



## LNCT 06– Professional Update and PRD

December 2018

### Introduction

The General Teaching Council for Scotland (GTCS) introduced Professional Update for all fully registered teachers from August 2014 and this is set in legislation – Public Sector Reform (GTCS Order) 2011.

The GTCS acknowledges that Scotland’s teachers are already committed to maintaining high standards (as expressed in the suite of Professional Standards) throughout their career, and that they will take advantage of opportunities to develop their skills to ensure high quality learning and teaching.

This document sets out the procedures to be followed in Inverclyde to ensure that the requirements of the Professional Update process are met in full.

### What is the key purpose of Professional Update?

Professional Update aims to maintain and improve the quality of Scotland’s teacher workforce to enhance the impact they have on pupils’ learning experiences.

It will support and enhance teachers’ continued professionalism and the reputation of the teaching professional in Scotland.

Professional Update is a supportive process that will not add to teachers' existing workload.

It is designed to encourage teachers to develop new skills and provide an opportunity for teachers to evidence the skills they currently have in a formal and supportive setting. In addition, Professional Update helps teachers to identify appropriate professional learning opportunities.

Importantly, Professional Update provides confirmation that teachers have maintained the high standards required in Scotland's educational establishments.

Professional Update is a 2-part process:

#### Part 1

As a fully registered teacher, you will be required to undertake:

- on-going engagement with professional learning
- reflection against the GTCS Professional Standards
- continuous dialogue with a line manager as part of a Performance Review and Development (PRD) system
- keep a record of professional learning and its impact.

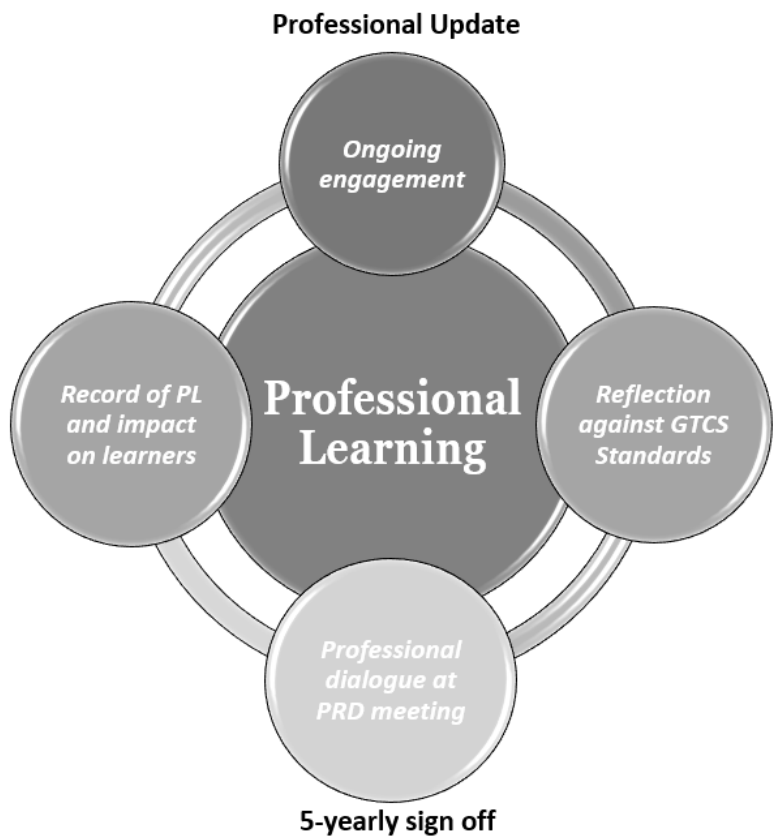
#### Part 2

Completion of this process requires a 5-yearly sign-off (Professional Update Confirmation) by you and your line manager.

As a fully registered teacher, you will have:

- a responsibility to consider your own development needs
- an entitlement to a system of supportive PRD (Professional Review and Development)
- confirmation from your line manager that you are maintaining the high standards required.

To complete the Professional Update process, teachers will confirm with the GTCS that they have engaged in self-evaluation against the appropriate GTCS Professional Standards, participated in an ongoing PRD process and professional learning opportunities, and discussed the impact of this with a line manager. The teacher's line manager will then confirm this statement as appropriate.



About 20% of teachers across Scotland will be required to complete the process each year, and the GTCS will inform you which year will be your first Professional Update year. Completing the process will be a condition of your continuing registration as a teacher.

This aspect of Professional Update will be undertaken in a specific 5-year cycle according to the second digit of your GTCS registration number (the first two digits relate to the year in which the individual first registered with the GTCS) as follows:

GTCS Registration Year ending in:	Professional Update Confirmation in session:
4 or 9	2014/15
5 or 0	2015/16
6 or 1	2016/17
7 or 2	2017/18
8 or 3	2018/19

You will then continue to complete your Professional Update Confirmation **every 5 years** after your initial Confirmation (ie 'sign-off').

