Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 16 June 2015

Report by
Acting Head of Service

Professional Review and Development and Professional Update

1. Background

1.1. This report informs the JNC of the results from a recent survey carried out with regards to monitoring the progress made in terms of the work of the PRD steering group, teacher engagement with the PRD and PU process and how well support systems have been implemented.

1.2. From August 2014, all General Teaching Council Scotland (GTC Scotland) registered teachers are required to participate in the Professional Update process. This includes engagement in an ongoing process of Professional Review and Development (PRD) which is confirmed with the GTC Scotland every five years. The PRD process is the vehicle for Professional Update, which has the following as its key purposes:

a) to maintain and improve the quality of our teachers as outlined in the relevant Professional Standards; and

b) to enhance the impact they have on pupils' learning; and to support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.

1.3. The PRD steering group has been in place since November 2013 and continues to support the implementation of this process through providing training, reviewing documentation, evaluating all stages of the implementation and as professionals reflecting upon their own leadership skills.

1.4. Progress to date includes:

Since the GTCS validation process and report to JNC the group have:

- planned a strategic approach to a training programme at all levels linking with the leadership strategy;

- developed training materials and appropriate content;

- piloted the use of the GTCS materials and website in order to support all teachers;

- delivered training during in-service, twilights and in ongoing support within establishments;

- disseminated information and learning from the steering group to the Professional Learning Coordinator group meetings;

- ensured open lines of communication in order that all teachers are included in ongoing training and development; and

- established the introduction of coaching learning sets for professional learning coordinators and head teachers, and a series of coaching presentations shared with reviewers focussing on PRD and PU at school level.

2. Teacher Survey

2.1. A survey was developed by the group and carried out across Renfrewshire Council in April 2015 to gather views and opinions on the progress of the implementation of the PRD / PU process.

2.2. There were over 200 responses from teachers across establishments with responses from teachers representing all sectors. The response rate may be related to the fact that many of our teachers had yet to undergo their PRD meeting with the line manager within this session. Traditionally across all sectors the PRD meetings take place in June.

2.3. The survey results indicated a positive response in that:

- teachers were confident about engaging in the process;

- the support pack was identified as very supportive and streamlined;

- training sessions delivered by the group were commended;

- support within establishments was recognised and favourably commented on by teachers;

- teachers have accessed a wide range of sources to support their professional learning journey e.g GTCS, Education Scotland , Renfrewshire Council and within establishments; and

- the need for initial training for reviewers was identified as vital, and that provided well received.

2.4. However the survey also highlighted areas for improvement. These included:

- extended exemplification to include the Standard for Leadership and Management;

- further training and professional dialogue opportunities for teachers at all levels to reflect against the Standards;

- development of a programme to support all teachers/ reviewers with regards to evidence and the impact of professional learning;

- ensuring that the documentation remains streamlined and manageable for all involved in the process;

- the continued need to promote professional learning in its widest sense not only as course led;

## 3.	Proposed next steps

- The PRD/ PU steering group will continue to meet on a regular basis to take forward this area of work.

- Documentation within the support pack will be reviewed to ensure it remains current and fit for purpose.

- Further exemplification to include the Standard for Leadership and Management will be produced.

- The existing support available for teachers to evidence impact of professional learning will be reviewed and findings shared with professional learning coordinators, who will cascade with all staff to ensure a consistent approach across Renfrewshire Council.

- Coaching training will continue to be rolled out in accordance with the strategic plan.

- Engagement in early discussions with the JNC about working time agreement and allocation of hours to PRD.

## 4.	Recommendations

4.1.	It is recommended that the JNC:

- notes the work of the PRD steering group, the results of the survey and proposed next steps of the process; and

- engages in a discussion with regards to the working time agreement in light of this report.
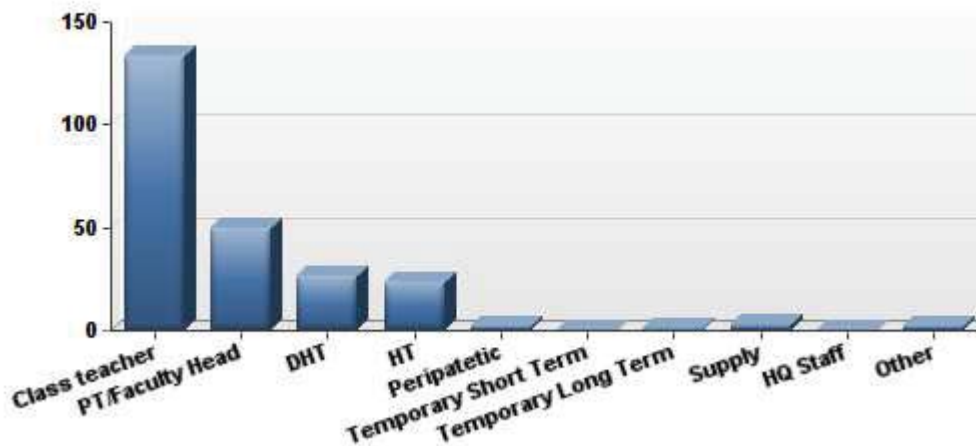
1. Which sector do you work in?
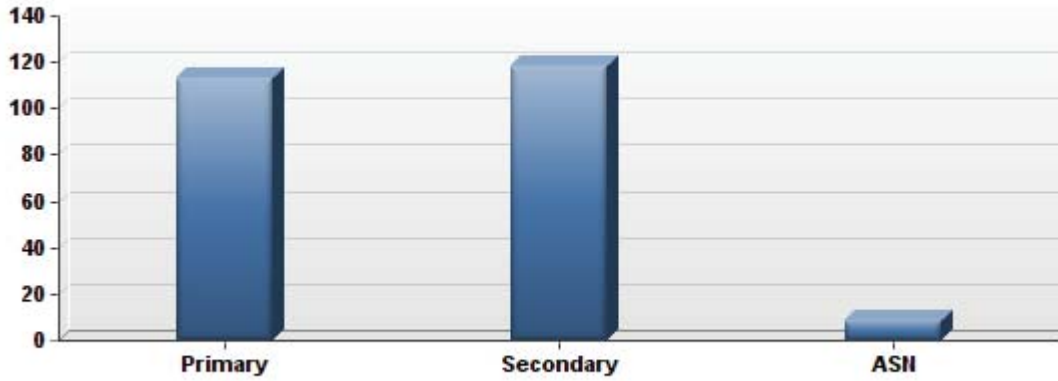
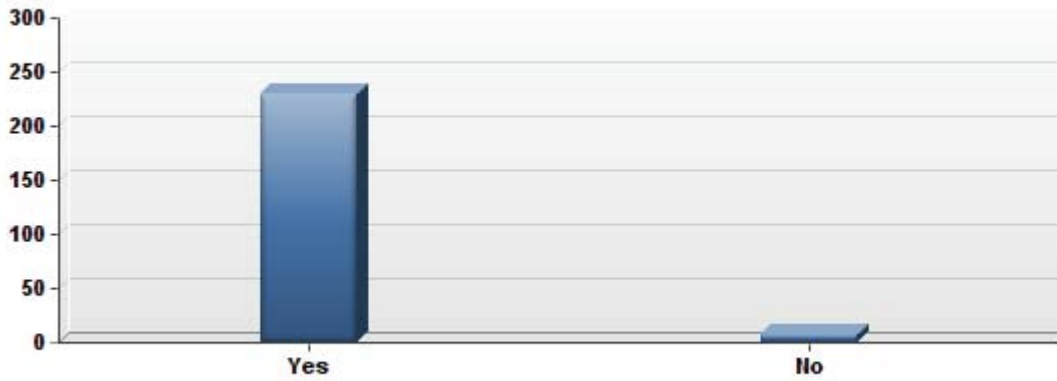| #	Answer		Response	%
1	Primary		113	47%
2	Secondary		118	49%
3	ASN		9	4%
	Total		240	100%

