

LNCT Agreement

Professional Learning Framework

Building Teacher Capacity through CLPL, PRD & PU

Rationale

This framework is designed to support school staff at all levels by identifying contexts that encourage professional learning and support developing leadership capacity. This is driven by the [GTCS Professional Standards](#) and [National Model for Professional Learning](#) promoted by Education Scotland.

The refreshed and restructured Professional Standards, effective from August 2021, now include a section called 'Being a teacher in Scotland' which highlights the professional values of social justice, trust and respect and integrity as being at the heart of what it means to be a teacher in Scotland. This roots the Professional Standards as a framework that supports what it means to become, to be and to grow as a teacher in Scotland. It is these standards which make useful connections between ongoing Professional Review and Development (PRD), Career-Long Professional Learning (CLPL) and Professional Update (PU) sign-off. Through actively engaging in self-evaluation across the standards and ongoing dialogue, teachers can become agents of change, develop an enquiring mindset, and take ownership of their learning journey.

The purpose of this resource is to support teachers and senior leaders within education when considering their PRD and PU. It also compliments Aberdeen's vision where all people prosper.

What is Professional Review and Development?

PRD provides teachers, throughout the year, with ongoing opportunities to reflect on their practice and personal learning, punctuated with a variety of professional learning conversations, supported by an annual review meeting between reviewee and reviewer. 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. Professional learning is central to the principles of the teaching profession.

When set within a culture of professional trust and positive relationships, where everyone has a shared understanding of its purpose, high-quality PRD empowers teachers, whether they are reviewers or reviewees, to be leaders 'of and for' learning.



Readiness for PRD – [Unlocking the Potential of Professional Review & Development](#)

It is essential that PRD is seen as an ongoing process rather than an annual event. Throughout the year, there should be opportunities for formal and informal, ongoing professional dialogue that will help teachers self-reflect, challenge their thinking and clarify actions to be taken.

Explicit connections between PRD, the Professional Standards, the school improvement planning cycle and collegiate activities should be clearly visible and transparent for all.

Reviewees and reviewers should have knowledge of, and access to, professional learning opportunities, which may support ongoing career development, either into leadership and management, or following routes within the current and new structures.

Within every professional dialogue or conversation, teachers must be mindful of issues of bias, unconscious or otherwise, and be willing to challenge their thinking, and that of colleagues to advance equality and prevent discrimination. Reviewees and reviewers must guard against limiting aspirations or showing favourable bias due to any pre-conceived ideas or contextual issues. This is particularly pertinent when discussing potential short and long-term career pathways.

PRD should be a positive and beneficial experience with both parties engaging in fair and mutually respectful professional dialogue. This can take place digitally, indoors where permitted at this time or outside, using a model of walk and talk to offer opportunities to expand beyond the school environment and consider the wellbeing of all involved. GTCS have provided a useful resource, '[PRD in 2021: an opportunity to be seized](#)', to support planning for PRD in 2021, responding to current changes within school guidance due to the pandemic.



What should the Reviewee do to prepare for PRD?

- In preparation for PRD conversations, and in conjunction with roles and responsibilities, the reviewee should reflect on where they see themselves in their career.
- Link to your reviewer through MyPL
- Secure an appropriate date and time for PRD annually and professional update every 5 years
- Take the time to prepare and have all the necessary information in advance
- Access professional learning opportunities through [EduSharepoint](#), [ACC Learning Academy](#), [ACC Learn](#) and other appropriate resources
- Professional Learning should be recorded within MyPL and this will provide a consistent approach for supporting professional dialogue. The purpose of recording your reflections of your professional learning experience and associated evidence of impact is not to prove what you have done but rather to help prompt you and support you in your discussions with your line manager and to inform your own development and future professional learning.
- Make ongoing links between PRD, professional learning and professional update



What should the Reviewer do to prepare for PRD?

Regardless of the pathway a teacher wishes to pursue, the reviewer should be able to support these aspirations and career conversations, or alternatively constructively challenge the reviewee's beliefs regarding any limiting of aspirations.

- Be trained in coaching approaches and use these approaches to support the PRD process
- Link to your reviewees through MyPL
- Agree a date and time for PRD to take place
- Take the time to prepare and have all the necessary information in advance
- Know where and how to access professional learning opportunities
- Have a good understanding of pathway options and where necessary make use of the [Opportunities Hub](#) and Appendices below to support career conversations
- Be familiar with the Professional Standards and promote professionalism
- Support effective engagement in PRD of all teaching colleagues including relief and part time staff and offer support and guidance to complete this within the appropriate timescale
- On a 5 yearly basis, confirm teachers' engagement with professional learning and sign off PU

Participating in and Leading Effective PR&D

Every teacher, regardless of their role, should access their annual entitlement to formal professional dialogue as part of their PRD. Reviewees, in a culture of empowerment, should lead this discussion, supported through a coaching approach facilitated by the reviewer, [see Appendix 1](#). This brings a clear structure and methodology to the conversation which helps centre on the teacher as learner, helping them to think critically about their own professional learning, development and impact on practice.

Self-evaluating against the Professional Standards, using [self-evaluation wheels](#) encourages reviewees to celebrate their successes and strengths and identify their next steps in professional learning.

A high-quality coaching conversation with a reviewer will support, challenge and encourage deep reflection on the impact of professional learning on the reviewee and wider community. If you require further training to support this process, please contact the [Building Capacity Team](#).

