their annual professional review with the Support for Learning Manager. [They will in turn conduct the APR for staff in their area]. Other Support for Learning staff employed outwith schools, such as peripatetic teachers of the deaf and visually impaired, autism outreach, IT/SEN staff and development officers will have their annual review either with the Support for Learning Manager or with the member of staff designated by the Support for Learning Manager to act in this capacity.

QDO and PMSO

Quality Development Officers and Primary Management Support Officers will have their annual professional review with the Quality Development Manager.

The Professional Review Meeting

The professional review meeting is an annual meeting held at a time when both the reviewee and reviewer can reflect on the previous year's work, future commitments and the necessary development activities that would enable the reviewee to contribute best to future plans for the school. Arrangements for the review meeting should be such that there is no disruption to the proper conduct of school activities. Preparation and time for the review are part of the development process and can count towards the agreed 35 hours for both the reviewee and reviewer.

Background to the review meeting

The professional review is one of a wide range of quality assurance strategies used in schools. The professional review is based on reflective practice and on self-evaluation. Prior to the review both the reviewee and the reviewer should ensure that they are familiar with issues relating to national and local priorities. An effective review process will:

- ✓ *have a clear purpose to all those involved*
- ✓ *begin with self-evaluation*
- ✓ *encourage reflection on good practice*
- ✓ *encourage the sharing of good practice*
- ✓ *encourage engagement with school and service priorities*
- ✓ *be supportive and responsive to needs*
- ✓ *recognise good performance*
- ✓ *have a positive impact on morale*
- ✓ *contribute to a sustainable development plan for the reviewee*
- ✓ *be evaluated effectively*

Recording and Collating CPD Needs

Review meetings can be held at any time in the school year. The review process is part of ongoing Continuing Professional Development and is one element in a coherent and progressive development cycle. [Appendix \(i\)](#) gives one suggestion for integrating the APR into an annual cycle of school development. There will be a summative point at the time when information is required to inform the council's CPD programme. At that time school CPD co-ordinators will need to have an overview of development needs and *to be able to identify those that are best met by central organisation*. Once a year, by [31st January](#), the school's CPD co-ordinator should forward to the authority's CPD co-ordinator a summary report highlighting those issues identified, and dealt with, as whole-school issues and in addition identifying issues for future authority-led CPD. The school CPD co-ordinator will therefore require to receive summary information from each reviewer about the professional reviews they have undertaken to identify CPD issues. [Appendix \(ii\)](#) gives a proforma for summarising and reporting on the school's CPD plan, while [Appendix \(iii\) \(a\)](#) and [Appendix \(iii\) \(b\)](#) gives an exemplar school report.

The CPD Profile

Every teacher is required to maintain a CPD profile, the outline format for this is contained in [Appendix III](#) of the council's policy. The profile should be used to record all CPD activities – some of which may take place during the school day or during school inset closure days. In general, events during the normal week and closure days would not count towards the contractual

35 hours for CPD, unless agreed by the reviewer for specific reasons. One such reason may be that the reviewee is contributing to the training event and will be undertaking development work in preparation. There is no prescriptive list of activities which may be counted towards the contractual 35 hours. ***Activities which count towards the contractual time are those which lead to professional development for the reviewee and therefore a change in professional action by the reviewee.*** There is a clear expectation that staff must agree these 35 hours with their line manager and that the line manager is assured that the commitment has been met. The reviewer should also be confident that the overall CPD plan reflects a proper balance of the needs of the service, the school and the reviewee. Provided the basic format of the CPD profile is maintained schools may wish to agree the addition of columns to illustrate links to self-evaluation processes, school/departmental plans and/or to the contractual 35 hours.

One important aspect of the review process is the agreement of reviewee and reviewer on CPD development objectives. In line with objectives in any context it is important that these are clear objectives which in total provide for individual development in the context of local and national priorities and cover the total time available for CPD including the contractual 35 hours. Most staff will be familiar with the acronym SMART.

