EAST RENFREWSHIRE LNCT AGREEMENT

REVISED SCHEME OF PRD FOR STAFF COVERED BY SNCT CONDITIONS OF SERVICE

Professional Review and Development

Scheme for Staff covered by SNCT Conditions of Service

Revised December 2017
1. INTRODUCTION

1.1 The need for career long professional learning (CLPL) is well recognised in education as supporting continuous improvement in schools. Professional Review and Development (PRD) is an integral part of the Scheme of ‘Professional Update’ which has been developed through the GTCS. All registered teachers are under a duty to participate in this Scheme. Professional Update requires all teachers to engage in ongoing professional learning and evidence of this engagement will be acknowledged and signed off by their line manager, or designated person, at the end of a 5 year cycle.

1.2 PRD is the process of identification of CLPL and development for all staff in relation to their current practice. In addition, the requirements of the establishment and local authority improvement plan, the wider and longer term needs of the education service and the national priorities should also be considered. It also provides an opportunity for discussion of a teacher’s career aspirations and personal development needs emanating from their own self-evaluation.

1.3 PRD is one of a range of quality improvement strategies used in establishments. As such, it is central to raising attainment and achievement and leading improvements in learning and teaching. It assists teachers to professionally reflect on their practice through a process of self-evaluation and consider how they can improve their professional knowledge and understanding. Linked to CLPL, it should result in enhanced job satisfaction and improved professional engagement and learning and teaching.

1.4 The national agreement, A Teaching Profession for the 21st Century, requires that “teachers shall have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development”. In addition, every teacher will maintain an individual Career Long Professional Learning (CLPL) record and be expected to undertake a minimum of 35 hours per annum of CLPL. Head Teachers have a responsibility to ensure that all staff have an annual review of their development needs.

2. PRINCIPLES

2.1 PRD will be most effective if there is a supportive climate within schools.

The following principles apply:

- It is a high quality experience which is supportive and responsive to teachers’ needs.
- The purpose is clear to all participants.
- Arrangements are simple with minimal bureaucracy.
- It is integrated and appropriately timetabled into the normal life and management of the school and results in minimum disruption for pupils.
- It balances individual and personal development priorities with those relating to the effective fulfilment of the establishment’s improvement plan.
• It offers an opportunity for recognising good performance and makes clear to teachers they are valued and appreciated.
• The process has a positive impact on morale and is effectively evaluated.
• It encourages teachers to reflect on their good practice and to share this with colleagues.
• Teachers are encouraged to take a professional responsibility to lead their own improvement through self-evaluation.

2.2 The PRD process should be regarded as a professional entitlement as well as a condition of service. Annually, every teacher should discuss and agree their individual professional learning plan with their Reviewer and maintain a personal professional learning record throughout the year.

The PRD process is designed to give all staff opportunities to:
• discuss progress and professional learning with a line manager and receive appropriate feedback;
• engage in a process of reflection and self-evaluation against the appropriate GTCS Standards for the post held; and
• review and evaluate progress towards previously agreed targets and professional development activities.

3. SCHEME FOR PROFESSIONAL REVIEW AND DEVELOPMENT

3.1 Identification of Reviewers

3.1.1 For Heads of Establishments the review procedures will be carried out by an appropriate member of the Education Leadership Team. In the first year following appointment to a Head of Establishment role, normally the Director will accompany the appropriate Education Leadership member at this review. In subsequent years a Quality Improvement Officer will normally be the accompanying officer.

3.1.2 All staff members, other than a Head of Establishment, will have a designated reviewer within his/her own establishment or service. Normally this will be the line manager. Identification of the reviewer will be a matter for discussion and negotiation at establishment level. Care should be taken not to overload any reviewer before commencing the review process.

3.1.3 Some members of staff are deployed in more than one department or may have a remit in addition to a class teaching responsibility. Each area of responsibility will be considered in the review process. However, only one reviewer will be responsible for conducting the review. In such situations the designated reviewer would require to consult other promoted members of staff familiar with the work of the reviewee. The choice of reviewer may depend, for example, on the relative proportions of time spent on particular duties by the reviewee.