2. What is your designation?

#	Answer		Response	%
1	Class teacher		133	55%
2	PT/Faculty Head		50	21%
3	DHT		26	11%
4	HT		23	10%
5	Peripatetic		2	1%
6	Temporary Short Term		0	0%
7	Temporary Long Term		1	0%
8	Supply		3	1%
9	HQ Staff		0	0%
10	Other		2	1%
	Total		240	100%

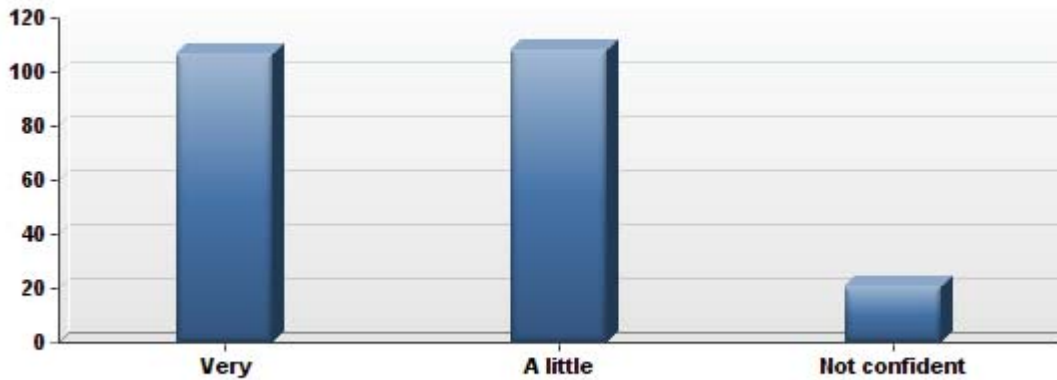## 3. In which session will you undergo professional update?
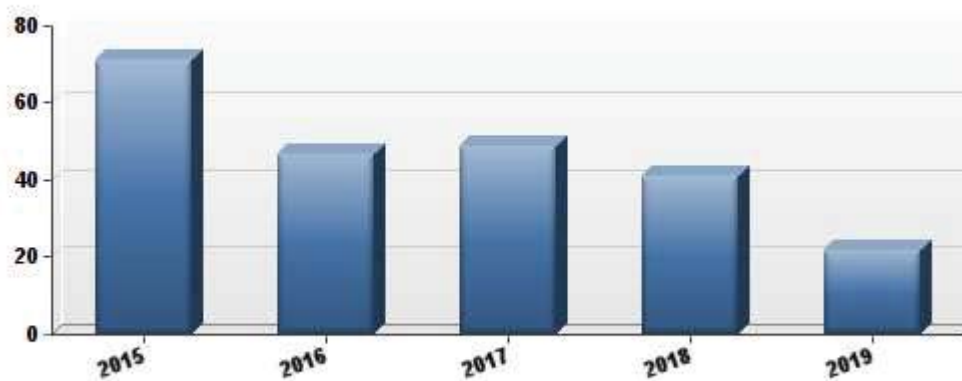
#	Answer		Response	%
1	2015		71	31%
2	2016		47	20%
3	2017		49	21%
4	2018		41	18%
5	2019		22	10%
	Total		230	100%