- S* - *specific* - *is the description specific and clear?*
- M* - *measurable* - *is there a reliable way for the reviewee and reviewer to know that progress is being made*
- A* - *achievable* - *is it likely that development activities can be identified within budget, to achieve this?*
- R* - *relevant* - *is this likely to have an effect on classroom practice?*
- T* - *time-based* - *can a timescale for achievement be identified?*

In general the reviewee will set their own development objectives however these must be agreed by the reviewer. For those who wish to develop their use and understanding of setting development objectives there is further help available at

http://www.higher-skills.org.uk/mfb_SO_start.htm

The most fundamental aspect of all development objectives is their effect on the professional development of the individual. The basic question when setting objectives, and agreeing their contribution to the 35 hours, is *'Will this enhance the professional abilities of the individual?'*

Having agreed development objectives the review meeting should agree related development activities. Clearly it may not be possible to identify specific activities in each case. However there should be general agreement about the type of activity which is likely to overtake the objectives. Further development activities should be identified and agreed by informal discussion throughout the year. The reviewee must maintain a CPD record of all CPD activities. *This is adequately covered by the CPD Profile in the "[Framework for CPD and PRD for Teachers](#)" policy.*

At the following Annual Professional Review meeting the reviewer should discuss the overall impact of the year's activities. At this point the discussion will be informed by both the reviewee's CPD profile and by the informal discussion which will have taken place throughout the year. While each individual has responsibility for their own CPD plan and record they should, by informal discussion, involve their reviewer in the ongoing progress of their development by enlisting support and agreement for additional activities and agreeing alternative activities where necessary. The

reviewee should record the date and duration of activities, the impact on their professional practice and obtain the reviewers agreement that this fulfils the contractual obligation of the 35 hours.

Preparing for the Annual Professional Review

A crucial aspect of preparation for the APR is that the reviewer should be familiar with the reviewee's work and be in a position to help identify future strategies for further development. Discussion in the APR should focus on identifying the impact of previous development work on the reviewee and on teaching and learning in the school. It would be helpful for the reviewee to undertake some form of self-evaluation prior to the review. This evaluation could be based on aspects of the HGIOS Q.I.s, or on the Standards associated with the CPD Framework, viz the Standard for Full Registration, the Standard for Chartered Teachers or the Standard for Leadership (Headship).

A number of self-evaluation checklists have been suggested for use prior to the APR.

- The SEED booklet Professional Review & Development 2003 (page 13)
- The CPD Framework in the same booklet (pages 16 and 17)
- The Q.I.s cover all aspects of school life and could be used as the basis for a self-evaluation exercise.

