



Professional Review and Development and Professional Update Guidance

Updated December 2025

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Section 1: Introduction and Aims

1.1 Introduction

Professional Review and Development (PRD) is a vital element of a teacher's professional learning with the potential to bring about significant improvements in the quality of the education of our children and young people. It is key to teacher professionalism.

The importance of PRD features prominently in GTCS', 'Unlocking the Potential of Professional Review and Development' (2019).

*'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.'*
(GTCS, 2019, p3)

[Document > Unlocking the Potential of Professional Review and Development](#)

This guidance details the PRD process for teaching staff in Argyll and Bute which takes account of the previous recommendations by Donaldson and McCormac, the views of teachers in Argyll and Bute and GTCS guidance to provide a process through which all of our teaching staff can undertake ongoing meaningful and valuable reflections, discussions and planning for professional learning.

Throughout this guidance the term "professional learning" (PL), is used to describe activities which contribute to a teacher's personal professional development and reflects the focus on teaching staff taking more ownership of their own individual learning. This guidance outlines the process for PRD for all teaching staff (except Provisionally Registered Teachers on the Teacher Induction Scheme) and also applies to members of the Education Management Team who are registered teachers.

1.2 The National Context for Professional Review and Development

Professional Review and Development (PRD) has been an important and formal feature of a teacher's working life since the early 1990s. In 2001, the national agreement *A Teaching Profession for the 21st Century* established it as an entitlement and duty for teachers. It is the main vehicle for teachers and their managers to identify teachers' professional development needs, and to plan how to address them through professional learning.

Since then, various national developments have reinforced the significance of PRD and taken it in new directions, the most recent being:

Advancing Professionalism in Teaching (The "McCormac Review", September 2011), which recommended that all teachers should be engaged in a revitalised process of Professional Review and Personal Development in a consistent way and on a national basis.

Teaching Scotland's Future (The "Donaldson Report", January 2011), which included recommendations on the nature and provision of Continuing Professional Development (CPD) throughout a teacher's career.

The Professional Update scheme introduced by GTC Scotland from 2014, which is based on a legislative requirement in the 2011 Public Services Reform Order that teachers be "re-accredited". The Professional Update scheme lays out principles for the PRD process and makes continuing engagement in PRD and CPD a requirement of every registered teacher in Scotland. In addition, the PRD scheme of every local authority will require validation by GTC Scotland. Our PRD scheme was originally validated in September 2014.

The National Model of Professional Learning - Establishments are encouraged to build knowledge and awareness of the varying approaches to professional learning by engaging with the model as a school community.

Unlocking the Potential of Professional Review and Development – Professional Review and Development Guidelines (GTCS, 2019) – 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.

1.3 Links with other statements and policies

This PRD Guidance for teaching staff is consistent with:

- Our vision of Working together to achieve the best for children, young people and their families.
- Council and Education's Service Plan - these will influence establishment improvement plans and teachers will agree tasks during PRD to contribute to achieving those plans
- GTC Scotland's requirements – the GTC's suite of professional standards (including current standards and, as of, 2.8.21, GTCS revised standards), establish the national occupational standards which teachers must achieve and which allow teachers to identify areas for individual professional development; the Professional Update scheme sets out the principles of PRD by which local authority schemes will be validated and makes continuous engagement in PRD and a requirement of registered teachers
- The revised national guidance from Education Scotland on Professional Review and Development
- The Equality Act 2010 - this sets out various legislative requirements which this guidance must meet
- The Education Scotland advice note on Professional Update and PRD, January 2014

1.4 Guidance Aims

The overall aim of this Professional Review and Development guidance is to ensure teaching staff are valued and appreciated, and that they are assisted and supported in maintaining and improving their professionalism through a programme of reflection, planning and professional learning. The purpose of such a programme is to improve the quality of the learning experience and the outcomes for the children and young people they teach and to reaffirm an entitlement for teachers which provides opportunities for them and their managers to pause and reflect on the teacher's skill, knowledge, and contribution to their school or service.

