

PERTH AND KINROSS COUNCIL
JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF
LOCAL AGREEMENT
“Professional Review and Development”

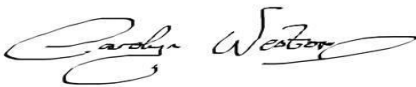
In terms of the Local Recognition and Procedure Agreement, it is accepted by all signatories acting on behalf of the Council and the recognised unions that this agreement is a binding local agreement effective from 15 June 2021. This supersedes relevant provisions within the National Agreement and constitutes a formal amendment to the terms and conditions of employment for teaching employees within Perth & Kinross Council.

Sheena Devlin (Executive Director of Education & Children’s Services), on behalf of Perth & Kinross Council.



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Carolyn Weston, on behalf of the Teachers’ Trade Unions



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Education & Children's Services

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Procedures and Guidance

Professional Review and Development

Professional Update

Professional Learning



Perth and Kinross

Procedures and Guidance on Professional Review and Development for GTCS Registered Staff

Background

The ERD process in PKC has been in place since 2006. More recently the Learn Innovate Grow Development Discussions have replaced the ERD for all Council staff except for teaching staff. In light of this change and the new [Professional Review and Development Guidelines from GTCS](#), unlocking the Potential of Professional Review and Development, along with our recent accreditation recommendations from GTCS it was necessary to revisit the ERD process for teaching staff in PKC.

This document outlines the arrangements for Professional Review and Development (PRD) for all GTC Scotland fully registered staff (teachers) in Perth and Kinross and the Professional Learning opportunities provided to support staff.

Introduction

“Positively engaging with PRD, using professional Standards to scaffold and support, empowers teachers to be critical of their thinking and practice and enhances teacher professionalism to ultimately best serve our children and young people across Scotland”

GTCS Professional Review and Development Guidelines 2019.

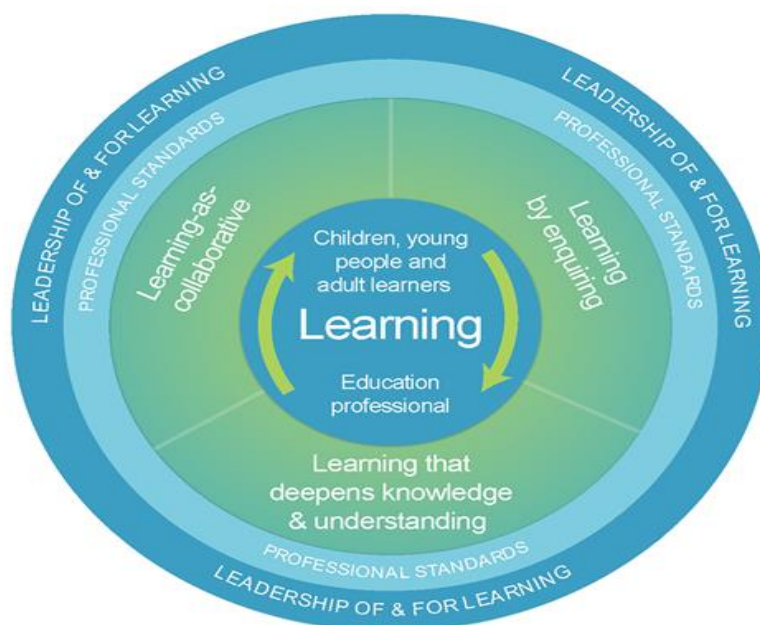
[Professional Review and Development \(PRD\)](#) is a vital element of a teacher’s professional learning, with the potential to bring about significant improvements to the education of young people. It features prominently in current national guidance and policy and is a process which supports teachers to keep professional standards high by engaging in high quality professional learning and self-evaluation throughout their careers. The process should be a high-quality experience for all which is supportive, responsive to needs and improves outcomes for all our children and young people.

[Development Discussions](#) have replaced the Employee Review and Development for other PKC staff. [LIG Development Discussion framework](#) – it’s available now for all staff, apart from teaching staff. For more information contact corporateod@pkc.gov.uk



National Context

National Model for Professional Learning



Education Scotland 2018

The national model of professional learning identifies the key principles and features of effective learning that will build capacity and promote collaborative practices. The model provides a shared language and aspiration, informing the provision, structure, and nature of learning. It also outlines the kinds of learning that will empower and enable staff to best meet the needs of learners.

