

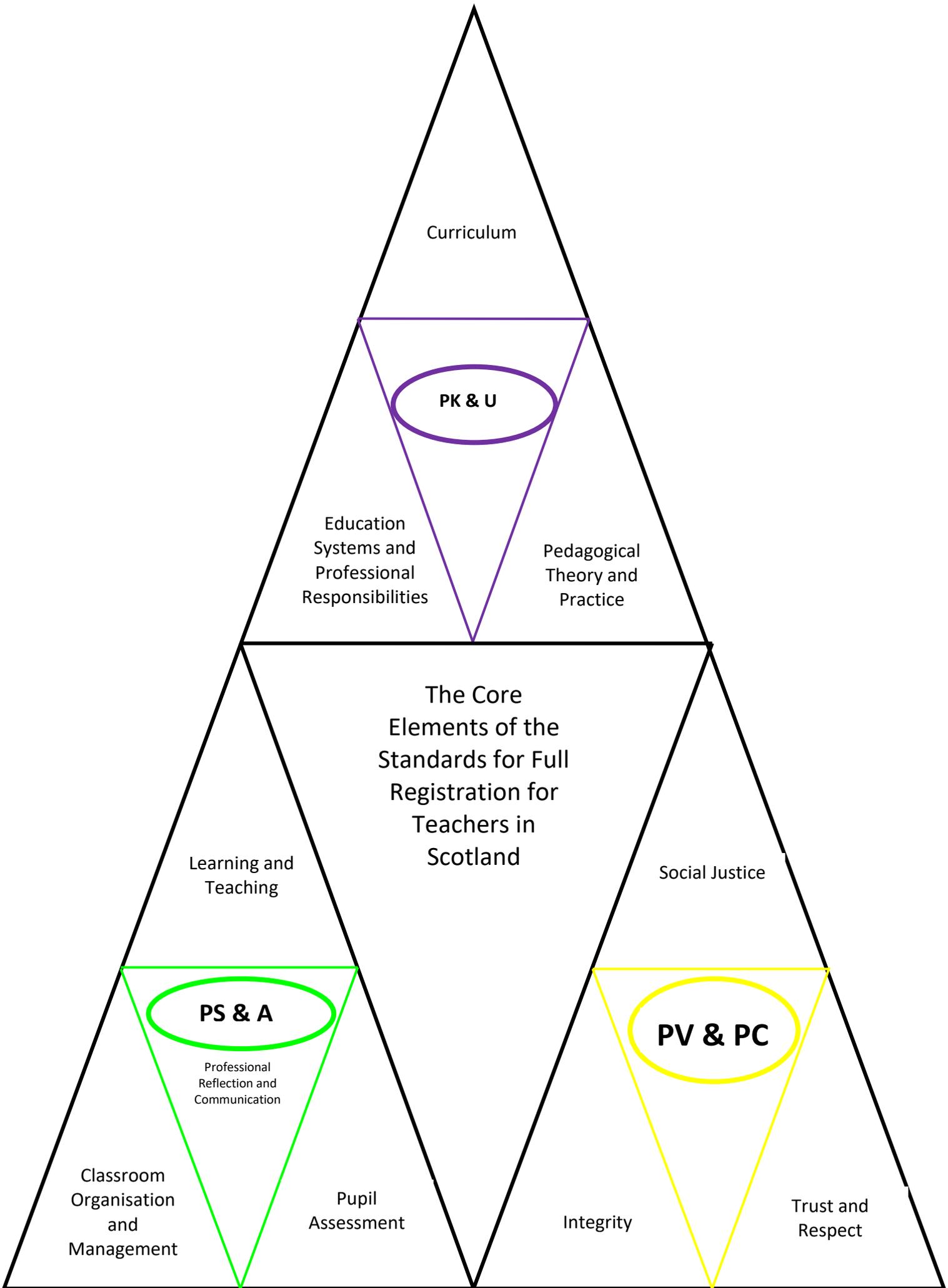
Shetland Islands Council



Children's Services

Handbook for Teachers and Managers on Professional Review and Development (PRD) and Professional Update (PU)

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What is the aim of the PRD and PU handbook?

This handbook aims to provide teachers and managers with a clear guide to the continuous PRD cycle (Appendix 8.1a) and its link to the GTCS PU sign-off process. It should be read in conjunction with Shetland Island Council Children's Services Operational Guidelines for the Professional Review and Development of Teaching Staff, which forms part of the Children's Services, School Improvement Framework.

What is PRD?