More specifically, the guidance is designed:

1. Inform reviewees and reviewers about the PRD and PU Process
2. Outline the roles and responsibilities of reviewees and reviewers
3. To encourage teaching staff to take broad and varied opportunities for professional learning
4. To ensure teaching staff record their Career-long, Professional Learning, self-evaluate against the suite of standards and have the opportunity to assess the impact on learners and their own professional practise

Section 2: The PRD and Professional Update Process

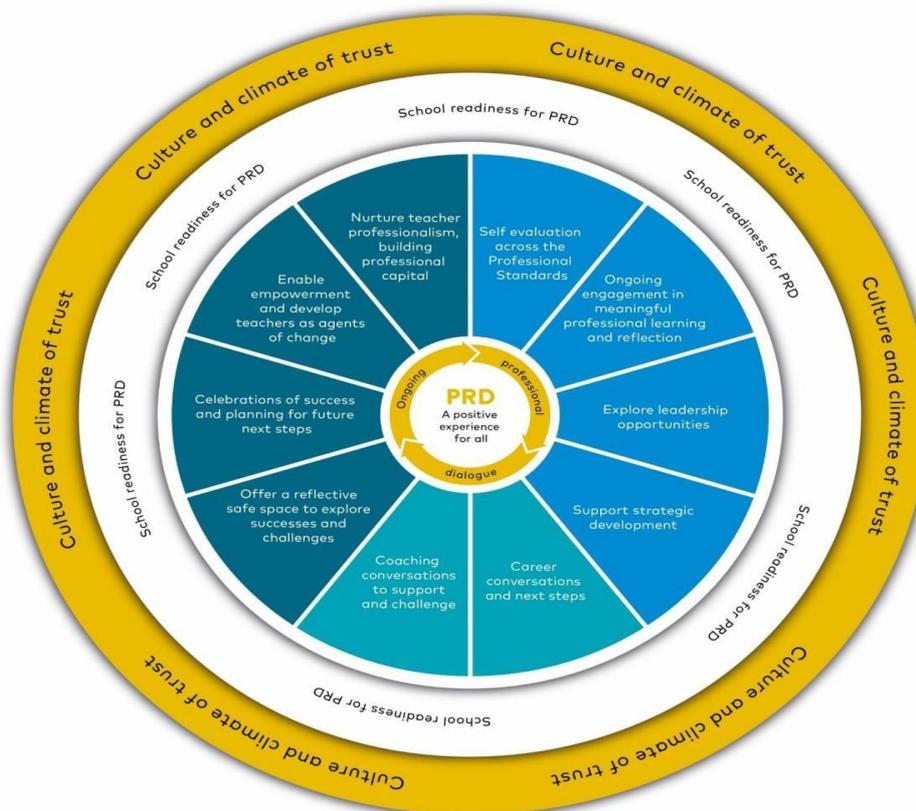
2.1 PRD and Professional Update –why is it important?

To be able to cope with change and keep our professional standards high, it's important that teaching staff have the opportunity to reflect, plan and engage in professional learning at all stages of their career. Taking part in a review scheme is one of the national duties of teachers agreed by the Local Negotiating Committee for Teachers (LNCT) which approved Argyll and Bute arrangements in 2020.

Teaching staff (other than short term supply teachers) have a contractual requirement to complete a maximum of 35 hours of Continuing Professional Development per annum (pro-rata for part time teachers). It is important that PRD is viewed as an entitlement for all teaching staff and should be a positive experience for all against a background of professional trust.

From August 2014, GTC Scotland Professional Update scheme requires all teachers to confirm ongoing engagement with PRD every 5 years as a condition of registration. This guidance follows recommendations made in *Unlocking the Potential of Professional Review and Development* (Guidelines from GTCS 2019)

The following model (GTCS, 2019) illustrates the components needed for a successful PRD approach:



2.2 Readiness for PRD



Time invested by schools to ensure their **readiness for PRD** will make certain they are best equipped to engage in high-quality PRD. We recommend that as part of working time agreements, there should be time set aside and prioritised for formal PRD conversations. Please note that formal PRD conversations can take place at any time of the year.

Opportunities should be taken to ensure all teaching staff (including supply staff and those on temporary contracts) should become familiar with their roles and responsibilities in their PRD process, with reviewee and reviewer pairings preferably agreed at an early point in the year. Throughout the year, there should be opportunities for formal and informal, ongoing professional dialogue that will help teaching staff 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.

It is essential that PRD is seen as an ongoing process rather than an annual event: readiness checks should be undertaken on an annual basis as best practice.

2.3 The PRD Process

PRD meetings will take place annually and there is an authority wide expectation that all teaching staff PRDs will be completed by the end of June.

If you require support with the PRD Process please contact Victoria Greenway (Lead Teacher – Leadership and Professional Learning) Victoria.greenway2@argyll-bute.gov.uk

An Outline of the PRD Process

1. At the time of year identified by the Head Teacher for PRD meetings, reviewees and reviewers will ensure that meetings have been scheduled. However, schools should accommodate supply teacher PRDs if they fall out with the school's normal PRD period.