Who completes my PRD?

Reviewee	Teacher including relief and peripatetic	SLT including Faculty Head	HT	DO/ESO/QIO	QIM
Reviewer	SLT including Faculty Head	DHT/HT	QIO/QIM	QIM	CEO

Relief teachers who undertake infrequent supply or are not in the same school for more than 30 days, will be supported by the Building Capacity Team.

There may be other colleagues with high quality coaching experience who could also ably fulfil the role and should be offered the opportunity to do so. Sign off, however must be completed by the Reviewee's Line Manager.

Deferral of Professional Update

We recognise that there will be a number of circumstances which may make completion of the Professional Update process within the designated timescale difficult, including career breaks, extended illness, maternity/ paternity/ adoption leave, and occasional supply work, for which extensions to the five year sign-off period may be required.

If a registrant is unable to complete the process in the designated year, then they will have the opportunity to request a deferral. This deferral request should be made through [MyPL](#) by the Reviewee, for the reviewer to action and GTCS will be informed of the decision automatically. Deferrals for reasons other than those above will not normally be granted and this should be discussed in person with the reviewee at the earliest opportunity with appeals following the agreed local authority processes which can be found within the Managing Performance Policy on [PeopleAnytime](#).

Review of PRD Process

It is important that we seek the views of reviewees and reviewers to inform practice. The Building Capacity Team and QIM Team will ensure a review and quality improvement focus on an annual basis from a representative sample of schools. A 3 yearly cycle will take place where a request to complete a [short survey](#) will capture the experiences within our service, supporting plans to highlight good practice and support areas of development.

Year 1 – West (2020-2021)	Year 2 – Dee (2021-2022)	Year 3 – Don (2022-2023)
Bucksburn ASG Hazlehead ASG Northfield ASG	Lochside ASG Harlaw ASG Aberdeen Grammar ASG Cults ASG	Bridge of Don ASG Oldmachar ASG St Machar ASG Dyce ASG

What Professional Learning is available to me?

Within Aberdeen we aim to offer nurturing, relevant learning for all to develop a culture of high-quality practitioners and of distributed leadership within this. All professional learning opportunities are signposted to within [EduSharepoint](#) and can be found in the Building Capacity >Professional Learning page. Here you will find a variety of learning from within Aberdeen City and through wider networks such as the [Northern Alliance](#) and [Education Scotland's](#) Professional Learning & Leadership Directorate.

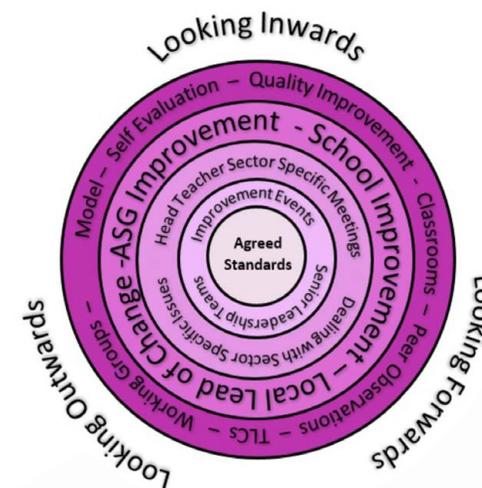
How do I know that it is the right Professional learning for me?

Within the Education Service we have identified the **ISEE Framework** to support practitioners in seeking the appropriately pitched professional learning for them. There is no ceiling on the learning undertaken at each level, however the below table may help support staff to identify what might be appropriate for them.

I - Informed	S - Skilled	E - Enhanced	E – Expert
All adults (including volunteers) working in education settings/schools and/or with children/young people in their day-to-day role	Staff working in an education setting / school who have frequent and direct contact with children / young people across a range of contexts with a variety of needs	Staff in or aspiring to a leadership / specialist role, which involves training, mentoring and/ or coaching others at Informed and Skilled tiers	Staff undertaking or aspiring to undertake specialist role with regards to personalised support and including learners. This will involve training, mentoring and/or coaching others at Informed, Skilled and Enhanced tiers and may involve strategic leadership

The [Building Capacity Team](#) are available to support practitioners to identify and signpost colleagues to the appropriate and available opportunities if there is difficulty accessing this from EduSharepoint or the embedded documents within. The Team are also available to support colleagues who are keen to share practice with others by working with schools or individuals to facilitate new and innovative professional learning opportunities.

To ensure a consistent educational offer and build an empowered system, Improvement events are offered to all Schools over a year. There will be an expectation that all staff use these opportunities to engage in identified, key themes. Learning and teaching will feature heavily at all events to ensure a common understanding supports the [Learning, Teaching & Assessment Standard for Aberdeen City](#). Where possible these events will be aligned with quality improvement events and offer support to schools and staff to continue to improve.



Coaching for Improvement

Coaching Questions

- Thinking about your achievements and professional learning over the last year, what have been your successes?
- How has your professional learning deepened your knowledge and developed your practice?
- What changes to your professional thinking and practice have you made over the last year?
- What has contributed to that?
- What impact, if any, has there been on:
 - yourself as a learner?
 - on your pupils/learners?
 - on your wider professional community?
- How do you know?
- What are your plans for the coming year in relation to the professional standards?
 - What professional learning might be undertaken to support this?
 - What impact do you hope this will have and how will you evidence this?
- How might you support the development of colleagues?
- What professional development with regards to leadership at all levels or career progression can I support you with?