4. Have you created a myGTCs account?
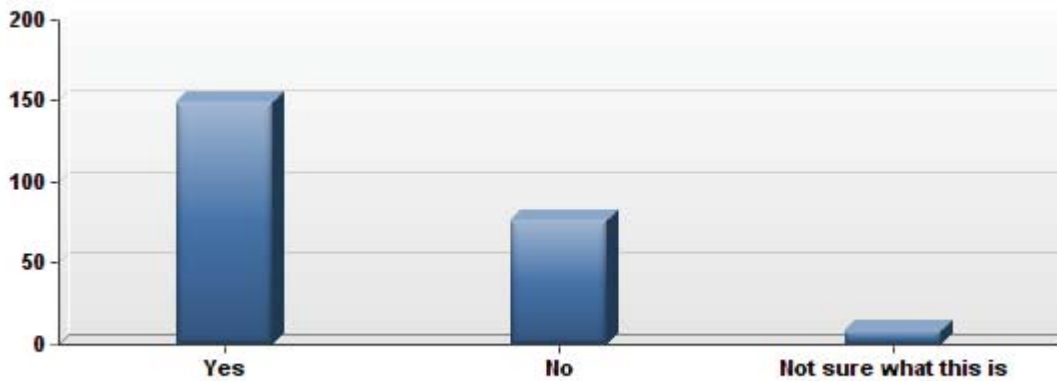

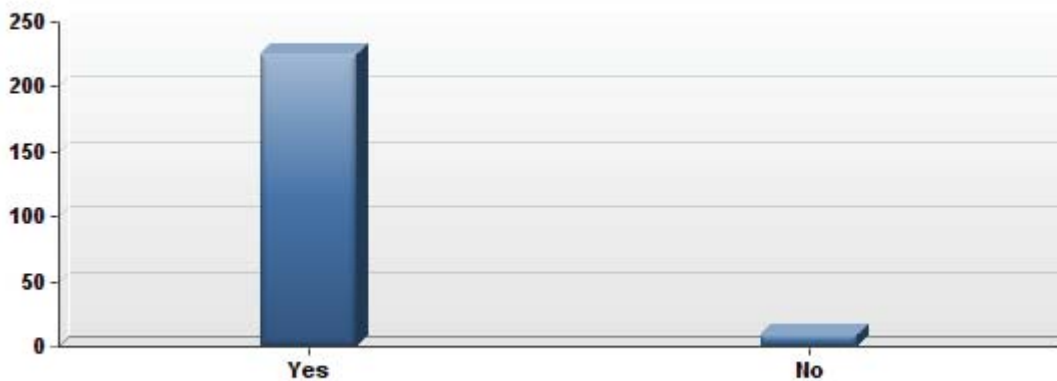| #	Answer		Response	%
1	Yes		229	97%
2	No		7	3%
	Total		236	100%

5. How confident are you in navigating MYGTCS?

#	Answer		Response	%
1	Very		107	45%
2	A little		108	46%
3	Not confident		21	9%
	Total		236	100%

6. Do you know how to share your professional learning review with your reviewer online?

#	Answer		Response	%
1	Yes		150	64%
2	No		76	32%
3	Not sure what this is		9	4%
	Total		235	100%

7. Are your details on myGTCs accurate/updated?

#	Answer		Response	%
1	Yes		225	96%
2	No		9	4%
	Total		234	100%

8. Are you clear on the requirements for professional update?

#	Answer		Response	%
1	Yes		199	86%
2	No		33	14%
	Total		232	100%

9. How confident are you in reflecting against the appropriate Professional Standard?
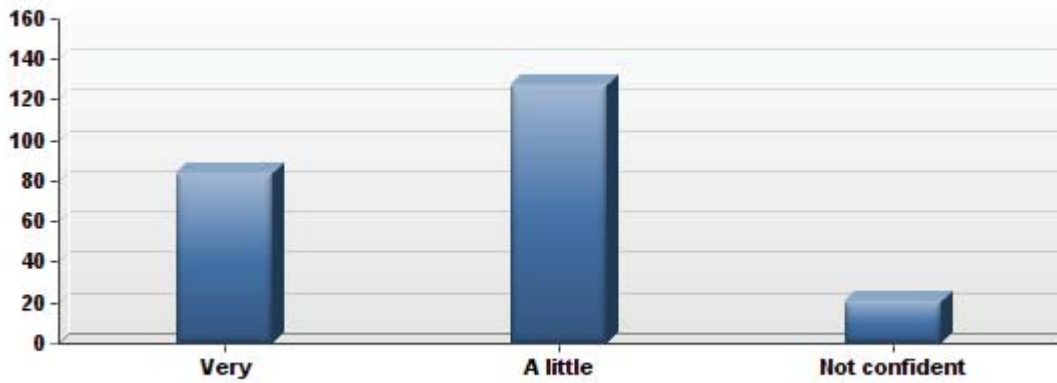
#	Answer		Response	%
1	Very		84	36%
2	A little		127	55%
3	Not confident		21	9%
	Total		232	100%

10. How effectively have you been supported to reflect against professional standards?
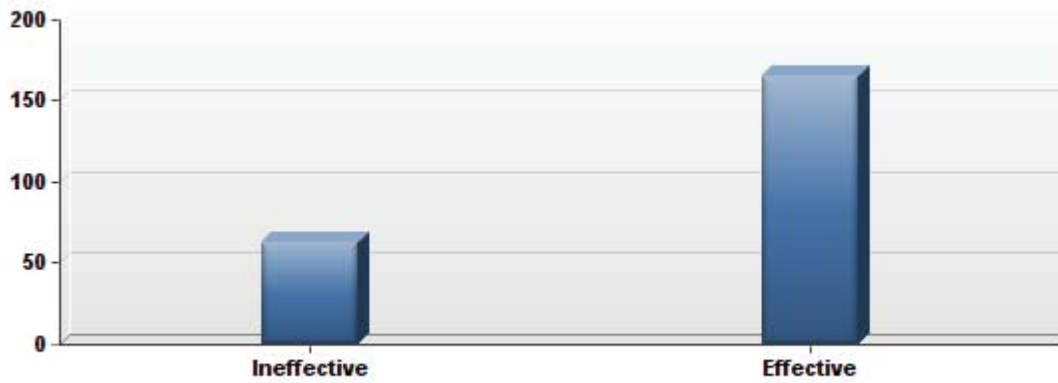
#	Answer		Response	%
1	Ineffective		63	28%
2	Effective		166	72%
	Total		229	100%

11. Do you have any suggestions for improvement of the process?

Text Response

It's always difficult trying something new. I'm sure I will feel more confident when I've been through the process a few times.

NA

Time need to be given to allow groups of staff to log on and make some initial entries. It would be useful if this was done in the presence of someone that can advise staff as they are doing this. Alternatively faculty head's should be given training to support staff in the completion of their record. It would also be useful to have some examples of completed records from a range of teachers to give staff an idea of exactly what is required.

As I have mentored probationers, this means I have regularly reflected against professional standards. Other staff might find this more difficult.   A bank of examples or specific training might be a useful way forward.

Those going through PU this session should have been given training on how to use the GTC system. I find it increasingly confusing to decide which individual statement to log my development against. There are too many and the screen becomes too cluttered. There has to be a better way for GTC to organise their website. My DHT has been great at answering questions and taking the time to discuss queries with me, but how time consuming is that? And, what if I wasn't lucky enough to have a line manager that was so approachable? I feel, yet again, the GTC and the Authority have given the mandatory 'chat' and leaflets and we have been left to muddle through ourselves. The Authority can do more to support its staff. Especially as this can be a daunting and anxious process.

Website cumbersome and difficult to navigate sometimes without other external input outwith my own control

Online short video might prove useful offering simple step by step process, highlighting key paperwork/documents used and the recording of update using the new system

You can only fit a certain number of CPD activities on the PRD record - mine for this year is already full and I haven't even entered half of my CPD experiences......I have been advised to go back and group experiences together but this is even more time consuming - would be much easier to be able to keep a chronological total list of PRD experiences.

