

ABERDEEN CITY COUNCIL – LEARNING & LEISURE SERVICE

**Agreed Policy for the
Professional Review and
Development
and
Continuing Professional
Development
of Teaching staff**

**(Subject to Approval by the Education &
Leisure Committee)**

Policy for the Professional Review and Development and Continuing Professional Development of Teaching staff

Context

This document sets out Aberdeen City Council – Learning and Leisure service's policy on the Professional Review and Development and Continuing Professional Development for all teaching staff. It presents a framework for practice for adoption by all schools and educational services from August 2003.

1. Introduction

1.1 Aberdeen City Council's Framework for Professional Review and Development replaces current arrangements for Staff Development and Review as of August 2003. The Framework is based on the principles as set out in the SEED document *Professional Review and Development 2002*.

'The national agreement *A Teaching Profession for the 21st Century* sets the contractual context for professional review and development. It requires that "teachers shall have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development". It states that "every teacher will have an annual Continuing Professional Development (CPD) plan agreed with her/his immediate manager and every teacher will be required to maintain an individual CPD record". In addition "teachers [will be] expected to meet the full commitment of an additional 35 hours per annum for CPD".

The agreement confirms that CPD activity should be "based on an assessment of individual need, taking account of school, local and national priorities". The list of Headteacher duties in Annex B of the agreement includes a responsibility "to promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs".

Professional review and development will be most effective if there is a generally supportive climate within schools and the following principles apply:

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

It follows from this that the review and development process must be a high quality experience which is supportive and responsive to teachers' needs. Teachers should be confident in a process that is easy to understand and operate. Professional review and development should be clearly integrated into the normal life and management of the school and result in minimum disruption for pupils.

Professional review offers an opportunity for recognising good performance and making clear to teachers that they are valued and appreciated. The process should have a positive impact on morale. It should encourage teachers to reflect on their good practice and to share this with colleagues.'

- 1.2 Aberdeen City Council values the knowledge, skills and contributions made by its teaching staff and subscribes fully to the need for planned programmes of professional development to build on and extend further their knowledge and skills. All programmes of CPD should incorporate opportunities for professional reflection and identification of next steps in the process of professional development.

The need for continuing development of knowledge and skills is well recognised in the teaching profession. The rapid changes that have taken place in many areas of learning and teaching, and the constantly evolving role of schools in our society, require that a teacher's competence and knowledge need to be reviewed and updated on a regular basis.

The contractual requirement of an additional 35 hours per annum for CPD provides the opportunity to develop these skills. It should be organised, with minimum disruption to Learning and Teaching, in a co-ordinated yet flexible manner, meeting the needs of the individual and taking account of the school, local and national priorities.

CPD should be conducted in contractual working time, that is the combination of the 35 hour working week and the additional 35 hours CPD. CPD undertaken during staff development days (in-service) should not be counted as part of the additional 35 hours annual commitment. There will be occasions when the most suitable development experience is one which must, by its nature, take place during the school day. Where possible in these circumstances, teachers and schools should be encouraged to take advantage of the flexibility of the 35 hour week. The balance between additional time and the regulated working week should be agreed on the basis of mutual professional trust.

- 1.3 The new Framework for Professional Review and Development (PR & D) addresses the requirements of *"A Teaching Profession for the 21st Century"*, National Priorities (and the consequent Local Improvement Objectives) and Schools' Development Plans.

- 1.4 A Teaching Profession for the 21st Century states:

- *teachers have an ongoing commitment to maintain their professional expertise through an agreed programme of Continuing Professional Development (CPD)*
- *every teacher will have an annual Continuing Professional Development plan agreed with her/his line manager*
- *every teacher will be required to maintain an individual CPD record.*

1.5 National Priority 2 focuses on supporting and developing the skills of teachers. Local Improvement Objectives and School Development Plans identify CPD requirements for staff.

1.6 Aberdeen City Council will continue to provide and facilitate opportunities for professional development for all its teachers, enabling them to extend professional knowledge, skills and dispositions. These opportunities will be relevant to teachers at all stages in their careers and will range from the Standard for Full Registration to the Standard for Headship.

In this context CPD requires to take a variety of forms, whose range is by no means limited to centrally organised staff development courses. A CPD activity is *“anything that has progressed a teacher’s existing skills or assisted or enhanced her or his professionalism”*. Any list of appropriate experiences will be wide and inclusive as long as it can be seen to contribute to teachers’ development. Agreement should be reached in negotiation with the line manager at the annual Professional Review and Development meeting.

1.7 Aberdeen City Council will support the relationship of Professional Review and Development with the 3 National Standards as outlined on page 10 of the SEED document *“Professional Review and Development 2002”*:

- The Standard for Full Registration
- The Standard for Chartered Teacher
- The Standard for Headship

1.8 Professional Review and Development is the process whereby the development and training needs of all staff are identified and agreed. CPD activities are, therefore, the means by which these needs are addressed.