3.1.4 Where members of staff work in more than one establishment, the reviewer should consult with all the establishments concerned. In the case of such staff the designated reviewer would normally be the line manager within the base school.
3.1.5 On a rare occasion there may be good reasons why the reviewee may request that the reviewer be someone other than the person designated. In such situations, and where agreed, the Head Teacher will make arrangements for the review to be carried out by an alternative manager.

3.1.6 Probationary teachers are not included in staff review procedures as their monitoring arrangements are in accordance with the National Teacher Induction Scheme.

3.2 Training For Reviewers and Reviewees

3.2.1 All Reviewers are required to attend PRD training and any subsequent updates.

3.2.2 Every member of staff will receive appropriate training.

3.2.3 Training for both Reviewees and Reviewers will include acquiring knowledge and understanding of:

- East Renfrewshire Education Department’s PRD Scheme for all staff covered by SNCT conditions of service;
- How to begin and maintain a professional learning record and construct a professional learning plan;
- The Scheme of Professional Update, and
- GTCS standards.

3.3 Successful Review Meetings

3.3.1 Review meetings are likely to be successful when:

- both reviewee and reviewer are well prepared;
- the agenda is agreed in advance;
- both reviewee and reviewer see it as a positive experience;
- the reviewee has complete confidence that the process will comply with Equalities legislation; and
- the targets agreed will impact on career long professional learning and personal development of the reviewee and support the establishment improvement plan.

3.4 Resolving Disagreements

If disagreement occurs between reviewee and reviewer, the following procedure should be used:-

3.4.1 Further discussion should focus on the cause of the disagreement and any relevant documents should be made available. Should the matter not be satisfactorily resolved at this level, the line manager of the reviewer may be asked to assist in reaching agreement/consensus. If either party wishes they may be accompanied by a colleague during any meeting.

3.4.2 Should the reviewer be a Head of Establishment, the approach for support should be to the appropriate member of the Educational Leadership Team.
Where the reviewer is a member of the Educational Leadership Team, the approach for support should be to an alternative member of the Educational Leadership Team.

3.4.3 It should be noted that formal grievance procedures, in accordance with staff conditions of service, are not affected by any of the foregoing and remain available for staff at all times.

3.5. The Professional Learning Profile

3.5.1 It is the responsibility of all members of staff to maintain a professional learning profile to support Professional Update. The profile will have two components:

- a record of significant professional learning and personal development activities undertaken; and
- a plan which will be agreed with the line manager at the review meeting. The plan should indicate targets and the development activities agreed by the reviewer and the reviewee to take account of agreed strengths and development needs and linked to the appropriate GTCS Standard. Account should be taken of the reviewee’s progress against previously agreed targets and her/his proposals to address needs she/he has identified.

3.5.2 Members of staff require to maintain a professional learning record providing details of the career long professional learning activities in which they have participated. This record will be maintained and updated by the individual member of staff and is used as part of PRD dialogue, and to assist in planning future CLPL at establishment level.

3.5.3 An extensive range of experiences can contribute to teacher CLPL. These may include:

- activities related to achieving GTCS Standards;
- attendance at training courses;
- membership of school committees and working groups;
- developing school, local authority and national policies;
- sharing good practice with colleagues from other establishments;
- co-operative teaching;
- lesson observation and associated professional dialogue;
- secondments;
- professional reading and research;
- professional dialogue to share understanding of standards, pedagogy, assessment and strategies for raising attainment;
- practitioner enquiry / professional inquiry;
- mentoring/supporting colleagues;
- curriculum planning and development;
- management and leadership development opportunities;
- teacher placements;
- collaborative working;
- working with families;
- Into Headship, In Headship and other leadership development programmes associated with the GTCS Standards for Leadership and Management;
- SQA related activities;
- appropriate professional Trade Union activities; and
- any other activity agreed as part of the PRD process.

The above list is intended to be illustrative rather than exhaustive.

3.6 Time for Career Long Professional Learning

3.6.1 In addition to participating in professional learning activities during the 35 hour working week, all staff have a contractual responsibility to undertake a maximum of 35 hours of Career Long Professional Learning per annum.