Professional learning should

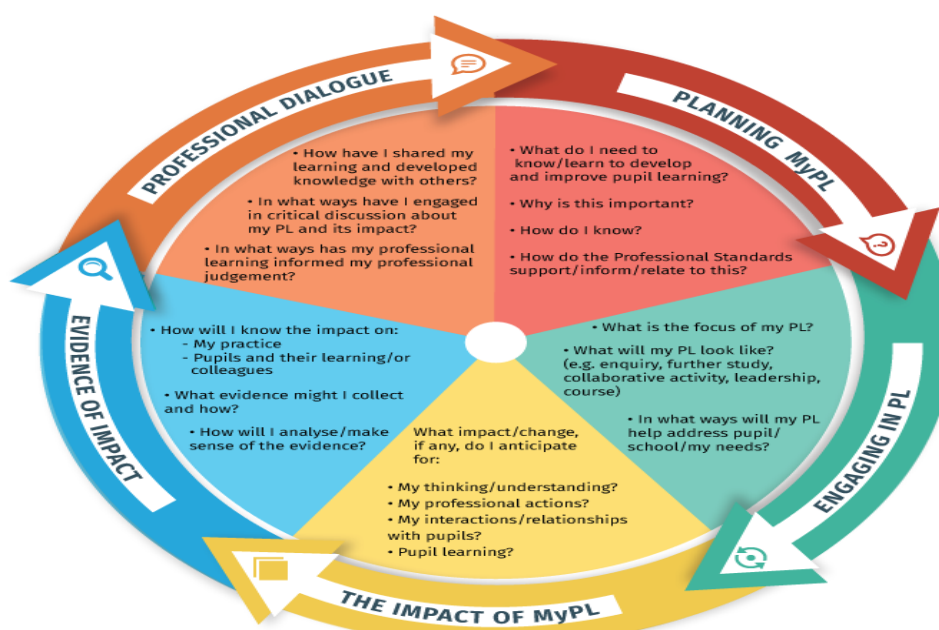
- take account of and reflect the unique circumstances of the learning community
- inform, challenge, and help us to understand why we do what we do. Enquiry is the basis for reflective and strategic thinking (metacognition) about practice and becomes the methodology for professional learning

- be interactive, reflective and involve learning with and from colleagues, partners, and learners as part of an active learning community
- be informed and supported by Professional Standards and other educational policy.
- be informed by the learner's experience, voice, and needs. In turn, the professional learning of the educator should impact positively upon the experiences of learners

Model for Professional Learning Poster



Professional Learning Planning Cycle



Teachers engage in professional learning to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and current. When a wide range of high-quality, sustained professional learning experiences are undertaken, teachers are more likely to inspire pupils and provide high-quality teaching and learning experiences, enabling learners to achieve their best. 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. Examples of professional learning may include:

- Experiential, action or enquiry-based learning
- Professional dialogue with colleagues, other professionals, parents, and learners
- Focused professional reading and research
- Leading or engaging in practitioner enquiry/action research
- Critical analysis of reading, learning and impact on professional practice

- Peer support e.g. coaching or mentoring
- Probationer support
- Classroom visits/ peer observations/shadowing with related professional dialogue
- Online learning/blogs
- Co-operative or team teaching
- Leading or participating in a working party or task group
- Planning learning which is inter-disciplinary or cross-sector
- Participation in activities relating to assessment and moderation
- Secondments, acting posts and placements
- Masters study and qualifications
- Accredited courses or activity related to achieving national professional standards for teachers
- Professional/Academic conferences
- Self-evaluation and critical reflection processes

Professional learning opportunities are provided in PKC on the [ECS Learning Hub](#) and nationally at [Education Scotland Professional Learning](#).



New Professional Standards with professional values at the heart, support and promote partnership, leadership, enquiry, and professional learning. They describe teacher professionalism in Scotland, our 'way of being'. Formal enactment of these standards will commence in August 2021.



The Standard for Provisional Registration is the benchmark of competence required of all student teachers at the end of Initial Teacher Education who are seeking provisional registration with the General Teaching Council for Scotland (GTC Scotland). This Professional Standard outlines what is required to become a teacher in Scotland.

The Standard for Full Registration is the foundation of the Professional Standards and is the benchmark of competence required of all registered teachers in Scotland. This Professional Standard encompasses what it is to be a teacher in Scotland.

The Standard for Career-Long Professional Learning provides an aspirational and developmental framework for teachers. It describes the advanced professional knowledge and pedagogical expertise that registered teachers could develop and maintain as they continue to progress in teaching and the education profession. This Professional Standard supports the professional growth of teachers in Scotland.

[The Standard for Middle Leadership](#) and [The Standard for Headship](#) provide aspirational and developmental frameworks for teachers in/or considering leadership roles. They outline the strategic vision, professional knowledge and understanding, interpersonal skills and abilities and professional illustrations that support teachers in leadership roles. These Professional Standards provide a framework for professional growth for teachers in leadership roles.