2. In the weeks leading up to the meeting, reviewees will ensure they are prepared for the professional discussion considering the impact of the previous year's professional learning activities on learners and on their own professional practice. They can use the document [preparing for your PRD](#) meeting to support this preparation. They will also ensure their professional learning record in MyPL ([MyGTCS Login](#)) is up to date and they should self evaluate against the standards using at least one of the self evaluation tools provided. They will share the professional learning record on MyPL with the reviewer at least a week before the PRD meeting.

3. At the meeting, the reviewer will use a coaching and mentoring approach to discuss the professional learning record from the year just finished (which should be signed off at the meeting if agreed), and the professional learning plan for the year about to begin. Opportunities will be available for areas of development to come from (1) the previous year, (2) improvement plans, and (3) self-evaluation against GTC Scotland professional standards, but this does not imply that there needs to be development areas from each in the plan.

4. After the meeting, the professional learning priorities (Areas for Development) should be recorded by the reviewee on MyPL. The reviewee should also upload a copy of the PRD document to MyPL. The reviewer should arrange to update SEEMiS with the date of the PRD and a note of the Professional Learning requirements for the year.

5. Once the professional learning plan is agreed the reviewee should identify suitable professional learning activities, seeking support if necessary, from the school CLPL Coordinator or line manager. School CLPL co-ordinators will support staff in establishments to identify appropriate professional learning opportunities available including those at Local Authority, RIC and National level.

6. As the year progresses, there should be continuing professional dialogue between reviewee and reviewer, this may lead to agreed changes in the professional learning priorities. Also as the year continues, the reviewee will maintain their professional learning record on MyPL.

7. As the time for the next PRD meeting approaches, the reviewee will consider what impact the group of professional learning activities that contribute to each priority has had, self evaluating against the standards and complete the professional learning record on MyPL. This should be shared with the reviewer at least a week before the PRD meeting and should be used to plan for their PRD meeting. 11

8. Every 5 years, or as determined by GTC Scotland, a further signing off process for Professional Update will be required. It will be the reviewee's responsibility to ensure that this is completed and the reviewer's responsibility to validate the teacher's declaration (in the case of Head Teachers validation will be the responsibility of the centrally based manager).

Classification: OFFICIAL



Argyll and Bute PRD Process



1. Planning and Preparation

- Reviewer and reviewee to arrange a PRD meeting.
- Reviewee to complete the 'Preparing for your PRD Meeting' and use at least one of the self evaluation tools (Self Evaluation Tools document) to self evaluate against GTCS Standards
- Reviewee to share their Professional Learning entries on MyPL with reviewer to support the PRD discussion.

2. During the meeting

- Reviewer and reviewee to complete a record of the PRD Meeting
- Reviewee to discuss and agree a professional learning plan with the reviewer. The priorities should be linked to the GTCS Standards and the expected impact should be noted

3. After the PRD Meeting

- The reviewer should add the reviewee's professional learning requirements to SEEMiS
- The reviewee should add the professional learning priorities to the Areas for Development section in MyPL
- The reviewee should upload the completed PRD paperwork to the PRD section on MyPL

Ongoing throughout the year

- Continuing professional dialogue between reviewee and reviewer, this may lead to agreed changes in the professional learning priorities
 - The reviewee will maintain their professional learning record on MyPL throughout the year.

Professional Update

Every 5 years, or as determined by GTC Scotland, a further signing off process is required for Professional Update. It is the responsibility of the Teacher to ensure that this process is completed.

The Professional Update process is a requirement for registration with GTC Scotland and it is a key part to maintaining teacher professionalism. Full Registration is required to teach in schools and without this you would be in breach of your contract.

2.4 The Professional Update Process

The GTCS Professional Update policy can be found here: [Document > Professional Update policy](#)

All teaching staff and Line Managers should note that competence procedures are not part of the Professional Update process. The Argyll and Bute Competence Framework provides support and guidance to those involved in the performance management of teaching staff.

Should there be concerns about the sign-off process, if you need to discuss any potential issues regarding the sign-off process or if you are a reviewer and require support with the process please contact Victoria Greenway, Lead Teacher Leadership and Professional Learning. (Victoria.Greenway2@argyll-bute.gov.uk) Please note that Line Managers/Reviewers should discuss any potential issues regarding the Professional Update process with the teacher as early in the cycle as possible.