Professional review and development is the process whereby the development and training needs of all staff are identified and agreed in relation to their current practice, the requirements of the school or authority improvement plan, the wider and longer-term needs of the education service, and national priorities. The process also includes making suitable arrangements to meet professional development needs, so far as possible, within available resources. The PRD process is an ongoing, year round process which is reflected in the diagram in Appendix 8.1a. Some of the activity will take place at set times in the year and others will be happening continually throughout the year, whenever a teacher takes part in a professional learning activity. Spreading PRD activity across the whole year and integrating it into normal everyday practice should help reduce the amount of time required for a teacher to prepare for their annual PRD meeting.

What is Professional Learning?

Career-long professional learning is an on-going process from the early phase of teacher education through to the end of a teacher's career.

High impact professional learning:

- Is supported by effective self-evaluation processes
- Means teachers are enquiring professionals who critically examine attitudes and beliefs, explore and challenge assumptions and engage with new and emerging ideas about learning and teaching
- And is integral to and not separate from
 - Schools/service improvement
 - Effective professional review & development
 - Professional Update

It will lead to improved professional practice and outcomes for the individual, their colleagues and children and young people.

Some examples of professional learning are as follows:

- Attendance at training courses or conferences;
- Completion of qualifications;
- Activities related to the GTCS standards;
- Participation in relevant trade union duties and professional associations;
- Membership on school committees or working groups;
- Sharing good practice with colleagues and other establishments;
- Secondments;
- Coaching, mentoring or supporting colleagues;

- Professional reading;
- Practitioner enquiry;

This is not an exhaustive list, and some more information on professional learning can be found in Appendix 8.1b.

Why is PRD important?

To enable the profession to cope with change and keep professional standards high as well as creating the potential to bring about significant improvements to the education of young people, it is important that teachers have the opportunity to reflect, plan and engage in professional learning at all stages of their career.

Who has access to the PRD process?

It is a requirement that all GTCS registered teachers engage in PRD and maintain their GTCS registration through Professional Update. Supply teachers, peripatetic staff, Head Teachers and central staff will have access to the PRD process including an annual PRD review meeting and access to Professional Learning. Detailed guidelines particularly for supply teachers and central staff (Education Senior Manager/Officer/QIO) can be found under the Professional Update section on the GTCS Website (www.gtcs.org.uk)

What is the GTC Scotland Professional Update scheme and what difference does it make to my PRD?

From August 2014, engagement in the Professional Update process became a requirement for registration with GTC Scotland. Professional Update is based on effective, consistent Professional Review and Development and high quality professional learning focused on the outcomes for a teacher's own development as well as aiming to improve outcomes for children and young people.

Professional Update is a completely separate process from that of Competency or Fitness to Teach as defined by GTC Scotland; information gathered from the PRD process will not be used for these purposes.

Participation in Professional Update will involve three main parts:

Part 1: An annual update of basic personal information to the GTCS. All teachers will be required to check their personal records held by the GTCS on an annual basis, using the GTCS website, and to update these records to reflect any changes in their circumstances (e.g. home address, school at which they work, etc.). A reminder will be issued at the PRD meeting.

Part 2: Active engagement in Professional Learning and PRD; ensuring that their MyPL Professional Learning Record and portfolio of evidence is kept up-to-date and that they have been self-evaluating against the Professional Standards. (Appendix 8.1c).

Part 3: Completing a five-yearly Professional Update Declaration to the GTCS. All teachers will be required to complete a declaration, every five years, confirming that they have actively engaged in an annual PRD process over the previous five years, and that they have maintained an up-to-date portfolio of evidence of the impact of their professional learning.

The declaration will be made online, using the GTCS website, and this will be required to be verified by each individual's PRD reviewer, also using the GTCS website.

Access to GTCS records

Teachers will be able to check and update their personal records annually, and also complete their five-yearly Professional Update Declaration, by logging in to their MyPL account on the GTCS website.

When colleagues have made their Professional Update Declaration via MyPL, this will be required to be verified by their PRD reviewer. Reviewers can complete this verification by logging in to their own MyGTCS account, where they will see details of all teachers for whom they are responsible, and where they can confirm that the individual(s) concerned has/have fulfilled all of the requirements of Professional Update.

Where teachers do not already have access to MyGTCS, they can create an account by selecting the "Create a MyGTCS account" at the top right of the GTCS homepage.

Where teachers experience problems creating their account they should contact the GTCS Technical Team – techsupport@gtcs.org.uk

Annual selection of staff for Professional Update

Whilst all GTCS registered staff will be required to carry out parts 1 and 2 above on an annual basis, part 3 will only be carried out every five years and based on when their Full Registration was gained.

Professional Update Declarations will be made in the school session and Teachers will then continue to complete their declarations every five years after their initial declaration.

Teachers will be asked to endorse the following statement:

- I confirm that I have engaged in ongoing professional learning and reflected against the appropriate GTCS Professional Standards. I have maintained a reflective record of professional learning and evidence of its impact on my thinking and professional actions. I have discussed this with my line manager as part of my PRD process.