I think it is more of a confidence thing with myself but it might be handy to have examples on the CPD website of what professional standard certain courses would come under.

Twilight courses focusing on the updating of the profile and the reflection against the standard, the development is very new to all staff and it is crucial to ensure all have had the support to move over to the new system.

More information/training would be beneficial.

Make it simpler. Use plain English and scrap the jargon.

No

Lots of examples of common cpd and which standard corresponds. This would save a considerable amount of teacher time and would help us to understand exactly what standard is applicable for which cpd.   e.g. Reading the Autism Toolbox   Standard *.*.* or Standard *.*.*   Developing resources for National 3 Subject *.*.*   While editing my professional learning I lost all of my editing because I clicked on the wrong button. It should prompt you to save your work before exiting.

more exemplars

I have been supported very well to support others and there have been lots of opportunities for staff CPD.

I am not confident in using technology.

Training/ coaching earlier in the session. I have staff in my dept. being reviewed this session and I have yet to receive training.

Make it easier for the reviewer to link up with reviewee

Possibly a CPD on how to navigate round myGTC and explain exactly what is expected of people undergoing the professional update.

Found the local area session delivered by the education service to be helpful.

Bin it and stop finding garbage for us to complete. Maybe appoint someone to manage IT who doesn't think that software from the 1980s is the "latest thing" and that issuing dumb surveys that will result in spreadsheets and charts (that NOBODY with any sense will care a thing about) is useful.

The professional standards are not user friendly. This is where staff have most problems.
The process is very lengthy and time consuming. I am not sure this process will fully impact my professional learning as at times we identify areas of need/development but the authority do not provide appropriate courses to address these needs. There is a lack of courses to support development across all curricular subjects, dealing with difficult behaviour and leadership skill. For the process to have a full impact there needs to be more support and opportunities from the LA.
The GTCS website needs to be clearer. Too many areas to choose from. Don't even understand what a lot of it means. Don't have the time to read up on it all when teaching, marking, preparing lessons and developing courses.
More practical information for people who are doing it this year for the first time .
A list of minimal requirements and expected completion dares per year
N/A, the process is very clear.
A 1 hour inservice training session with an expert of the software
More information, time and a clearer picture of the process.
* Actual examples of entries would be useful to exemplify what GTC are looking for. * Some of the elements of it seem excessive - like the reflective journal part
Time to read documentation as there is so many changes within education, it can be impossible to be very clear on all aspects.
Exemplars from GTCS??
n/a
Training but not twilight as it is difficult to attend due to extra curricular and various other commitments. Training needs to be during the standard working day.
more training
Regular updates to check if you are on track
Clarity of each of the strands
Time will improve confidence as I continue to work through the process.
More time should be allocated to develop an understanding of standards and the process.
Staff set up a group of those who were to be Updated this year and this was disbanded by Smt. It would have been useful to continue to meet with colleagues throughout the year, particularly in the first year. Whole school provision has not been as detailed as staff need. Line managers seem unsure to. End date for this year is unclear too! Consequently I have not been Updated yet. An exemplar of a completed form would be useful.
It would be good to have the opportunity to write things on paper rather than do everything on line
be able to write rather than use computer
I have attended a CPD event on the process but really a practical "refresher" would be useful. I now work as part of the Early years teaching team and therefore will be approaching the guidelines from a slightly different angle. This means that even with years of experience, I am not entirely confident with the process or the system.
Time taken to "engage" online with Professional Update equals time lost to our pupils. My GTCS membership number came up this session and it has proved frustrating to be forced to engage with this process (i.e. type up more than 35 hours of CPD) largely because it has taken so many hours, which equals that many hours (that would otherwise be devoted to pupils) being lost. In addition, the content of several Professional Standards are, at best, of questionable value - are they there because teachers across Scotland really wanted them, or because someone (or was it a group) at the GTCS invented them? Serious pruning required!
Formal staff INSET day for each school
I would place my answer for the final question between the two options.
Coaching/mentoring support for reviewers to set the tone of conversations properly. I shared my reflective questions from Renfrewshire's doc on professional review while also taking questions from GTCs docs. so that I had a guide. I shared this within my faculty.
More guidance as to what should be included and what minimum requirements may be.
MyGTSC website not that user friendly. This is a task that is new to teachers who have been in the profession for quiet some time and it seems a lot of work to tell who? What? To date I see no benefit to myself or to my teaching in the class, its another paper exercise when we're meant to be getting rid of some of the bureaucracy.

Process is very lengthy and until it is reviewed I will not know if it has been completed correctly. A sample of a completed or nearly completed form would have been useful.
Most of the C.P.D I have undertaken is directly related to class lessons and activities to engage and provide interesting activities. I feel the 'Teachers Standard' is more related to research through extended reading to develop a deeper insight into different areas of the curriculum. Which is valuable though time consuming for the busy class teacher.
Scrap it
All CPD courses should have identified standards to make it easier to record. There is no mechanism on GTC record to record time allocation. Would appreciate continued discussion on this as part of an ongoing process to ensure that we are doing this accurately. Concerned that other Authorities are taking a more detailed approach
I feel confident using the system and reflecting against the standards because I have spent time looking through this and reading about it on my own. I feel some staff won't have done this and would benefit from a short, sharp 'this is what you have to do' course.
less ambiguity in the standards
Much much more training and explanation required on the process and what's involved, for both the general staff and the management people selected to sign off on the finished forms.
As a Faculty Head/ PT I would have liked someone to have taken me through the process of administering a member of the department's Professional Update from start to finish on the actual QTC website.
When logging CPD on the GTC website it only allows one date per CPD activity. This just about covers attending a course for CPD, even then time is needed for reflection. Most CPD is on-going over a longer period of time and this is not accounted for by simply logging an activity to a single day. The process could be improved by allowing for a time range chosen by the teacher to be logged.
Opportunities for colleagues to support each other. Reflect on similar experiences and consider how these meet/match up to the standards.
Maybe some clearer guidelines as to exactly which professional standard we should be choosing. For example if I go to a CPD course on interactive whiteboards is that full registration or career long professional learning?
Time to read documents. Examples of what is expected for each standard.
Professional; review should be in August or previous June for those under review. There should be suggestions for pathways for teachers looking to construct their professional learning programme so they have a clear idea of what they want to improve and how to go about it. The GTCS website is also quite footery and should have a space for allocated time that allows candidates to calculate their hours.
I think further opportunities for events to promote Professional Update for all staff might be helpful.
Some class teachers may benefit from a detailed run-through of exactly what is required to boost their confidence in this process.
Reduce my workload and provide more time to fully engage with the process.
more opportunities to share information on how to complete the process.
Please produce a stage by stage booklet on how to complete the process. I think this would be very helpful.
CPD to
a simple step by step instruction sheet with an idea of what needs to be done in visual form. Online is a wonderful thing but I have no idea of all the forms to be completed as its all in cyberspace and like "the emperor's new clothes." Previously one form was filled in end of story.
No, process is clear

