MNCT – 14/04
28 May 2014

Midlothian

Midlothian Negotiating Committee for Teachers
Revised Professional Review and Development Policy
(Implementation from August 2014)

The attached agreement has been revised to take into account the requirements of the GTCS's Professional Update Scheme which will be implemented from August 2014. This MNCT policy has been issued in advance, to enable teaching staff and others who are GTCS- registered to become familiar with it.

Any PRD meetings which are taking place during session 2013-14, however, should continue to follow the previous policy guidelines.

Head Teachers/line managers are asked to ensure that a copy of this revised agreement is given to all teaching staff within the establishment.

Information about training will follow in due course.

Peter McNaughton – MNCT Vice-Chair
Sonia Kordiak– MNCT Teachers' Side Secretary

Circulated to: All Schools, Teacher Unions, SNCT

Professional Review and Development Policy

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Professional Review and Development Policy

Section 1: Introduction and Aims

1.1 Introduction and National Context

The entry to every profession begins with initial professional education or training. In the course of a career, many changes are likely to take place. To respond to changing demands and maintain high professional standards, teachers must have opportunities to develop and the chance to reflect, plan and engage in professional learning at all stages of their career.

This Professional Review and Development Policy for Teachers has been produced in consultation with stakeholders and reflects Midlothian's practical approach to PRD which is supportive of teachers and not constrained by bureaucracy.

Professional Review and Development (PRD) has been an important and formal feature of a teacher's working life since the early 1990s. In 2001, the national agreement *A Teaching Profession for the 21st Century* established it as an entitlement and duty for teachers. It is the main vehicle for teachers to identify their own professional development needs, and to plan how to address them through professional learning.

Since then, various national developments have reinforced the significance of PRD and taken it in new directions, such as:

Teaching Scotland's Future (The "Donaldson Report", January 2011)

The Professional Update scheme (GTC Scotland 2014)

Professional values are at the core of the Professional Standards. The educational experiences of all our learners are shaped by the values and dispositions of all those who work to educate them. (GTCS Dec 2012)

From August 2014 all GTCS registered teachers will be required to engage with and complete the Professional Update process. PRD plays a central role in the Professional Update process and is a means of developing teacher expertise and professionalism.

1.2 Responsibilities for Professional Update

Professional Update aims to support, maintain and enhance teachers' continued professionalism.
The key purposes of a system of professional update are:

- To maintain and improve the quality of teachers as outlined in the Professional Standards and enhance the impact they have on pupils' learning.
- To support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.

Teachers should demonstrate a career-long commitment to professional learning, including continued engagement in PRD and a five yearly Professional Update. This will be confirmed through an online sign off process by the teacher and their line manager in the fifth year of the Professional Update cycle, which is submitted to GTC Scotland.

Teachers are required to annually review and update their personal details and information on the GTCS Register and this can be accessed via MyGTCS. Details may also be updated by other means.

MyGTCS is a personalised and secure web portal that is only available to provisionally and fully registered teachers https://www.gtcs.org.uk/GTCS-login.aspx

Midlothian teachers are advised to use the MyGTCS system to record their professional learning throughout the year. However, an alternative system may be discussed and agreed at a local level.

1.3 The Aims of the Policy

This policy is designed to facilitate an effective, fair, transparent and consistent approach to managing the Professional Review and Development of all teachers. The council will ensure that equal opportunities' practice underpins the operation of this policy and that it will apply to all GTCS registered colleagues.

An aim of this Professional Review and Development policy is to move from the concept of continuing professional development to career-long professional learning.

In Midlothian every teacher is expected to have a career long commitment to professional learning to bring maximum benefit to themselves as practitioners, to children and young people as learners, as well as to their colleagues, their individual school and across the wider learning community.