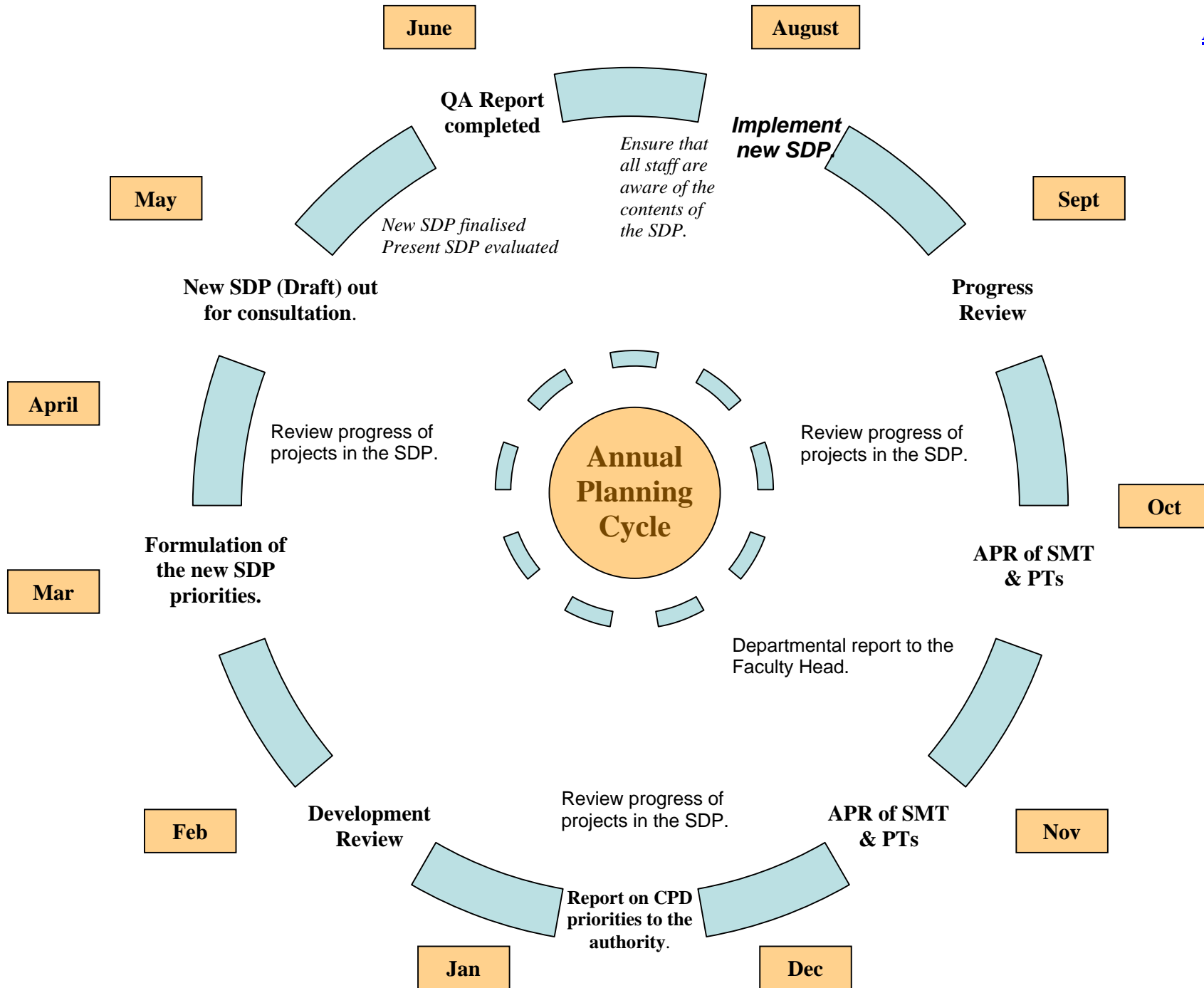
In addition we now have three national Standards relating to the work of teachers in schools – the SFR, the SCT and the Standard for Leadership (Headship). These Standards generally relate to the key components of Professional Knowledge and Understanding, Professional Skills and Abilities (Attributes) and Professional Values and Personal Commitments and should therefore provide a sound basis for reflective practice.

The Highland Learning and teaching Toolkit provides further guidance on teacher self-evaluation and can be accessed from the following link.

http://www.highlandschools-virtualib.org.uk/ltt/lifelong/teacher_self.htm

The exemplar checklist provided in [Appendix \(iv\)](#) of this document is derived from the nine forms of Professional Action identified in the Standard for Chartered Teacher. While it is important to note that this Standard “would denote the level of professional accomplishment teachers might seek to achieve, after completing the Standard for Full Registration and once established in the profession” nevertheless the areas identified in the checklist give a balanced view of the role of the teacher and should therefore be useful in identifying subjects for future development.

“The Standard for Chartered Teacher may be seen, therefore, as part of a culture of self-evaluation that has developed in Scotland, and to represent for the individual teacher the same standard of critical self-evaluation and reflection that *How good is our school?* does for schools.”
(Standard for Chartered Teacher).



Professional Review & Development

CPD for Session 2004-2005

School:

School CPD and APR Plan 2004-2005

Please provide a short description of the APR process within the school, indicating the extent of the review process and timing of reviews.

Results of APR process within the school

Results of the APR process should be summarised on the attached form and returned to the SDU by the end of January. Any further comments on the outcomes would be welcome.

Monitoring of the APR process

Briefly describe how the school manages and monitors the conduct of the APR process.

Professional Review & Development

CPD for Session 2004-2005

Identified Priorities for Authority / School Led CPD

School:	Date:
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Please indicate below the main issues for future CPD programmes which have emerged from your discussions with staff during this year's professional review meetings.

Priorities should include those identified by nursery staff.

School-led activities should include those which may be taken by external providers.

Authority- led Priorities		
Priority	Description	Audience
School- led Priorities		
Priority	Description	Audience

This information will be used to inform planning for future staff development.

Signed:

Please return to: R English, Staff Development Unit, Castle Street, Dingwall, IV15 9HU
by **January 31st**.