12. Did you receive a copy of the policy and paperwork to help prepare for your PRD meeting?
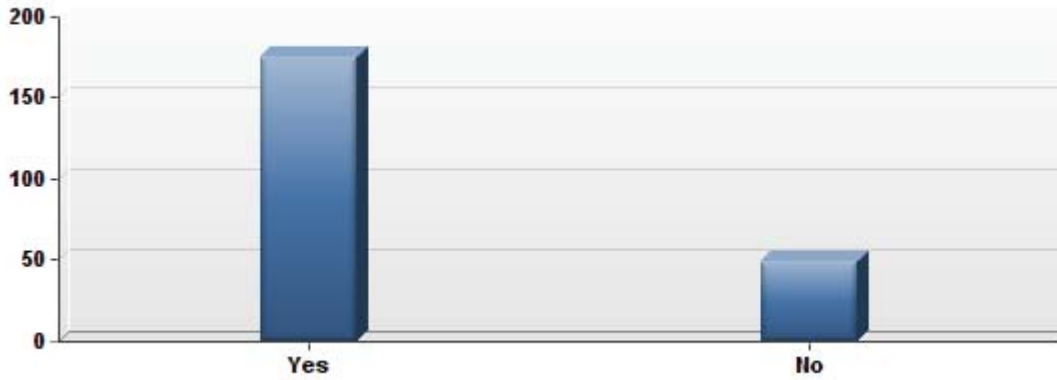
#	Answer		Response	%
1	Yes		175	78%
2	No		49	22%
	Total		224	100%

13. What was most/least useful?

| Text Response |
| --- |
| Have not had a PRD since receiving new paperwork |
| Agenda in advance & support prompts |
| Reflection against the standards |
| Policy - I just want to know what to do and how to do it. Could we get exemplars? a You Tube video?? |
| All paperwork helpful |
| the meeting with GTC mentor who wwn tover the update process. I think |
| The document was useful, however staff need to be given time to read and digest the information. |
| Both |
| Too much bumph |
| Wee Linda's briefing most useful. My lack of enthusiasm least useful. |
| Paperwork guidelines |
| Thinking about the impact of my professional learning |
| All useful |
| most |
| East Ayrshire booklet which Laura Mcallister shared |
| List of what counts as CPD |
| Attended lots of meetings, learned very little. |
| Flow diagram format |
| It should be written more concisely and the whole process is clumsy |
| standardised paperwork |
| not sure |
| Having the process discussed |
| useful |
| Policy |
| Information in general |
| Policy |
| Least: every little part of this horrendous process. Oh, also, this survey. |
| Most - next steps. |
| most |
| This has not yet been |
| TALKING TO COLLEAGUES |
| paper version |
| none if it |
| All useful as covering different aspects |
| agenda questions |
| Both informative |
| Advice for reviewers |
| Forms fairly simple to follow |
| Not sure |
| copy of the standards was useful |
| copy of standards were useful |
| most |
| My Reviewer |
| The advice given to me by my PT was the most useful in preparing for my PRD meeting. |
| exemplar paperwork |
| policy was quite useful |
| Agenda |
| useful |
| talking to staff |
| All useful |
| Same as previous years |
| The guide for reviewers and reviewees |

Policy and flowcharts
Most useful = CPD with Helen McMunn in Gleniffer High School
All of the feedback and documentations were useful for reference.
Reviewer/Reviewee guide was most useful
most
?
I didn't do it at the time, and therefore lost the paperwork. I feel we almost have too much time to do this and keep putting it off.
Clear headings that informed me about the nature of what I would be discussing
Too much information is always off-putting. This must be kept to a minimum.
no idea what this is
spending time on the gtc website

Statistic	Value
Total Responses	63

14. How confident are you in taking part in the PRD process as a reviewee?
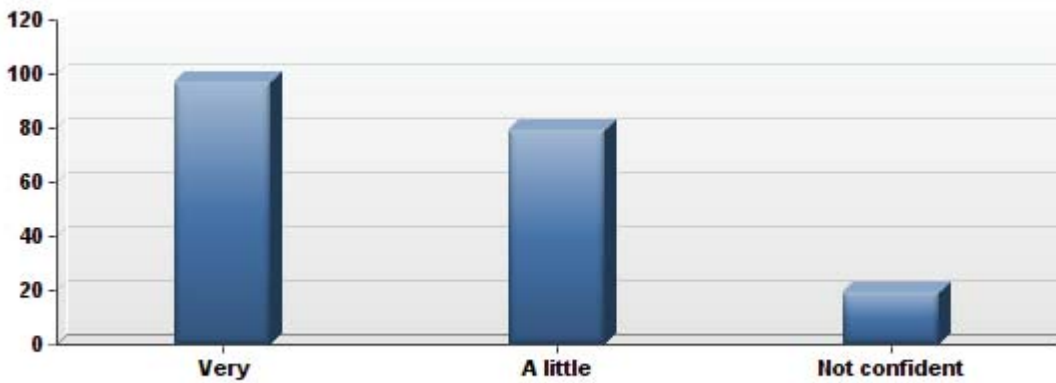
#	Answer		Response	%
1	Very		97	50%
2	A little		79	41%
3	Not confident		19	10%
	Total		195	100%