Managers will be asked to endorse the same statement about staff. When this is done a message is automatically sent to GTC Scotland and stored with a teachers' registration details that continuing registration is confirmed.

Managers should remember that the 5 yearly sign-off process is confirmation of a teacher's engagement in the Professional update process and is not an indication of their competency as a teacher. If they have not line-managed a particular member of staff for the full 5 years they must trust the professional judgement of the previous manager/s.

Deferrals or requests to bring PU year forward:

It is recognised that there will be a number of circumstances which may make completion of the Professional Update process within the designated timescale difficult. Any potential issues should be discussed between reviewers and reviewees early in the cycle. This may be in the following circumstances:

- career breaks
- extended illness
- maternity /paternity /adoption leave
- unemployment
- engagement in only occasional supply work

If a teacher is unable to complete the PU process in the designated year they can make a request to bring forward or defer their PU year by contacting their line manager. The line manager will review this request, and if agreed, contact the PU Link Office who will notify the GTCS. The PU Link Officer is the Workforce Development Advisor.

Deferrals will normally be granted 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. Only in exceptional circumstances, and where there is just cause, will more than one application for deferral be granted. If a subsequent deferral is required the teacher must request this as above, detailing the reason for requesting the second request. This will then be discussed with the GTCS and a decision communicated to the individual thereafter.

The PRD meeting

All teachers will have at least one PRD meeting with their immediate manager (or designated person) per year. The meeting and discussion around it should be a supportive, constructively challenging and empowering tool. It should help teachers to seek out professional learning and development and to ensure they feel valued. The meeting should focus on the teacher's PLP (Appendix 8.1d) which is a summary of the teacher's Professional Learning targets and impact for the year, evidenced through the **MyPL record**. However, the process of gathering evidence should not be too bureaucratic with time set aside in working time agreements to do this. Instead the focus should be on encouraging dialogue, ensuring staff feel empowered and trusted, rather than there being a large paper trail. The meeting should focus on the professional learning that the teacher has undertaken and consideration as to whether the learning has resulted in a positive impact on pupils' learning, based on the evidence that has been collected over the year. Links should be made between achievements and professional learning and the specific elements of the relevant professional standard(s), which the teacher has been working, to address.

Attention should then turn to plans for the coming year, by agreeing which elements of the professional standard(s) the teacher will focus on through their professional learning. The professional learning activities to be undertaken should be agreed, along with any specific support which is required for these. These activities should be aimed at balancing the needs of the teacher, the school and the local authority. The intended impact of planned activities on pupils' learning should also be discussed and recorded.

Within a week after the PRD meeting the teacher should provide the Reviewer with a copy of their new PLP showing target(s) and intended impact as agreed at the meeting. The PLP should be seen as a working document, however, and should be continually reviewed and updated throughout the year. An example of a completed PLP and evaluation is included in Appendix 8.1e.

An agenda for the PRD meeting can be found in Appendix 8.1f.

Roles and Responsibilities within the Teacher PRD scheme

Role of the Manager (reviewer)

To support and facilitate the PRD experience, using a coaching and mentoring approach.

- 1) Ensure that you have set dates for PRD meetings for the staff you are reviewing, and that these dates have been shared with the reviewee.
- 2) Set aside adequate time (approximately 1 hour) to undertake each review meeting, which should be held in an appropriate venue (where you are not likely to be disturbed).
- 3) Before a review meeting consider the draft Professional Learning Plan (PLP) submitted to you by your reviewee. Refer to the agenda template for discussion topics and share these with the reviewee in advance.
- 4) In the meeting, discuss with each reviewee their professional learning and other success' and achievements over the past year. A reviewee may wish to share their **MyPL Record**. Ensure that discussions focus on the impact of the reviewee's learning activities on their practice, and draw links with aspects of the relevant Professional Standards.
- 5) At the end of the meeting, discuss with the reviewee their professional learning next steps for the following year and reach agreement. These should link to specific aspects of the relevant Professional Standards, and where appropriate specific areas of the School Improvement Plan and Children's Services Plan. Where this is difficult, both parties may take some time to consider the other's point of view with a view to reaching an agreement. If the matter remains unresolved, then the teacher may opt to pursue a grievance under the Council's Grievance Procedures for Teachers.
- 6) After the meeting, the reviewee should provide the reviewer with a new PLP showing the targets and intended impact, as agreed at the PRD meeting. This should be submitted to the reviewer within one week of the PRD meeting and signed by you and the reviewee when agreed. You should both keep a copy.
- 7) This information should be submitted bi-annually (June & December) to the School's Clerical staff for input into the HR Management System for Council wide record-keeping.

