

**Title:** Professional Review and Development      **Number** B2      **Date** 01 April 2002

## Scottish Borders Council

### Professional Review and Development

#### Guidelines

***Professional Review and Development is the process whereby the development and training needs of all staff are identified and agreed in relation to current practice, the requirements of the school or the authority development plan, the wider and longer term needs of the education service and national priorities.***

# Education and Lifelong Learning

## Contents

Introduction		3
CPD Profile		4
CPD Activities		5
Professional Review and Development meeting		6/7
appendix 1	Profile	8
appendix 2	The CPD Portfolio	9
appendix 3	Development Planning and Review : cycles and procedures	10
appendix 4	PRD self evaluation form	10/11/12
appendix 5	Check list for reviewee and reviewer	13
appendix 6	Annex B of 'A Teaching Profession for the 21st Century'	14/15
appendix 7	Summary of identified CPD needs	16

## **Introduction**

The framework for Professional Review and Development (PRD) set out in this document addresses the outcome for National Priority 2; “to support and develop the skills of teachers.”

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 (CPD)
- Teachers will be expected to meet the full commitment of an additional 35 hours per annum for CPD
- Every teacher will have an annual CPD plan agreed with his/her immediate manager
- Every teacher will be required to maintain an individual CPD record
- Headteachers have a responsibility to ensure that staff have an annual review of their development needs

SEED have produced a booklet ‘*Professional Review and Development 2002*’. The framework set out in this booklet forms the basis of the guidelines for PRD for all Scottish Borders schools and *replaces the previous Staff Development and Review scheme*.

Professional Review and Development is a part of the quality improvement process used in schools. Successful PRD will benefit pupils and teachers by:-

- improving the effectiveness of teaching and learning
- raising achievement
- providing a systematic approach to training and development
- enhancing job satisfaction.

The following principles should apply to PRD:-

- there is a professional commitment to building excellence at every stage of a teacher’s career
- the process should be supportive, responsive to teachers’ needs and have positive impact on morale
- all job remits to be written in line with Annex B ‘*A Teaching Profession for the 21<sup>st</sup> Century*’
- evaluation should include considering how far identified professional needs have been met and the impact on effective teaching and learning

The process should:-

- be integrated into the normal life and management of the school (will not require additional funding)
- result in minimum disruption for pupils
- be linked to development planning

## **CPD Profile**

**All teachers should maintain an accurate and comprehensive record of professional activities undertaken. Development opportunities which arise during the course of the year and were not included in the originally agreed CPD plan should also be recorded.**

A suggested format for the CPD Profile is included at the back of these guidelines (appendix 1).

CPD objectives and a plan should be agreed with the line manager at the annual Professional Review and Development meeting and recorded in the Profile. The plan should indicate objectives and the development activities agreed by the reviewer and the reviewee to be undertaken in the following year in line with individual, school/department and local/national priorities. Account should be taken of the reviewee's progress and the impact on practice of previously agreed development outcomes.

Two categories of CPD activities should be recorded on the CPD Profile form:-

1. CPD within the 35 hour working week

CPD activities undertaken during the five in service days and during "collective planned time", (collective planned time is the time left in the 35 hour week after class contact and preparation/correction allowance, ref. 'A Teaching Profession for the 21st Century'). Conferences, seminars etc. attended during the school day would also be in this category.

2. CPD additional contractual 35 hours

CPD activities undertaken outwith the 35 hour week including activities which take place during twilight sessions, in the evenings, at weekends, during holidays and at lunch hours.

In exceptional circumstances some professional development activities can only take place within the 35 hour working week for example using non contact time to observe other people teach or a development need which can best be met by a course on offer during the 35 hour week. Such activities can be recorded as part of the additional contractual 35 hours as long as displaced time is made up, e.g. lesson preparation, report writing.

A tick should be entered in the appropriate column on the CPD profile form for all CPD activities in this second category.

3. CPD Portfolio

It is strongly recommended that every teacher keeps a CPD Portfolio (see appendix 2). The CPD profile will be a key part of the portfolio

## **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
- working with parents/carers

As part of the professional review and development process, the teacher and line manager should agree which activities will be considered as contributing to the additional contractual CPD requirement.

## **Professional Review and Development meeting**

This should take place *once each year* and should involve *the teacher* and his/her *line manager*. The meeting should last no more than one hour and may be counted against the 35 hours additional contractual CPD. Preparation for PRD may also be counted against the additional contractual CPD.

