

## **Renfrewshire Joint Negotiating Committee for Teachers**

**To: Renfrewshire Joint Negotiating Committee for Teachers**

**On: 12 June 2018**

**Report by  
Head of Service**

### **Professional Review and Development and Professional Update**

#### **1. Background**

- 1.1. Professional Update is now into its fourth year of national implementation. It is important that Renfrewshire Council knows and understands the experiences of our registered teachers as they engage with and complete the process of Professional Update (PU). This report informs the JNC of the results from a recent survey carried out by GTCS in relation to teachers who have engaged in Professional Update and completed their sign off. Each local authority receives the national and some specific local results.
- 1.2. Renfrewshire Council's Professional Review and Development (PRD) and Professional Update (PU) Policy (revised May 2016) informs schools about the procedures for carrying out annual PRD meetings. The PRD process is the vehicle for Professional Update.
- 1.3. The PRD steering group continues to meet annually to review current procedures within the Renfrewshire Council Policy.

#### **2. GTCS Teacher Survey**

- 2.1. GTCS conducts an annual survey of teachers who have engaged in Professional Update and completed their sign off. This research seeks to explore, understand and evaluate the Professional Update process to:
  - understand the potential impact of Professional Update on the Scottish Education system and on the individuals engaged in the process;
  - identify and address emerging issues that may challenge, limit or hinder progress;
  - to promote and further support positive developments and impact.
- 2.2. The GTCS evaluation is shared with Renfrewshire Council to inform of any emerging issues and areas where targeted support or development may be required.

#### **2.3. Evaluation Results:**

The majority of registrants:

- felt the Standard for Career-long Professional Learning was the most useful Professional Standard to use for self-reflection prior to their PRD meeting; *(89% of Renfrewshire respondents)*
- had a PRD meeting and felt this was useful to reflect on the impact of their previous professional learning and develop their next steps.
- felt their line manager used a coaching approach and that the balance of support and challenge was about right. *(75% of Renfrewshire respondents indicated that their line manager used a coaching approach to a large/some extent)*  
*Specific comments from Renfrewshire respondents indicate that relationships with line managers can have a big impact on the process.*

Action: Although an improving picture, there remains a need for all responsible for supporting registrants through the PRD process to have professional learning in using coaching and mentoring approaches.

Professional Learning and evidence of impact :

- There is an improving trend in the number of registrants who are recording a reflective summary of their learning and relating this to professional standards and how this is impacting on their thinking and practice. *(67% of Renfrewshire respondents)*
- Collaborative learning and attendance at courses are considered the most popular and most valued approaches to professional learning, however this is contradicted by respondents indicating that their professional learning has least impact on their colleagues. *(53% of Renfrewshire respondents identified courses and collaborative learning as the main focus of their professional learning. 50% identified collaborative learning as being of most value to them)*
- Professional learning is perceived to be relevant and challenges registrants thinking and practice. *(100% of Renfrewshire respondents identified that their professional learning had had an impact on themselves to a large/some extent. 100% - impact on their pupils 87% - impact on their colleagues 90% - impact on their school)*
- The majority of registrants felt that they had ownership of their professional learning and are collecting evidence of impact of their professional learning.

Action: There remains a need to support registrants to better understand what is 'evidence of impact' and how evidence can be collected and analysed to support their own learning and improve outcomes for pupils.

*Specific comments from Renfrewshire respondents indicate that the process of recording their professional learning is time consuming*

Systems used for the PU process

- The majority of registrants indicated that MyGTCS was meeting their needs for recording their PRD, professional learning and recording the evidence of impact

Action: Although PU remains a new experience for each cohort there appears to be some systems learning that is supporting registrants to engage with the processes of PU in a more productive and beneficial way to help improve their thinking and practice. *Specific comments from Renfrewshire respondents indicate frustration at the fragility of the GTCS website when recording professional learning.*

### **Proposed next steps**

- The PRD/ PU steering group will reconvene to consider the action points above:
  - ❖ Coaching sessions are booked into the CPD catalogue for next session – these will be highlighted to all those who carry out the PRD/PU process
  - ❖ Consider the existing support available for teachers to evidence impact of professional learning in a timeous manner, then cascade to those who carry out the PRD/PU process to ensure a consistent approach across Renfrewshire Council.
  - ❖ Consider professional learning sessions for those wishing support to use the GTCS system

### **3. Recommendations**

3.1. It is recommended that the JNC:

- notes the results of the survey and accepts the proposed next steps for the steering group

