



PROFESSIONAL REVIEW AND DEVELOPMENT

1.0 INTRODUCTION

Teachers, at every stage of their career, must have the chance to reflect, plan and engage in professional learning in order to keep pace with the changes in knowledge, policy and legislation that are incumbent with advances in education.

Application of the Professional Standards through Professional Review and Development is an entitlement and a requirement for teachers. They have the right to professional learning and support to update their knowledge and skills. The review process is fundamental to bringing this about.

This policy aims to assist and support teachers in maintaining and improving their professionalism through a programme of reflection, planning and professional learning. Through such a programme the quality of learning experiences and outcomes for children and young people will be improved.

2.0 NATIONAL CONTEXT FOR PROFESSIONAL REVIEW AND DEVELOPMENT

Professional Review and Development has been an important and formal feature of a teacher's working life since the early 1990's. In 2001 the national agreement, A Teaching Profession for the 21st Century established it as a duty for teachers.

3.0. PRINCIPLES

Professional review and development of teaching staff is most effective when there is a supportive climate within schools, and the following principles apply

- The PRD process is supportive and responsive to teachers' needs;
- It reinforces adherence with GTC Standards;
- There is equality of access for all;
- openness, security and trust are encouraged;
- Staff have a clear understanding of roles and responsibilities;
- Staff have a clear understanding of school aims and policies;
- Staff are encouraged to exchange ideas and information;
- Staff have opportunities to enter into professional dialogue regarding challenges;
- Staff contributions and opinions are fully recognised and respected;
- Staff abilities and experiences are developed; and
- Professional reflection is based on evidence

The PRD process is a professional entitlement during which Professional Learning plans are discussed. Annually, all staff have an opportunity to:

- Reflect on skills, knowledge and their contribution to school or service;
- Engage in the process of reflection and self-evaluation of the Professional Standards;
- Discuss professional development needs and plan how these can be taken forward by professional learning;
- Discuss progress and record essential aspects of the PRD process and its impact; and
- Discuss career plans and pathways.

3 KEY FEATURES OF PRD PROCESS

1. **Ownership** - Teachers take responsibility and ownership of their own PRD experience. Reviewers support and facilitate this experience.
2. **Approach** - The PRD process is built on self-evaluation by the teacher and coaching and mentoring by the reviewer.
3. **Timing** –The most conducive time in the school session to hold PRD meetings is agreed during collegiate calendar discussions. Head Teacher and staff should take account of other planning processes, other priorities within the school, the availability of staff, the availability of professional learning opportunities, and teacher workload. However, schools should accommodate temporary teacher PRDs if they fall out with the school’s normal PRD period.
4. **Support Materials** - Support materials for self-evaluation and coaching and mentoring accompany this policy and will be updated as required.
5. **Quality of Dialogue** - The most important aspect of the PRD meeting is the quality of the professional dialogue and that is dependent on high quality preparation by both teacher and manager.
6. **A Continuing Process** - The PRD process continues across the year. The main PRD meeting does not stand alone but concludes the previous year’s PRD process and begins the next. As PRD is a continuing process, the teacher and manager need to engage in further dialogue throughout the year, for example to discuss professional learning opportunities which the teacher has identified, to discuss any changes in areas for development due to altered priorities, or where a teacher has experienced difficulty accessing certain opportunities such as visiting other schools.
7. **Appropriate Manager** - The reviewer who is to facilitate a teacher’s PRD experience will normally be the person designated to manage the teacher on an on-going basis and who is familiar with the teacher’s work. In the case of Head Teachers the reviewer will be a senior member of staff designated by the Head of Education
8. **Chartered Teachers** - Chartered Teachers have an enhanced role due to their recognised experience as per SNCT guidelines; further local advice will be provided for teachers and reviewers

