

## GUIDANCE FOR TEACHING STAFF



### The Professional Review and Development Process:

- encourages staff to reflect regularly on their practice
- involves self-evaluation in relation to professional standards
- acknowledges achievements and strengths
- identifies areas for professional development
- promotes a commitment to continuous improvement

### Personal Action and CPD Plans

- A Personal Action Plan, informed by school improvement priorities and personal development needs including CPD needs, should be entered into the 'Personal Action Plan and CPD Needs' section on page 3 of the 'Personal Action Plan and Review Record' at the start of each school session and agreed with the line manager.
- The recording of CPD commitments in CPD Online should include collaborative school-based activities and personal study as well as in-service courses.

### Professional Review

- Professional Review and Development should be an evidence-based process undertaken annually
- Prior to the Review Meeting the reviewee should study page 1 of the 'Personal Action Plan and Review Record' and carry out a self-evaluation of his/her professional practice in relation to the questions listed in Section A, the key aspects of professional practice listed in section B and the management competency framework set out in section C. The main outcomes of this self-evaluation should be noted on page 2 of the 'Personal Action Plan and Review Record' and passed to the reviewer prior to the meeting. Reviewees may find the following headings helpful when recording the outcomes of their self-evaluation – strengths/achievements, areas for further development and professional aspirations.
- As part of the self-evaluation process reviewees may also wish to annotate their personal action plans in the 'Personal Action Plan and CPD Needs' section on page 3 of the 'Personal Action Plan and Review Record'.
- The Review Meeting discussion should focus on the reviewee's self-evaluation and Personal Action and CPD Plans. It will also normally include the outcomes of class observation and any other evaluations of practice which either party might wish to table.
- Any action points or CPD needs arising from the Review Meeting should be noted on page 3 of the 'Personal Action Plan and Review Record'.
- The Reviewer should complete the Reviewer's Comments section on page 2 of the 'Personal Action Plan and Review Record' and give the Reviewee the opportunity to add any comments he/she may wish to make.

## 2.2 NATIONAL PROFESSIONAL STANDARDS

Three national standards have been designed to promote best practice in the teaching profession and to provide coherence and progression in relation to professional development.

- *The Standard for Full Registration* provides a baseline of professional competence for all teaching staff. Probationer teachers undertake a one-year training programme designed to enable them to achieve this Standard.
- *The Standard for Chartered Teacher* provides an opportunity for career enhancement through the further development of pedagogical skills.
- *The Standard for Headship* offers opportunities for staff to enhance their careers through the development of Management and Leadership skills.

As part of the professional review process teachers may wish to seek support to progress or enhance their professional skills and abilities through activities related to the *Standard for Chartered Teacher* or the *Standard for Headship*. 'Professional Review and Development' (SEED, 2003) contains a 'Framework for Continuing Professional Development' which teachers may find helpful during the review process particularly when considering "next steps" in their professional development. Progressive CPD frameworks are also available in the Angus publication, 'Managing Continuing Professional Development: Advice for Teaching Staff'.

## 2.6 REFERENCES

Achieving the Standard for Chartered Teacher	- General Teaching Council Scotland (2002)
Achieving the Standard for Full Registration	-General Teaching Council Scotland (2007)
The Code for Professionalism and Conduct	-General Teaching Council Scotland (2008)
Chartered Teacher Status: Frequently Asked Questions	-Scottish Executive Education Department (2002)
Continuing Professional Development for Educational Leaders	-Scottish Office Education Department (2003)
Continuing Professional Development	-Scottish Executive Education Department (2002)
Managing Continuing Professional Development : Advice for Teaching Staff	- Angus Council (2007)
Performance Appraisal and Development	-Angus Council
Professional Review and Development	-Scottish Executive Education Department (2002)
Professional Review and Development: Frequently Asked Questions	-Scottish Executive Education Department (2002)
Standard for Chartered Teacher	-Scottish Executive Education Department (2002)

## 2.7 WEBSITES

Angus CPD Online (<https://cpd.angus.gov.uk>) is a source of a number of useful websites

GTCS documentation may be accessed at [www.gtcs.org](http://www.gtcs.org)

Scottish Executive documentation may be accessed at [www.scotland.gov.u](http://www.scotland.gov.u)