The PRD process outlined in this policy has six key features:

1. It re-affirms PRD as an entitlement and the responsibility of all teachers, as part of their commitment to career-long professional learning.
2. It identifies the teacher's strengths and areas for development, linked to the suite of GTCS professional standards.
3. It confirms the process is on-going and takes place in a supportive, challenging and collegial culture
4. It highlights the importance of self evaluation which is robust and evidence-based
5. It emphasises the role of focussed professional dialogue
6. It advises on the need to maintain a professional learning record, supported by evidence of impact

Section 2: Key Considerations when planning and implementing PRD

1. **Parameters** - The PRD process must be conducted within the following parameters:
    - The workload involved should be in line with the MNCT and establishment working time agreements
    - Any tasks and professional learning arising from the PRD process should be 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.

2. **Ownership** - Teachers take responsibility and ownership of their own PRD experience. Managers support and facilitate this process.

3. **Timing** - Head Teachers and other managers, in consultation with staff, will identify at which time in the school session it is most appropriate to hold PRD meetings. It is anticipated that PRD meetings normally will take place in the summer term. Schools should accommodate PRD meetings for fixed term contract staff even if they fall out with the school's normal PRD period.

4. **Approach** - The PRD process is built on self evaluation by the teacher and coaching and mentoring by the manager.

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 Continuous Process** - The PRD process continues across the year. The 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 will engage in further informal dialogue throughout the year.

7. **Support** - Materials for self-evaluation and coaching and mentoring support this policy and will be updated as required. Appropriate training for reviewer and reviewee in the use of these materials will be provided as required.

8. **Recording System** - The recording system for the PRD process should be used to keep a meaningful and relevant record of professional learning and how it has impacted on the individual and their practice.

9. **Appropriate Manager** - The manager who is to facilitate a teacher's PRD experience will normally be the person designated to manage the teacher on an ongoing basis. In exceptional circumstances, a teacher, or the reviewer, may request that another manager facilitates the PRD process.

10. **Head Teacher PRD** - Head Teachers will have their PRD facilitated by a centrally-based member of staff every two years, accompanied by a peer Head Teacher reviewer. In the intervening year, the PRD will be facilitated by the peer Head Teacher who will take responsibility for maintaining an awareness of the work of the Head Teacher who is the focus of the PRD.

11. **Fixed-term contract Teacher PRD** – Like all other teachers, those on fixed-term contracts have an entitlement to access the PRD process. This is important in ensuring that the GTC Scotland requirement on all registered teachers to engage in continuing PRD is met.

12. **Short term supply teachers, peripatetic teachers, seconded teachers** – local arrangements to support these teachers with engagement in PRD and Professional Update will be the focus of a central working group.
    It is anticipated that these teachers will be supported with their engagement in PRD and Professional Update by the Education Support Officer / Schools Group Manager responsible for them

13. **Central staff –** Central staff will normally have their PRD facilitated by their line manager.

14. **Wide-Ranging Professional Learning** - Suitable professional learning opportunities are wide-ranging in nature. The PRD process offers five main types of professional learning: (1) further academic study (2) leadership activity (3) collaborative learning with others (4) attendance at a professional learning course/event (5) practitioner enquiry/research. Teachers should be encouraged to suggest other professional learning opportunities beyond those listed.

15. **Teacher Professional Learning** – To enhance opportunities for professional learning available to fixed-term, peripatetic and supply staff there is a programme of school-based PL across the authority.

16. **Quality Assurance –** Quality assurance procedures will be built into school visits from Education managers to monitor the quantity and quality of the PRD experience.
    In addition, registered teachers will be encouraged to participate in an annual confidential online questionnaire which will gather data regarding the quality of their PRD experience and their access to meaningful and relevant professional learning.
    Head Teachers will be asked to complete an annual return indicating the number of teachers who have had a PRD discussion.

