

DNCT24

PROFESSIONAL UPDATE POLICY FOR GTCS REGISTERED STAFF

1. The National Context for Professional Review and Development

“Long-term and sustained improvement which has a real impact on the quality of children’s learning will be better achieved through the determined efforts to build the capacity of teachers themselves to take responsibility for their own professional development”

(A Teaching Profession for the 21st Century – 2001)

2 Professional Update

- The process needs to be practicable; supportive of teachers and not constrained by bureaucracy and allow individual teachers the opportunity to identify and meet their future needs. PRD is not just an annual meeting – it is a supportive process.
- Every 5 years, or as determined by GTCS, each teacher confirms their engagement in the Professional Update process with GTC Scotland, referred to as the Professional Update sign-off. It will be both the teacher’s and the manager’s responsibility to ensure that this is completed and, in addition, the manager’s responsibility to validate the teacher’s declaration.

<http://www.gtcs.org.uk/professional-update/professional-update-what-do-i-need-to-know-do.aspx>

- The GTCS suite of professional standards establish the national occupational standards which teachers must achieve (SFR) and also allow teachers to identify areas for individual professional development (CLPL Standard and Leadership and Management Standard)
- The Professional Update scheme sets out the principles by which local authority schemes of PRD are validated and makes continuous engagement in PRD a requirement of registered teachers.
- Principles for the PRD process with continuing engagement in PRD and professional learning is a requirement of every registered teacher in Scotland. The following link to the GTCS website outlines the process:

<http://www.gtcs.org.uk/professional-update/about-professional-update.aspx>

3 Introduction

This policy and procedure is designed to facilitate a fair, transparent and consistent approach to managing Professional Review and Development planning of all education employees and endorses all that is in DNCT 22.

There is a shift from the concept of continuing professional development to career long professional learning and to improving the consistency of quality of teacher professional learning building on existing strengths using evidence based self-evaluation. The policy provides support for teacher reflection, planning and professional learning.

In the course of a career, many changes are likely to take place:

- new knowledge, approaches, techniques and skills will be required as time goes on
- new legislation, regulation, procedures and responsibilities will be introduced which must be acted upon

Teachers must have the chance to reflect, plan and engage in professional learning at all stages of their career.

4 Scope

- The policy and procedure applies to all GTCS registered staff in all establishments, including temporary and supply staff.
- The council will ensure that equal opportunities practice underpins the operation of this policy and will apply to all colleagues.

5 Key Principles and Core Components

The key principles of the policy are:

- Professional Update makes effective use of PRD as a means of developing teacher expertise and professionalism
- PRD is a normal and accepted part of the ongoing development of the professional skills of the teacher. The outcomes should be both significant to the professional and have an impact on the learning of children
- PRD is a supportive **process** promoted within a positive collegiate culture where trust and motivational support are developed and encouraged. The concept of an entitlement to support should be balanced by each individual's responsibility to seek opportunities for development.

The Core Components are detailed in this GTCS link

<http://www.gtcs.org.uk/professional-update/professional-update-what-do-i-need-to-know-do.aspx>

A number of documents are available to support this policy:-

- Dundee City Council PRD Guidelines (DNCT 20)
- Dundee City Council 'Leadership for Learning' Strategy
- 'MyGTCS' Portal Guidance
- Professional Support Visit Guidelines

6 Key Features of Professional Update

Application of the following should ensure that the process is a high quality experience which is supportive and responsive to needs.

- Teachers take responsibility and ownership of their own PRD experience. Managers support and facilitate this experience.
- The PRD process is built on self-evaluation and should involve ongoing personal reflection by the teacher supported by the line manager through a coaching and mentoring approach.
- The PRD process continues across the year through activities such as ongoing professional dialogue, professional learning and reflection. The annual meeting does not stand alone but concludes the previous year's PRD process and begins the next.
- The review process should aim to identify and support the continuing professional learning needs of each teacher and should balance individual and personal professional learning priorities and those relating to the school and local improvement objectives.
- The process of professional review and development should be at individual school and authority level.
- Teachers will use their ongoing review of their professional learning plan as a base for the annual review meeting.
- The annual PRD review meeting will follow the agreed procedures of DNCT 20 and be focused on quality professional dialogue.
- The recording system for the PRD process, while important, is secondary to the quality of the engagement between the teacher and manager.
- In accordance with agreed permission levels and cognisance of confidentiality in relation to individual data, staff can share a variety of information from the online system with Head Teachers, Professional Learning Coordinators in schools and Educational Services to facilitate the planning of professional learning opportunities.