9. **Additional Professional Learning** - Where members of staff wish to participate in personal learning opportunities, including those related to career progression out with the 35 hours contractual CPD, the Professional Learning plan can be used to document and record impact of these voluntary activities
10. **Online Recording System: MyGTCS** - The recording system for the PRD process, while important, is secondary to the quality of engagement of the teacher and manager. To make the recording system as straightforward as possible, to reduce workload, to integrate it with the seeking of professional learning opportunities, to provide an effective way of storing records, and to minimise the administration required by Professional Update, staff use the MyGTCS online recording system.
11. **Temporary Teacher PRD** – Like all other teachers, temporary teachers have an entitlement to access the PRD process and an expectation that they retain ownership of that process. To ensure that they engage in the PRD process, temporary teachers should request a PRD meeting in the school where they have had most employment during a calendar year. They should write to the HT of that school who will identify an appropriate reviewer and offer a PRD. The reviewer will be a member of promoted staff, or where a school has had a disproportionately large number of requests, guidance should be sought from the link QIO. Alternatively, temporary teachers who have had long term contracts can request a PRD within that school.
12. **An appropriate reviewer** will be identified by the Head Teacher. Where a school-based PRD meeting is not possible, temporary staff are required to contact the Education Service for advice on how a PRD meeting may be arranged. This is an important step in ensuring that the GTC Scotland requirement on all registered teachers to engage in continuing PRD is met. If temporary teachers are unable to identify how to make a contribution to a specific school's improvement plan, they will identify the contribution they can make to the broader priorities of the Education Service's Business Improvement Plan, as well as self-evaluating against the appropriate GTC Scotland professional standard.
13. **Parameters** - The PRD process must be conducted within the following parameters:
- The workload involved is in line with the LNCT and establishment working time agreements; and
 - Any tasks and professional learning arising from the PRD process are consistent with the teacher's job description and the relevant GTC Scotland professional standard, except where, by voluntary agreement, the teacher wishes to undertake other tasks or self-evaluate against another GTC professional standard, for example if aspiring to a promoted post or other career opportunity.
14. **Wide-Ranging Professional Learning** - Suitable professional learning opportunities are wide-ranging in nature. Attending courses, while valuable, constitutes only one type of professional learning. The PRD process offers 5 main types of professional learning:
- (1) collaborative learning from others;
 - (2) further academic study;
 - (3) leadership activity;
 - (4) practitioner enquiry; and
 - (5) professional learning course/event.

Teachers have an opportunity to suggest other professional learning opportunities beyond those listed.

15. **Temporary Teacher Professional Learning** - Some temporary staff experience difficulty in accessing professional learning opportunities. The Education Service will ensure that professional learning is available to all teaching staff as appropriate.
16. **Guide to PRD** - Further details of the process are detailed in the Guide to PRD and it is expected that all teachers and managers will follow the guidance provided.
17. **Appeals** – The right of appeal will apply in 2 areas:
 - Failure to agree the sign-off for a plan or record in the annual PRD process; and
 - Failure to agree the sign off for the 5-yearly Professional Update process.
18. **Experience** with the PRD process suggests that such appeals will arise only in very exceptional circumstances. Should a difficulty be encountered in either of the 2 areas above, the following steps will be followed:
 - (1) A further attempt to resolve the situation by discussion should be made by the teacher and the manager.
 - (2) If this fails, mediation should be sought by either party
 - (3) If this fails, then the teacher may approach a more senior manager and present their reasons for appealing. The more senior manager would discuss the matter separately with the teacher and the original manager, and may also meet with them jointly. The more senior manager will then reach a decision on the matter.
 - (4) If the matter remains unresolved, then the teacher may seek resolution through the joint secretaries of the LNCT.
 - (5) This does not detract from an individual teacher’s right to initiate the appropriate employee grievance procedure.
19. **Deferrals** – There may be occasions when a teacher cannot complete their PRD and/or the Professional Update process due to for example career breaks, extended illness, maternity / paternity / adoption leave, unemployment or engagement in only occasional supply work. If a teacher is genuinely unable to complete the Professional Update sign-off process in the designated year, then the teacher should have the opportunity to request a deferral for one session. This request should be made in writing to the Chief Education Officer, outlining the reasons and accompanied by supporting evidence. Where the Chief Education Officer does not agree to deferral the teacher can then complete the Professional Update process or request to be removed from the GTC Register of Teachers.