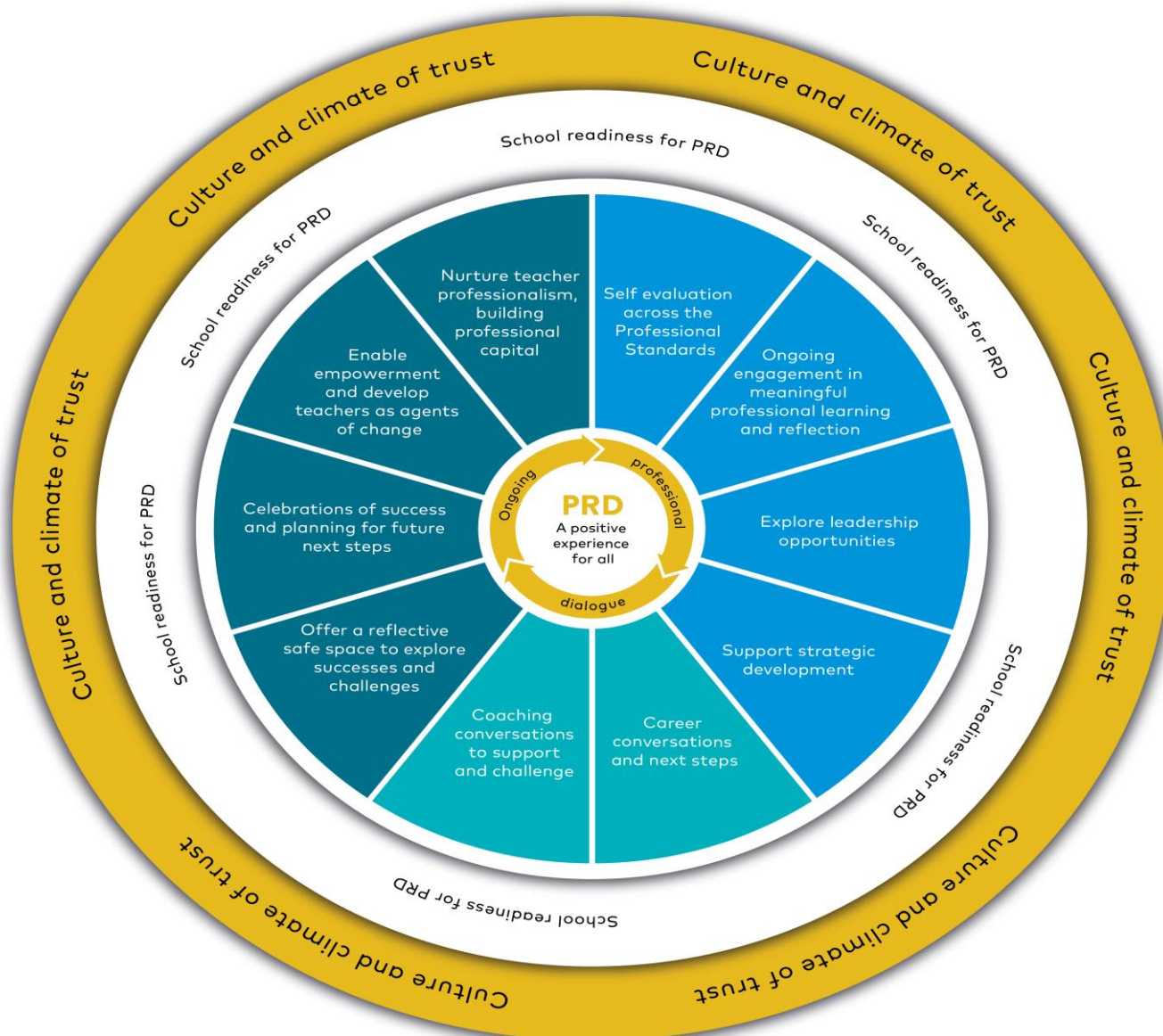
The Standard for Headship has the additional purpose of being a requirement for teachers permanently employed in local authority Headteacher roles from August 2020.

Self-evaluation is an important part of the professional learning and PRD process. The [GTCS Professional Standards](#) offer constructive support for teachers as they consider how they might develop their professional values and dispositions, their knowledge, skills and understanding through on-going critical self-evaluation and professional development..

A revised Professional Code was put out for consultation in October 2019. Further engagement with registrants is required and it is hoped that two Professional Codes (one for teachers and one for lecturers) will be in place by August 2022.

Professional Review and Development (PRD)

[Ten key features of PRD](#)



PRD is a process, not merely an annual meeting. The process should be practicable, positive, supportive and be used by teachers to recognise, value, and enhance professional practice.

This guidance endorses the following aims:

- To promote career long professional learning and support teachers to maintain and improve their professional practice.
- To provide support for teachers to self-evaluate using the Professional Standards and reflect on professional learning and practice in order to improve the quality of educational experience and outcomes for the children and young people they teach.
- To confirm teacher engagement in PRD and professional learning (PL) as part of the Professional Update (PU) process.

Key Features of the PRD Process

1. PRD is a normal and accepted part of the ongoing development of the professional skills of the teacher with outcomes being significant to the teacher and having a positive impact on pupil learning.

