

THE MORAY COUNCIL EDUCATION AND SOCIAL CARE

PROFESSIONAL REVIEW AND DEVELOPMENT

SECTION 1 - POLICY

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1.0 Introduction

- 1.1 The delivery of services of the highest quality depends on the professional competence and expertise of staff. A commitment to the professional development of staff will ensure that we maintain and develop that competence, expertise and confidence in delivering the service.
- 1.2 Systematic approaches to professional development as outlined in this Professional Review and Development Policy are a key element in improving school effectiveness and in meeting service and establishment aims in partnership with young people, parents, communities, other services and agencies.
- 1.3 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’.

2.0 Purposes of Professional Review and Development

- 2.1 The following purposes of Professional Review and Development underpin the Moray Council policy and scheme:
 - (i) to improve the effectiveness of learning and teaching and management at all levels, and ultimately to raise achievement;
 - (ii) to create a supportive learning culture which encourages all staff to see their own learning as a life long process based on self evaluation;
 - (iii) to address the professional and personal needs of all staff by providing staff with a wide range of opportunities to maintain and develop their professional expertise and confidence;
 - (iv) to implement national and local authority policies and priorities
 - (v) to encourage staff to reflect on their own good practice and to share this with colleagues
 - (vi) to create a climate of continuous support for staff and respect for individuals within and across services
 - (vii) to maintain and enhance staff motivation, job satisfaction and confidence;

(viii) to ensure a suitable balance among personal, school, local and national priorities when monitoring each teacher's commitment to their own professional development.

2.2 The Professional Review and Development process should be seen 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 line 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 aims and objectives and CPD activities agreed at a previous review meeting.
- agree annual aims and objectives for development and a CPD Plan with their line manager.

3.0 Policy and Planning Framework

3.1 There should be an efficient framework for the planned and systematic management of Professional Review and Development in each establishment within the context of:

- The Education & Social Care Departmental Development Plan
- The Establishment Development Plan
- National Priorities and Initiatives
- Current professional needs

3.2 There is an expectation that each school will develop and implement a plan for the Professional Development of staff linked clearly to establishment development priorities and needs identified through the review process and other school self evaluation processes. This professional development plan will be drafted by the establishment Staff Development Co-ordinator in consultation with the Staff Development Committee where one exists.

3.3 A close relationship exists between Professional Review and Development and establishment/service development planning priorities. Professional Review and Development provides for the professional needs of staff and assists the establishment in taking forward the priorities in the establishment development plan.

3.4 Staff will be given the opportunity to influence establishment development plans and the Departmental Development Plan. Head Teachers have a responsibility to ensure that this consultation takes place to ensure an appropriate sense of ownership.

- 3.5 The concept of self-evaluation for the individual, the establishment and for the service, is a key principle of the Quality Assurance policy and is fundamental to the success of any professional development scheme.
- 3.6 Professional Review and Development should be based on trust, mutual respect and consultation between the reviewee and his/her line manager. The review process should recognise individual strengths and identify professional needs and areas for support.
- 3.7 Professional Review and Development should be a positive experience which is intended to improve the quality of learning and teaching and management at all levels. It ensures that each member of staff is given annual feedback and makes it clear that staff are valued and appreciated.
- 3.8 Education & Social Care recognises that there are several methods of identifying professional development needs. Professional review is regarded as one of these methods.

4.0 Scheme for Professional Review and Development

- 4.1 It will be for the Head Teacher to manage in the school, the implementation of the Professional Review and Development process outlined in this policy. A senior promoted member of staff in each school should have the responsibility for the operation of the process.
- 4.2 Schools have a line management structure which allows clear identification of the most appropriate colleague to act as reviewer. Where a reviewee's responsibilities fall into more than one area (eg subject and guidance) only one reviewer will be identified although clearly he/she will require to liaise with others in the review process.
- 4.3 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. (see Appendix 1)
 - A CPD Plan which will be agreed with the line manager at the review meeting. The plan should indicate aims and objectives 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 aims and objectives and her/his proposals to address needs she/he has identified. (see Appendix 2) A copy of the CPD Plan should be given to the Staff Development Co-ordinator to ensure effective co-ordination of CPD activities across the school.
- 4.4 Members of staff require to maintain the CPD record 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. Copies of this record will be maintained by the reviewer and reviewee.
- 4.5 The CPD record may provide a useful summary for the individual member of staff of his/her professional development.

