

Professional Review

I. CONTEXT

1.1 The national agreement *A Teaching Profession for the 21st Century* requires teachers to have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development. Each teacher will have an annual Continuing Professional Development (CPD) plan agreed with her/his reviewer. Teachers should use the GTCS Standards to identify their professional development need. CPD activities should take account of professional developments and school, local and national priorities.

1.2 Professional Update, a scheme for a fully GTCS registered teachers in Scotland, was introduced as a result of legislative requirement of the Public Services Act 2011. GTCS has developed a scheme which lays out the principles for PRD and CPD. Further, each local authority scheme will be validated by the GTCS. Teachers should use the GTCS standards as part of their self-evaluation in preparation for their PRD meeting where their CPD plan will be agreed with a reviewer. CPD priorities should take account of personal professional developments and school, local and national priorities.

2. INTRODUCTION

2.1 Education Services is committed fully to supporting the professional development of its entire staff throughout their career. Every member of staff has a valuable contribution to make in maximising the potential of all children and young people in the city. The professional development of staff is key to raising levels of achievement of children and young people.

2.2 The need for continuing development of knowledge and skills is well recognised in education. Rapid changes have taken place in the curriculum and in approaches to teaching and learning.

2.3 Professional review and development (PRD) is the process whereby the development and training needs of all teachers are identified and agreed in relation to their current practice, the requirements of the school improvement plan, the priorities of Education Services and national priorities. It is a means of supporting teachers by ensuring that they are thoroughly prepared for their duties, in particular for their key role in teaching and learning.

2.4 Professional review and development is also the key process through which the success of staff is celebrated, where good practice is recognised and which therefore contributes to the wellbeing of staff through high quality feedback. The link to school improvement and to the school as a learning organisation is critical. Career-long professional must also relate to personal and professional development and the career aspirations of staff.

3. PROFESSIONAL REVIEW

Professional review is set within the range of quality assurance processes which are in place within Education Services. In particular, the process of improvement planning provides the basis for staff to continue to improve the quality of provision through self-evaluation, identification of priorities, and action planning. The process of professional review is the primary means by which teachers' continuing professional development needs are identified and CPD activities planned.

3.1 The Principles of Professional Review

The following principles must apply if review and development is to be embedded as a quality process within the school:

- Professional review is a key process in continuing professional development.
- The process is continuous and integral to school management and quality processes such as improvement planning and monitoring.
- There should be a clear purpose of improving teaching and learning and management effectiveness so that pupils are the beneficiaries.
- Self-evaluation using GTCS Standards is the starting point.
- The process should be ongoing taking account of schools' existing structures. The process should take place within a supportive, challenging, collegiate culture. Education Services' officers will be involved in professional review of Heads of Establishment.
- All teachers are entitled to support in developing their competencies and effectiveness. Targets or objectives arising from professional review should be recorded and the impact evaluated. CPD manger is available and its use recommended to support this process.
- Every school should have support mechanisms in place with a senior member of staff with designated responsibility for the management of the continuing professional development of staff.
- Professional review will assist teachers determine future career development.
- Training for the review process, for both reviewers and reviewees, is the responsibility of individual establishments. Should support be required for training, contact should be made through the appropriate member of the Educational Improvement Service.

3.2 Professional Review and Development Portfolio

All teachers need to maintain a *CPD Portfolio* which reflects on and evaluates the impact of five years of Professional Learning. CPD Manager is Education Services preferred system for maintaining this record and aligns with the sign off process for Professional Update. The CPD plan should be agreed with the reviewer at the annual professional review meeting.

The plan should indicate development objectives and the development activities to be undertaken in the following year. CPD Manager will enable the teacher to maintain a comprehensive and accurate record of significant professional development activities undertaken. The record will show the type or nature of the activity, dates and duration, and a reflection on impact on professional practice. Information will be incorporated into the profile on an on-going basis.

It is the responsibility of the individual teacher to ensure all information is incorporated into the portfolio including those activities not included in the PRD conversation. CPD Manager is available to support this process. It has been designed to ensure teachers who use this as their record of CPD can effectively engage with career-long professional development. It is our aspiration that all Glasgow teachers will engage with this system by 2015.

Teachers who choose not to use CPD Manager, must maintain a separate CPD Portfolio which is shared and discussed with reviewer at the annual PRD meeting.

3.3 CPD Activities

A wide range of activities contribute to the professional development of teachers. Some can be undertaken individually, other on a collegiate basis. In addition to collegiate activities organised at departmental, school or learning community level, Education Services supports a further range of opportunities and activities. An extensive, but not exhaustive list of CPD activities is available in the Staff Development Policy.

3.4 The Process of Professional Review

The individual, the school and the authority

The development needs of the individual will relate primarily to the improvement priorities of his/ her school. The school's priorities will have been informed by Education Services' and national priorities. Account will also be taken of other school related issues not included in the improvement plan and teachers' personal, professional needs and career aspirations.

Education Services will introduce protocols which gather information on the number of teachers engaging annually with PRD.

Reviewers

Schools have a structure which allows identification of the most appropriate colleague to act as reviewer. Each member of staff will therefore have a designated reviewer from within his/her own establishment or service.

Where a reviewee's professional responsibilities fall into more than one area (e.g. curriculum and pastoral care, or two separate subject departments) one reviewer will be identified. In such circumstances the designated reviewer will liaise with other promoted members of staff as appropriate. Should members of staff work in more than one establishment, the reviewer should consult with other establishments.