4. MANAGING THE PRD PROCESS

4.1 At Head of Establishment level the Director is responsible for ensuring implementation of the scheme. Below this level the Head of Establishment is responsible for ensuring the implementation of this scheme.

4.2 Heads of Establishment may wish to delegate the day to day management and co-ordination of professional learning activities to the Professional Learning Co-ordinator who should normally be a promoted member of staff.

4.3 The responsibility of the Professional Learning Co-ordinator should include:
- attending authority co-ordinator meetings;
- promoting a positive attitude towards PRD and encouraging staff in the process of self-evaluation and reflection with regard to personal and professional needs;
- identifying, quantifying and progressing professional learning priorities arising from the establishment’s improvement plan and individual professional learning plan;
- promoting the authority’s calendar of professional learning opportunities and in-service activities;
- liaising with reviewers and advising on appropriate staff development activities;
- co-ordinating the establishment procedures for PRD and professional learning undertaken by staff;
- overseeing the local operation of the East Renfrewshire CLPL website which is accessed through Glow and the Education Intranet.

4.4 It is important to stress that the Professional Learning Co-ordinator does not have sole responsibility for all matters relating to CLPL. Line Managers clearly have a role in relation to the teachers they manage and a particular member of staff may have responsibility for induction and support for probationers. The Professional Learning Coordinator has the task of liaising with all such staff and ensuring that the establishment’s programme fulfils the needs of the establishment’s improvement plan and provides a range of opportunities for individual and collaborative professional learning activities.
4.5 Appropriate training and support will be provided for Professional Learning Coordinators.

5. STAGES IN THE PRD PROCESS

5.1 Preparation for Successful Review

The importance of self-evaluation and reflection is emphasised throughout the PRD process. Reviewees should reflect upon the following aspects of their professional life:

- areas of professional practice which give greatest satisfaction;
- self-evaluation of progress against appropriate GTCS standards;
- professional learning outcomes agreed at the previous review meeting and presenting evidence of that progress;
- which professional learning activities have had an impact on their professional practice;
- identifying and addressing professional learning needs in respect of their own practice and that of the establishment’s improvement plan and local and national priorities; and
- career aspirations.

The reviewee will complete and submit their professional learning record on CPD Manager (the ERC CLPL website) in advance of the review meeting.

5.2 The Review Meeting

With sound preparation, the review meeting should last no more than one hour. For Heads of Establishment a review meeting may last up to two hours. The review meeting should take place between June and September.

An agreed agenda may include the following:-

- Recognise strengths and review areas of professional practice identified by reviewee as giving the greatest satisfaction over the past year.
- Review the progress made in meeting targets agreed at the previous year’s review meeting and evaluate evidence from the professional learning record and any other sources, if applicable.
- Review results of any self-evaluation and reflection (for example against the agreed sections of the appropriate GTCS Standard).
- Discuss the impact of professional learning activities undertaken. This should include an indication of how the maximum contracted 35 hours of professional learning has been completed. Reference might be made to impact on professional practice, impact on the establishment’s improvement plan and impact on achievement of local and national priorities.
- Identify and agree professional learning targets, based on strengths and needs, taking into account possible career aspirations.
- Identify and agree outcomes and professional learning activities in the professional learning plan which will be undertaken for the following year. This will include the reviewee’s additional contractual maximum 35 hours CLPL.
• Comments from reviewee on any relevant matter(s).

In a year of Professional Update, the professional learning record will be signed off to meet the requirements of the GTCS 5-year Professional Update cycle.

Appendix 1 contains a pro forma which can be used by a reviewee to help prepare for a Review Meeting. Appendix 2 contains a pro forma which can be used by reviewee and reviewer as a note of discussion at a Review Meeting. These pro formas are not retained as formal records.

Following the meeting the Reviewee completes the professional learning plan on CPD Manager with agreed activities linked to relevant GTCS standards (Registration, CLPL and / or Leadership and Management) and submits it to the Reviewer through CPD Manager. The Reviewer in turn will review the professional learning plan and sign it off. There is an option to print the record at this stage if desired.

