



LNCT 06 – Professional Update (PU), Professional Review and Development (PRD) and Professional Learning (PL) for teachers

January 2020

1. INTRODUCTION

Inverclyde Council is committed to ‘Nurturing Inverclyde’ where we ‘Get it Right for Every Child, Citizen and Community’ through an embedded culture of effective partnership working.

Across the Council we develop and promote our self-evaluation skills in order to enhance existing good practice, and we will continuously develop and improve as an organisation. We will support and challenge staff to improve the quality of the services we provide.

2. AIMS OF THE POLICY

Our original policy, written in 2014, has been revised in light of the GTCS Professional Review and Development Guidelines, 2019, *Unlocking the Potential of Professional Review and Development*, which provide further support for teachers around PRD.

This policy will support teachers to maintain and improve their professionalism, enhancing the impact they have on pupils’ learning experiences.

PRD is part of an on-going process of support, empowering teachers to take responsibility for their professional learning. It is not simply an annual interview with their line manager.

This policy will develop a positive and consistent PRD process, based on teacher professionalism and a culture of trust and collegiality, which is valued by teachers.

3. NATIONAL CONTEXT

The national agreement *A Teaching Profession for the 21st Century* sets the contractual context for Professional Review and Development (PRD) which was not only established as an entitlement and duty for teachers but is key to teacher professionalism.

Inverclyde Council liaise with our Local Negotiating Committee for Teachers (LNCT) and the GTCS to validate and deliver our PRD/PU system.

4. PROFESSIONAL REVIEW and DEVELOPMENT

Supported by an annual review meeting, the PRD process provides teachers with ongoing opportunities to reflect on their thinking, practice and personal learning against the GTCS Professional Standards allowing them to best serve our children and young people.

Ongoing professional dialogue should take place across a wide range of settings:

inward – looking - ongoing discussion during school based collegiate activities, peer interactions and informal conversations

outward – looking - dialogue with colleagues and other agencies across various learning communities

forward – looking - planned and formal PRD meetings between reviewees and reviewers

Regardless of their role, teachers are entitled to a formal professional dialogue, led through a coaching approach by their reviewer. Teachers must be mindful of bias, unconscious or otherwise, be willing to challenge their thinking and have their thinking challenged.

Key Features of PRD

- Self-evaluation across the Professional Standards
- Ongoing engagement in meaningful professional learning and reflection
- Explore leadership opportunities
- Support strategic development
- Career conversations and next steps
- Coaching conversations to support and challenge
- Offer a reflective safe space to explore success and challenges
- Celebrations of success and planning for future next steps
- Enable empowerment and develop teachers as agents of change
- Nurture teacher professionalism, building professional capital

5. PROFESSIONAL UPDATE

The development of Professional Update is set in legislation – Public Sector Reform (GTC Order) 2011. The key focus is on maintaining and improving the quality of Scotland’s teacher workforce, enhancing the impact they have on pupils’ learning experiences.

PU is not separate from the PRD process. Professional Update focuses on a teacher’s professional development and should not be used to determine whether a teacher is, or has remained, competent. In instances where a teacher’s competence is in question, the GTCS’ Framework on Teacher Competence should be used.

Professional Update is a 2-part process:

Part 1 Teachers:

- have on-going engagement with professional learning which considers their own development needs
- Reflect against GTCS Standards
- Maintain continuous dialogue with a line manager as part of their entitlement to a supportive PRD system.

- Keep a record of professional learning and its impact, demonstrating an ongoing commitment to maintaining high professional standards

Part 2

- a 5-yearly sign-off by the teacher and line manager confirming the ongoing engagement with Part 1

6. PROFESSIONAL LEARNING

Professional learning is at the heart of Professional Update. Professional Update provides confirmation that teachers have maintained the high standards required in Scotland's educational establishments.

The Professional Learning Planning Cycle supports PRD discussion and schools should highlight the National Model of Professional Learning to provide teachers with a framework. For this, and for Inverclyde Council's Guide to Professional Learning see Appendix 1.