Thank you for your assistance

Professional Review & Development

CPD for Session 2004-2005

Munro High School

School CPD and APR Plan 2004-2005

The APR is now part of the annual development cycle within the school.
The APR system has worked as follows in November/December 2003.

<i>Headteacher</i>	<i>Depute Headteacher</i>
reviewed by AEM 2001	reviewed by HT
DHT	PT English (who reviewed the teacher of Eng & School Librarian)
PT Maths (who reviewed the teacher of Maths)	PT Guidance
PT Science (who reviewed the Teacher of Physics)	APTs /Guidance
PT Modern Languages (who reviewed the teacher of ML)	APT/LSS (who reviewed the 3 LS Auxiliaries)
APT/Careers Guidance	Teacher of LS
APT/Science-RMS	Teachers of - PE, History, Music, Art & Design
APT/EIL (who reviewed the Teacher of Tech)	
Teacher of Biology	
<i>Support Staff Reviews were also conducted</i>	
Technician	An Office Auxiliary
Admin Assistant	
An Office Auxiliary	

- The HT was reviewed by the AEM in December 2001
- The agreed format using the guidelines document has been used in the APR process this session.
- Reviewers used the same format and have confirmed that CPD Plans indicate full coverage of the 35 hours

Results of APR process within the school

- All CPD needs have been collated for information (but without naming individuals or relating individual needs in any public fashion).
- The collated CPD priorities will be used for the following action -
 - table of collated CPD needs will be sent to the SD Co-ordinator for the authority with comments
 - the table will also be sent to the AEM with comments
 - a table of collated CPD needs will be used for action planning as far as CPD concerned asap

- The collated table of CPD needs will be quantified in terms of staff time and relevant resources required
- Progress in addressing all CPD needs will be monitored by the HT using the collated results

Review of the APR process

- Initial feedback review to take place with all staff on 12.1.2004
- Formal review of the APR process will take place as per School Development Plan Action
- All APR will be reviewed in session 2004 - 2005 as part of the school procedures.

See page 3 for the school summary of CPD needs for 2004-2005.

Professional Review & Development

CPD for Session 2004-2005

Identified Priorities for Authority / School Led CPD

School: <i>Munro High School</i>	Date: <i>January 2004</i>
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Please indicate below the main issues for future CPD programmes which have emerged from your discussions with staff during this year's professional review meetings.

Priorities should include those identified by nursery staff.

School-led activities should include those which may be taken by external providers.

Authority- led Priorities		
Priority	Description	Audience
1	ICT training - personal skills development/basic ICT	All staff
2	Attendance at all National Qualification training	All staff
3	Interchange and networking with other schools for development work & subject cross reference	
4	Development time for ICT/Subject related work	
The following are other, important priorities after APR		
	SQA subject related training for assessment, EGRCs	
	Chartered Teacher developments/Inset training	
	Subject Handbook production Inset	
	Preparation for new Principal Teacher Inset	
	SQA related Phoenix training	
	Health & Safety training in risk assessment for excursions	
School- led Priorities		
Priority	Description	Audience
	Teacher Work Placements - various	
	IEPs and further development	
	Study Support strategies	
	Development time for development planning priorities / curriculum development	
	Child Protection Inset	
	Technician training for Science, Technology and ICT	
	Pre-retirement training	

This information will be used to inform planning for future staff development.

Signed:

Please return to: R English, Staff Development Unit, Castle Street, Dingwall, IV15 9HU
by **January 31st**.

Thank you for your assistance

Professional Review & Development

CPD for Session 2004-2005

Ben Primary School

School CPD and APR Plan 2004-2005

The APR is now part of the annual development cycle within the school.
The APR system has worked as follows in November/December 2003.