From August 2014, GTCS Professional Update applies to all registered teachers in Scotland and is a requirement for maintaining registration with the GTCS. On a 5 yearly basis, teachers will be asked to confirm that they have engaged in the PRD process, have been involved in ongoing professional learning and discussing its impact with their line manager. Line managers will also be asked to endorse the same statement. Once that is done, the GTCS is automatically notified. You will receive notification from the GTCS that your registration can continue.

All teaching staff should note the following:

- The Professional Update sign off process is the responsibility of the teacher
- The deadline for Professional Update is the 1st July of your Professional Update sign-off year
- Teaching staff can submit their Professional Update for sign-off at any point during their Professional Update sign-off year
- The Professional Update section on MyPL provides guidance about how to submit for sign-off

All teaching staff are required to:

- Make sure your contact and employment details are up to date using MyGTCS
- Maintain and update your Professional Learning Record
- Discuss and evaluate your learning with your reviewer through Professional Review and Development process
- Confirm your engagement

Deferrals

If you are unable to complete the Professional Update process within the designated timescale it may be possible to request a deferral. The request to defer your Professional Update year should be made to your Reviewer through MyGTCS. The Reviewer must inform the PRD and PU Lead Officer about the deferral request. Please note that deferrals will only be agreed for extenuating circumstances and will be granted for 1 year.

The Professional Update process is a requirement for registration with GTC Scotland and it is a key part to maintaining teacher professionalism. Full Registration is required to teach in schools and without this you would be in breach of your contract.

Bring forward PU Year

Teaching staff can request to bring forward their PU year at anytime and this can be actioned by your Line Manager through MyGTCS.

If you require support with the PU Process please contact Victoria Greenway (Lead Teacher – Leadership and Professional Learning) Victoria.greenway2@argyll-bute.gov.uk

Section 3: Key Features of the PRD and Professional Update Process

3.1 Ownership

Teaching staff take responsibility and ownership of their own PRD experience. Managers support and facilitate this experience as part of an ongoing process.

3.2 Approach

The ongoing PRD process is built on self-evaluation by the reviewee, ongoing professional dialogue with the reviewer and a coaching and mentoring approach taken by the reviewer.

Teaching staff will have their PRD facilitated on a yearly basis by their Head Teacher or a member of the Senior Leadership Team. Teaching staff should upload a copy of their PRD and details of their Professional Learning to MyGTCS. The facilitator of the PRD should ensure that training requirements are noted on SEEMiS.

Head Teachers will have their PRD facilitated on a yearly basis by their Education Manager. A PRD review with their locality Head of Education will take place during their year of Professional Update. The Education Manager / relevant Head of Service will add the PRD date and training requirements in the staff record section of SEEMiS.

3.3 Timing

Head Teachers and reviewers will identify at which time in the school session it is most appropriate to hold PRD meetings. In doing so, they should take account of other planning processes, other priorities within the establishment, the availability of staff, the availability of professional learning opportunities, and teacher workload. There is an authority wide expectation that all teaching staff PRDs will be completed by the end of June to support the need to meet the national requirement for PU sign-off. However, establishments should accommodate supply teacher PRDs if they fall out with the school's normal PRD period.

3.4 Respectful Professional Dialogue

The most important aspect of the PRD process and the meeting in particular is the quality of the ongoing professional dialogue and coaching conversations; this will be dependent on high quality preparation by both reviewee and reviewer. Within every professional dialogue teaching staff 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. In PRD conversations, both reviewees and reviewers must ensure equality of treatment and opportunities for all, including those with protected characteristics. Reviewees and reviewers must guard against limiting aspirations or showing favourable bias due to any pre-conceived ideas or contextual issues.

3.5 A Continuing Process

The PRD process continues across the year. The PRD meeting does not stand alone but concludes the previous year's PRD process and begins the next. As PRD is a continuing process, the reviewee and reviewer will need to engage in on-going professional dialogue throughout the year, for example to discuss professional learning opportunities which the teacher has identified, to discuss any

changes in areas for development due to altered priorities, or where a teacher has experienced difficulty accessing certain opportunities such as visiting other establishments.

3.6 Tackling bureaucracy

The recording system for the PRD process, while important, is secondary to the quality of engagement of the reviewee and reviewer. To make the recording system as straightforward as possible, to reduce workload, to provide an effective way of storing records, and to limit bureaucracy surrounding Professional Update, we recommend in Argyll and Bute that the GTCS MyPL is used. Staff are asked to record the main activities that have resulted in the biggest impact towards their own professional learning. Once the annual PRD is complete the date and training requirements must be added in the staff record section of SEEMiS.