PRD meetings should take place in the period mid March to late June in line with the school development planning process (see appendix 3).

### **Before the Meeting**

- reviewer distributes school/SBC priorities, self evaluation form and annex B of 'A Teaching Profession for the 21<sup>st</sup> Century' at least two weeks before the meeting (see appendices 4,5,6)
- reviewee completes current session's CPD profile and a self evaluation form (see appendices 1, 4 and 6)
- CPD profile and self evaluation form are given to reviewer one week before the review meeting
- reviewee and reviewer reflect on:-
- progress made towards meeting development objectives.
- possible future development needs
- School/SBC priorities

### **At the Meeting**

- self evaluation outcomes and CPD profile are discussed.
- development needs are identified
- the reviewer to recognise successes and to make clear to teachers that their work is valued and appreciated by the school community
- development objectives agreed by reviewee and reviewer to reflect individual, school and local/national priorities
- CPD objectives and plan are agreed and drawn up on new CPD Profile forms to include staff development activities known at time of meeting
- summary list of identified CPD needs completed and signed by both parties (appendix 7)

### **After the Meeting**

#### **Primary Schools**

- reviewee to negotiate CPD activities and funding with line manager
- reviewee to continue to reflect on progress and to consider the effectiveness and impact of professional development activities undertaken
- reviewer passes summary of CPD needs to Headteacher (appendix 7)
- Management Team to collate individual CPD needs which cannot be met or arranged internally and inform cluster CPD coordinator (ref. Annex 5 of SBC CPD document)

## Secondary Schools

- reviewee to negotiate CPD activities and funding with CPD Co-ordinator.
- reviewee to continue to reflect on progress and to consider the effectiveness and impact of professional development activities undertaken.
- Reviewer passes summary of identified CPD needs to CPD Co-ordinator (see appendix 7)
- CPD coordinator to collate individual CPD needs which cannot be met or arranged internally and communicate these to the central CPD Management Group.

## **Disagreement and Appeal**

If there is disagreement between reviewee and reviewer, this should be raised, in the first instance, with the Headteacher of the school or if not appropriate, with the Head of Service.

A checklist for reviewees and reviewers is provided. ( see appendix 5.)

## CPD PROFILE

**Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Session:** \_\_\_\_\_

**Development objectives and activities agreed by Reviewee:**

**Date:** \_\_\_\_\_

**Reviewer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Development Objective	Agreed Development Activity	Additional Contractual 35 hours ( )	Duration	Date	Outcome/Impact of activity

7

## **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 teachers' 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
- assist in recording activities which may lead to accreditation

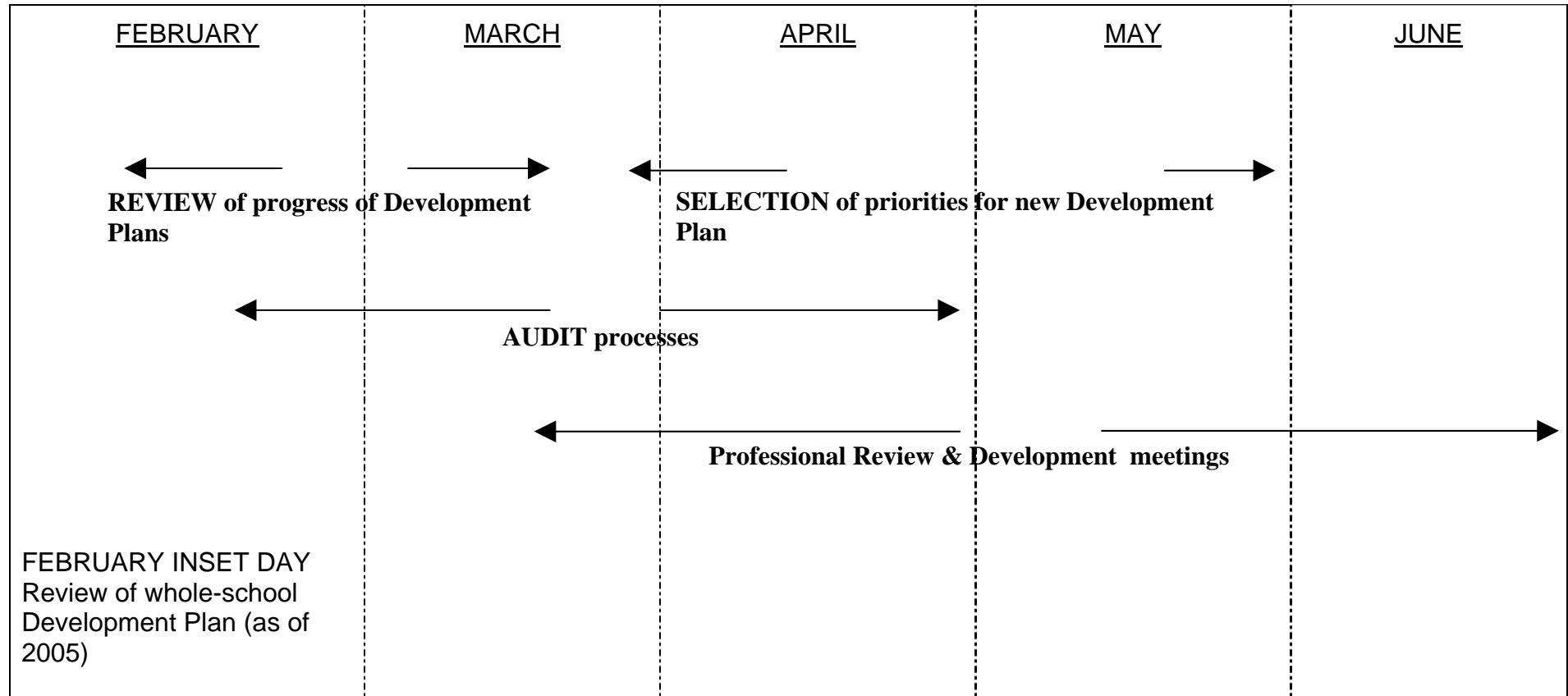
The contents of a CPD Portfolio will vary but might include:-