6 ROLES AND RESPONSIBILITIES

The Chief Education Officer will:

- communicate the policy, support materials and any changes to them to all teachers;
- ensure that the policy is linked to the strategic vision and to other major policies;
- publish improvement priorities annually to enable schools and parts of the service to establish local improvement plans, allowing teachers to identify their contribution to the improvement plans through the PRD process;
- provide professional learning opportunities based on national priorities, East Dunbartonshire Council priorities, and teacher priorities, as informed by on-going

- evaluation of staff development and appropriate information from the PRD process; and
- monitor, evaluate and report on the effectiveness of the PRD policy and the level of engagement with it

Head Teachers and other relevant managers will:

- ensure that the PRD policy is applied fairly and appropriately in their school or area of responsibility;
- ensure that suitable professional learning opportunities are available for all teachers for whom they are responsible, whether permanent, temporary, full-time or part-time;
- ensure that professional learning to support school developments are clearly detailed in School Improvement Plans;
- identify trends in professional learning needs and take appropriate action to address them, for example, at school level, cluster level, through professional learning communities or in collaboration with other schools and organisations; and
- ensure that Professional Learning/CPD is contained within the remit of a manager or member of staff.

All promoted teachers who manage staff will:

- ensure that the annual PRD meeting is arranged for each teacher or respond to a request to arrange it from a teacher;
- arrange PRD meetings so as to comply with the establishment working time agreement;
- facilitate the PRD meeting using a coaching and mentoring approach which places the emphasis on the quality of the professional dialogue rather than on the recording requirements;
 - support staff constructively through the PRD meeting and provide challenge where appropriate
 - provide opportunities to discuss individual professional learning needs based on the Professional Standards as well as learning needs related to improvement plans;
 - sign off the professional learning plan and professional learning record, and validate the professional update requirements of GTC Scotland when appropriate;
 - maintain an awareness of the work of the staff for whom they are responsible through monitoring and support; and
 - provide continuing support for professional learning throughout the year by facilitating opportunities and/or seeking opportunities for staff in other classrooms, curricular areas, schools or organisations.

All teachers will:

- engage in the PRD process in line with the establishment working time agreement;
- ensure that an annual PRD meeting has been arranged for them by their manager or request that one is arranged;
- ensure that plans are in place for the follow up meeting;
- prepare for the annual PRD meeting by completing their professional learning plan and identifying professional learning areas which: (1) are to be continued or developed from the previous year; (2) will enable them to contribute to any relevant improvement plans; (3)

address individual professional needs arising from reflection against the appropriate GTC Scotland professional standards;

- engage in a professional dialogue with reference to the Professional Standards at the PRD meeting;
- construct their professional learning plan based on the PRD meeting and have this agreed and signed off by their reviewer;
- identify, request and arrange professional learning opportunities in agreement with their reviewer as the year goes on, and seek their reviewer's assistance in doing so if required;
- engage in 35 hours of additional professional learning over a school year which is undertaken out with the contractual 35-hour working week;
- maintain and complete their professional learning record with appropriate evidence as the year continues and have this agreed and signed off by their reviewer at the next PRD meeting; and
- engage in the GTC Scotland Professional Update process in a 5-yearly cycle, or as determined by GTC Scotland.

7 THE PRD PROCESS

At the time of year agreed for PRD meetings, as per the Collegiate Agreement, teachers and managers will ensure that meetings have been scheduled. However, schools should accommodate temporary teacher PRDs if they fall out with the school's normal PRD period.

In preparation for the PRD meeting, teachers will check that their professional learning record for the year finishing has been completed and use the support materials to consider development areas for their next plan. These items will be shared with their reviewer about a week before the scheduled PRD meeting. Reviewers will study teachers' completed support materials and prepare their own thoughts for the meeting.