3.7 Appropriate Manager

The manager who is to facilitate the PRD experience will normally be the person designated to manage the teacher on an on-going basis and who is familiar with the teacher's work. In exceptional circumstances, teaching staff may request that another manager facilitates the PRD process. To do so, the teacher would approach a more senior manager and present their reasons. This manager would reach a decision on the matter after due consultation and should inform the Lead Officer for PRD and Professional Update that there is a change of reviewer. If another manager is appointed to facilitate the teacher's PRD, it is essential that this manager knows the work of the teacher concerned and has at least the same level of post as the original manager. If the matter remains unresolved, the teacher may choose to initiate a grievance under the Council's Grievance Procedures.

Peripatetic Teaching Staff

Teaching staff who have a planned timetable across a number of establishments should negotiate with the Heads of those establishments to agree who will undertake their PRD. Peripatetic teaching staff not timetabled across schools should have their PRD undertaken by their line manager.

Supply Teaching Staff

Like all other teaching staff, supply teachers have an entitlement to access the PRD process. Around the time of year when their PRD meeting is due to be held (around 12 months from their previous PRD meeting), supply staff should request a PRD meeting in the school in which they have worked most. Head teachers will ensure supply teacher PRDs are facilitated. This is an important step in ensuring that the GTC Scotland requirement on all registered teachers to engage in continuing PRD is met. If supply teaching staff are unable to identify how to make a contribution to a specific school's improvement plan, they will identify the contribution they can make to the broader priorities of the service Improvement Plan, as well as self-evaluating against the appropriate GTC Scotland professional standard.

3.8 Parameters

The PRD process must be conducted within the following parameters:

- The workload involved should be in line with the LNCT and establishment working time agreements. Head Teachers are asked to ensure that time for PRD is protected, prioritised and built into the working time agreements for each establishment.
- Any tasks and professional learning arising from the PRD process should be consistent with the teacher's job description and/or career aspirations, and the relevant GTC Scotland professional standards.

3.9 Wide-Ranging Professional Learning

The Argyll and Bute CLPL catalogue provides a range of professional learning offers and this is shared regularly across the academic session. Supply and Peripatetic teaching staff will receive information about Professional Learning by email and they are also encouraged to contact the schools they are currently working in to discuss Professional Learning opportunities available as twilight sessions or during in-service days.

Professional learning can take many forms. Examples provided by GTC Scotland 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
- 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 activities related to achieving national professional standards for teachers
- Professional/ Academic conferences
- Self-evaluation and critical reflection processes

3.10 Non-engagement and Appeals in the PU and PRD Process

Appeals

The right of appeal will apply in 2 areas:

- Failure to agree the sign-off for a plan or record in the annual PRD process
- Failure to agree the sign off for the 5-yearly Professional Update process

Should a difficulty be encountered in either of the 2 areas above, the following procedure will be followed:

- (1) A further attempt to resolve the situation by discussion should be made by the reviewee and reviewer
- (2) If this fails, then the reviewee may approach a more senior manager and present their reasons for appealing. The more senior manager would discuss the matter separately with the reviewee and the reviewer, and may also meet with them jointly. The more senior manager will then reach a decision on the matter.
- (3) If following the decision of the senior manager the matter remains unresolved, the reviewee may choose to initiate a grievance under the Council's Grievance Procedures.

Non-engagement

Should any teaching staff wilfully fail to engage or not follow the correct process in either the PU or PRD process they will also follow the above procedure. If, by stage 3 there is no compliance by the teacher, the Head Teacher, as line manager, will initiate the Council's Disciplinary Procedures, as this act constitutes a breach of contract.

In the case of a supply teaching staff, wilful failure to engage in an element of the PU & PRD process, they could ultimately be informed that they will no longer remain of the Argyll and Bute Supply List. Argyll and Bute Council would also inform GTCS of this decision.