Professional Review and Development for Teachers

2. Guidelines

2.1. The Review process

- The review will normally be conducted by the line manager.
 - Heads of Establishment will normally be reviewed by the Education Officer
 - Some situations may require particular arrangements e.g. specialist teachers or secondees. These staff should identify the most appropriate line manager for review purposes.
 - If the relationship between the reviewee and the reviewer is such that a review meeting would not be productive, another manager may be identified to conduct the review.
 - New staff should be reviewed after a reasonable time in the establishment. If they have been reviewed in a previous post, the agreed activities should be met as far as possible.
- The annual PR&D review meeting is part of the activities identified and should be planned within the 35-hour working week agreement, but avoiding pupil contact time.
- PR&D should be clearly integrated into the normal life and management of the school and result in minimal disruption for pupils
- Time for reviewers to prepare and conduct reviews should be organised within existing management time.
- Self-evaluation processes used by the reviewee in preparation for the review can be identified as an appropriate CPD activity
- One hour is a reasonable time to undertake the review.
- The review can be conducted at any time throughout the year, however it may be beneficial to plan to conduct reviews in time to impact on the Development Plan and CPD activities for the new session.
- The reviewer and the reviewee should keep an agreed record of the review showing the plan for CPD activities. This is a personal CPD plan and should remain confidential. Information relating to CPD activities should be agreed for forwarding to the CPD co-ordinator where appropriate.

2.2. Stages in the Review Cycle

Stage 1	Preparation for Review
	<p>Self Evaluation:</p> <ul style="list-style-type: none"> • reflect on professional development needs • reflect on departmental and school development plans • review CPD Profile and consider effectiveness of CPD activities • identify provisional objectives for review period <p>Reviewer should look over previous CPD plan and record</p>
Stage 2	Review Meeting (approximately 1 hour)
	<ul style="list-style-type: none"> • Review CPD profile and effectiveness of CPD activities • Identify reviewees strengths and development needs • Translate needs into development objectives • Agree CPD activities to meet these objectives • Record objectives and activities in CPD Plan
Stage 3	CPD Activities
	<ul style="list-style-type: none"> • Reviewee is supported as far as possible within existing resources in participating in agreed CPD activities • Activities are listed in CPD Record. • Effectiveness and impact of the CPD activities is recorded. • On-going reflection and where required informal contact with reviewer towards meeting of development objectives.
Stage 4	Completion of CPD profile/preparation for annual review
	<ul style="list-style-type: none"> • CPD profile is kept up-to-date • Objectives are met as far as possible within additional 35 hours • Review process begins again (annual process)

2.3. CPD Profile

All teachers should maintain a CPD profile for the current year and for two previous years where this is appropriate.

This profile will have two components:

- **A CPD plan**

The CPD plan should be agreed with the line manager at the annual professional review meeting. The plan should indicate targets and the development activities agreed by the reviewer and reviewee to be undertaken in the following year. These activities will address the teacher's strengths and development needs. Account should be taken of the reviewees progress against previously agreed targets and her/his proposals to address needs she/he has identified.

The Aberdeen City- Learning and Leisure services CPD Plan pro forma is shown as Appendix 1

- **A CPD record**

All teachers should maintain an accurate and comprehensive record of significant professional development activities undertaken. This can include other CPD activities not discussed as part of the PR&D review meeting e.g. school in-service activities.

The record should show the title and/or nature of the activity, the date(s) and duration. Most importantly, it should record briefly the significant outcomes or impact on professional practice. This could show consideration of:

- Increased knowledge
- Increased skills
- Development in professional attitudes
- Impact on performance and practice
- Further development objectives

The Aberdeen City- Learning and Leisure services CPD Record pro forma is shown as Appendix 2

2.4. CPD Portfolio

Teachers who wish to enter the Chartered Teacher programme will be required to provide a portfolio of evidence of the impact of development opportunities on their professional practice. The maintenance of such a portfolio is good practice for all teachers regardless of their experience or aspirations. It can offer a systematic method for recording professional development throughout a teaching career. Further detail of what would be contained in the portfolio can be found in the SEED documentation on PR&D.

2.5. CPD Activities

An eligible CPD activity is anything that progresses, assists or enhances a teacher's professionalism.

The list that follows is based on the SEED guidelines and is intended to be illustrative rather than exhaustive:

- activity related to achieving National Standards (Initial Teacher Education Standard, Standard for Full Registration, Chartered Teacher Standard, Scottish Qualification for Headship)
- attendance at in-service courses other than the school closure days;
- 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; and
- any other activity agreed as part of the CPD process.

CPD experiences should be as flexible as possible making use of ICT and other developing technologies.

CPD experiences should be relevant to all teachers, including those wishing to pursue careers in leadership and management at departmental and whole school levels and those who wish to work towards accreditation for excellence in the classroom through the Chartered Teacher route.

The progressive nature of possible CPD experiences is demonstrated in Appendix 3 developed from a framework in use in Edinburgh Schools.