2. Teachers have responsibility for and ownership of their professional learning and PRD experience within a culture of professional trust and respect. Reviewers will support and facilitate the PRD experience using a coaching approach during PRD meetings.
3. The PRD meeting is part of an ongoing supportive professional learning process which involves self-evaluation by the teacher and coaching and mentoring by the reviewer.
4. Arrangements for PRD should be nonbureaucratic, straightforward and effective. Support materials for self-evaluation against the Professional Standards, coaching and mentoring are available [PKC Professional Learning Community](#)
5. All registered teachers are entitled to an annual PRD meeting which takes into account self-evaluation against the Professional Standards, identified strengths and areas for development.
6. Reviewers should support teachers in addressing identified areas for development as an entitlement, however this should be balanced by the requirements for each individual to take responsibility for their career long professional learning. (CLPL)
7. Training materials for using the [MyPL](#) system are available to all registered teachers from the GTCS and local training will be provided to support the use of the system. Training for reviewers and support materials for reviewers and reviewees will be provided throughout each school session.
8. The most important aspect of the PRD meeting is the quality of the professional dialogue. Reviewers have responsibility to facilitate and support the experience following the agreed process, Guidance for staff will be available on the [PKC Professional Learning Community](#)
9. The manager who will facilitate a teacher's PRD experience will normally be the line manager who is most familiar with the teacher's work. In exceptional circumstances a teacher may request that another manager facilitates the process.
10. Seconded staff should have their PRD carried out by their current line manager or may request to have a PRD with the line manager of their substantive post.
11. Headteachers (HTs), Service Managers (SM), Quality Improvement Officers (QIO), Education Support Officers (ESO) Education Additional Support Officer (EASO) Development Officers (EDO) Faculty Head (FH) and Principal Teacher (PT) must have their PRD facilitated by the appropriate member of central staff /Line Manager in their PU year and during one school session approximately mid-way through the PU process. In the interim school sessions, they may choose to have their PRD facilitated by a peer reviewer and should arrange this with a colleague in a similar role.
12. Temporary teachers and supply teachers have an entitlement to access the PRD process and are required to engage in the Professional Update process. They should request an annual PRD meeting in the school where they have spent most time in the preceding year or in their current school. Line managers should facilitate this.
13. Training will be provided for all reviewers on the PRD process, use of the GTCS MyPL site and coaching and mentoring approaches. There is an expectation that HTs will inform all teachers of the process and support them to engage in high-quality professional learning and the PRD process.

Roles and Responsibilities

All staff should keep GTCS Profile up to date and engage in the GTCS Professional Update process in a 5-yearly cycle or as determined by GTCS and signed off by their reviewer.

All Heads of Service, Service Managers, QIO.

- Ensure that the strategic development and communication of the policy is promoted and shared with all teachers.
- Engage in professional learning activities and act as role models for all teachers and education professionals
- Ensure the policy is linked to our strategic vision and other relevant and current educational policies.
- Promote and develop professional learning practices and opportunities based on national and local priorities and take into account data available nationally and locally to inform this.
- Monitor and evaluate the effectiveness of the PRD process and the levels of engagement in the process.
- Identify trends in professional learning needs and take appropriate action to address them.
- Be responsible for supporting peer PRD review meetings with colleagues.

Headteachers will:

- Ensure that the PRD policy is communicated to all teachers in their school/team and applied fairly and consistently.
- Engage in professional learning activities and act as role models for all teachers.
- Promote the professional learning of all teaching staff, whether fulltime, part-time, permanent, or temporary.
- Identify trends in professional learning needs and take appropriate action to address them.
- Ensure that all teachers are involved in the PRD process leading to Professional Update.
- Ensure that the process is linked to GTCS Professional Standards.
- Where the Headteacher does not assume responsibility for PRD, identify an appropriate senior member of staff to whom these responsibilities may be delegated.
- Be responsible for supporting peer PRD review meetings with colleagues.

All line managers/reviewers will:

- Arrange annual PRD meetings for their allocated reviewees in line with the establishment working time agreement (WTA). Schools need to ensure the WTA sets aside sufficient time for preparation, meeting and recording required to support PRD and GTCS professional update.
- Ensure that the meetings take place in an atmosphere of trust and collegiality and provide support and challenge where appropriate.
- Facilitate the meeting using a coaching and mentoring approach which places the emphasis on the quality of professional dialogue.
- Discuss individual professional learning needs based on self-evaluation against the appropriate GTCS Professional Standards.
- Ensure that they are associated with all of those they have responsibility for reviewing on the MyPL system.
- Agree areas for development and validate the Professional Update requirements of GTCS, when appropriate.
- Support the PRD/PU process for supply teachers who have completed the majority of their supply work during the school session in their school/education establishment.