Section 4: Roles and Responsibilities

Argyll and Bute Council will:

- communicate the guidance, support materials and any changes to them to all teaching staff
- ensure that the guidance is linked to our strategic vision and to other major policies including the GTCS Professional Standards for Teachers.
- publish improvement priorities annually to enable schools and parts of the service to establish local improvement plans, allowing teaching staff to identify their contribution to the improvement plans through the PRD process
- provide professional learning opportunities based on national priorities, Argyll and Bute priorities, and teacher priorities, as informed by on-going evaluation of staff development and appropriate information from the PRD process
- monitor, evaluate and report on the effectiveness of the PRD guidance and the level of engagement with it
- ensure appropriate resources are in place to facilitate Career Long Professional Learning (CLPL)
- quality assure the PU and PRD process annually

Head Teachers and other relevant managers will:

- ensure that the PRD guidance is communicated effectively to all teaching staff in their team
- ensure the guidance is applied fairly and appropriately in their school or area of responsibility, identify trends in professional learning needs and take appropriate action to address them; for example, at school level, cluster level, through teacher learning communities or in collaboration with other schools and organisations
- ensure that details of professional learning opportunities at school and cluster level are shared
- ensure that the professional review and development process is integral to the normal life and management of the establishment
- ensure that the process is linked to the GTCS Professional Standards for teachers and to the establishment/team improvement plan.
- identify an appropriate promoted member of staff as the Professional Learning Coordinator to whom these responsibilities may be delegated.

All Education Managers, Head Teachers, Depute Heads, Principal teachers and Quality Improvement Team Members who manage staff will:

- ensure that the annual PRD meeting is arranged for each member of teaching staff or respond to a request to arrange it from a teacher
- arrange PRD meetings so as to comply with the establishment working time agreement
- facilitate the PRD meeting in an atmosphere of trust and collegiality using a coaching and mentoring approach which places the emphasis on the quality of the professional dialogue rather than on the recording requirements
- support staff constructively through the PRD meeting and provide challenge where appropriate

- ensure the PRD discussion allows for individual and personal professional learning based on GTC Scotland standards as well as learning needs related to improvement plans
- agree and sign off the professional learning plan and professional learning record created by the reviewee and validate the professional update requirements of GTC Scotland at the appropriate time. Ensure PRD dates are entered into SEEMiS
- maintain an awareness of the work of the staff for whom they are responsible through ongoing professional dialogue, monitoring and support
- provide continuing support for professional learning throughout the year by facilitating opportunities for staff in other classrooms, curricular areas, schools or organisations in order to meet identified needs

All teaching staff will:

- engage in the PRD process in line with the establishment working time agreement
- ensure that an annual PRD meeting has been arranged for them by their manager or request that one is arranged
- maintain their professional learning record throughout the year on MyPL by recording the main activities that have resulted in the biggest impact on their own professional learning.
- prepare for the annual PRD meeting by ensuring the details held in MyPL are accurate; complete their professional learning record on MyPL and share it with the reviewer at least a week before the PRD meeting; identify professional learning areas which: (1) are to be continued or developed from the previous year; (2) will enable them to contribute to any relevant improvement plans; (3) address individual professional needs arising from reflection against the appropriate GTC Scotland professional standards and assist in their contribution to the establishment improvement plan
- engage in professional dialogue at the PRD meeting and record on MyPL their agreed professional learning priorities. Within a week of the PRD meeting they will share this record with the reviewer
- identify, request and arrange professional learning opportunities in agreement with their reviewer as the year goes on, seeking assistance in doing so if required
- engage in 35 hours of additional professional learning over a school year which is undertaken out with the contractual 35-hour working week
- engage in the GTC Scotland Professional Update process in a 5-yearly cycle, or as determined by GTC Scotland.

More details of wider Roles and Responsibilities can be found at the GTCS website: [Professional Review and Development for local authorities, employers and school leaders](#)

Section 5 – Monitoring and Evaluation

As part of the arrangements for Quality Assurance, Area Managers will discuss with Head Teachers the implementation of the PRD process and monitor progress.

The processes associated with PRD and CLPL should be an integral part of the establishment self-evaluation process. The Education Manager will monitor the process as part of their on-going dialogue with establishments.

Data about Professional Learning priorities will be extracted termly from SEEMiS and the data will be used to inform the strategic planning of CLPL opportunities across the service.

A survey will be conducted on an annual basis gathering data on the implementation of the PRD process across the service.