7. ROLES AND RESPONSIBILITIES

The Head of Education and Inclusion will:

- provide a PRD scheme which meets national criteria and supports teachers to complete the PU process
- Ensure effective communication across educational establishments about the PRD / PU policy and related support materials
- Provide opportunities for appropriate professional learning for teachers
- Ensure the ongoing quality assurance of the PRD process
- Ensure that appropriate training is delivered to reviewers and reviewees to ensure best possible outcomes for all
- Ensure equity of access to PRD for all GTCS registrants

Head Teachers and other Line Managers will:

- ensure that the PRD / PU policy is implemented consistently in their establishment/area
- ensure staff readiness for PRD
- encourage reviewees to celebrate their successes and strengths and identify their next steps

- arrange PRD meetings at appropriate times complying with the establishment's working time agreement
- ensure that the PRD process is linked to the GTCS' Professional Standards and the establishment Improvement Plan
- engage in mentoring and coaching training to support their role as Reviewer
- provide on-going support for professional learning opportunities
 - confirm teachers' professional learning every 5 years as part of the GTCS' Professional Update requirements
 - Ensure that supply staff working in their school are given equal opportunities for PRD meetings

All GTCS registrants will:

- undertake on-going engagement with professional learning and self-evaluation against GTCS Professional Standards
- engage in the PRD process on an annual basis
- meet their professional and contractual commitment to engage in 35 hours of additional professional learning over the school year
- keep a brief record of their professional learning and its impact
- comply with the requirements of the GTCS' Professional Update

8. THE PRD PROCESS – WHAT DOES IT LOOK LIKE?

There are no set guidelines on the time of year for formal PRD meetings. Personal circumstances and the reviewee's protected characteristics should be considered when arranging a PRD meeting.

PRD meetings will take place annually and each establishment will be responsible for identifying when these take place. Line managers will arrange PRD meetings.

Teachers should prepare for the professional dialogue that will take place at their PRD meeting. For example, consideration should be given to the impact of the previous year's professional learning on their professional practice and on learners (see appendix 2 and 3).

The PRD process should be built on personal reflection by the teacher. It should help to identify the professional learning requirements of each teacher, the steps they intend to take to meet those requirements, and the support they might reasonably expect to help them do so. This should include exploration of leadership opportunities and support aspirations and career conversations.

Managers (Reviewers) holding the PRD meetings should ensure that a coaching and mentoring approach is used within a climate of trust and collegiality. Reviewers will be given support through training, which will further develop the use of a coaching approach to PRD conversations and the use of self-evaluation wheels.

Following the PRD meeting, the teacher is responsible for drawing up their professional learning plan which should be shared with their line manager for agreement and sign off on Gateway.

Teachers will maintain a record, on Gateway, showing details of professional learning undertaken and the impact it has had on their practice. This record should be updated on an on - going basis, in the form of bullet points, throughout the school year. Teachers should only record examples that have a significant impact on learning and teaching or leadership as an aide memoire to stimulate conversation at PRD meetings. Recording 3 key areas of Professional Learning is sufficient.

The GTCS' Professional Update requires line managers to verify teachers' professional learning every 5 years. It is a teacher's responsibility to ensure that professional learning has been undertaken.

All GTCS registrants must take part in the PRD and PU process. Education Services has a responsibility to ensure that those teachers outwith a school setting have a nominated reviewer or are reviewed by the Education Officer with responsibility for PRD.

All teachers must be signed off by July 1st in their sign off year. Failure to do so could result in a teacher being removed from the GTCS register.

9. APPEALS AND DEFERRAL PROCEDURES

Where there is any dispute or disagreement concerning any aspect of the teacher PRD process, which cannot be resolved between the teacher and their reviewer, the matter should be referred to the reviewer's line manager. If the problem cannot be resolved at this level, the Council's normal grievance procedures should be followed.

In certain circumstances, the PRD / PU process may be deferred for an appropriate period in line with the GTCS Deferral Process. Those seeking deferral should take guidance from the GTCS website.

With PRD / PU, any aspect of the process can be subject to appeal. In the event of an appeal being lodged, line managers should seek advice from the GTCS.

10. APPENDICES/TEMPLATES

- 1 – Inverclyde Council’s Guide to Professional Learning
- 2 – Sample PRD meeting agenda
- 3 – Sample template for recording PRD meeting

Inverclyde Council's Guide to Professional Learning

"Long term and sustained improvement which has a real impact on the quality of children's learning will be better achieved through determined efforts to build the capacity of teachers themselves to take responsibility for their own professional development, building their pedagogical expertise, engaging with the need for change, undertaking well-thought through development and always evaluating impact in relation to improvement in the quality of children's learning. That is the message from successful education systems across the world."

Teaching Scotland's Future (Scottish Government, 2011)

What is professional learning?

