

EAST RENFREWSHIRE LNCT AGREEMENT
REVISED SCHEME OF PRD FOR TEACHERS

Professional Review and Development

Scheme for Teaching Staff

Revised 21 May 2008



Education Department

PROFESSIONAL REVIEW AND DEVELOPMENT FOR TEACHING STAFF

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PROFESSIONAL REVIEW AND DEVELOPMENT FOR TEACHING STAFF

1. INTRODUCTION

- 1.1 The need for continuing development of knowledge and skills is well recognised in education. Changes have taken place in the curriculum and in approaches to learning and teaching. Developments in technology, particularly information and communications technology and the constantly evolving role of schools in our society together mean that a teacher's competences and knowledge would benefit from frequent review and development.
- 1.2 Professional review and development is the process whereby the development and training needs of all staff are identified and agreed in relation to their current practice, the requirements of the school or authority development plan, the wider and longer term needs of the education service and the national priorities. It also provides an opportunity for discussion of a teacher's career and personal development needs.
- 1.3 Professional review and development is one of a range of quality improvement strategies used in schools. As such, it is central to raising achievement and improving the effectiveness of teaching and learning. It offers a systematic approach to training and development, which ought to result in enhanced job satisfaction and better leadership and management of the teaching process. Successful professional review and development brings about practical improvements in the classroom and directly benefits pupils by raising the quality of their learning experience. It is therefore a critical part of the quality improvement process which benefits the whole of the education service.
- 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' and that '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'. Head teachers have 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'.

2. PRINCIPLES

- 2.1 Professional review and development will be most effective if there is a generally supportive climate within schools and the following principles apply:
 - professional review and development 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 into the normal life and management of the school and results in minimum disruption for pupils
 - the process starts with self-evaluation and involves ongoing personal reflection
 - it balances individual and personal development priorities with those relating to the effective fulfilment of the school plan
 - it offers an opportunity for recognising good performance and making clear to teachers they are valued and appreciated

- the process has a positive impact on morale
 - it encourages teachers to reflect on their good practice and to share this with colleagues
 - the process is effectively evaluated
- 2.2 The Professional Review and Development process should be regarded as a professional entitlement. Moreover continuing professional development (CPD) is a condition of service including every teacher having a commitment to CPD, with individual CPD plans agreed once a year with the immediate manager, and teachers maintaining a personal record of CPD.

It is designed to give all staff opportunities to:

- engage in a process of reflection and self-evaluation
- ensure that on an annual basis staff have the opportunity to discuss progress and professional development needs with a line manager and receive high quality feedback.
- review and evaluate progress in meeting targets and CPD outcomes and activities agreed which have been undertaken.
- agree annual targets for development and a CPD plan with their line manager.

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 a Head of Service. The Director will be present at as many reviews of Heads of Establishment as possible.
- 3.1.2 Each member of staff will have a designated reviewer from within his/her own establishment or service. Normally this will be the person on a higher level in the promotion structure, a colleague who is familiar with the work of the reviewee and will be able to provide good feedback as part of the review. Identification of the reviewer will be a matter for discussion and negotiation at establishment level.
- 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 the conduct of the review and the writing of the record. In such situations the designated reviewer would require to consult other promoted members of staff acquainted 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 Head of Establishment of the base school or, in the case of a secondary school, the Head of Department.
- 3.1.5 Probationary teachers are not included in staff review procedures as their monitoring arrangements are in accordance with the National Teacher Induction scheme.

3.1.6 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 the head teacher will make arrangements for the reviewee to be reviewed by another promoted colleague at a higher level than the reviewee.

3.2. Number of Reviews per Reviewer

3.2.1 Care should be taken not to overload any reviewer in an establishment before commencing the review process.

3.2.2 In the case of reviewees having more than one line manager with equal responsibility for their remit, the head teacher should liaise with potential reviewers and assign one to each reviewee as appropriate.

3.3 Training For Reviewers and Reviewees

3.3.1 Every member of staff should have access to appropriate training. Training is the responsibility of the individual establishment and should cover all aspects of the review process before commencing the review process.