The Education Manager – Performance and Improvement and Lead Teacher – Leadership have strategic responsibility for the monitoring and evaluation process and will follow the Quality Assurance Calendar below:

Section 6 PRD and PU Quality Assurance Calendar

Date	Activity	Person(s) Responsible
November	Annual Questionnaire to gauge quality of the PRD process -Head Teachers -Promoted Staff -Class Teachers (indicate supply)	Lead Teacher - Leadership Education Manager – Performance and Improvement
February/March (Bi-annually)	Bi-Annual Focus Groups to follow up on themes identified through the questionnaires -Head Teachers -Promoted Staff -Class Teachers (indicate supply)	Lead Teacher - Leadership Education Manager – Performance and Improvement
Ongoing	CLPL <ul style="list-style-type: none"> • PRD and PU Process • Coaching for PRD and PRD Process 	Lead Teacher – Leadership Central Team members
June	PRDs and Professional Update to be completed by the end of school session and uploaded to MyGTCS and SEEMiS Working Time Agreement check – ensure coverage of protected time	Teaching Staff and Line Managers Education Managers

Section 7 Appendices

7.1 Preparing for your PRD Meeting

Name	
Post	
Date	

1. Update your professional learning record on MyPL and ensure you have evidence that supports your learning.
2. Think about the past year in general terms
 - What do you think has gone well in the last 12 months?
 - What do you feel has been challenging in the last 12 months?

Consider the professional learning priorities that you agreed last year in your PRD meeting

- If you were unable to complete some of them, do you need to carry them over into next year's plan?
- Did you amend/change any of these priorities as a result of ongoing professional dialogue with your reviewer?
- If you did complete them, are there any that you would like to develop further?

3. Reflect on your individual values, knowledge and understanding and skills and abilities against the appropriate GTCS Professional Standard(s). You may wish to use one of the self-evaluation tools provided for this.

- What possible areas for development have you selected from your self-evaluation against the Standards?

4. Think about any relevant improvement plans (stage, department, faculty, school, authority) and the contribution you might make to them

5. By this stage you may have several possible professional learning priorities as a result of reflecting on areas from last year, GTCS professional Standards and improvement plans. Please note your Professional Learning priorities below:

7.2 Types of Professional Learning

Academic study – for example, for the Standard for Headship, for diplomas or certificates, by professional reading, by doing action research, by taking online training, for Masters level study or a further degree, by applying for GTC Scotland Professional Recognition or Registration, or by other means;

Leadership opportunity – for example in relation to the curriculum, management, pupils, mentoring or supporting other staff, delivering staff development, with parents or carers, with the local community, or in other areas;

Collaborative learning – for example visits to other classrooms or schools or organisations, work shadowing, joining a group or committee, work for other professional bodies or agencies, a placement in business, an exchange visit, a secondment, or some other kind of learning from others;

Attending professional learning events – for example a course, workshop, conference, seminar or similar

Practitioner enquiry – working individually and collectively to investigate, question, consider and plan for change and development

Possible Learning Activities

- Activity relating to GTCS standards
- Self-evaluation and reflection to prepare for PRD
- Subject based activities including involvement with professional bodies and associations
- Attendance at in-service
- Membership of committees/working groups
- Developing local/national policies
- Visits to and from colleagues in other schools
- Cooperative teaching
- Lesson observation and analysis
- Secondments
- Professional reading and research
- Mentoring/supporting colleagues
- Curriculum planning/development
- Management and Leadership opportunities
- Working as part of an inter-agency team
- Working with parents/carers

Appendix 7.3 -Suggested Agenda for PRD Meetings 1

[School Name / Badge]
Annual PRD Review Meeting

Reviewee's Name:

Reviewer's Name:

Venue:

Date:

Time:

1. Review of previous professional learning

- Summarise professional learning activities undertaken

- Review evidence of impact of professional learning on pupils' learning

2. Other successes and achievements

- Identify and record other key achievements of the

3. Links to Professional Standards

- Identify elements of Professional Standards which have been addressed through professional learning and other achievements

4. Plans for the coming year

- Identify elements of Professional Standards to focus on

- Agree professional priorities activities to be undertaken

- Identify professional learning requirements

6. Agree support required to carry out professional learning activities

7. Agree intended impact of planned activities on pupils' learning

7.4 - Suggested Agenda for PRD Meetings 2

School Name / badge
Annual PRD Review Meeting

Reviewee's Name:

Reviewer's Name:

Venue:

Date:

Time:

1. **Reviewing the journey (evaluation & Impact)**

2. **Identifying barriers and opportunities (Pressures and Interests)**

3. **Deciding the path (Matching and Mapping)**

4. **Agreeing the steps (Equipping and Motivating)**

7.5 Advice on Evidence

When gathering evidence it is useful to consider two aspects of the impact of professional learning: how effectively we have used our new knowledge and skills; what impact our learning has on the educational experience of our children and young people.

