22 February 2005

Dear Colleague

JNC/9
CONTINUING PROFESSIONAL DEVELOPMENT AND THE WORKING YEAR FOR THE TEACHING PROFESSION

Renfrewshire Council Joint Negotiating Committee for Teaching staff (JNC) has approved an agreement on arrangements for continuing professional development and professional review and development for teachers. The agreement, which incorporates and amends the 1998 agreement on professional review and development, is attached as an appendix.

Yours faithfully

John Rooney (Education and Leisure Services)
Ian McCrone (Teachers’ Panel)

Joint Secretaries

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JNC/9
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1.1 This document provides advice on Continuing Professional Development (CPD) to individual education establishments and services employing teachers as part of the agreement, *A Teaching Profession for the 21st Century*. The advice will be reviewed in the light of experience and agreements reached at the Scottish Negotiating Committee for Teachers (SNCT).

1.2 *A Teaching Profession for the 21st Century* formalises a practice with regard to CPD which has been an accepted part of teachers’ work for many years.

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2.2 Every teacher will complete an annual CPD plan which will be agreed with his/her line manager. This plan will be based on an assessment of individual needs and will take account of school, local and national priorities. Every teacher will maintain an individual CPD record.

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1 *Professional Review and Development for Teachers - June 1998*

JNC/9
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3 February 2005
Renfrewshire Council: Education and Leisure Services

RECORD OF CONTINUING PROFESSIONAL DEVELOPMENT

2004/2005

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1.1 Renfrewshire Council is committed to providing an education service of the highest quality. It recognises the high standards that already exist in its establishments and wishes to encourage improvement in the service which it provides.

1.2 The professional development of staff throughout their careers is essential to maximising the valuable contribution which every member of staff has to make towards raising standards.

1.3 Professional review and development of staff will be most effective if there is a generally supportive climate within establishments whereby:

- an ethos of confidence, motivation and involvement is established;
- openness, security and trust are encouraged;
- staff are fully consulted before the introduction of changes;
- staff are given a clear understanding of roles and responsibilities;
- staff are given a clear understanding of school objectives and policies;
- staff are encouraged to exchange ideas and information;
- staff have opportunities to communicate their problems;
- staff contributions and opinions are fully recognised and respected;
- staff feel free to engage in self-evaluation; and
- staff abilities and experiences are developed.

1.4 It follows from this that professional review and development must be a high quality experience which is supportive and responsive and which gives staff confidence in a process which is easy to understand and operate, is clearly integrated with the normal life and management of the school and results in minimum disruption for pupils. While it requires a structure, including procedures and documentation to ensure consistency and action, it should not be a bureaucratic exercise.

1.5 Professional review will provide a more secure basis for staff development and training which will lead to better management of the teaching process, bring about practical improvements in the classroom and directly benefit pupils by raising the quality of their learning experiences. Professional review is not about identifying incompetent teachers.

1.6 Development and training needs of staff are identified and agreed through the review process which will take place within the context of self-evaluation and school development planning.
2 AIMS

2.1 The review process, linked to planned staff development should contribute to increasing the effectiveness of learning and teaching with a view to improving the educational experience of pupils and raising achievement. It should also contribute to improving management practices at all levels.

2.2 Review and development should be seen as something to which teachers are entitled as professionals. All teachers have a right to staff development to update essential knowledge and skills. The review process is fundamental to supporting this. It should take account of the needs of the teacher, the needs of the school and reflect the resources available.

2.3 The review process must be helpful, supportive and responsive. It should operate within the existing structures already established in each school for reviewing staff development needs and help teachers with longer term career planning.

2.4 The process should offer a planned approach for staff to:

- evaluate and review their own current practices and where they might be improved;
- identify strengths;
- consider long term professional aspirations;
- agree development needs, priorities and time scales; and
- support and plan how these needs can most effectively be met.

3 CONTEXT

3.1 Self-evaluation and development planning provide the context within which professional review and development can take place, staff development needs can be identified and development opportunities can be offered.

3.2 The review process should begin with the individual member of staff reflecting on their own personal development needs and the current demands on their stage or department and on the school in general. The process should assist staff and establishments in achieving a balance across the range of needs. The process needs to be approached in a realistic way and operate within the framework of the budgets available for providing staff development.

4 MANAGEMENT OF STAFF DEVELOPMENT IN ESTABLISHMENTS

4.1 The head of establishment has overall responsibility for all staff development processes and activities. However each school should designate a staff development coordinator who is a promoted member of staff and may be the headteacher. In secondary schools and larger primary schools this role would normally be undertaken by a member of the senior management team.