7 Roles and Responsibilities

7.1 Heads of Service will:

- have responsibility for reviewing and evaluating the policy and ensuring its implementation.
- ensure that the policy is linked to our strategic vision and to other policies within Dundee City Council.
- ensure the provision of professional learning opportunities based on national priorities, Dundee City Council school priorities and teacher priorities.
- monitor, evaluate and report on the effectiveness of the PRD process and the level of engagement.
- provide a central budget and delegated budgets to support professional learning opportunities.
- monitor trends in professional learning needs to appropriately inform and address provision of central CLPL opportunities
- ensure that sufficient high quality training opportunities are provided for managers who are responsible for undertaking or overseeing PRD in schools and establishments, with an emphasis on coaching and mentoring approaches.

7.2 Head Teachers and other managers will:

- ensure that the PRD policy and agreed procedures are applied fairly and appropriately in their school or area of responsibility
- set this in the context of a coaching culture
- ensure that the budget for professional learning is used appropriately for all teachers whether permanent, temporary, full-time or part-time.
- identify establishment trends in professional learning needs to appropriately inform the facilitation of opportunities at school level or cluster level, through professional learning and collaboration with colleagues from other schools and organisations.
- identify an appropriate promoted member of staff as the Professional Learning Coordinator (unless this is the Head Teacher).

7.3 Line Managers will:

- ensure that they have undertaken relevant training in conducting PRD interviews using a coaching and mentoring approach.
- ensure that the annual PRD meeting is arranged for each teacher or respond to a request to arrange this for a teacher.
- arrange PRD meetings in line with the establishment working time agreement.
- facilitate the PRD meeting using a coaching and mentoring approach which places the emphasis on the quality of the professional dialogue.
- support staff through the PRD meeting, following agreed advice in DNCT 20.
- provide opportunities to discuss individual professional learning needs based on GTCS standards and improvement priorities as agreed.
- sign off the professional learning plan and professional learning record.
- provide continuing support for professional learning throughout the year.

7.4 GTCS Registered teachers will:

- engage in the PRD process in line with the establishment working time agreement.
- ensure that an annual PRD meeting has been arranged for them by their manager or request that one is arranged.
- prepare for the annual PRD meeting by completing their professional learning plan and identifying professional learning areas which address individual professional needs arising from reflection against the appropriate GTCS professional standards or any areas to be continued or developed from the previous year.
- construct their professional learning plan based on the PRD meeting and have this agreed and signed off by their manager.
- identify, request and arrange professional learning opportunities in agreement with their manager as the year goes on, and seek their manager's assistance in doing so, if required.
- maintain and complete their professional learning record as the year continues within the 'MyGTCS' portal. N.B. If not using, 'My GTCS', evidence of professional learning must be able to be provided in an alternative format
- record the date of the PRD meeting in the 'MyGTCS' portal.

- engage in the GTCS Professional Update process in a 5-yearly cycle, or as determined by GTCS.
- annually update their details in 'MyGTCS' or in writing to GTCS direct.

8 An Outline of the PRD Process (DNCT 20)

Teachers and managers will ensure that meetings have been scheduled for all GTCS registered staff within a school session. Please note, it is not a requirement for any reviewer to have had their own review prior to conducting a review with another member of staff, however, reviewers should have an appropriate understanding of the PRD process prior to conducting any reviews. N.B. Schools should also aim to accommodate the PRD of temporary/supply teachers where possible.

<http://intra3.dundee.gov.uk:8080/education/intranet/publications-and-guidelines/Dundee%20Negotiating%20Committee%20for%20Teachers/DNC%20Circulars/DNCT20%20Professional%20Review%20and%20Development%20of%20all%20GTCS%20Register%20Teachers%20-%20Revised%20March%202015.pdf>

As the year progresses, there will be continuing professional dialogue between teacher and manager, for example when the teacher identifies professional learning opportunities, if priorities change or if the teacher needs assistance in facilitating development opportunities.