This list, which is not intended to be prescriptive or exhaustive, gives a broad base of sources of evidence including direct observation, information and data and people's views. **Selecting one or two relevant sources from each of the sections** can help to generate good quality evidence to analyse impact and plan next steps.

Direct observation	Written material	Quantitative data	People's views
Record and reflect on your own lessons	Children and young people's work (analysing before and after planned professional learning)	Data collected nationally or locally	Discussions with children and young people
Observe lessons	Reports to parents and carers	Children and young people's progress in meeting targets	Individual interviews with parents
Shadow an individual child, young person or a class	Children and young people's profiles or learning plans	Children and young people's progress from prior levels of attainment	Individual interviews with members of staff
Exchange classes/carry out peer observations	Teachers' plans, diaries or records of work	Value added measures of performance	Pupil/student Council discussion
Work alongside other teachers	Programmes of study	Examination results	Parent Council discussion
Using research based tools and strategies to evaluate the quality of learning in action, such as the 'Leuven Scale of Active Engagement' - see attachment below	Progress reports	Children and young people's attendance, exclusion rates and leavers' destinations	Questionnaires, surveys, written responses and comments
	Course materials		Team meetings
	Policy and guidelines		
	Minutes of meetings		

7.6 Coaching and Mentoring

Guidance and Advice: <https://www.gtcs.org.uk/professional-update/coaching-andmentoring.aspx>

A Coaching / Mentoring Approach to Teachers' Professional Review

A mentoring and coaching approach has become the cornerstone of a range of new approaches to teaching and learning and to the way schools are led and managed.

In the specific context of teacher's professional review and development (PRD), it is widely recognised that a coaching approach is best suited to productive PRD meetings between line managers and their staff. *Teaching Scotland's Future* endorses the approach:

“Mentoring and coaching skills enable much more effective dialogue and learning to take place within groups of teachers and with stakeholders and partners”

Coaching and Mentoring Defined

A non-directive coaching approach works from the basis that the person seeking help and support holds the answers, whereas mentoring often involves working with a more experienced colleague and gaining from their knowledge and experience.

The terms coaching and mentoring describe a continuous two-way process through which the person in the role of coach, or mentor, uses questions, discussion and guided activity to help the person being coached, or mentored, to solve problems, address issues or do tasks to a higher standard than would otherwise be the case.

The aim of the process is to improve performance in “getting the job done” and, with no extra effort, making a direct contribution to the person's learning and development.

Coaching and mentoring are separate activities but the key principles are similar. Common elements, in an educational context, include:

- a learning conversation
- reflection and sharing
- agreed outcomes
- focus on learning and teaching
- mutual benefit
- confidential

Benefits of Coaching/Mentoring

Hook et al. (2006)⁴ describe the benefits for teachers as:

- thinking more clearly about things;
- feeling valued and listened to;
- recognising and appreciating their skills and resources;
- increasing their range of options;
- clarifying how they'd like things to be as they get even better;
- understanding what they need to do to get there;
- becoming more creative and optimistic;
- feeling more positive and confident about change.

If used effectively, there is abundant evidence that coaching empowers individuals, builds teams, enhances collegiality and improves morale across the team or establishment. As a result of feeling more in control individuals are more likely to accept responsibility both for their own learning and behaviour and for the aims of the organisation (in this context the school) as a whole.

Climate for Effective Coaching

An absolute prerequisite for effective coaching is a climate of trust. Schools where effective coaching takes place tend to be schools where morale is high, management / staff relationships are good, a climate of openness pervades and people at all levels feel valued.

Sheppard/Moscow (2007) state that a positive coaching climate requires you (the coach) to:

- believe in the client's potential
- accept mistakes as long as the client is learning
- be open to feedback
- regard this as an opportunity to learn yourself
- acknowledge the importance of feelings as well as facts in the workplace
- give support and encouragement

The foundation for this process is the quality of the relationship between the coach and the person being coached. This is why it is not enough for a coach to possess the required skills and techniques. The person being coached needs to know from their behaviour, attitude and consistency that the coach is a person to be trusted.

Coaching Training

Coaching is an effective tool to support Professional Learning. Coaching training is available through the Argyll and Bute CLPL catalogue and Education Scotland also provide a national open access resource – Coaching in Education [Coaching in Education | Programmes | Professional learning programmes, webinars and events | Professional Learning | Education Scotland](#).