Role of the Teacher (reviewee)

To take responsibility and ownership of their own PRD experience ensuring Professional Learning is broad based.

- 1) Agree a date with your reviewer for PRD meeting.
- 2) Make sure your **MyPL** account is up to date with details of the significant professional learning you have undertaken in the last year. Make sure you have

linked your learning with the relevant aspects of the Professional Standard/s which you are following.

- 3) Collect together evidence of the impact on practice of your professional learning activities. (You don't need evidence for every professional learning activity but try to gather evidence which shows the impact of your professional learning over the year as a whole).
- 4) Evaluate and reflect on the professional learning you have undertaken in the last year, focussing on the impact this has had on your practice. Make brief notes in your Professional Learning Plan (PLP) Appendix 8.1d to take to your professional review meeting. (an example of a completed PLP & Evaluation can be found at appendix 8.1e.)
- 5) Either allow your reviewer access to your MyPL record or submit (email) a copy of your draft PLP to your reviewer a week before the meeting. At the meeting discuss with your reviewer any key achievements and successes you have had as well as the professional learning you have undertaken in the last year, and share any relevant evidence from your **PL Record** (you can log into MyGTCS during the meeting to refer to your **PL Record**).
- 6) During the meeting agree and note down new target(s) or continuing targets and intended impact for the following year, to help you create a new PLP. Remember it is your responsibility to inform your reviewer of your professional update sign-off year.
- 7) Within a week after the meeting, submit the new PLP to your reviewer to check. The final PLP should be agreed and signed by you and your reviewer. You could also upload the details of your PLP into your **MyPL** account.
- 8) Remember to update contact details, if necessary on your MyGTCS account.
- 9) Throughout the next year, ensure you keep your **MyPL record** up to date, with details of your learning activities, your reflections on these and the impact they have had on your practice. As and when appropriate – you may discuss your Professional Learning progress with your reviewer and update your PLP.

Who should review the reviewee?

The facilitator of a teacher's PRD experience should be the person who line manages the teacher on an ongoing basis and who is familiar with their work. In exceptional circumstances, a teacher may request that another manager facilitates the PRD process.

To do so, the teacher would approach an alternative manager in the same establishment or a Quality Improvement Officer (QIO) at Children's Services and present their reasons. The alternative manager or QIO would reach a decision on the matter after due consultation. If another manager is appointed to facilitate the teacher's PRD, it is essential that they know the work of the teacher concerned and has at least the same level of post as the original manager. If the matter remains unresolved, then the teacher may opt to pursue a grievance under the Council's Grievance Procedures for Teachers.

Non-engagement in PU and PRD processes

Where a registered teacher consciously does not engage with the PRD or PU process, Shetland Islands Council would discuss this with the teacher in the first instance to try to seek informal resolution, exploring the challenges and barriers that they may be facing in order to assist the teacher to engage with the process. If all reasonable assistance has been explored and the teacher still does not engage with the process,

Shetland Islands Council will deal with this under Disciplinary Procedures in liaison with the GTCS. Line managers must make their Quality Improvement Officer or Executive Manager aware at the earliest opportunity. Teachers can be accompanied by a Trade Union Representative at such meetings. If a teacher on the supply list does not engage with either process, they will be removed from the supply list.

Appeals Process:

The right to appeal will apply in 2 areas:

- failure to agree the sign off for a plan in the annual PRD process;
- failure to agree the sign off for the 5-yearly Professional Update process.

Experience with the PRD process suggests that such appeals will arise only in very exceptional circumstances and efforts should be made to address issues early and informally to avoid getting to this stage, in a similar vein to the last section. However, should a difficulty be encountered in either of the two areas above, the appeals process within the council's Disciplinary Procedures should be followed, which is set out broadly below:

- the teacher appealing should approach a senior manager in the establishment or central service, and set out in writing the reasons for appealing,
- once the senior manager has considered all the relevant facts relating to the appeal, the senior manager will arrange to meet with the line manager and the teacher (separately and/or together) to discuss the matter, following which the senior manager will come to a decision,
- the teacher can be accompanied by a Trade Union Representative,
- following the decision of the senior manager, appropriate action will be taken, e.g. a further review meeting, amendment to the plan,
- if, following the decision of the senior manager, the matter remains unresolved, the teacher may choose to initiate a grievance under the Council's Grievance Procedures for Teachers.
- If at the end of any grievance procedure the matter remains unresolved or either party is unsatisfied, the matter will be referred to the GTCS for a final decision regarding the employee's registration.

Where can I get further information and advice?

GTCS – www.gtcs.org.uk – MyGTCS – see Professional Update and The Standards tabs
Education Scotland – <https://professionallearning.education.gov.scot/> –