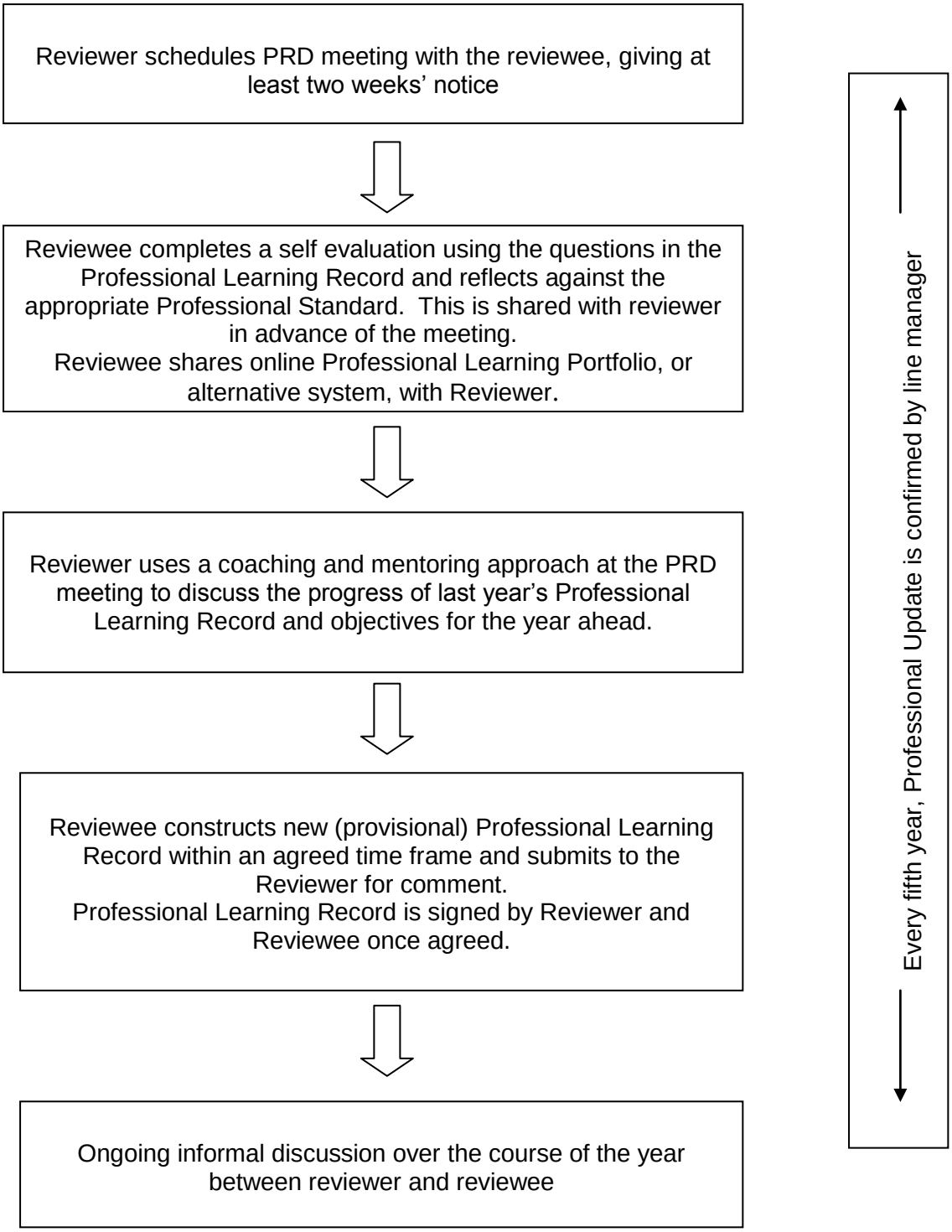
The MNCT will facilitate a focus group on an annual basis to engage with a representative sample of teachers to discuss the effectiveness of the PRD process and access to meaningful and relevant professional learning.

17. **PRD Guidance** - Further guidance will be delivered through training opportunities

18. **Arbitration and Conciliation Procedures** – If there is dissatisfaction with any aspect of the PRD process other than the implementation of the Professional Learning Profile, there is a recommended process of arbitration and conciliation (see appendices*).*

    Where a reviewee believes he/she has been unfairly treated in relation to meeting needs identified in the draft Professional Learning Record, the grievance procedure may be followed.