- 4.6 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 (Initial Teacher Education Standard; 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 research and reading
- Mentoring/supporting colleagues
- Curriculum planning/development
- Management and leadership development opportunities
- Teacher placement
- Working with others
- Working with parents and
- Any other relevant activity agreed as part of the Professional Review and Development process.

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

4.8 Appeals Procedure

- 4.8.1 Where disagreement remains between reviewee and reviewer on any aspect of the review process, an appeals procedure will be available.
- 4.8.2 The appeal 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.
- 4.8.3 The appeal will normally be heard by the Head of Establishment/Service. If the reviewer involved is the Head of Establishment/Service then the appeal will be heard by the Corporate Director of Education & Social Care or his/her nominee.
- 4.8.4 If the appeal is upheld appropriate action should follow eg alteration of review record.
- 4.8.5 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.

4.9 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

4.10 Professional Review and Development will be most effective if there is a generally supportive climate within establishments, and the following principles apply:

- there is a professional commitment to building excellence at every stage of an employee's career
- arrangements are simple with minimal bureaucracy
- the purpose is clear to all participants
- it is integrated with existing arrangements for quality assurance
- it identifies the professional needs of all teachers
- professional development is current and progressive
- it is undertaken by line managers and starts with self evaluation
- the process is effectively evaluated.

5.0 Responsibilities for Professional Review and Development

5.1 At Education Authority level, the overall responsibility for the management of Professional Review and Development lies with the Corporate Director of Education & Social Care who will arrange to publish the authority's priorities, making them available for establishments to take account of in their planning processes. This will take the form of the Education & Social Care Departmental Development Plan.

5.2 Day to day responsibility will be delegated to a member of Education & Social Care Management Team who will have the responsibility to ensure that:

- (i) clear guidance is made available to establishments about the authority's procedures for Professional Review and Development
- (ii) appropriate resources are identified within curriculum and staff development budgets for the purposes of both administering and implementing the Professional Review and Development policy.
- (iii) An annual report is presented to the Children & Young People's Services Committee outlining progress on the implementation of the scheme.

- 5.3 At establishment level, arrangements should be made for a designated senior promoted member of staff to have responsibility for the management of the Professional Review and Development programme including
- (i) the needs identification processes
 - (ii) the preparation of a programme designed to meet the identified needs
 - (iii) a means of prioritising professional development opportunities within the devolved staff development budget available for that purpose.
 - (iv) monitoring and evaluating the effectiveness of staff development activities.

6.0 Other Issues

6.1 Inclusivity

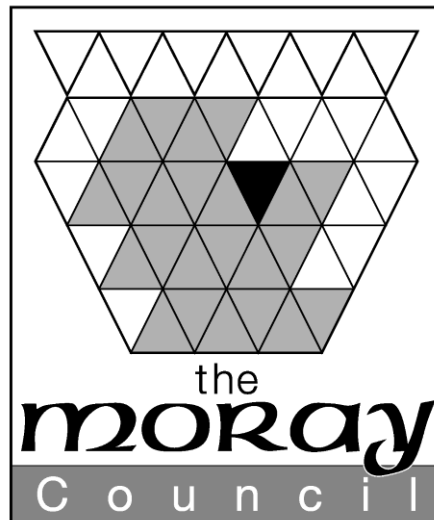
In accordance with agreed Council policy, all permanent teachers will take part in the process of Professional Review and Development.

6.2 Confidentiality

The discussions and reports associated with Professional Review and Development, with the exception of the CPD Plan, will be confidential to those involved in the process. These are identified as the reviewee and the reviewer. In relation to Paragraph 4.8 of this scheme, with regard to the appeal process this will include the Head of Establishment and/or Corporate Director of Education & Social Care or his nominee.