All teachers will:

- Engage in the PRD process in line with the establishment Working Time Agreement.
- Ensure that their annual PRD meeting has been arranged by their line manager or request that one is arranged.
- Prepare for the annual PRD meeting by engaging in self-evaluation against the appropriate Professional Standard(s) and Improvement Plan; preparing the agenda for the meeting; completing reflections on their areas for development from the previous year; preparing to share how their professional learning has enhanced their practice.
- Engage in professional dialogue at the PRD meeting.
- Construct their areas for development based on the PRD meeting, ensure these are recorded as areas for development on a Professional Learning Plan (PLP) and on the MyPL system and have this agreed by their line manager.
- Identify, arrange, and request professional learning opportunities in agreement with their manager.
- Engage in maximum of 35 hours of additional professional learning over the school year which is undertaken out with the contractual 35 hour working week.
- Maintain and complete their professional learning record throughout the year and continue to reflect on their areas for development on the GTCS MyPL system. This should be a summary of details and impact to stimulate conversations in the PRD meeting.
- Record PRD meeting details on the MyPL system giving a brief summary of discussions at the PRD meeting. This can be done through a suggested Professional Learning Plan
- Ensure that they are associated with their PRD reviewer on the MyPL site.
- Engage in the GTCS Professional Update process in a 5-yearly cycle or as determined by GTCS and signed off by their reviewer.

Implementation of the PRD Process.

It is the responsibility of both reviewers and reviewees to ensure that entitlements to an annual PRD meeting are adhered to and facilitated within a supportive climate of trust. Headteachers are responsible for ensuring that the PRD/PU Guidelines underpin the PRD process and support high-quality professional learning for all.

Professional Update Processes

Engagement in Professional Update is an ongoing process, with professional learning and PRD at the heart. Every five years, teachers will be required to confirm their engagement in this process as it is a requirement for continued registration with GTC Scotland.

Deferral Process

In the first instance the reviewee discusses deferral request with their line manager/reviewer and requests deferral. If deferral is for agreed reasons: Line Manager/Reviewer/Headteacher confirms with reviewee that deferral is approved. Line Manager/Reviewer/Headteacher informs PL/PU Local Authority Officer responsible for PU. Once agreed, the member of staff requesting deferral contacts GTCS to inform them that a deferral has been agreed. Local Authority Officer confirms with GTCS.

Possible reasons for deferral:

- career breaks
- extended illness

- maternity / paternity or adoption leave
- unemployment
- engagement in only occasional and sporadic supply work
- recent change in employment circumstances out with teaching.

If the requested deferral is for any other reason:

- line Manager/Reviewer/Headteacher discusses with Local Authority Officer responsible for PU
- if deferral is approved the Line Manager/Reviewer/Headteacher confirms with the reviewee that deferral is approved
- reviewee requesting deferral contacts GTCS to inform them that deferral has been approved
- Local Authority Officer confirms with GTCS
- If deferral is refused the reviewee is given option to complete the PU sign-off process or to notify GTC Scotland to have their details removed from register of teachers.

Appeals Process

There are two situations where the right of appeal will apply:

1. Failure to agree the annual sign-off Areas for Development on the MyPL system
2. Failure to agree the sign-off for the 5-Yearly Professional Update process

In exceptional circumstances, when an issue cannot be resolved by further dialogue between reviewer and reviewee, the following process should be followed:

- The teacher may approach a more senior manager and outline their reasons for appeal in writing.
- The senior manager will organise a review of the procedure. An alternative review process may be organised as a result of this review.

Wilful Non-Engagement in PRD/Professional Update Processes

If a registered teacher were to make a deliberate and conscious decision not to meet the requirements of the Professional Update through noncompliance with contractual requirements for Continuing Professional Development or PRD, GTCS will cancel their registration. This would be a conduct matter and in the first instance dealt with in line with existing PKC employment processes.

Associate Status Arrangements

The Fully Registered (Associate) status option is for those holding full registration who do not wish to remain in the General category because of circumstances. Anyone considering this option may choose to discuss their specific circumstances if they are unsure if Associate Status is right for them.

Associate Status could be appropriate for those who wish to remain on our Register and:

- have retired from education and will not engage in any further teaching
- are not currently working or not working in an educational "front line" context
- are working outwith Scotland with no intention of returning to teach in Scotland

Teachers with Associate Status will be exempt from the five yearly sign off process for Professional Update. As they remain on the GTC Scotland Register, registrants with Associate

Status are required to update their details annually and to act appropriately in terms of the Professional Values and Personal Commitment section of the Standards. Although not required, those with Associate Status may, if they wish, participate in ongoing professional development, record their professional learning and associated evidence of impact, and use the Standards.

The local authority will liaise with the GTCS in order to address any outstanding issues, give assistance to those who have not yet completed and to address areas of wilful non-engagement in the process which will result in the GTCS removing teaching staff from the register.