4.2 Professional review is a normal part of a manager’s tasks in relation to the staff for whom she/he has responsibility. The reviewer has a responsibility to discuss progress with staff, to offer support and advice and to make arrangements to provide reasonable staff development.
4.3 The individual member of staff, at whatever level, is the focus of the review process and the central purpose of the process is to attempt, as far as is possible, to cater for the development needs of that member of staff. Each establishment has two dedicated, devolved budgets under DMR arrangements; one, to provide staff cover to support the review process; and the second to resource the staff development and in-service training of teachers. It is essential that equitable arrangements for access to these budgets are made for all members of staff.

5 ROLES OF THOSE INVOLVED

5.1 The head of establishment will be responsible for the tasks listed below. Where appropriate, these tasks can be delegated to the staff development coordinator.

- implementing the authority's policy on professional review and development of staff;
- agreeing internal arrangements for professional review and development in consultation with staff;
- establishing procedures to meet identified staff development needs;
- coordinating arrangements for staff development;
- coordinating arrangements for review meetings;
- ensuring that resources are allocated on an equitable basis and effectively used; and
- monitoring and evaluating procedural arrangements.

5.2 The reviewee should evaluate their own performance with a view to identifying their own development needs. Many establishments already have methods in place to assist in this. HMI performance indicators may also be used to help staff in evaluating their own performance if the reviewee deems them to be appropriate.

5.3 The reviewer needs to be familiar with the work of the reviewee, establish a supportive context for the review meeting, be able to provide or negotiate opportunities for the reviewee to take part in development activities and to provide appropriate feedback to the reviewee.

6 THE NATURE OF STAFF DEVELOPMENT

6.1 Staff development is a broad concept which takes account of the needs of the establishment and reflects the resources available. It may include a wide range of professional experiences. Attendance at in-service training courses, while of considerable importance, is only one way of accessing development opportunities.

6.2 Other opportunities for development will include:

- membership of committees, working parties and task groups;
- development of departmental and school policies;
- PAT workshops;
- visits to and from colleagues in other schools;
- cooperative teaching;
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- professional reading;
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- placements;
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- examination board work;
- use of resources provided by information and communications technology; and
- contributing to the development of others.

7 **ARRANGEMENTS FOR PROFESSIONAL REVIEW AND DEVELOPMENT**

7.1 The process should link into the regular monitoring and review of the work of establishments. For example, in primary schools, the review should include consideration of the school’s overall development priorities, while, in secondary schools, it may link in with departmental reviews.

7.2 Every permanent member of staff is entitled to a professional review. Long term temporary staff are also entitled to a review and suitable arrangements should be made for this. Many establishments currently operate reviews on an annual cycle, which fits in with the general planning cycle and may be considered an appropriate model. However, as a general rule, all staff are entitled to a review at least once every three years.

7.3 Short term temporary staff are also entitled to a professional review. This will be organised centrally through Education Services. Heads of establishment will provide information through reports on temporary staff in accordance with current practice.

7.4 Professional reviews for heads of establishment will involve officers of education and leisure services. In addition to the head’s personal development needs, the overall management of the establishment will be considered.

7.5 As a general principle, the reviewer will normally be the reviewee’s manager. However, the process should not be allowed to founder on concerns related to the precise identification of line management structures. Reviewee/reviewer pairings should be negotiated and specified within individual establishments. The appendix to this paper provides further guidance.

7.6 A ‘top-down’, hierarchical approach to the review process is not envisaged. An individual teacher’s right to a review is not dependent on his or her manager having had a similar review meeting.

7.7 For the process to be ‘light-touch’ and unbureaucratic, an intensive “training for review” programme is not seen as desirable. If, however, staff wish some guidance on approaches, courses can be arranged through the normal in-service arrangements.

7.8 The reviewee should be encouraged to maintain an up-to-date record of their own staff development activities which will help with self-evaluation. A teacher’s guide to the professional review process and exemplars of self evaluation pro formas and staff development records will be issued to establishments.

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7.10 The record of the review meeting should be a brief note of the areas of discussion. These might include:

- a summary of discussion of key areas;
- a statement of agreed action to be taken as a result of the review;
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7.11 The first review will be of a general nature and focus on the teacher's professional aspirations and their own perception of their staff development needs. In addition, their role in school/stage/departmental development plans should receive consideration. Subsequent reviews should relate to action points agreed as a result of previous reviews.

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