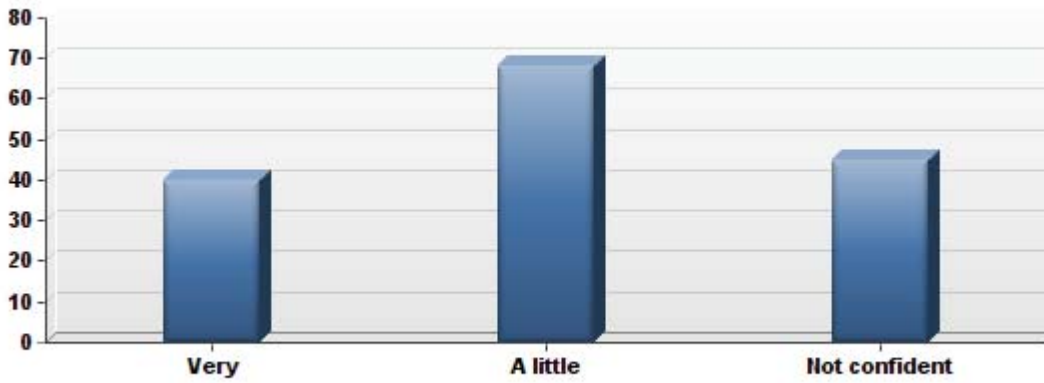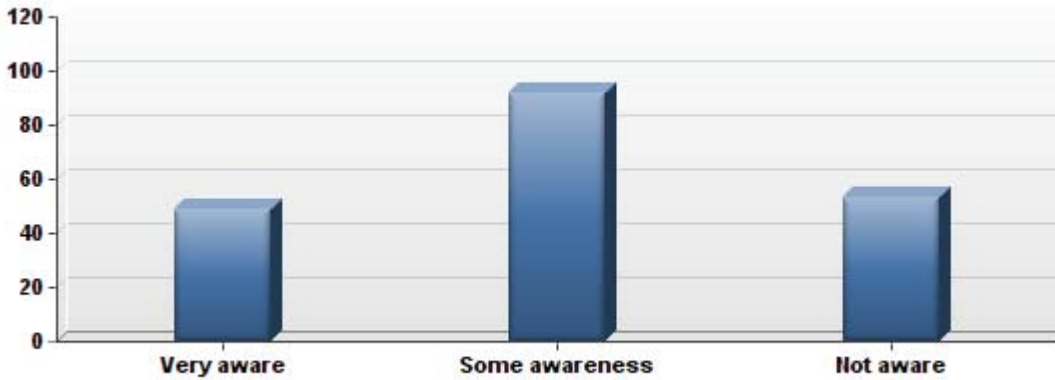## 15. How confident are you in taking part in the PRD process as a reviewer?

#	Answer		Response	%
1	Very		40	26%
2	A little		68	44%
3	Not confident		45	29%
	Total		153	100%

16. Are you aware of Renfrewshire Leadership Strategy?

#	Answer		Response	%
1	Very aware		49	25%
2	Some awareness		92	47%
3	Not aware		53	27%
	Total		194	100%

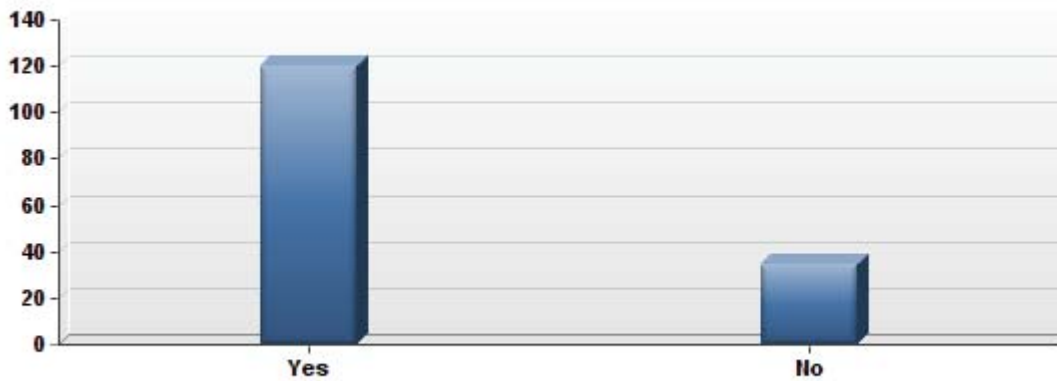## 17. How helpful was the support pack in preparation for your annual PRD meeting?
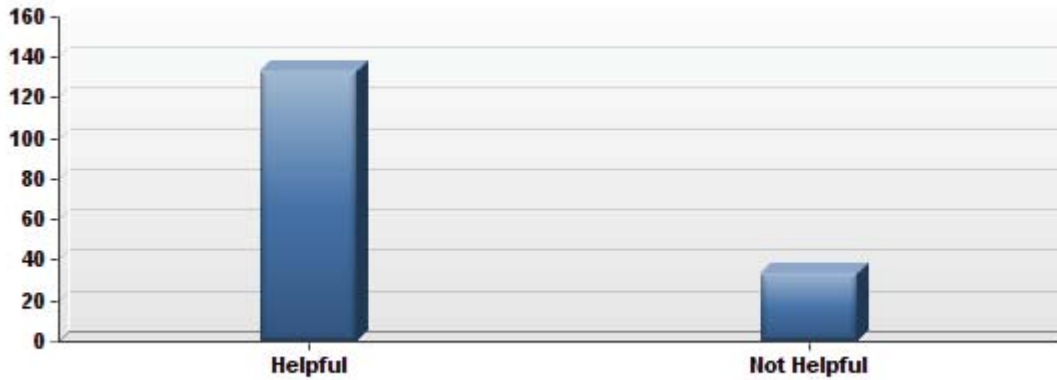
#	Answer		Response	%
1	Helpful		133	80%
2	Not Helpful		34	20%
	Total		167	100%

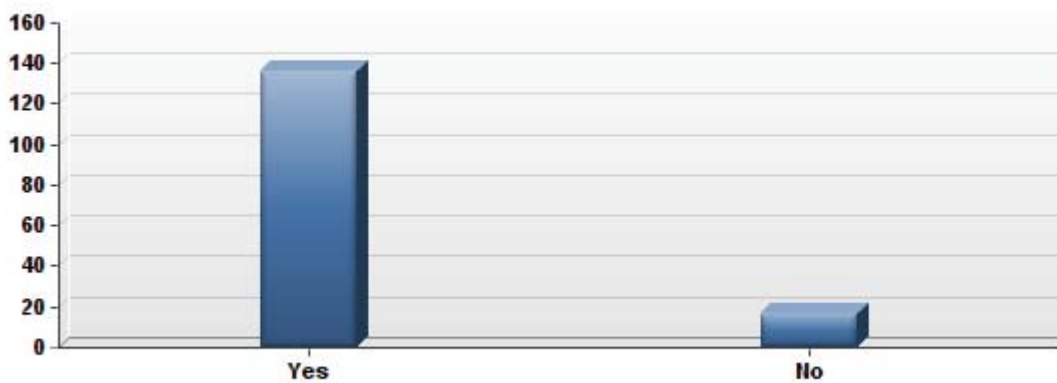## 18. Did you set the agenda and lead your PRD meeting?