Evaluation and Monitoring

In order that trends in professional learning can be identified and to ensure that all GTCS registered teachers have access to high-quality PRD processes an, annual evaluation will be sent to all teaching staff at the end of each school session. The data gathered from evaluations will be used to inform local authority professional learning that best meets the needs of our teaching workforce and improves outcomes for children and young people, as well as informing action where the entitlement to PRD is not met.

Useful Links and Documents

[GTCS Professional Standards](#)

[The professional learning planning cycle](#)

[The National Improvement Model for Professional Learning](#)

[ECS Learning Hub](#)

[Education Scotland Professional Learning](#)

[GTCS professional recognition](#)

[SELF Evaluation Wheels](#)

[Ten key Features of PRD](#)

[Coaching](#)

[GTCS Professional Update what do I need to know and do?](#)

[Unlocking the Potential of Professional Review and Development \(Professional Review and Development Guidelines 2019\):](#)

[GTCS Professional Review and Development](#)

[Perth and Kinross Professional Development](#)



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Education and Children's Services Guidance for Staff

Professional Review and Development Professional Update Professional Learning



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learning and self-evaluation throughout their careers. The process should be a high-quality experience for all which is supportive, responsive to needs and improves outcomes for all our children and young people

This guidance outlines the arrangements for Professional Review and Development (PRD) for all GTC Scotland fully registered staff (teachers) in Perth and Kinross.

Professional Learning and Planning Cycle



[The professional learning planning cycle](#) assists and supports reflective thinking and should provide awareness of professional learning on classroom practice and help identify next steps for teachers.

[The National Improvement Model for Professional Learning](#) enhances the knowledge and awareness of staff regarding the varying approaches to professional learning.



Examples of professional learning

- Experiential, action or enquiry-based learning
- Professional dialogue with colleagues, other professionals, parents, and learners
- Focused professional reading and research
- Leading or engaging in practitioner enquiry/action research
- Critical analysis of reading, learning and impact on professional practice
- Peer support e.g. coaching or mentoring
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Professional Learning opportunities are provided in PKC on the [ECS Learning Hub](#) and nationally at [Education Scotland Professional Learning](#)

GTCS provide opportunities and encourage teachers to focus on and develop their professional learning in a particular area of interest or expertise and teachers may be able to gain [professional recognition](#) for enhancing their knowledge, understanding and practice.

Evaluating and reflecting on the impact of professional learning

Evaluating the impact of professional learning is beneficial in ensuring it was worthwhile and it can help inform next steps. Evidence can be gathered in various ways including your own reflections, pupils work, discussions with learners, other teachers and parents and other qualitative and quantitative data. It does not always have to be a written record. You should however try to always reflect on your professional learning.

- how has my practice developed in order to improve outcomes for all learners?
- how do I know the impact of my teaching on learners?
- what evidence of impact do I have?
- what does this tell me about my practice?
- what effect has my professional learning had on my school community and colleagues?
- what are my next steps?

Professional Standards 2021 for Scotland's teachers



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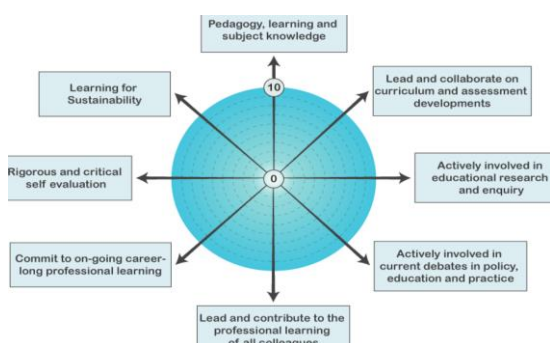
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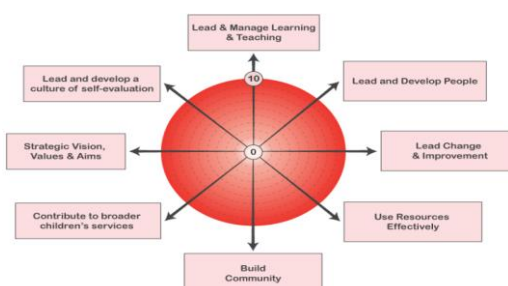
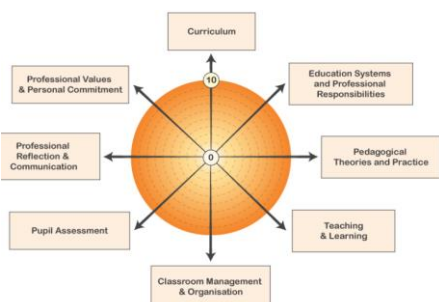
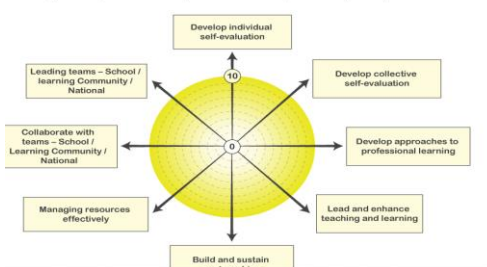
Preparing for Professional Review and Development (PRD) meeting

In preparation for a PRD meeting the reviewee should complete a self-evaluation against the relevant GTC standards using the professional learning planning cycle or any of the other self-evaluation tools /wheels available.