Section 3 – An Outline of the PRD Process



Frequently Asked Questions

What are the (revised) Professional Standards?
The suite of Professional Standards provides a framework for teachers to examine, inform, and continually develop their thinking and practice. The suite includes:

- The Standards for Registration (incorporating Provisional and Full Registration)
- The Standard for Career-Long Professional Learning
- The Standards for Leadership and Management (incorporating Middle Leadership and Headship)

The GTCS have provided guidance on using the standards in self-evaluation.
This guidance is available for download at:
http://www.gtcs.org.uk/standards/explore-the-standards.aspx

Which Professional Standard should I use for self-evaluation?
The standards have been designed to support self-evaluation and professional learning. Therefore they will provide you with a resource to help you evaluate your learning and your practice and plan your professional learning as part of the ongoing process of Professional Review and Development.
It is not possible to fully address all aspects of one standard in any given year. Therefore it is important to select key elements of that standard which are appropriate to your professional learning and development.
For teachers who have achieved the Standard for Full Registration, the Standard for Career-Long Professional Learning and the Standards for Leadership and Management have been developed to further support teacher self-evaluation and professional learning.

Where am I on the Professional Update cycle?
Everyone will be required to engage with Professional Update from August 2014.

The date of your first Professional Update sign-off is determined by the **second digit** of your GTC Scotland registration number
(***the first two digits relate to the year in which you were first registered with the GTC Scotland***).

Example: Registration number 8**6**/5563 means registered in 1986 / 2nd digit = 6 therefore enter in year 3

The table below outlines in which year of the cycle you will enter the process:

Registration year ending in	Professional Update 2014/15	Professional Update 2015/16	Professional Update 2016/17	Professional Update 2017/18	Professional Update 2018/19
9 or 4	**Year 5 (sign off)**	Year 1	Year 2	Year 3	Year 4
0 or 5	Year 4	**Year 5 (sign off)**	Year 1	Year 2	Year 3
1 or 6	Year 3	Year 4	**Year 5 (sign off)**	Year 1	Year 2
2 or 7	Year 2	Year 3	Year 4	**Year 5 (sign off)**	Year 1
3 or 8	Year 1	Year 2	Year 3	Year 4	**Year 5 (sign off)**

In Year 5 what happens with Professional Update?
In year 5 your line manager will confirm that you have engaged in ongoing professional learning, evaluated yourself against the relevant GTCS Standards, continued to engage in professional review and development and have reflected on evidence of impact of your professional learning. This confirmation will be done through the on line Professional Learning Portfolio.
The GTCS will inform you that your registration has been confirmed for another five years.

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PRD 1 **CONFIDENTIAL**

AGENDA FOR ANNUAL REVIEW MEETING	
REVIEWEE:	**REVIEWER:**

The Review Meeting

Will include:

- A summary of self-evaluation against the appropriate GTCS Professional Standard
- Review of past year's plan
- Next steps in professional development

A copy of this self- evaluation form and the completed Professional Learning Record agreed at the previous PRD meeting should be shared with your reviewer at least seven days ahead of your planned review meeting.

Please note a full 'List of Reflective Questions' is available for download at:
http://www.gtcs.org.uk/standards/reflective questions.aspx

Reflection should be upon your work over the previous year and your progress towards the outcomes in your Portfolio of Evidence.

What has been successful for you in the last year?

What support, if any, has helped you achieve these successes?

What further support, if any, would support you in your professional development in the future?

Which of your agreed development objectives from your Professional Learning Record has had the biggest impact on you and your practice?

EXEMPLAR

The GTCS provide helpful guidance in using the Professional Standards in a process of self- evaluation. This information can be downloaded at:
http://www.gtcs.org.uk/standards/explore-the-standards.aspx

EXEMPLAR OF HOW THE STANDARDS CAN BE USED FOR SELF REFLECTION (you may share this with your reviewer if you wish)

Those listed below are examples only; you are free to select your own area/s from the appropriate Standard to aid your self–evaluation and the discussion with your reviewer.