3.3.2 Training will be required throughout the life of the scheme, both as updating for trained staff and initial training for new staff.

3.3.3 Training will include gaining –

- knowledge and understanding of East Renfrewshire Education Department's Professional Review and Development Scheme for Teaching Staff
- knowledge and understanding of how to begin and maintain a professional development portfolio
- knowledge and understanding of the national standards toolkits (as appropriate)
- knowledge and understanding of 'coaching conversations'

3.3.4 If support is required for training outwith the normal training schedule, contact should be made with the authority's CPD Co-ordinator.

3.4 Successful review meetings

3.4.1 Review meetings are likely to be successful when:

- both reviewee and reviewer are well prepared
- the agenda is agreed in advance and there are no surprise items
- both reviewee and reviewer see it as a positive experience
- the reviewee has complete confidence that the process will be free from any overt or hidden assumptions that may prejudice the way in which an individual's potential or achievement is perceived. In this connection, it should be noted that the ban on direct or indirect discrimination on any grounds is applicable to the review process.
- The reviewer and reviewee are satisfied that targets agreed will impact on both the professional and personal development of the reviewee and also the establishment improvement plan.

3.5 Resolving Disagreements

- 3.5.1. Where disagreement remains between reviewee and reviewer on any aspect of the review process, the following procedure should be used.
- 3.5.2 If there is a disagreement, the CPD Coordinator should be asked to assist in an attempt to reach consensus. If members of staff wish, they may be accompanied by a colleague during any meeting.
- 3.5.3 Discussion should focus on the cause of the disagreement within the PRD process and any relevant documents and information collected from the agreed sources made available.
- 3.5.4 If the reviewer involved is the Head of Establishment then the approach should be to the relevant Head of Service.
- 3.5.5 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.

3.6. The Continuing Professional Development Profile

- 3.6.1 All members of staff should maintain a **CPD profile** for the current year and for two previous years where this is appropriate. The profile will have two components:
 - A **CPD record** of significant professional development activities undertaken
 - A **CPD 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 be undertaken over the year. These activities will address the teacher's strengths and development needs. Account should be taken of the reviewee's progress against previously agreed targets and her/his proposals to address needs she/he has identified.
- 3.6.2 Members of staff require to maintain the CPD record (see Page 16) providing details of the staff development activities in which they have participated. This record will be maintained and updated by the individual member of staff and a copy will be forwarded annually to the PRD reviewer and CPD co-ordinator to assist in planning future relevant staff development at establishment level.
- 3.6.3 The CPD record may provide a useful summary for the individual member of staff of his/her professional development.
- 3.6.4 The range of experiences which contribute to teacher development is very wide. An eligible CPD activity is anything that has progressed, assisted or enhanced a teacher's professionalism.

The list which follows is intended to be illustrative rather than exhaustive:

- Activity related to achieving National Standards (Standard for Full Registration; Chartered Teacher Standard; Scottish Qualification for Headship)
- Attendance at staff development courses
- 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
- ❑ Curriculum planning/development
- ❑ Management and leadership development opportunities
- ❑ Teacher placement
- ❑ Working with others
- ❑ Working with parents and
- ❑ Any other activity agreed as part of the professional review and development process

3.7 Time for Continuing Professional Development

3.7.1 In addition to participating in professional development activities during the 35 hour working week, all staff have a contractual responsibility to devote an additional maximum 35 hours each year to continuing professional development.

4. MANAGING THE PRD PROCESS

4.1 The Head of Establishment is responsible for ensuring the implementation of this scheme at establishment level.

4.2 Heads of Establishments may wish to delegate the day to day management and co-ordination of professional development activities to a CPD Co-ordinator who should normally be a promoted member of staff.