5.3 Implementing and Monitoring the Professional Learning Plan

It is the responsibility of the reviewee to implement the professional learning plan. However, it is important that regular contact between reviewee and reviewer is maintained, perhaps on a 6-monthly basis, to ensure progress towards meeting the agreed outcomes and to support the professional learning activities.

A copy of the professional learning plan can be accessed by the professional learning co-ordinator of the establishment via the CLPL website to ensure effective co-ordination of professional learning activities within the establishment.

5.4 The Professional Learning Record

The reviewee has a responsibility to update and maintain the professional learning record.

5.5 The Professional Learning Portfolio

This is a personal portfolio containing documents relating to professional and career development. There is no requirement for teachers to maintain a professional learning portfolio however it is recognised as good practice for all teachers, regardless of their experience or aspirations. It can offer a systematic method of recording professional analysis and development throughout a teacher’s career.

The professional learning portfolio would remain personal to 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 PRD;
• provide a basis for discussion with key colleagues;
• plan future professional learning
• self-evaluate professional competence; and
• assist in recording activities which may lead to accreditation.

The contents of a professional learning portfolio will vary but might include:

• personal details;
• professional qualifications;
• self-evaluation of professional competence (using, for example,
• employment history;
• job descriptions of current and previous posts;
• a professional learning profile;
• an analysis of professional experiences;

• aspects of the appropriate GTCS standard);
• reflective commentaries on professional learning activities undertaken;
• a personal development plan;
• certificates; and
• a CV.

6. MONITORING AND EVALUATING THE PROCESS

6.1 At local level, it is the responsibility of the Head of Establishment to monitor and evaluate the effectiveness of the establishment’s PRD arrangements in enhancing the quality of learning experiences and the impact on attainment and achievement. Evaluation should also include how far identified professional learning needs have been met.

6.2 At authority level, the Education Senior Manager (Developing People) has a monitoring and evaluation role in relation to the PRD process and related CLPL.

6.3 It should be noted that these activities will not impinge on the confidential nature of the process between reviewee and reviewer.

7 LNCT MONITORING
These agreed procedures will be reviewed by the LNCT no later than November 2019.
Appendix 1

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

Preparation for Review
(Optional prompt form which may be used by staff to prepare for PRD Meeting)

Reviewee (name): ___________________ Establishment: ___________________

Reviewer (name): ___________________ Date: ___________________

1. Key achievements for the review period - areas of work which have given greatest satisfaction.

2. Challenges faced during the review period.

3. Progress in meeting targets and professional learning outcomes agreed at previous year’s review meeting. (Refer to record of professional learning)
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<td>Targets for next year</td>
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<td>Professional learning needs arising</td>
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<td>Career review/aspirations</td>
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<td>Any other comments</td>
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Review Record
(Optional prompt form which may be used to as a note of discussion at a PRD Meeting)

Reviewee (signed): _______________ Date: _______________

Reviewer (signed): _______________ Date: _______________

1. Recognition of areas of work which have given greatest satisfaction and strengths.

2. Progress in meeting targets and CLPL outcomes agreed at previous year's review meeting.
3. Agreed targets for the next year.

4. Agreed CLPL activities and outcomes for the next year (Complete CLPL Plan)

5. Career Development

6. Record of any other comments
GLOSSARY OF TERMS

The Standard for Career Long Professional Learning- the advanced professional knowledge and pedagogical expertise that registered teachers will develop and maintain as they continue to progress in teaching and the education profession.

Professional Learning Record- A personal record of a teacher's advanced professional knowledge.

Professional Learning Plan- contains all planned development activities to be agreed with their line manager for the following year.

Professional Learning Profile- this has two components, the Professional Learning Record and the Professional Learning Plan as described above.

Professional Learning Portfolio- this is a personal document which may contain many documents relating to professional and career development.

GTCS STANDARDS

GTC Scotland has a suite of Professional Standards as follows:-

- the Standard for Registration
- the Standards for Career-Long Professional Learning, and
- the Standards for Leadership and Management

These can be accessed on the GTCS website from the link below.

http://www.gtcs.org.uk/professional-standards/the-standards/standards-for-registration.aspx