9 Professional Update Sign-off

- In a GTCS member's Professional Update year, the person validating the sign-off should be the Head Teacher or most appropriate senior manager.
- In the year of Professional Update, this same person may also assume the role of Reviewer for PRD purposes.
- For further information, please refer to Sections 1-6 of GTCS document '**Professional Update System** – *Submission process – guidance for teachers*' (August 2014).

<http://www.gtcs.org.uk/web/FILES/professional-development/professional-update-submission-process-guidance-teachers.pdf>

10 Appeals

The right of appeal will apply in 3 areas:

- Failure to agree the sign-off for a plan or record in the annual PRD process
- Failure to agree the sign-off for the 5-yearly Professional Update process
- Dispute in relation to a deferral request

The right of appeal should be dealt with using DNCT 3, the grievance procedure.

11 Professional Update Deferral Processes

GTCS recognises that there are a number of circumstances which may make completion of the Professional Update process within the designed timescale difficult. These may include circumstances such as:

- career breaks
- extended illness
- maternity/paternity or adoption leave
- unemployment, engagement in only occasional and sporadic supply work
- recent change in employment circumstances
- other exceptional circumstances for which extensions to the 5-year sign-off period may be required.

If a teacher is unable to undertake the Professional Update sign-off process in the designated year, then he/she has the opportunity to request a deferral.

11.1 Deferral requests from teachers who have an assigned reviewer

The teacher seeking to defer should submit a deferral request to their reviewer through the 'MyGTCS' function located in the bottom right-hand section of their Professional Update homepage. N.B. Please refer to Section 7 of GTCS document '**Professional Update System Submission process – guidance for teachers** (August 2014).

<http://www.gtcs.org.uk/web/FILES/professional-development/professional-update-submission-process-guidance-teachers.pdf>

This request will then automatically be sent to the reviewer by e-mail. On receipt, the reviewer should then forward this request to the relevant Education Manager for authorisation.

11.2 Deferral requests from teachers who do not have an assigned reviewer

Any member of staff who does not have an assigned reviewer and wishes to defer, should submit a deferral request in writing to the relevant Education Manager for authorisation.

11.3 Response to deferral requests

The Education Manager should respond to the reviewer/individual employee within 20 working days from receipt of a deferral request. If the response is to the reviewer, then the employee should be informed within 5 working days from the date received by the reviewer.

Reviewers should then confirm/reject the deferral request through the 'MyGTCS' portal, where applicable.

If an individual teacher disagrees with a decision regarding a deferral, they should refer to the grievance procedures outlined in DNCT3.

11.4 Length of deferral

Deferrals will normally be requested for a period of one year. If a deferral request is successful, the teacher will normally be expected to complete the Professional Update sign-off process during the following academic session.

Where a teacher knows in advance that a deferral period greater than one year will be required, the teacher should discuss this with his/her employer in the first instance e.g. an extended career break, and then notify GTCS of the planned deferral period and the related reasons. This should be done by sending an e-mail to: professional.update@gtcs.org.uk

12 Retired Teachers and Supply Teachers

For any GTCS members who are retired, please refer to GTCS document 'Professional Update: Retired Teachers and Supply Work'. This outlines the 2 categories for Full Registration for retired teachers – General and Associate. If you are in the category of Fully Registered (General), DNCT20 is applicable to you. For retired teachers choosing the Fully Registered (Associate) category, the requirement to engage in the Professional Update process involves updating details annually on the register and adhering to the values in the Standards, although other aspects are encouraged where possible and appropriate. Further information is available on the GTCS website.

<http://www.gtcs.org.uk/professional-update/retired-teachers-and-supply-work.aspx>

<http://www.gtcs.org.uk/professional-update/supply-teachers.aspx>

13 GTCS Registered Teachers in the roles of Education Officer, Education Manager or equivalent

All teachers, regardless of the professional role they play will participate in the Professional Update process. In Dundee City Council, teachers who are in the role of Education Officer or equivalent, are not reviewed using the PRD process but are reviewed using the corporate Employee Performance Development Review process (EPDR).

14 Review

Lead Officers will monitor and quality assure the process of PRD and Professional Update with stakeholders.