#	Answer		Response	%
1	Yes		121	75%
2	No		41	25%
	Total		162	100%

19. Did you/your reviewer refer to your professional learning record during the meeting?

#	Answer		Response	%
1	Yes		120	77%
2	No		35	23%
	Total		155	100%

20. Did you discuss the impact (on self, pupils, school, etc) of your professional learning this session with your reviewer?

#	Answer		Response	%
1	Yes		136	89%
2	No		17	11%
	Total		153	100%

21. Did you reach agreement with your reviewer on your professional learning priorities for next session?
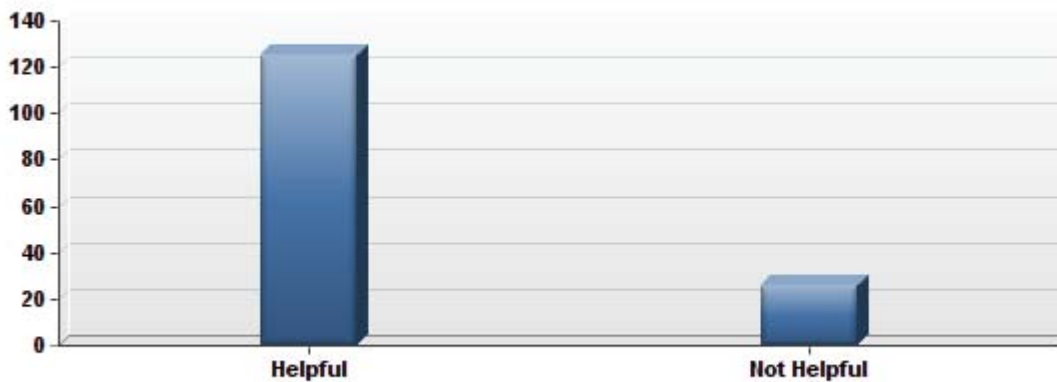

#	Answer		Response	%
1	Yes		139	90%
2	No		16	10%
	Total		155	100%

22. How helpful did you find the meeting this year?

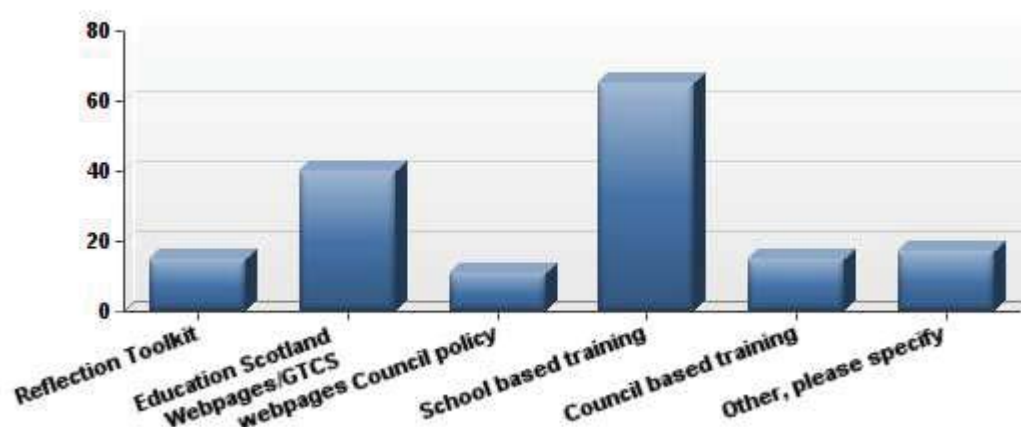| #	Answer		Response	%
1	Helpful		125	83%
2	Not Helpful		26	17%
	Total		151	100%

23. Do you have any suggestions for improvement of the process

Text Response
Have not yet undertaken PRD process since receiving paperwork
I have still to receive a PRD.
To be honest, I am making comment using previous PRD meeting knowledge / experience I have not been reviewed for at least 2 years
Most staff in the school have not yet had a professional review meeting, therefore I'm unable to answer the above questions.
I found it straight forward both as a reviewer and a reviewee.
need to complete this again later. not relevant at this juncture
As already mentioned, perhaps a short video clip to highlight key aspects of the process.
Don't make it so complicated. Be clear what is required. An impressive PRD record does not mean a good teacher; it means someone is good at filling in their PRD record.
No
Simplify it.
I am unable to comment on the above questions as I have yet to have my PRD Meeting. I have not been allocated a Reviewer at this time.
no
I have not had a PRD meeting this year as my HT retired and my new HT has been unable to log on to the site as a reviewer despite having reported this on several occasions.
My PRD has not been completed for this session so I can not answer the questions above.
Make appropriate cod available, if not pointless
Fewer pointless little surveys that are only of value to people who REALLY have too much time on their hands.
Meeting hasn't taken place yet so previous questions not relevant.
More options and relevant courses
n/a
As always more time. Always rushed both as a reviewer and reviewee so has become a tick box activity. No value particularly cpd priorities as recent cuts mean it is very difficult for teachers to attend cpd training events. The process has lost all credibility due to lack of resources funds and training.
I've not had a meeting so can't comment!
Again time will improve confidence. In terms of being a reviewer the model is quite different and as I carry out PRD meetings I will increase my confidence in the coaching process. It has been helpful to experience this process as a reviewee.
No
Timing of the meeting and clear dates for completion. Regular reminders by the school to update the profile. Much of our inservice programme can be counted . Should be an item on the agenda of the DM
Could not answer last five questions as I have not had my PRD meeting yet
could not answer previous question . have not had meeting yet
My reviewer should have followed the procedure set out in the documentation
Last few questions assumes they my prd has taken place but it has not. So I could not answer some of the questions
Haven't had prd meeting yet. Due to take place in May.
Todays date is 29.04.15 and I am still waiting on my PRD meeting!
This survey would benefit from a continuum instead of yes/no responses. Process would be improved if a comprehensive list of CPD opportunities were made available before hand to aid reflection, stimulate discussion and inform professional next steps.
I have not had my meeting so can't answer the final few questions on this page
I was very clear about my priorities for the coming year. I feel this process is more difficult for those who are wanting to be involved more but don't know how to go about it and are not being given enough support from a coaching perspective to do this.
No as I said previously I'm at present less than impressed by this addition to my work load for what purpose? If I were interested in promotion then I could see the point but I am a very satisfied class teacher who keeps a breast of new developments as part of being a competent teacher. As its a new process I will see how it goes perhaps with time I will see some benefit!