4.3 The responsibility of the CPD Co-ordinator should include the following:

- Attending authority co-ordinator meetings
- Promoting a positive attitude towards PRD and encouraging staff in the process of self-evaluation with regard to personal and professional needs
- Identifying, quantifying and progressing professional development priorities and needs arising from the establishment development plan; departmental plans; individual CPD plans; the authority's menu of staff development activities, the menu for the five professional development days and cluster plan activities.
- Liaising with reviewers and advising on appropriate staff development activities
- Monitoring and evaluating the procedural arrangements for staff review and the professional development activities undertaken by staff
- Establishing an annual plan/programme of development activities to meet the targets in relation to:
 - a) the establishment development plan
 - b) the personal professional development plans
- Overseeing the operation of the CPD website and the maintenance of the school CPD base
- Co-ordinating CPD provision for support staff if appropriate

- Obtaining and disseminating information on professional development activities
- 4.4 It is important to stress that the CPD Co-ordinator does not have the sole responsibility for all matters relating to staff development. Principal Teachers clearly have a role in relation to the teachers they manage. A particular member of staff may have responsibility for induction and support for probationers. The CPD Co-ordinator has the task of liaising with all such staff and ensuring that the establishment's programme fulfils the needs of the establishment plan and provides a range of opportunities for individual professional development. It is important that the CPD Co-ordinator is made aware of individual requests arising from CPD plans.
- 4.5 Training and support will be provided for CPD Co-ordinators by the CPD Manager to enable them to fulfil their remit.

5. MONITORING AND EVALUATING THE PROCESS

- 5.1 At establishment 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 teaching and learning and the impact on attainment. Evaluation should also include how far identified professional needs have been met.
- 5.2 At authority level, the Head of Service will ensure that the CPD Steering Group has a monitoring and evaluation role in relation to the PRD process and the quality of CPD provision. Strategies may include sampling, questionnaires, and quality audits.
- 5.3 These activities will not impinge on the confidential nature of the process between reviewee and reviewer.

6. STAGES IN THE PROCESS

There are four stages in the review process

- Preparation for review through self evaluation
- The review meeting and formulation of an agreed CPD Plan based on strengths, needs and agreed targets
- The Review Record with agreed targets and CPD outcomes
- Implementing and monitoring the CPD Plan

6.1 Preparation for Review

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

- Areas of professional practice giving the greatest satisfaction.
- Progress to date made in meeting targets and CPD outcomes agreed at the previous review meeting and presenting evidence of that progress
- Self evaluation against the national standards (as appropriate)
- Updating their CPD Record and previous CPD Plan and reflecting on the impact on their professional practice of the professional development activities undertaken.

- Identifying professional development needs in respect of their own practice and that of the establishment/departmental development plan and local and national priorities. Consider ways in which these needs might be addressed.
- Consideration of career development

Reviewees should complete the pro forma (page 13) and forward to the reviewer one week prior to the review meeting with the CPD record and previous CPD plan.

6.2 The Review Meeting

Informed by sound preparation both by reviewee and reviewer, the review meeting should last no more than one hour. The agenda (page 12) should be focused on the following:

1. A review of areas of professional practice identified by reviewee as giving the greatest satisfaction over the past year.
2. Review progress made in meeting targets and CPD outcomes agreed at the previous year's review meeting and evaluate the evidence.
3. Discuss the impact of professional development activities undertaken on:
 - a the results of self evaluation
 - b professional practice
 - c establishment improvement plan
 - d local and National priorities
 - e other
4. Identify and agree strengths, needs and targets with proposals to address these. Targets are recorded in the Review Record.
5. Reviewer and Reviewee should agree CPD outcomes and activities to address strengths, needs and targets. This should be recorded in the CPD plan. This will include the reviewee's additional contractual 35 hours CPD.
6. Review career development.
7. Comments from reviewee on any relevant matter(s).

6.3 The Review Meeting Record

The reviewer should complete a record of the review meeting (pages 13-14)

This would cover the following:

- Recognition of work which has given greatest satisfaction and strengths
- Progress made towards meeting previously agreed targets and CPD outcomes and identification of development needs
- Impact of professional development activities undertaken in previous year on professional practice and/or impact on the implementation of the establishment development plan and or local and national priorities.
- Identification of targets and CPD outcomes and activities agreed by the reviewer and reviewee to be undertaken in the following year. (CPD Plan (page 15) should be agreed and completed including an indication of the additional contractual 35 hours CPD).