<i>Headteacher</i>	<i>Principle Teacher (P3/4)</i>
reviewed by AEM 2001	reviewed by HT
SfLT	
Teachers: Nursery Co-ordinator (base school), P1/2, P6/7	
<i>Support Staff Reviews were also conducted</i>	
Classroom Assistant	Support for Learning Auxiliaries
Admin Assistant	Nursery Assistant

- The HT was reviewed by the AEM in December 2001
- The agreed format using the guidelines document has been used in the APR process this session.
- Reviewers used the same format and have confirmed that CPD Plans indicate full coverage of the 35 hours

Results of APR process within the school

- All CPD needs have been collated for information (but without naming individuals or relating individual needs in any public fashion).
- The collated CPD priorities will be used for the following action -
 - table of collated CPD needs will be sent to the SD Co-ordinator for the authority with comments
 - the table will also be sent to the AEM with comments
 - a table of collated CPD needs will be used for action planning as far as CPD concerned asap
- The collated table of CPD needs will be quantified in terms of staff time and relevant resources required
- Progress in addressing all CPD needs will be monitored by the HT using the collated results

Review of the APR process

- Initial feedback review to take place with all staff on 12.1.2004

- Formal review of the APR process will take place as per School Development Plan Action
- All APR will be reviewed in session 2004 - 2005 as part of the school procedures.

See page 3 for the school summary of CPD needs for 2004-2005.

Professional Review & Development

CPD for Session 2004-2005

Identified Priorities for Authority / School Led CPD

School: <i>Ben Primary School</i>	Date: <i>January 2004</i>
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Please indicate below the main issues for future CPD programmes which have emerged from your discussions with staff during this year's professional review meetings.

Priorities should include those identified by nursery staff.

School-led activities should include those which may be taken by external providers.

Authority- led Priorities		
Priority	Description	Audience
1	ICT training - personal skills development/basic ICT	All support staff
2	Class Teacher use of attainment statistics	All teaching staff
3	Assessment	all staff
The following are other, important priorities after APR		
	Chartered Teacher developments/Inset training	
	Preparation for new Principal Teacher Inset	
	Health & Safety training in risk assessment	
School- led Priorities		
Priority	Description	Audience
	IEPs and further development of PLPs	
	Study Support strategies	
	Development time for development planning priorities / curriculum development	
	Child Protection Inset	
	Effective use of CCR	
	Pre-retirement training	

This information will be used to inform planning for future staff development.

Signed:

Please return to: R English, Staff Development Unit, Castle Street, Dingwall, IV15 9HU
by **January 31st**.

Thank you for your assistance

Preparing for the Annual Professional Review: The Process of Self-Evaluation: Part 1 - Learning & Teaching

Prior to the annual professional review, you can use the following questions to give focus to your thoughts about next year's developments. You should aim to identify where your strengths lie, as well as identifying those areas which would benefit from further development.

Name: _____ School: _____

My vision for next year: _____

How well do I	Scale				Recent Work	Possible Development
	1	2	3	4		
Effectiveness in promoting learning in the classroom						
....effect further progress in pupils' learning and development?						
....create and sustain a positive climate for learning?						
....use strategies which increase pupils' learning?						
Critical self-evaluation and development						
....evaluate practice and reflect critically on it?						
....improve professional performance?						
....ensure that teaching is informed by reading and research?						
Collaboration with, and influence on, colleagues						
....contribute to enhancing the quality of the educational experience provided by the school and to the wider professional context of teaching?						
Educational and social values						
....relate teaching to wider school aims and social values?						
....articulate a personal, independent and critical stance in relation to contrasting perspectives on educational issues, policies and developments?						
How is my CPD developing and enhancing:						
the pupils and their learning in the school?						
me as a professional?						

Preparing for the Annual Professional Review: The Process of Self-Evaluation: Part 2 - Leadership (Headship)

Prior to the annual professional review, you can use the following questions to give focus to your thoughts about next year's developments. You should aim to identify where your strengths lie, as well as identifying those areas which would benefit from further development.

Name: _____

School: _____

My vision for next year: _____

How well do I	Scale				Recent Work	Possible Development
	1	2	3	4		
Leading and Managing Learning and Teaching						
.... develop systems for managing learning and teaching?						
.... ensure an ethos of care and achievement?						
Leading and Managing People						
.... support the development of individuals to improve their practice and that of the school?						
.... support and develop teams to enhance their development and that of the school?						
.... create, maintain and enhance effective working relationships within the school?						
Managing Policy and Planning						
.... develop and communicate school policies and procedures?						
.... develop and enhance school and community partnerships?						
Managing Resources						
.... manage available resources to support effective learning and teaching?						
How is my CPD developing and enhancing:						
the pupils and their learning in the school?						
me as a professional?						