I have still to go through the process with my reviewer.
Never any available courses to attend in terms of subject related., and when one is the cost factor is too high and time out of school near impossible to get. So fed up of asking for courses which I know will never happen.
no comments or questions answered as no meeting taking place this session.
Help teacher to identify their professional learning requirements and plan, and assist by helping to construct a relevant programme or indicators of the type of professional learning that will help them in their aims. Also
Have yet to complete PRD hence unanswered questions above.
more access to relevant CPD
I am a supply teacher and have not taken part in PRD yet

Statistic	Value
Total Responses	41

24. What information/guidance did you use to help you prepare for the meeting e.g. GTCS reflection toolkit, Education Scotland webpages, Renfrewshire Council Policy?

#	Answer		Response	%
1	Reflection Toolkit		15	9%
2	Education Scotland Webpages/GTCS webpages		40	25%
3	Council policy		11	7%
4	School based training		65	40%
5	Council based training		15	9%
6	Other, please specify		17	10%
	Total		163	100%

Other, please specify
All of the above
Sorry, I lost interest at GTCS reflection toolkit. I mean, really.
A mixture
Previous training
Teaching standard document
Forum meetings, my own needs to meet SQA standards
previous experience
None
I have not used the reflection toolkit but have used all the other resources.
toolkit, council policy and my reviewer sourced materials
Several but unable to click on more than one
common sense
My own access to the GTC website and that of colleagues in the department
GTCs Web Site - explore the standards
None
Experience of SQH & FRH

25. Do you have any comments in relation to this?

Text Response
Have used a number of answers mentioned above
All very helpful
Will redo after PRD
Policy is a useful guide for the new CPRD process.
I utilised the top 3 in preparation.
See above.
No
I am aware of the recent updates in relation to Professional Update and Review however I have been on Maternity leave since the PRD process began for session 2013/2014. I have been kept up to date on the requirements for future PRD meetings in line with Renfrewshire Council Policy.
Just something else to do which really is not necessary.
Simplify the documentation, give examples of filled in agenda and other documentation.
I have used Education Scotland, GTCS and Council Training, but can only select one.
Have been involved in this process for some time.
I feel that once I have navigated the site a few times I will become more confident.
Please, PLEASE stop with the "toolkit" stuff. It's just annoying.
USED MOST OF THE ABOVE
It's too much on top of my day to day job. I understand the need for it, but too much emphasis is put on it.
I used the reflection toolkit, Education Scotland, Renfrewshire leadership strategy, council support (Assessment Centre) in order to prepare for my PRD meeting. All of which support the process, making it meaningful whilst measuring the impact of CPL on teaching as well as pupils learning.
Nearly all (my) current CPD is in relation to changes to curricula. There's insufficient training by SQA to meet staff needs.
I don't feel I have received enough training in this area.
I have yet to have my PRD.
n/a
No time to prepare properly particularly with added workload this session on CFE
PRD Meeting not until June so couldn't complete section above.
cpd course at Linwood High School was very informative.
I am currently working with staff through this process. As a staff we regularly discuss the process to check everyone is clear on their role.
Our 'trainer' Linda Shaw was very well prepared in her presentations, spoke knowledgably and provided excellent information in preparing for the new process.
No
Disappointed that more hasnt been done to support staff in year 1 particularly. This should be stress free for staff not a burden. Line managers could support staff more if they had more help.
I would simply like to get this process over as soon as possible - can I fail to satisfy this process because I haven't been given a PRD meeting yet and may therefore miss a dead-line?
I'm not sure about the timing of the PRD process ie when is the best time of the academic year for professional reflection although I do understand that the new process is designed to make reflection a more on-going aspect of professionalism.
I used most of the above as I am undertaking a leaders course.
I used several including the toolkit but it will only let me select one of the above
GTCS webpages Council policy School based training Council based training
It is increasingly the case that paperwork or even this survey is taking time from the pupils.
No guidance given.
Was an informative and useful course that highlighted what had to be done when completing the Professional Update
Fewer and fewer quality courses are being provided by Renfrewshire Council for CPD.
More local courses should be made available. Also places are limited on courses and often you cannot do a course you are interested in due to this. Primary teachers are expected to be 'experts' in many

things. More support would be appreciated.
Still to do P,R and D for this year , hence the answers no to a few questions.

26. If you have any comments, or if you would like to leave some feedback, please do so in the box below:

Text Response
Would be useful to know when next PRD planned.
I have had some difficu
I would hope that staff will be supported through the implementation of this process and that CPD on the detail of the process is provided for those who have difficulties.
No time or inclination. Sorry.
See last comment box. Thanks.
I am a bit concerned that I do not have a Reviewer when I have to be signed off by October.
A massive, beaurocratic increase in workload.
This process has increased workload significantly, and as a result I feel I have not been able to give it the commitment I wanted to give to other aspects of my PRD.
n/a
Apologies if sounding very cynical but a teachers time is so over saturated now , even more so a faculty head and as such PRD and CPD has moved to the bottom of an ever increasing list of to do,s and when it is completed it is tick box approach with little CPD support from local authority due to funding issues.
Why is this time-consuming & energy-sapping process of Professional Update running concurrently with attempts to tackle bureaucracy in post-CfE education? Irony?
As a part time teacher I feel I dont have the same up to date knowledge as I did when working full time
As previously stated What is the point? We appear to be trying to follow some industry model of appraisal and we are Education which does not fit the industry model.You can send ineffective teachers on as many courses as you like they can fill in a wonderful appraisal of what they have done to improve their teaching but they may well still be a ineffective in the class room!
Too much work for teachers who are too busy
Still to complete review
As a manager and a teacher I feel that this first year is about becoming familiar with the process. I hope to develop my 'mentoring' role over the course of next session. It is also quite difficult to complete this process with departmental colleagues until the timetable for the new session has been put in place or at least issued by SMT. This is because so much of an individual teacher's CPD is determined by the level and types of classes that they teach within the session.
I have answered what I can. PR & D yet to take place
PRD still to take place.
As a temporary member of staff I have still not had a PRD. I hope to organise this soon.