At the meeting the reviewer will use a coaching and mentoring approach to discuss the professional learning record from the year just finished (which should be signed off if agreed), and the professional learning plan for the year about to begin. Opportunities will be available for areas of development to come from (1) the previous year, (2) improvement plans, and (3) self-evaluation against GTC Scotland professional standards, but this does not imply that there needs to be development areas from each in the plan.

The professional learning plan should be constructed by the teacher within a week of the meeting and submitted to the reviewer for signing off. In some cases, it may be necessary to have further discussion before this is agreed. The signing off by the reviewer allows the teacher to go ahead with the new plan.

In accordance with agreed permission levels and the security of individual data, varying kinds of information from the online system will be available to Head Teachers, Education Service Managers and Professional Learning/CPD Coordinators in schools as appropriate to allow good planning of professional learning opportunities for staff.

As the year progresses, there will be continuing professional dialogue between teacher and reviewer, for example when the teacher identifies professional learning opportunities, when there are cover or budget implications, if priorities change, or if the teacher needs assistance in securing development opportunities.

An additional meeting will take place approximately six months after the initial meeting. This meeting will give reviewer and reviewee an opportunity to discuss progress towards agreed targets and check that planned professional learning and development activities are progressing as intended.

Also as the year continues, the teacher will update the professional learning record as required.

As the time for the next PRD meeting approaches, the teacher will consider what impact the group of professional learning activities that contribute to each area for development has had and complete the professional learning record.

Every 5 years, or as determined by GTC Scotland, a further signing off process for Professional Update will be required. It will be the teacher's responsibility to ensure that this is completed and the manager's responsibility to validate the teacher's declaration.

8 CONFIDENTIALITY

Individual meetings between the reviewer/reviewee will be in confidence;

The content and records of meetings will be used for no other purpose without the agreement of the reviewer/reviewee

The reviewer will normally keep records of reviews for six months after a teacher leaves the school, following which; they should be confidentially destroyed in line with the Data Protection Policy

9 TRAINING

Every member of staff should have access to appropriate training. Training is the responsibility of the individual establishment and should cover all aspects of the review process before commencing the review process. Newly appointed SMT will receive training via the Induction programme.

Training will be required throughout the life of the scheme, both as updating for trained staff and initial training for new staff.

Training will include gaining:

- knowledge and understanding of East Dunbartonshire Education Department's Professional Review and Development Scheme for Teaching staff;
- knowledge and understanding of how to use the online recording tool;
- knowledge and understanding of the professional standards; and
- knowledge and understanding of coaching and mentoring.

10 MONITORING AND EVALUATION

As with other activities, there is a need to monitor and evaluate the outcomes of the professional review and development process to ensure that it is effective in achieving improved learning and teaching and is consistent across the education authority. Evaluation of this policy will be at school and Education Service level. Information will be gathered from head teachers, managers and trade unions on an annual basis. This will include examining:

- the extent to which identified staff needs have been met;
- the impact on teaching and on children's learning; and
- the quality and effectiveness of the staff development provision.

11 RESOLUTION PROCESS

If there is concern about the applications of the process and the matter cannot be resolved by involving the head teacher at establishment level (or Head of Education in the case of head teachers) the matter should be referred by the head teacher to the appropriate Education Officer/Chief Education Officer and by the teacher(s) to his/her professional association. The intended arrangements in question should be suspended pending referral to authority level involving, where appropriate, discussion with the relevant professional association and failing resolution, to the Local Negotiating Committee for Teachers (LNCT) within the terms of the LNCT recognition and procedure agreement.

This does not detract from an individual teacher's right to initiate the appropriate employee grievance procedure.

PREPARING FOR YOUR ANNUAL PRD MEETING

Self-evaluation booklet

Use this guide to help you to reflect on your professional learning and its impact over the past year, and to plan for next year. You should give your reviewer a copy of this at least a week before your annual PRD meeting so that both of you get the most out of the meeting. After the meeting you should enter what was agreed on to the MyGTCS Record of PRD Meeting

Name		GTC No					
Post		Date					
School		Year of Update	1	2	3	4	5

1. **Update your Professional Learning Record** for the past year and the impact that your professional learning has had on pupils' learning and/or the way you carried out your responsibilities.
2. Think about the past year in general terms. Try to identify particular strengths and achievements, and also areas where things have not gone so well.