- 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 on CPD activities undertaken
- information relating to preparation for national standards
- personal development plan
- certificates
- 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
- impact on practice

**DEVELOPMENT PLANNING & REVIEW : CYCLES AND PROCEDURES**



6

**Professional Review and Development**

self evaluation form

**CONFIDENTIAL**

**A copy of this form along with your CPD profile should be given to your line manager one week before the PRD meeting. The contents will remain strictly confidential and the form will be returned to you at the meeting.**

Please ignore questions which do not seem relevant to you. Also, feel free to alter the wording of any question if this will make the question more appropriate to you.

Self evaluation reflection should be based upon annex B of 'A Teaching Profession for the 21st Century'.

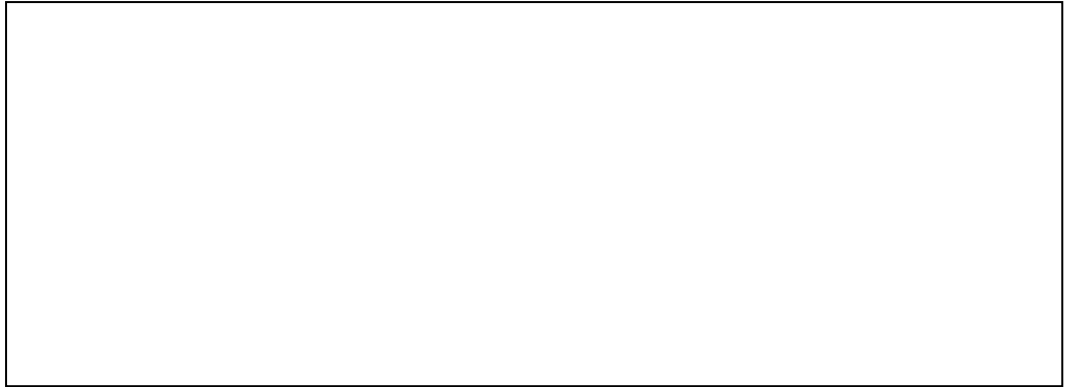
**1. During the past year, which aspects of your job have you done well/have given you the greatest satisfaction? Can you say why?**

**2. Which aspects of your job cause you the most difficulty/stress or have given you the greatest dissatisfaction? Can you say why? What would help?**