Focus on the strengths you have identified and the further learning you may wish

GTCS Standard for Full Registration	
3.2	Classroom Organisation and Management
3.2.2 Develop positive relationships and positive behaviour strategies	

GTCS Standard for Career Long Professional Learning	
2	Professional Knowledge and Understanding, Professional Skills and Abilities
2.2 Critically engage with a range of educational literature, research and policy to make meaningful links to inform and change practice, where appropriate	

GTCS Standard for Leadership and Management	
4	Head Teacher
4.2.4 Ensure a systematic approach to support the culture of professional learning	

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PROFESSIONAL LEARNING RECORD

PRD 3

Academic Year: **Year in Professional Update: 1 2 3 4 5 (please circle)**	
Name:	**School/s:**
Agreed by: Reviewee Signed: Date:	**Agreed by:** Reviewer Signed: Date:

Proposed Development Objective **(One objective may be sufficient)**	**Link to Standard**

Reviewee Comments, including career aspirations where appropriate	
Reviewer Comments	

To be shared with Staff Development Co-ordinator

NAME:

Proposed Development Activity:	
Proposed Development Activity:	
Proposed Development Activity:	

Guidance 1

Arbitration and Conciliation Procedures for the Review process (but not Professional Learning profile)

1 Introduction

The PRD scheme is designed to involve both the reviewee and reviewer fully in agreeing outcomes.

It is, however, recognised that occasions may arise when those involved are dissatisfied with an aspect of the review process. The procedure outlined below is designed to encourage dialogue and conciliation by enabling either party to discuss the matter(s) further with an identified arbitrator/conciliator with a view to resolving any difficulties and allowing the PRD process to continue. The procedure is seen to be informal, designed to address and resolve concerns.

The conciliation procedure does not prejudice access at any stage to the agreed Grievance Procedure for Teaching Staff.

2 Before commencement of the Review

As prescribed in the previous advice, the reviewer will normally be the reviewee's immediate manager. In exceptional circumstances where either the reviewer or the reviewee considers this to be inappropriate, an alternative reviewer should be sought and agreed with the Head Teacher. Where agreement cannot be reached at school level, the matter should be discussed with the Schools' Group Manager or the Head of Education.

3 Concerns raised by the Reviewee after commencement of the process

3.1 In situations where the reviewee feels dissatisfied he/she should initially discuss his/her concerns with the reviewer.

Where it is not possible to resolve the matters by discussion with the reviewer, the reviewee will have the right to meet with the Staff Development Co-ordinator/Head Teacher, or an agreed arbitrator/conciliator. In cases where the Head Teacher is the reviewer any matters of concern will be discussed with a Schools' Group Manager and similarly where the Schools' Group Manager is the reviewer any matter(s) of concern will be discussed with the Head of Education.

3.2 Role of Arbitrator/Conciliator

The arbitrator/conciliator will meet with both parties (reviewee and reviewer) to discuss the matter(s). Where it is appropriate to collect any information or consult a third party, this should be with the agreement of both the reviewee and the reviewer.

Following the meeting both parties will be informed in writing of the outcome and the reason(s) for the decision. The reviewer's copy will subsequently be placed with the Review Statement.

It is expected that the arbitrator's/conciliator's decision will be acceptable to the reviewee, although this does not prejudice any right of access to the Grievance Procedure for Teaching Staff.

Guidance 2

Reflective questions for all participants

- What specific opportunities have I sought to participate in high quality professional dialogue with others to support my professional learning?
- What impact have these opportunities had on my practice and on my planning for further professional learning?
- To what extent has my professional learning developed my knowledge/improved my practice?
- How do I ensure that my professional learning has had an impact on the quality of learning experienced by young people?
- To what extent does my professional learning plan reflect the ongoing process of: self-evaluation

    - planning
    - undertaking high quality professional learning
    - evaluating impact of professional learning?

- To what extent am I supported and challenged in reviewing my professional learning plan through professional dialogue with colleagues including, as appropriate, an annual meeting?
- How well do I engage in robust self-evaluation as part of the professional learning process by using the GTCS Professional Standard that is most appropriate for this stage of my career and asking questions such as:

    - How effective is my practice?
    - How do I know?
    - What have I learned?
    - What do I need to learn next to continue to improve?
    - How are the professional values in the Standards reflected in my actions?
    - What areas of accomplishment do I have and how can they be developed further?

- To what extent do I seek and take account of the views of others, if appropriate, including the young people I teach and the colleagues I work with, when evaluating my knowledge, skills and professional practice?
- How skilled am I in professional learning dialogue?
- To what extent do I seek out opportunities to develop skills to support me in engaging in professional dialogue e.g. in coaching or mentoring?
- How well do I maintain an ongoing and up-to-date record of:

    - my professional learning experience
    - the impact of my learning on children and young people, organisations or systems
    - my planned next steps for learning?