3. In terms of developing within your **current post, which of the following professional learning pathways are relevant for you?** You can mark, highlight, circle or tick using the list below.
 - I'd like to teach a different stage (Nursery / Primary)
 - I'd like to teach a different course (Secondary)
 - I'd like to qualify in another subject (Secondary)
 - I'd like to study for a new professional qualification
 - I'd like to develop further my skills and knowledge generally
 - I have some other professional learning pathways in mind
4. In terms of thinking about preparing for a **possible new post, which of these options are appropriate for you?** You can mark, highlight, circle or tick using the list below.
 - This isn't relevant for me at present
 - A PT post
 - A DHT post
 - A Head Teacher post
 - A local authority post such as DO, QIO or EO, or secondment
 - A national post of some kind
 - Some other kind of post

5. Consider the areas for development that were in your plan last year.
6.
 - **If you were unable to complete some of them, do you need to carry them over into next year's plan?**
 - **If you did complete them, are there any that you would like to develop further?**

7. Reflect on your individual values, knowledge and understanding, and skills and abilities against the appropriate GTC Scotland Professional Standards. You can use self evaluation materials for this looking across several standards the same time to construct a profile, or against a single standard.

- **What areas for development emerge from your self evaluation against the GTC Scotland standards?**

8. Think about any relevant improvement plans (stage, department, faculty, school, authority) and the contribution you might make to them.
 - **From the improvement plans, what areas for development might there be for you?**

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9. By this stage, you may have several areas for development as a result of reflecting on areas from last year, the GTC Scotland professional standards, and improvement plans. **For each area for development, consider which types of professional learning may be helpful, and which possible professional learning activities you could pursue.**

Areas for Development (complete 2-4 potential Professional Learning Activities)	
Type of Professional Learning	Possible Professional Learning Activities
Collaborative Learning from others e.g. visit class/school/agency, shadow, placement, exchange, secondment	<ul style="list-style-type: none"> • • •
Leadership activity e.g. curriculum, management, pupils, mentoring, staff development	<ul style="list-style-type: none"> • • •
Further academic study e.g. degree, diploma, online, professional reading, Prof Recognition	<ul style="list-style-type: none"> • • •
Professional learning course/event	<ul style="list-style-type: none"> • • •
Practitioner Enquiry e.g. research project, study	<ul style="list-style-type: none"> • • •

A Guide to PRD for Teachers

This guide should be read in conjunction with the Professional Review and Development Policy.

Why is PRD important?

To be able to cope with change and keep our professional standards high, there is a requirement that teachers have the opportunity to reflect, plan and engage in professional learning at all stages of their career. Taking part in a review scheme is one of the national duties of teachers agreed by the Scottish Negotiating Committee for Teachers (SNCT). The importance of professional learning has been emphasised by reports such as *Teaching Scotland's Future* (the Donaldson Report), and *Advancing Professionalism in Teaching* (the McCormac Review). From 2014, the GTC Scotland Professional Update scheme requires all teachers to confirm on-going engagement with PRD every 5 years as a condition of their registration.

What are the aims of the PRD policy?

The policy aims to support teachers in maintaining and enhancing their professionalism as a means of continuing to improve the learning experiences of our children and young people. It reaffirms the requirement and entitlement of teachers to have an opportunity to reflect with their reviewer in order to identify development needs, plan, record professional learning and its impact, and allow simple confirmation of these processes when required by GTC Scotland's Professional Update scheme.

What are the key features of the PRD process?