GTC Scotland recognises that there can be circumstances which may make the completion of the Professional Update process within the required timescale difficult. If a teacher is genuinely unable to complete the Professional Update sign-off process in the designated year, they can request a deferral. This deferral request will be made at local authority/employer level and the decision notified to GTC Scotland. Deferrals will normally be granted for a period of one year. GTC Scotland will develop an administrative process to record this deferral and extension process effectively and will develop clear guidelines for this process, including the process of application and qualifying criteria.

Further details about the purposes and principles of Professional Update can be found on the GTCS website - [www.gtcs.org.uk](http://www.gtcs.org.uk)

Professional Update does not apply to probationer teachers, who hold provisional GTCS registration; it applies only to those teachers who are fully registered with the GTCS.

## What is Professional Learning?

Professional Learning is at the heart of Professional Update. It is what teachers engage in to stimulate their thinking and professional knowledge and develop their skills to ensure that their practice is critically informed and up-to-date.

The GTCS believe that by undertaking a wide range of high-quality, sustained professional learning experiences, teachers are more likely to inspire pupils and provide high quality teaching and learning experiences which will improve outcomes for all children and young people.

It is important that professional learning provides rich opportunities for teachers to develop and enhance their professional knowledge and practice in order to progress the quality of learning and teaching and school improvement.

Collegiate and collaborative practices underpin models of professional learning. There is an increasing awareness among teachers of the importance of engaging in a wide range of professional learning and in achieving the right blend and balance to enable teachers to progress, enrich, develop and enhance their practice and knowledge.

To keep professional standards high and be able to adapt to change, it is important that teachers can reflect, plan and engage in professional learning at all stages of their career. Taking part in the Professional Review and Development (PRD) process, established as an entitlement and duty for teachers in the national agreement *A Teaching Profession for the 21<sup>st</sup> Century*, can support teachers to maintain and improve their professionalism.

The first stage in the PRD process is self-evaluation using the suite of GTCS Professional Standards. The standards are downloadable from [www.gtcs.org.uk](http://www.gtcs.org.uk). Teachers are asked to reflect on the appropriate standard(s) prior to their PRD meeting.

Annual engagement by teachers in the PRD process is a requirement of Professional Update.

## Examples of Professional Learning

Professional learning can take many forms. Below are **some** examples of professional learning activities:

- self-evaluation and critical reflection processes
- experiential, action or enquiry-based learning
- professional dialogue with colleagues, other professionals, parents and learners
- Focused professional reading and research
- Critical analysis of reading, learning and impact on professional practice
- Learning about aspects of the curriculum or pedagogical practice
- Peer support eg coaching or mentoring
- Classroom visits/peer observation
- online learning/blogs
- Work shadowing
- Co-operative or team teaching
- Participation in collaborative enquiry eg teacher learning community, learning round
- Leading or participating in a working group
- Planning learning which is inter-disciplinary or cross-sector
- Participation in assessment and moderation activities
- Secondments, acting posts and placements
- Masters study and qualifications
- Accredited courses or activity related to achieving national professional standards for teachers
- Attendance at professional/Academic conferences

GTC Scotland's Professional Recognition process provides the opportunity for teachers to focus on and develop their professional learning in particular areas of interest and/or expertise, and gain recognition for enhancing their knowledge, understanding and practice.

You will be able to check and update your Professional Learning Plan and Record via the Gateway CPD Manager System.

## Impact of Professional Learning

Evaluation of the impact of professional learning is important to ensure that it has been worthwhile and informs next steps. Evidence of impact can be gathered from a wide range of sources including direct observation, information and data, and people's views. It does not always have to be a written record. What is important is that whatever you use as evidence should be analysed and reflected on.

### Examples of Evidence

- Reflections on professional dialogue with peers, parents, colleagues and learners
- Individual critical reflections on practice, including reflective journals
- Analysis of pupil work, individual or group focused
- Analysis of quantitative data
- Analysis of surveys taking account of the views of children and young people, parents and colleagues
- Reflection on and analysis of lessons and/or discussions with learners
- Analysed pupil/colleagues interviews/group discussion

## Remember to Update Your Details Every Year

You must inform the GTCS on an annual basis if any of your details have change such as a change of address.

The easiest way to do this is via your MyGTCS account. Go to [www.gtcs.org.uk/mygtcs](http://www.gtcs.org.uk/mygtcs) and follow the instructions to sign up.

## Supporting Documents and Information

*Revised Policy on Professional Review and Development (PRD) for Teachers* (Inverclyde Council)

*A Guide to Professional Review and Development (PRD) for Teachers and Reviewers* (Inverclyde Council)

*What should the professional standards mean to me?* (Inverclyde Council)

*Professional Update – Staff Plan and Record Training Notes* (Gateway CPD Manager)

*Professional Update – PRD Record Training Notes* (Gateway CPD Manager)

*Guidance on PRD for Supply Teachers* (Inverclyde Council)