6.3 Professional Review and Development and Disciplinary Procedures

It is not intended that the processes described in this policy should be linked in any way with those which are involved in cases of professional incompetence or misconduct. Separate procedures exist with regard to disciplinary procedures applicable to teachers.

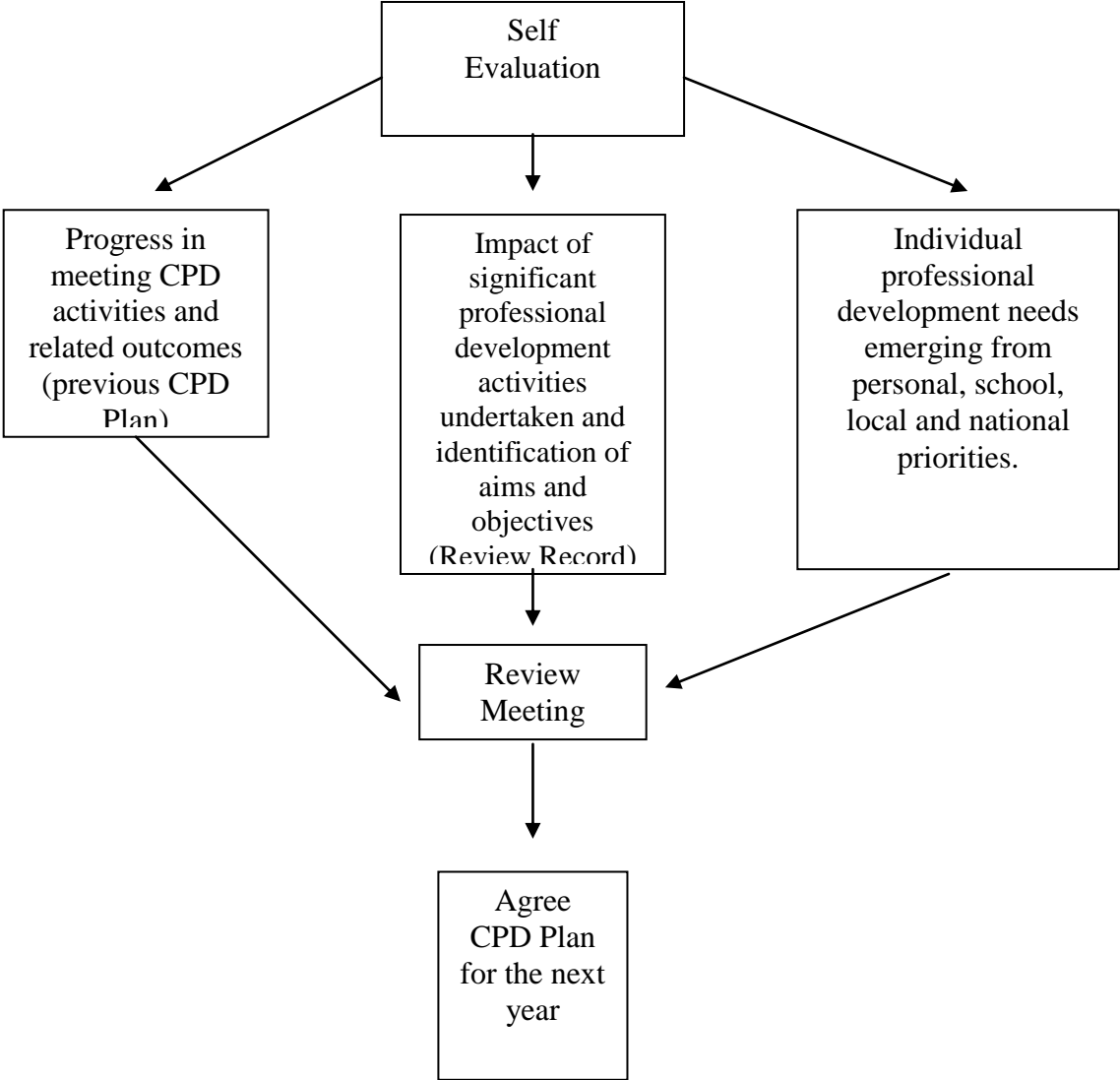


**THE MORAY COUNCIL
EDUCATION & SOCIAL CARE**

**PROFESSIONAL REVIEW AND
DEVELOPMENT**

***SECTION 2 – GUIDELINES FOR
REVIEWERS AND REVIEWEES***

1.0 Professional Review and Development Overview



2.0 Stages in the Process

There are four stages in the review process

- Preparation for review
- The review meeting and formulation of an agreed CPD Plan based on strengths, needs and agreed aims and objectives
- The Review Record with agreed aims and objectives and CPD Plan
- Implementing and monitoring the CPD Plan

2.1 Preparation for Review

The importance of self evaluation and reflection is emphasised throughout the Professional Review and Development 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 aims and objectives and CPD activities agreed at the previous review meeting and presenting evidence of that progress.
- 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 self evaluation pro forma (Appendix 3) and forward to the Reviewer before the review meeting.

2.2 The Review Meeting

Informed by sound preparation both by reviewee and reviewer, the review meeting should last no more than one hour. The agenda (Appendix 4) 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 aims and objectives and CPD activities agreed at the previous year's review meeting and evaluate the evidence.
3. Discuss the impact of professional development activities undertaken on
 - a. Professional practice
 - b. Establishment development plan
 - c. Local and National Priorities
 - d. Other

4. Identify and agree strengths, development needs and aims and objectives with proposals to address these. Aims and objectives are recorded in the Review Record.