- How well do I support colleagues to maintain an ongoing and up-to-date professional learning record?

Guidance 3

Examples of Professional Learning

Self-evaluation and critical reflection processes
Experiential, action or enquiry-based learning
Professional dialogue with colleagues, other professionals, parents, and learners
Focused professional reading and research
Leading or engaging in practitioner enquiry/action research
Critical analysis of reading, learning and impact on professional practice
Learning about aspects of the curriculum or pedagogical practice
Peer support e.g. coaching or mentoring
Classroom visits/peer observation
online learning/blogs
Work shadowing
Co-operative or team teaching
Participation in collaborative activity e.g. teacher learning community, learning round
Leading or participating in a working or task group
Planning learning which is inter-disciplinary or cross-sector
Participation in activities relating to assessment and moderation
Secondments, acting posts and placements
Masters study and qualifications
Accredited courses or activity related to achieving national professional standards for teachers
Professional/Academic conferences
Additionally GTC Scotland's Professional Recognition process provides the opportunity for teachers to focus on and develop their professional learning in particular areas of interest and/or expertise and gain recognition for enhancing their knowledge, understanding and practice.

Appendix 4

Examples of activities (evidence)

Reflections on professional dialogue with peers, parents, colleagues and learners
Individual critical reflections on practice, including reflective journals
Analysis of pupil work, individual or group focused
Quantitative data
Analysis of surveys taking account the views of children and young people, parents and colleagues
Reflection on and analysis of lessons and/or discussions with learners
Analysis of visual data, artefacts
Analysed pupil interviews/group discussion
Analysed pupil talk (individual, group and pair)
Analysed teacher talk (from audio and/or video recording)

Guidance 4

Section 3: Roles and Responsibilities in the PRD Process

All teachers should:

- have an entitlement to and responsibility for their own professional learning
- plan and undertake professional learning
- engage in self-evaluation as an integral part of the PRD process
- engage in the PRD process in line with the establishment working time agreement
- check that an annual PRD meeting has been arranged for them by their manager or request that one is arranged
- prepare for the annual PRD meeting by completing the self evaluation after reflecting on their practice and identifying professional learning areas which: (1) are to be continued or developed; (2) may enable them to contribute to any relevant improvement plans; (3) may address individual professional needs arising from reflection against the appropriate GTC Scotland professional standard
- engage in a professional dialogue at the PRD meeting
- construct their new provisional professional learning plan based on the PRD meeting within an agreed time frame and seek to have this agreed by their manager
- engage in 35 hours (if in a full-time post) of additional professional learning over a school year which is undertaken out with the contractual 35-hour working week (those on part-time contracts undertake a pro rata number of hours)
- maintain and complete a professional learning portfolio, including evidence of impact, and share this with their manager at the next PRD meeting
- from August 2014 engage in the GTC Scotland Professional Update process in a 5-yearly cycle, or as determined by GTC Scotland.

Head Teachers/ Council Education Managers should:

- support staff in becoming skilled in self-evaluation and have access to appropriate sources of support
- promote a culture of professional learning linked explicitly to improved outcomes for children and young people
- provide professional learning at school/associated schools groups/local authority/organisational levels
- provide skills development opportunities for all staff including coaching/mentoring approaches
- monitor participation in PRD to ensure the involvement of all
- ensure the process is fit for purpose for staff at every stage of their career
- provide opportunities for PRD and professional learning for all staff
- provide a means of teachers maintaining a professional learning record.

Head Teachers and other relevant managers will:

- ensure that the PRD policy is applied fairly and appropriately in their school or area of responsibility with due consideration to permanent, fixed-term and short-term supply full time and part time teachers
- identify trends in professional learning needs and take appropriate action to address them, for example, at school level, cluster level, through teacher learning communities or in collaboration with other schools and organisations
- ensure that the annual PRD meeting is arranged for each teacher or respond to a request to arrange it from a teacher