Professional learning is what teachers engage in to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and up-to-date. We 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, 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.

Critical self-evaluation is an important part of the professional learning and PRD process. The GTC Scotland Professional Standards have been developed to 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 learning.

A Model of Professional Learning

The model of professional learning captures the core features and processes of professional learning.

The central focus is the teacher-as-learner, the deeply interconnected relationship between the teacher-as-learner and children and young people, and the impact of this relationship on the learning experience.

Professional learning should be:

- Challenging and lead to developing thinking, knowledge, skills and understanding [Learning that deepens knowledge and understanding.
- Underpinned by an enquiring stance and developing skills of enquiry and criticality [Learning by enquiring]

- Interactive, reflective and involve learning with and from others [learning-as-collaborative]
- Informed and supported by Professional Standards and other educational policy.

Leadership of and for learning is recognised as an essential factor to ensure professional learning is well planned, supported, promoted and sustained.

The Professional Learning Process

GTC Scotland have developed this visual and key questions to help you consider your professional learning process. The 'planning wheel' reflects the enquiry process and can be used alongside the model of professional learning to help you focus on the most appropriate and meaningful approach to your learning. Key elements in the professional learning process include:

- The initial planning of the professional learning
- How you plan to engage in your professional learning
- Considering the impact of your professional learning
- Understanding the evidence of impact of your learning
- Importance of engaging in professional dialogue about your learning

Examples of Professional Learning

From the information above, it is clear that professional learning can take many forms. Here are some examples of professional learning opportunities:

- 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
- Leading or engaging in practitioner enquiry/action research
- Critical analysis of reading, learning and impact on professional practice
- Learning about aspects of the curriculum or pedagogical practice
- Peer support e.g. coaching or mentoring
- Classroom visits/peer observation
- online learning/blogs
- Work shadowing
- Co-operative or team teaching
- Participation in collaborative activity e.g. teacher learning community, learning round
- Leading or participating in a working 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

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.

Evaluating the Impact of Professional Learning

Evaluation of the impact of professional learning is important in order to ensure it has been worthwhile and informs next steps. Evidence of impact can be gathered from a diverse range of sources including direct observation, information and data and people's views. It does not always have to be a written record of something. What is important is that whatever you use as evidence it 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
- Quantitative data
- Analysis of surveys taking account the views of children and young people, parents and colleagues
- Reflection on and analysis of lessons and/or discussions with learners
- Analysis of visual data, artefacts
- Analysed pupil interviews/ group discussion
- Analysed pupil talk (individual, group and pair)
- Analysed teacher talk (from audio and/ or video recording)

Sample Template for PRD Meeting Agenda

ANNUAL PRD MEETING

Insert Date

AGENDA

1 Successes and Achievements

- Identify your key achievements which may have impacted on the School Improvement Plan, or other local or national priorities
- Identify links to Professional Standards

2 Review of Previous Professional Learning

- Summary of your professional learning activities undertaken
- Review evidence of impact of your professional learning on pupils' learning experiences

3 Professional Standards

- Discuss outcome of your self-evaluation against the agreed Professional Standards

4 Plans for the Coming Year

- Agree professional learning activities to be undertaken by you considering School Improvement Plan priorities and possible career development
- Agree intended impact of your planned professional learning activities
- Identify elements of Professional Standards for you to focus on

5 AOCB

- **Date of Next PRD Meeting**

PROFESSIONAL REVIEW AND DEVELOPMENT

RECORD OF MEETING

Name				
Date		Professional Update year?	YES	NO
<p>Successes and achievements Identify your key achievements which may have impacted on school priorities, or other local or national priorities Identify links to Professional Standards</p>				
<p>Review of previous professional learning Summary of your professional learning activities undertaken, identifying impact on children and young people Think about: <i>How has your Professional Learning deepened your knowledge and developed your practice?</i> <i>What changes have you made in your practice this year?</i> <i>How do you know your Professional Learning has had a positive impact on learners?</i></p>				
<p>Professional standards Discuss the outcome of your self-evaluation against the agreed Professional Standards</p>				
<p>Plans for the coming year Agree professional learning activities to be undertaken by you, considering School Improvement Plan priorities of the schools where</p>				

<p>you normally work and possible career development. What will be the intended impact? How do your plans link to the Professional Standards?</p>	
<p>AOCB</p>	
<p>Date of next PRD meeting</p>	