Some of the key features of the PRD policy are:

- Teachers take responsibility for their own PRD and reviewers facilitate the process
- Teachers self-evaluate and reviewers use coaching and mentoring approaches
- Schools decide when annual PRD meetings take place
- The most important aspect of the PRD process is the quality of the dialogue between teacher and reviewer
- PRD is a process that lasts throughout the year, with the PRD and interim PRD meetings being only one part of the process
- The online system integrates the processes of planning and recording professional learning and links directly to the Professional Update section
- The reviewer appointed by the Head Teacher will facilitate the PRD meeting, but another reviewer may be requested in exceptional circumstances
- The reviewer for Head Teachers will be a senior member of the Education Service: Chief Education Officer or Education Officer.
- Temporary and peripatetic teachers can request to have a PRD meeting (when it falls due) in the school that have worked. If they are unlikely to return to that school then the areas for development should be based on the GTC Standards and the Education Service improvement plan.

What is professional learning?

Professional learning can take many forms. There are 4 main types and for each type there is a variety of activities:

- (1) **Further academic study** – for example, for the Standard for Headship, for diplomas or certificates, by professional reading, by taking online training, for Masters level study or a further degree, by applying for GTC Scotland Professional Recognition or Registration, or by other means;
- (2) **Leadership opportunity** – for example in relation to the curriculum, management, pupils, mentoring or supporting other staff, delivering staff development, with parents or carers, with the local community, or in other areas;
- (3) **Collaborative Learning from others** – for example by visits to other classrooms or schools or organisations, by work shadowing, joining a group or committee, work for other professional bodies or agencies, a placement in business, an exchange visit, a secondment, or some other kind of learning from others;
- (4) **Professional learning course or event** – for example a course, workshop, conference, seminar or similar
- (5) **Practitioner enquiry or research** - for example doing small scale project to measure impact of implementing certain strategies

Staff Roles during PRD Process

- **Chief Education Officer/Education Officers** are responsible for ensuring that the policy is being implemented and managing the measurement of impact
- **Head Teachers** apply the policy, identify trends in staff needs and appoint a Professional Learning Coordinator.
- **Promoted teachers who manage other teachers** facilitate PRD meetings and continue the PRD dialogue throughout the year, comply with the school's working time arrangements, use coaching and mentoring approaches, sign off professional learning plans and records, and support and challenge their staff.
- **All teachers** take responsibility for their own PRD, engage in the PRD process throughout the year, prepare for the annual PRD meeting, construct their professional learning plan, enable access for their Reviewer during the sign off period and record, seek professional learning opportunities, complete the additional 35 hours of professional learning over the year, and meet the requirements of the GTC Scotland's Professional Update every 5 years.

Roles of Reviewers during PRD Process

Reviewers are expected to:

- ensure that the annual PRD meeting is arranged for each teacher or respond to a request to arrange it from a teacher
- arrange PRD meetings so as to comply with the establishment working time agreement (WTA) – this will vary from school to school; some PRD meetings may be held after the school day, others during it, depending on the school's WTA.
- facilitate the PRD meeting using a coaching and mentoring approach which places the emphasis on the quality of the professional dialogue rather than on the recording requirements
- support staff constructively through the PRD meeting and provide challenge where appropriate – for example through a coaching and mentoring discussion it may be

agreed that deviating from the proposed areas for development would be more appropriate

- access the MyGTCS page as directed by reviewee to sign off the Professional Review and Development Plan
- provide opportunities to discuss individual professional learning needs based on GTC Scotland Standards as well as those related to improvement plans – this is reflected in the document *Preparing for Your Annual PRD meeting*.
- sign off the Professional Learning Plan and Professional Learning Record, and validate the professional update requirements of GTC Scotland when appropriate.
- maintain an awareness of the work of the staff for whom they are responsible through monitoring and support
- provide continuing support for professional learning throughout the year by facilitating opportunities and seeking opportunities for staff in other classrooms, curricular areas, schools or organisations

How does the PRD process work across the year?