5. Reviewer and reviewee should agree CPD activities to address strengths, development needs and aims and objectives.
6. Review career development.
7. Comments from reviewee on management support.

2.3 The Review Record

The reviewer should complete the Review Record (Appendix 5) of the meeting.

This would cover the following:

- Recognition of work which has given greatest satisfaction and strengths.
- Progress made towards meeting previously agreed aims and objectives and CPD activities 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 aims and objectives and CPD activities agreed by the reviewer and reviewee to be undertaken in the following year. (CPD Plan (Appendix 2)) 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; the reviewee retaining a copy, the other copy being stored securely by the Head of Establishment. The signing of the record does not infringe the right of appeal.

2.4 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 School Staff Development Co-ordinator to ensure effective co-ordination of CPD activities in the school.

2.5 CPD Record

2.5.1 The CPD Record (Appendix 1) is an ongoing record of post school qualifications, employment history and professional development.

2.5.2 It is a means of analysing experience to date and planning future progress.

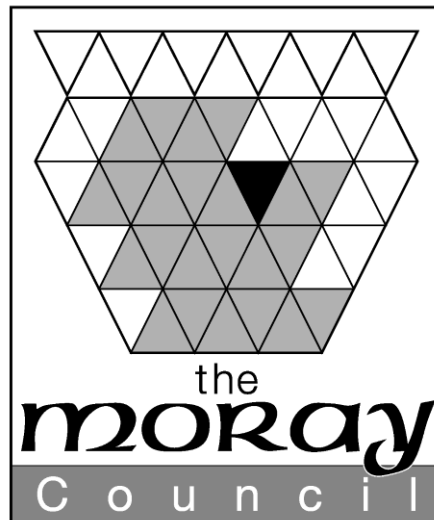
2.5.3 It is also a means of:

- systematically documenting the record of CPD activities
- providing support in preparing for review
- providing a basis for self evaluation and discussion with key colleagues
- providing a basis for planning future professional development activities
- assisting with CV
- assisting with recording activities which could lead to accreditation

2.5.4 In addition the process of individual reflection can:

- allow the school to support its most important resource – the staff
- facilitate the planning process at whole school level
- help the school identify expertise and skills

2.5.5 The member of staff has a responsibility to update and maintain the CPD Record. A copy of the Record should be forwarded to the reviewer annually.