SELF Evaluation Wheels



- Consider each point on the wheel in turn
- Think about where you might gauge yourself on the wheel: 0 = really not confident/lots of areas to develop or work on; 10 = feel very confident/accomplished in this area. Think about 'why' you place yourself on that point
- Looking at areas you have identified, what should/could be your next steps to help take PU forward?



The PRD meeting

PRD meeting should take place annually and all staff can request a PRD meeting including supply teachers.

A time and place should be agreed in advance and the meeting should last approximately 45 to 60 minutes

Reviewees should share their CLPL record for the year beforehand. This may be on your MYPL professional learning or you may prefer to keep this electronically and should summarise the activities and outcomes.

Your Professional Update (PU) review takes place every 5 years. The year of your next review is on your GTCS profile and recorded through MYPL. It is your responsibility to ensure this is completed and to keep your profile up to date.

Reviewees should ensure they have requested association with the reviewer in MYPL.

Reviewers should ensure they are linked to the reviewees through MYPL

Agenda

The final agenda should be jointly agreed beforehand and should focus around the following:

- your professional learning priorities from the previous year and the impact they have had on your teaching
- the self-evaluation tool you used should be brought along to the meeting to share with the reviewer identifying the 3 key areas that stand out (including strengths) This can be shared beforehand
- your professional learning priorities for the coming year. Activities that would assist in meeting these, any help needed and if they link to the school improvement plan
- your work life balance may be discussed
- your long-term career development over the next few years (discussion optional)

Discussion

The reviewer should open the discussion following the agenda. The discussion should allow sufficient time to discuss and explore the issues in depth. The reviewee should take notes as they are expected to prepare a Professional Learning Plan (PLP) following the meeting.

It is an opportunity for the reviewee to identify strengths and next steps in professional learning. The discussion should be clear that the outcomes will lead to improvements which will benefit the reviewee and have an impact on learning and teaching. They may be linked to the school improvement plan but this is not essential.

The outcomes should describe the anticipated new learning. This learning may build on prior learning or the acquisition of new learning. These outcomes should be achievable within the year. Three is a reasonable number to identify.

Professional Learning Plan (PLP)

By the end of the meeting the reviewee should be clear about the following and create a PLP

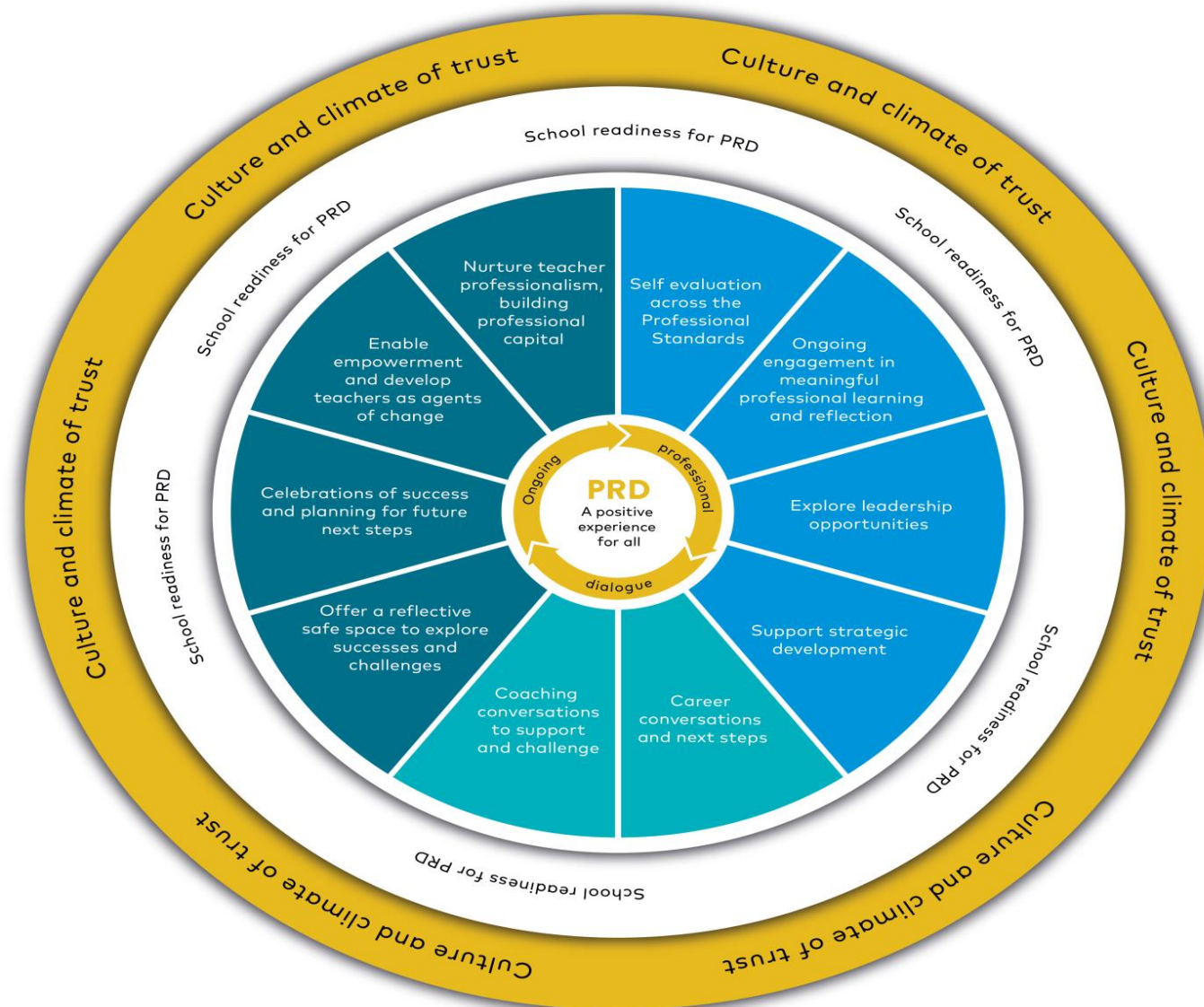
- what the development outcomes/targets are (max3)
- what development activities can help achieve these (for example courses, shadowing, observations, professional reading/research, mentoring, working groups, partnerships)
- how to access any support
- if they link to the school improvement plan (whole school PL)
- how they may impact on classroom and learners