The responsibility for the review of members of staff who provide support for absence cover will lie with the school in which a member of staff is employed on a medium/long term basis. The authority will provide an amended review process for those members of staff who are employed on a short term/intermittent basis.

The review of Heads of Establishment will be undertaken by the Executive Director of Education or nominee. Where a reviewee has concern about the suitability of the reviewer this matter should be brought to the attention of the head of establishment who may make alternative arrangements for the reviewee to be reviewed by another appropriate colleague.

Self-Evaluation

The starting point in professional review is self-evaluation using GTCS Standards. The reviewee will consider the outcomes from and impact of, any professional development activities undertaken; progress made to date in meeting CPD outcomes, evidence of progress and reflect on possible future development. Account should be taken of:

- current performance as a classroom teacher/manager and areas of practice giving greatest satisfaction; the impact of professional development undertaken during the past year and the quality of staff development accessed and recorded on the CPD portfolio; his/her contribution to the school improvement plan;
- staff development needs arising from the school improvement plan or from subject or curricular plans;

- other development needs not linked directly to the school plan (for example relating to courses to be taught or career aspirations).

Reviewees will be assisted in conducting self-evaluation by referring to national documentation such as GTCS Standards, *How Good is Our School?* and TACLE materials.

The self-evaluation reflection should be completed and copied to the reviewer before the review meeting.

Review Meetings

Professional review is held annually and is a formal requirement for teachers and will inform the five-yearly Professional Update. It is the aspiration of Education Services that the quality of professional dialogue between the reviewer and reviewee will lend to the success of the process. In the review conversation the self-evaluation will be complemented by an establishment perspective from the reviewer that will take account of the overall needs of the school and its pupils, and relevant information arising from the regular monitoring and evaluation of the work of the school.

The agenda for the review meeting will comprise:

- discussion of areas of professional practice which have given greatest satisfaction;
- review of the CPD objectives and the impact of activities from the previous year and the extent to which the member of staff has evidenced impact of these objectives on classroom practice (i.e. the information contained in the previous CPD portfolio);
- consideration of reviewee's development needs relating to the school improvement plan or departmental improvement plan;
- discussion of reviewee's contribution to school, subject/curriculum, or pupil support development or to wider school activities;
- identification of personal and professional development needs and strengths, and the translation of these needs into *development objectives*.

Recording the information on CPD Manager will form an agreed record of the meeting. CPD Manager has the optional facility to record the amount of time spent on individual CPD activities.

PRD conversations should take place during time allocated for development or in other time which is mutually agreeable within working time arrangements. Where this is not possible then devolved budget for staff development may be used to provide cover as appropriate.

CPD Manager will provide a formal record of the PRD agreed outcomes and will support the development of the portfolio of evidence required for a five year period of engagement in Professional Update.

3.5 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 the reviewer and reviewee is maintained to ensure progress towards the agreed outcomes and to support the development activities. Reviewers should monitor and support progress of CPD plans.

Staff development co-ordinators can access all CPD agreements to ensure effective coordination of the range of continuing professional development activities in the school. The SDC manages the whole school resources to support CPD with the establishment. Reviewers will monitor progress and impact on an on-going basis.

The CPD plan is used as the basis for maintaining the record of CPD activities.

3.6 Appeals Process

Where disagreement remains between reviewee and reviewer on any aspects of the review process, an appeals procedure is available. The appeal should focus on the cause of the disagreement and will normally be heard by the head of establishment. If the reviewer is the head of establishment then the appeal will be heard by the Executive Director of Education or nominee.

If the appeal is upheld appropriate action should follow, for example alteration of the review record. 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.

Professional Update is intended to focus on a teacher's professional development. It is a contractual requirement. Professional Update should not be used to determine a teacher's competence. LNCT protocols exist and should always be applied to address competency issues.

The only grounds for appeal in Professional Update relate to the decision to refuse to complete the five-yearly sign-off. The ongoing PRD process should highlight where the requirements for professional update are not being overtaken. This should be addressed by line-manager with the teacher at the earliest opportunity and an action plan agreed to address the issue well in advance of Professional Update sign off.

In the rare circumstances that this is an issue only at the time of sign-off, then an action plan with specific timescales should be drawn up. This should be agreed with the line manager/reviewer and the employee should apply for deferment.

4. THE CPD PORTFOLIO

All teachers are required to maintain a CPD portfolio. CPD Manager offers a systematic method for recording professional analysis and development throughout a teacher's career. Reviewers and line managers will have access to the CPD portfolio. CPD Manager is provided by Education Services to support the engagement in professional update. It is a GTCS requirement that each authority identifies an appropriate eformat to support teachers to maintain a professional portfolio. CPD Manager is the format identified to support all Glasgow teachers to meet this requirement. GTCS Professional Update will link to this system.

Teachers who choose not to use CPD Manager, must maintain a separate CPD Portfolio which is shared and discussed with reviewer at the annual PRD meeting.

5. ROLES AND RESPONSIBILITIES

All teachers are responsible for ensuring their readiness to meet the demands of Professional Update. This will require every teacher to:

- Refresh their GTCS account at the start of the academic year.
- Maintain an appropriately detailed portfolio reflecting the impact of career-long professional learning on CPD Manager, or as outlined in Section 4 above.
- Prepare for and participate in an annual PRD conversation and maintain the appropriate documentation relating to this.
- Use GTCS Standards as a way of reflecting on their career-long professional development.
- On a five-yearly basis, agree sign-off for the purposes of Professional Update.

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This Policy has been agreed by the Glasgow LNCT and approved by the Education Children and Families Policy Development Committee