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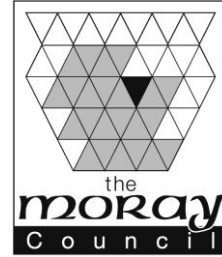
SECTION 3 – SUPPORTING DOCUMENTATION

Contents

1. Professional Review & Development (PR&D) Profile
2. Professional Review & Development (PR&D) Review Meeting Record

SELF EVALUATION AND NEXT STEPS

PERSONAL AND PROFESSIONAL GROWTH	
<p>1. What progress has been made in relation to previous year's Professional Development Action Plan? Please include stage of development reached.</p>	<p>2. Any other professional development undertaken that you wish to note?</p>
<p>3. How has this improved the experience of pupils you work with and helped them raise their achievement?</p>	
<p>4. In what ways do you feel you have progressed as a professional? How are you or how could you share your ideas / expertise with others?</p>	<p>5. Next Steps: Ideas for discussion at upcoming PR&D. (Please consider your own Professional Development needs, School Improvement Plan, Department/Stage Improvement Plan).</p>



<p>PROFESSIONAL REVIEW AND DEVELOPMENT PROFILE</p> <p>Session: _____</p>
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<p>Name: _____</p> <p>School: _____</p> <p>Position: _____</p> <p>Reviewer: _____</p>

Date of PR&D Meeting: _____

Agreed date for submission of Professional Development Action Plan: _____

Follow-up Meetings: _____

<p>Embedding change through professional development:</p> <p>Stage 1: Becoming aware – at an early stage of knowledge/understanding; new ideas/approaches not yet being used in practice</p> <p>Stage 2: Becoming engaged – building a more in-depth knowledge and understanding; beginning to experiment with new ideas/approaches; building new skills</p> <p>Stage 3: Integrating into practice – new ideas/approaches now commonly used and making a difference</p> <p>Stage 4: Innovating and creating – principles fully embraced; new approaches developed and embedded within the context of own practice; using new knowledge and skills in a wider role in the school</p> <p>Adapted from “CPD: the four stages” created by the national CPD network at www.LTScotland.org.uk/cpdscotland</p>

ANNUAL PROFESSIONAL DEVELOPMENT ACTION PLAN 2009-2010

LOG OF PROFESSIONAL DEVELOPMENT ACTIVITIES (2009-2010)

[Note: Please record all key activities, not just those relating to the plan on page 2]

<p>1. What are you planning to learn and develop? (Skills, knowledge, beliefs, attributes etc.)</p>	<p>2. Present Stage (see pg.1)</p>
<p>3. How are you going to achieve this? (Courses, peer discussion, reading, reflection, journaling, coaching, classroom practices etc.)</p>	<p>4. How are you going to measure impact? (Logs, observations, questions, reflections, achievements.)</p>
<p>5. Any ongoing comments/changes during the course of the year:</p>	

Non Pupil Days

DATE	ISSUES COVERED	*

Courses and other external activities

DATE	TITLE	ISSUES COVERED	*

Other activities that have contributed to your Professional Development (e.g. being observed, observing colleagues, mentoring, meetings, personal reading etc.)

DATE	TITLE / DESCRIPTION	ISSUES COVERED	*

* Of the activities listed above, which three have had the greatest influence on your work? Please indicate by putting an asterisk in the last column.

Reviewee _____ **Reviewer** _____



PR&D REVIEW MEETING RECORD

learning to live
living to learn

REVIEWEE: _____ DATE: _____

REVIEWER: _____ DATE: _____

1. Changes to thinking and practice	2. Professional Development focus
3. Next Steps - Reviewee	4. Next Steps - Reviewer

Code Professional Knowledge and Understanding

1.1.1	Curriculum Content
1.1.2	Cross-curricular Themes
1.1.3	Planning Knowledge
1.1.4	Curriculum nature and Development
1.2.1	Educational System, Policy and Practice
1.2.2	Sector Issues
1.3.1	Professional Values and Practices
1.3.2	Research-based Knowledge