The Professional Learning Plan should be shared with the reviewer and signed off then uploaded to MYPL. It should also be shared with the line manager if they were not the reviewer.

All documentation can be uploaded onto MYPL under Professional Review and Development and development targets under Areas for Development.

Professional Review and Development (PRD)

Ten key Features of PRD



The Reviewer

The reviewer should adopt a coaching approach to supporting the reviewee during their PRD meeting to ensure that the reviewee has ownership of their reflections and next steps for their professional learning. The reviewer should use coaching questions and techniques to establish the next steps in professional learning for the reviewee that have a focus on improving outcomes for children and young people. [Coaching](#)

Professional Update Year

Engagement in professional learning is an ongoing process. Every 5 years teachers are required to confirm they have engaged in professional learning and the PRD process. After the PRD meeting on the update year the reviewee should submit their profile in MYPL for sign off to their reviewer. The reviewer should view the reviewees MYPL and sign it off for accreditation.

[GTCS Professional Update what do I need to know and do?](#)

‘An empowered system is one that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happen at all levels in an empowered system.’

Education Scotland, 2019

Useful Links and Documents

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Agenda for PRD meeting(example)

AGENDA

PRD meeting

Mrs Linemanager and Miss P one on 25 August 2020 9.10 am in HT office

1. Review of priorities from last year

numeracy-improve learning teaching and assessment

parental engagement working group

2. Self-evaluation discussion

Numeracy improvement -joined numeracy leaders

Parental engagement some positives this year

Self-evaluation wheel

3. Priorities for coming session

PL activities

Links to school improvement plan

Any help /advice needed

4. Work life balance -discussion on anxiety from using time in evenings and at weekends for planning

5. Career development making use of my numeracy leader experience

Professional Learning Plan from PRD meeting (example)

Reviewee _____ HT _____

Reviewer _____ MS P One Date 1.1.2020

Development Outcomes /targets	Development activities	Support	Link to school improvement plan	Suggested impact on learners	Comments
1. Improve numeracy pedagogy in school	Leading numeracy collegiate sessions and assist planning inset day. Continue to attend PKC Numeracy leaders. Ongoing professional reading and attendance at appropriate courses.	PKC Numeracy leaders central programme Education Scotland numeracy resources PKC SharePoint HT support.	Numeracy improvement is in this year's School Improvement plan.	Improvement in Numeracy of pupils	Already seen some improvement in my own class this year looking to roll out to the rest of the school.
2. Engagement in practitioner enquiry in order to evidence impact.	Attend course, professional reading on practitioner enquiry.	HT PKC and Education Scotland -- courses and professional reading. Webinars	No	As above.	
3. Manage my time and not take planning home at the weekend.	Time management course. Share workload planning with stage partner.	HT /Peers course	No	My own work life balance will be better. Less anxious.	