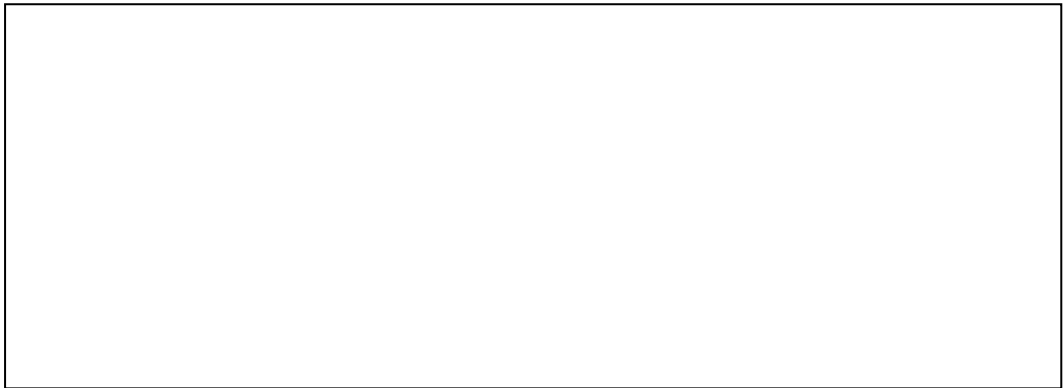
**3. Consider your relationships with the following groups where relevant**

(a) Students

**(b) Parents**

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**(c) Those who are responsible to you**

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**(d) Those to whom you are responsible**

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- 4. How has your planned CPD programme met your identified professional needs and impacted on the effectiveness of your teaching?**

- 5. What CPD activities could further enhance your effectiveness?**

- 6. How do you see your career developing over the next few years? What steps could be taken to help you achieve this?**

**Checklist for reviewee****maintain CPD profile.****complete self evaluation form.****present both CPD profile and self evaluation form to line manager one week before the PRD meeting.****research appropriate CPD activities.****Checklist for reviewer****arrange PRD meeting(s).****distribute self evaluation form and annex B of 'A Teaching Profession for the 21st Century' at least two weeks before the PRD meeting.****have to hand reference of copy of annex B of 'A Teaching Profession for the 21st Century' and school/SBC priorities at the PRD meeting.****have to hand a new CPD profile and summary sheet for use at the meeting****analyse CPD needs in relation to the development plan.****identify CPD needs which can be met or arranged internally.****communicate CPD needs which cannot be met or arranged internally to school or cluster CPD coordinator.**

## OUTLINE OF TEACHER DUTIES

### Teacher/Chartered Teacher

Subject to the policies of the school and the education authority the duties of teachers, promoted and unpromoted, are to perform such tasks as the Headteacher shall direct having reasonable regard to overall teacher workload related to the following categories: -

- Teaching assigned classes together with associated preparation and correction
- Developing the school curriculum
- Assessing, recording and reporting on the work of pupils
- Preparing pupils for examinations and assisting with their administration
- Providing advice and guidance to pupils on issues related to their education
- Promoting and safeguarding the health, welfare and safety of pupils
- Working in partnership with parents, support staff and other professionals
- Undertaking appropriate and agreed continuing professional development
- Participating in issues related to school planning, raising achievement and individual review
- Contributing towards good order and the wider needs of the school.

### Principal Teacher (Curriculum/Pastoral)

- Responsibility for the leadership, good management and strategic direction of colleagues.
- Curriculum development and quality assurance.
- Contributing to the development of school policy in relation to the behaviour management of pupils.
- The management and guidance of colleagues.
- Reviewing the CPD needs, career development and performance of colleagues. The provision of advice, support and guidance to colleagues.
- Responsibility for the leadership, good management and strategic direction of pastoral care within the school.
- The development of school policy for the behaviour management of pupils.
- Assisting in the management, deployment and development of pastoral care staff.
- Implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare.
- Working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.

## Headteacher

The role of the Headteacher is, within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the education authority under the overall direction of the Director of Education. The Headteacher shall be accountable to the education authority for the following list of duties and for such other duties as can reasonably be attached to the post:

- Responsibility for the leadership, good management and strategic direction of the school
- Responsibility for school policy for the behaviour management of pupils
- The management of all staff, and the provision of professional advice and guidance to colleagues
- The management and development of the school curriculum
- To act as adviser to the School Board and to participate in the selection and appointment of the staff of the school
- To promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs
- Working in partnership with parents, other professionals, agencies and schools
- To manage the health and safety of all within the school premises

## Depute Headteacher

The role of the Depute Headteacher is to assist and, where necessary, to deputise for the Headteacher in the conduct of the school's affairs.

# PRD MEETING

Date: \_\_\_\_\_

Reviewer: \_\_\_\_\_

Reviewee: \_\_\_\_\_

## Identified development needs:

- 
- 
- 
- 
- 

## Notes:

Signed: .....

Reviewer: ..... Reviewee: .....