- (1) The annual PRD meeting will take place at a time of year decided by the school. Reviewer/reviewee should agree a date. Reviewee prepares for the meeting using the document *Preparing for Your Annual PRD Meeting* using the support materials available for self evaluation. At least a week before the date set for the meeting reviewee should give manager two things:
 - A copy of completed *Preparing for Your Annual PRD Meeting* document
 - A print-out of the Professional Learning Record for the PRD year just ending AND/OR
 - Access to their MyGTCS page
- (2) Reviewee/Reviewer must ensure they have active MyGTCS accounts. Within a week of the meeting having taken place (see below for further details about the meeting itself) reviewee should log in to the GTC online recording system and enter the details of the Professional Learning Plan agreed. When the plan is ready it should be signed off and sent to the reviewer for signing off. The Reviewee should enable their My GTCS account to be accessed by their reviewer for this purpose. Once signed off the reviewee should proceed with the professional learning plan for the year ahead.
- (3) The details of the plan and record are only available to reviewee and reviewer. However, the school's Professional Learning Coordinator will collate a summary of the intended professional learning for EQDS to allow planning of professional learning opportunities at authority level.
- (4) Reviewees should share their plan with their Reviewer by enabling access to their MyGTCS account. This ensures that the plan and where necessary Professional Update, is signed off for the coming year.
- (5) As the year goes on, the Professional Learning Record should be updated and discussions continued between reviewee/reviewer, as appropriate. Any issues regarding development opportunities or concerns about the Professional Learning Record should be raised during an interim PRD meeting.
- (6) As the time approaches for the next annual meeting, the reviewee should consider evidence of impact of the various professional learning activities for each area for development, and record this. The reviewer should be given a print-out of the Plan and Record and access to the reviewer's MyGTC site and discuss this at the meeting. The reviewee and reviewer will sign off the professional learning record for the year

finishing before discussing self-evaluation for the next year's plan. Every 5 years, the Professional Update sign off will also be required to confirm reviewee's continued registration with GTC.

What should happen at the PRD meeting?

One week in advance reviewees should complete and share with their reviewer the *Preparing for Your Annual PRD Meeting* and also the print-out of the Plan and Record for the year just finishing. This forms the basis for discussion. During the discussion reviewee/reviewer exchange ideas about the impact of professional learning from the year just finishing, the current self-evaluation, proposed areas for development, types of professional learning and activities for the coming year. Reviewee writes up the agreed plan within a week of the meeting, signs it off and sends/allows access via MyGTCS to the reviewer for signing off. Sometimes further discussion may be required at this stage.

How to self-evaluate against the standards

GTC Scotland has a suite of professional standards that apply to teachers at all stages of their career. They are:

- **The Standard for Provisional Registration (SPR)** – this is the standard that student teachers must reach.
- **The Standard for Full Registration (SFR)** – this is the basic standard of competence that all fully registered teachers must reach.
(Together, the SPR and SFR are known as the Standards for Registration.)
- **The Standard for Career-long Professional Learning (SCLPL)** – this is intended to be useful for teachers with some experience, for example 5 years or more.
- **The Standards for Leadership and Management (SLM)** – these are for promoted staff in or aspiring to formal management roles. For PTs and DHTs (or aspiring PTs and DHTs) there is a Standard for Middle Leaders; for HTs (and aspiring HTs) there is the Standard for Headship.

Teachers may choose a single standard or use more standards at once (e.g. SPR, SFR and SCLPL) to produce a profile which may be useful in identifying key strengths as well as areas for development.

How is the process recorded?

The PRD process is recorded on MyGTCS

What is the GTC Scotland Professional Update scheme and what difference does it make to my PRD?

From August 2014, the GTC Scotland Professional Update scheme applies to every registered teacher in Scotland. About 20% of teachers are required to complete the process each year and the GTC will inform teachers which year will be their first Professional Update year. Completing the Professional Update process will be a condition of continuing registration as a teacher. Every 5 years teachers will be asked to endorse a statement in respect of having engaged in the PRD process, engaged in professional learning and discussed its impact with their reviewer on an on-going basis. Reviewers will be asked to endorse the same statement. When complete GTC Scotland confirms continuing registration.

Further Information

You may find the following links useful for further advice and information on PRD, professional learning and coaching and mentoring:

www.gtcs.org.uk

www.educationscotland.gov.uk