2.6. Training

Both reviewer and reviewee should familiarise themselves with the policy and procedures on PR&D

Reviewers should normally have been reviewed themselves before conducting a review

Where required additional training in review procedures will be provided at authority and school level.

2.7. Funding

Funding will continue to be provided by the Authority to support the PR&D process and to enable staff to undertake a reasonable level of CPD activity. This does not mean that every development activity will or should be funded. It will be a matter of negotiation about what is reasonable, within a limited budget. CPD coordinators within schools and the local authority will be required to monitor the development needs of their teachers and ensure that funding is distributed appropriately and fairly to maximize opportunity for all.

2.8. Appeals Procedures

Where there is a disagreement between reviewer and reviewee on any aspect of the review process, an appeals procedure will be available. The Authority will seek to reach agreement with the Teachers Trade unions on an appropriate appeals procedure.

2.9. Monitoring and Evaluation

The Head of Establishment will ensure that procedures are monitored and evaluated on a regular basis. An annual evaluation report will be submitted to the Authority for each establishment /service. This evaluation will enable the monitoring of progress towards the achievement of National Priority 2.

2.10. CPD coordinator

Each establishment should identify the responsibility of CPD coordinator. The pivotal role of school CPD coordinators is recognised. To carry out their duties effectively they will require time, support and training. Head Teachers with the support of the authority, should ensure that coordinators have the resources necessary to carry out their important function.

This policy will be reviewed by the end of session 2004/2005 and amended in light of experience and evaluation.

TEACHER'S PROFILE OF CONTINUING PROFESSIONAL DEVELOPMENT

PART 1 – CPD PLAN

Teacher's Name: _____

School: _____

Date of CPD Review Meeting: _____

Session: _____

			Individual needs in the contexts of	
Agreed Development Objective(s)	Activities Agreed to Address Development Objectives	Suggested Source(s) of Support to meet Objectives	School Dev. Plan	Other

Objectives and Activities agreed by _____ Teacher Date: _____

_____ Line Manager Date: _____

TEACHER'S PROFILE OF CONTINUING PROFESSIONAL DEVELOPMENT

PART 2 – CPD RECORD

Teacher's Name: _____

School: _____

Date of CPD Review Meeting: _____

Session: _____

Summary of Development Activities	Activity/ Provider	Dates	Duration (hours)	Contribution to 35 hours CPD? (Y/N)	Summary of outcome/ impact on Professional Practice

Record agreed by: _____

Teacher Date: _____

Line Manager Date: _____

EXEMPLAR CPD FRAMEWORK: BUILDING EXCELLENCE

HGIOS	STANDARDS	New Beginnings (Probation)	STANDARDS	Next Steps (Main Grade Teacher)	Next Steps in Teaching and Learning	Next Steps in Management	STANDARDS	SQH Candidate	STANDARDS	Developing Still (All Teachers)
Curriculum	FOR INTE SCOT LAND	Knowledge Approp. delivery Planning Working with colleagues	FULL REGI STRATI ON	Developing materials Develop cross-curricular links	Introduction to Timetabling Write, manage materials	Curricular management Effective Timetabling	CHARTER TEACHER / LAMPS	Unit 1: The Standard Unit 2: Manage Core Opportunities Unit 3: Manage School Improvement Unit 4: Leadership Comparative Study	HEALTH SIP	Individually planned activity, but could include: Attendance at conferences Planning conferences Secondments Mentoring Management modules Fellowships Involvement in Management Development Programme Involvement with parallel programmes offered by business Mentoring newly appointed Heads Placements Research projects Sabbaticals National / international comparison studies CPD
Attainment		Attainment in course work		Raise Attainment: effective tracking Seek continuous improvement	Target Setting Understanding and Implementing Improvement Strategies	Monitor and evaluate attainment. Lead Initiatives				
Learning and Teaching		Teaching methodologies Assessment ICT use		Teaching methodologies: improving the quality of the teaching process ICT to support L&T Experienced in Assessment Techniques	Evaluating teaching and learning policy Assuring quality	Manage change Monitor and evaluate Support colleagues Manage Learning and Teaching Propose and Lead appropriate strategies				
Support for Pupils		Inclusion Self esteem PSD		Focus on pupil self esteem/confidence Strategies for Inclusion	Share good practice in support strategies. Promote same.	Monitor and evaluate strategies. Lead new initiatives.				
Ethos		Positive classroom atmosphere Whole School participation		Value relationships Positive Atmosphere - whole school/class	People skills Managing conflict Working with External Agencies	Maintain and where necessary improve positive ethos Manage People				
Resources		Use of resources ICT		Effective use of resources Effective communication ICT Seek/use information and solve problems	Recruitment and selection ICT	Encourage team working and effective use of ICT Manage Resources and Finance				
ML&QA		CPD / Self Evaluation Development Planning Leadership		Contribution to school development plan CPD / Self Evaluation	Effective leadership Development Planning CPD Implementing the Dev. Plan S&Q reports Support for other colleagues	Manage Policy and Planning Manage CPD Assume responsibility for aspects of Development Plan				