Code Professional Skills and Abilities

2.1.1	Long-term/short-term Planning
2.1.2	Communication with Pupils
2.1.3	Teaching and learning Strategies and Resources
2.1.4	Expectations and Pace of Work
2.1.5	Working with Other Adults
2.2.1	Organising and Managing Resources
2.2.2	Managing Pupil Behaviour
2.3.1	Assessment, Recording and Reporting
2.3.2	Self-Evaluation

Code Professional Skills and Abilities (cont'd)

2.4.1	Research Literature Accessed and Critically Reviewed
2.4.2	Convey Understanding of Practice and General Educational Matters
2.4.3	Self-Reflecting, Acting to Improve and Contributing to Personal Professional Development
Professional Values and Personal Commitment	
3.1	Commitment to Social Justice, Inclusion, Caring for and Protecting Children
3.2	Taking Responsibility for Professional Learning and Development
3.3	Value, Respect and Active Partners in Work Community



PR&D REVIEW MEETING RECORD – HEAD TEACHER

learning to live
living to learn

REVIEWEE: _____ DATE: _____

REVIEWER: _____ DATE: _____

1. Changes to thinking and practice	2. Professional Development focus
3. Next Steps - Reviewee	4. Next Steps - Reviewer

Professional Actions of the Head Teacher

- 1.1 Lead and manage learning and teaching.
- 1.2 Lead and develop people.
- 1.3 Lead change and improvement
- 1.4 Use resources effectively.
- 1.5 Build community.

Essential Elements

Strategic Vision, Values and Aims

- 2.1 Vision and standards
- 2.2 Integrity and ethical practice
- 2.3 Democratic values.
- 2.4 Learners for life.

Knowledge and Understanding

- 3.1 Learning and teaching.
- 3.2 Education policy, schools and schooling.
- 3.3 Social and environmental trends and developments.
- 3.4 Leadership and management.

Personal Qualities and Interpersonal Skills

- 4.1 Demonstrating self awareness and inspiring and motivating others.
- 4.2 Judging wisely and deciding appropriately.
- 4.3 Communicating effectively.
- 4.4 Showing political insight.



PR&D REVIEW MEETING RECORD

learning to live
living to learn

REVIEWEE: _____ DATE: _____

REVIEWER: _____ DATE: _____

Possible Coaching Questions for each section

<p>1. Changes to your thinking and practice</p> <ul style="list-style-type: none"> • What have been the highlights for you this year? • What's gone particularly well? • What are you proud of? • What aspect of your role have you really enjoyed this year? • What aspects of your performance this year have particularly pleased you? • On a scale of 1-10 how would you rate your performance this year? • What impact has that had? • How do you know that it had that impact? • What did you do to make that happen? • What's helped you? • Why was that? • How might we capitalize on that? 	<p>2. Future Professional Development focus & needs</p> <ul style="list-style-type: none"> • What's gone less well for you this year? • What do you know that could have gone better? • Reflecting on that, what have you learned from that? • What could you do differently to improve the situation? • How could you do it differently next time? • If things were where you wanted them to be what would be different? Describe that to me. • What would you really like to achieve over the next year? • What would be the payoff for doing that? • How will that help your current situation? • How would your work have to change to make it really good for you?
<p>3. Next Steps - Reviewee</p> <ul style="list-style-type: none"> • Looking forward, what would help you do things even better? • How would you like to move this forward? • How do you propose making that happen? • In terms of development, what would help you? And/or help you contribute more over the next period? • Who can help you? • What would help you right now? • What is your first step? Next steps? • When will you do that? • How will you know that you are making progress/been successful? • When would you like to talk again? 	<p>4. Next Steps - Reviewer</p> <ul style="list-style-type: none"> • What would you like from me? • How can I help you? What could I do more of/less of to make your job easier?



PROFESSIONAL DIALOGUE MEETING LOG

learning to live
living to learn

REVIEWEE: _____ DATE: _____

COLLEAGUE: _____ DATE: _____

1. Changes to thinking and practice

2. Professional Development focus

3. Next Steps - Reviewee

4. Next Steps – Colleague/Group