- Career development
- Any additional comment

The record should be signed by the reviewee and the reviewer, each retaining a copy. The record of the meeting is confidential to the reviewee and reviewer.

6.4 Implementing and Monitoring the CPD Plan

It is the responsibility of the reviewee to implement the CPD plan. However, it is important that regular contact between reviewee and reviewer is maintained to ensure progress towards meeting the agreed outcomes and to support the development activities. Line managers should informally monitor and support progress of CPD Plans.

A copy of the CPD Plan should be given to the CPD Co-ordinator to ensure effective co-ordination of continuing professional development activities in the school.

6.5 CPD Record

The reviewee has a responsibility to update and maintain the CPD Record. (See page 16) A copy of the Record should be forwarded to the Reviewer and CPD Co-ordinator annually.

6.6 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 of recording professional analysis and development throughout a teacher's career. Teachers who wish to enter the Chartered Teacher Programme will require to have maintained a Portfolio. Teachers who have gained Professional Recognition from the GTCS or who are undertaking the Standard for Headship will also have had to maintain a professional portfolio, such as a learning log, which demonstrates their commitment to lifelong learning.

The CPD Portfolio would remain the personal property of the individual teacher but could be used to:

- | | |
|---|---|
| <ul style="list-style-type: none"> • present an analysis of personal and professional development; • present illustrations of current skills and abilities; • provide additional support in preparing for professional review; | <ul style="list-style-type: none"> • provide a basis for discussion with key colleagues; • plan future professional development; • self-evaluate professional competence; and • assist in recording activities which may lead to accreditation. |
|---|---|

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

- | | |
|--|---|
| <ul style="list-style-type: none"> • personal details; • qualifications; • employment history; • job descriptions of current and previous posts; • CPD Profile; | <ul style="list-style-type: none"> • reflective commentaries on CPD activities undertaken; • information relating to preparation for national standards; • personal development plan; • certificates; and • CV |
|--|---|

- an analysis of professional experiences;
- self-evaluation of professional competence (using, for example, aspects of the appropriate national standard)

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; and
- impact on practice.

Review Meeting Agenda (example)

1. Review areas of professional practice identified by reviewee as giving the greatest satisfaction over the past year and recognise strengths.
2. Review progress made in meeting targets agreed at the previous year's review meeting and evaluate the evidence.
3. Review results of any self evaluation. (for example against the agreed sections of the appropriate national standard)
4. Discuss the impact of professional development activities undertaken. Reference might be made to impact on professional practice; impact on establishment development plan; impact on achievement of local and national priorities.
5. Identify and agree targets based on strengths and needs, taking into account possible career development.
6. Identify outcomes and CPD activities in the CPD plan which will be undertaken for following year. This will include the reviewee's additional contractual 35 hours CPD.
7. Comments from reviewee on any relevant matter(s).

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT

Review Record

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 CPD outcomes agreed at previous year's review meeting. (CPD record to be attached)

4. Targets for next year

5. CPD needs arising

6. Career review

7. Any other comments

Reviewee (signed)

Date

Reviewer (signed)

Date

CPD PLAN

Teacher's Name:

School:

Review Date:

Session:

Insert related School/Dept
Plan target number



Proposed Developmental Activity	Intended Outcome	Proposed Timescale	School Plan	Personal/ Professional Development Needs (√)

15

Please identify any cost/resource implications related to the above (if known).

Copy to:

Reviewee
Reviewer
Staff Development Coordinator

Reviewer's Signature:

Date:

Reviewee's Signature:

Date:

CPD RECORD

Teacher's Name:

Session:



Education Department

School:

Date	Activity	Duration		Outcome/Impact of Activity
		Within 35 hour week	Outwith 35 hour week	