

**Shetland
Islands
Council**



**Children's
Services**

**Operational
Guidelines for
the Professional
Review and
Development of
Teaching Staff**

DRAFT June 2014

Operational Guidelines for the Professional Review and Development (PRD) of Teaching Staff

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Appendix 8.1 Handbook for Teachers and Managers on Professional Review and Development (PRD) and Professional Update (PU)

1 INTRODUCTION AND RATIONALE

- 1.1 Continuing professional learning is fully recognised as an essential element within Children's Services to ensure outstanding outcomes for all. It enables the continuing development of knowledge and skills for all staff at all stages in their career.
- 1.2 The SNCT Handbook states that 'every teacher will agree an annual CPD plan with his/her immediate manager and every teacher will be required to maintain an individual CPD record'. In addition, teachers have a contractual requirement to complete a maximum of 35 hours of Continuing Professional Development (CPD) per annum. Teachers on part-time contracts will complete CPD per annum on a pro rata basis, in accordance with the pro rata contractual arrangements that apply to the working week.
- 1.3 '*Teaching Scotland's Future*' (Graham Donaldson, 2011) included specific recommendations on the provision of CPD linked to Professional Review and Development (PRD) as a continuous process throughout the career of a teacher.
- 1.4 Advancing Professionalism in Teaching (The McCormac Review, Sept 2011) recommended that all teachers should be engaged in a revitalised process of PRD in a consistent way and on a national basis.
- 1.5 Following the 2011 Public Services Reform Order, requiring that teachers be re-accredited on a regular basis, the General Teaching Council for Scotland (GTCS) has introduced the Professional Update Scheme which begins in August 2014. The Professional Update scheme requires that teachers update their details on the GTCS register and lays out principles for the PRD process. It makes continuing engagement in PRD and Professional Learning a requirement of every registered teacher in Scotland with a 5 yearly signing off process to confirm this engagement with GTCS. In accordance with this Education Scotland has published revised national guidance on PRD. In addition, the PRD scheme of every local authority will require validation by GTCS every 5 years.
- 1.6 Professional Update is based on effective, consistent PRD and high quality professional learning which will enhance teacher's skills and knowledge with the potential to bring about significant improvements to the education of young people in a rapidly changing society.
- 1.7 The term 'professional learning' is being widely used at a national level in place of 'Continuing Professional Development' to describe activities which contribute to a teacher's personal professional development. This term reflects the shift towards teachers taking increased ownership of their own individual learning. The term 'Professional learning' will be used throughout this document.
- 1.8 Shetland Islands Council, Children's Services, believes that these guidelines for PRD will facilitate a fair, transparent and consistent approach to managing PRD planning and should apply to all teachers, including all centrally employed teachers, flexible route probationers, supply and peripatetic teachers, with the exception of probationers on the Induction Scheme.

1.9 It links to the following National legislation and SIC policies:

Employment Rights Act 1996 as amended;
Employment Rights Act 2004;
Employment Rights Dispute Resolution Act 1998;
Employment Relations Act 1999;
Data Protection Act 1998 as amended;
Human Rights Act 1998;
Equality Act 2010

Training & Development Policy;
Capability Policy;
Equality & Diversity Policy;
Code of Conduct for Employees;
Career Grading Policy;
Recruitment & Selection Policy (probationary periods);
Redeployment Policy (probationary periods);
Mental Health & Wellbeing Policy;
Employee Review & Development Policy (operational date 1 April '13).

2 AIMS

2.1 These operational guidelines endorse the following aims for all teachers in order to ensure a positive impact on teaching and learning:

- enhancing continued professionalism,
- sustainable career long professional learning,
- supporting evidence based self-evaluation and ongoing reflection,
- building capacity within schools and the local authority,
- engaging in PRD and professional learning as part of the GTC Scotland Professional Update process.

3 PRINCIPLES

3.1 Professional review and development will have a significant outcome on teachers and a positive impact on pupil learning if the following principles apply:

- PRD is an ongoing, supportive and challenging process which allows teachers to identify existing needs and explore ways of updating their knowledge and skills in order to maintain the high standards required of teachers in Scotland's educational establishments;
- teachers take responsibility for their own development as life-long learners;
- the process is founded on, robust, evidence-based self-evaluation and ongoing personal reflection against the relevant GTCS professional standard(s);
- teachers balance individual and personal development priorities with those relating to the appropriate professional standard and the school improvement plan/service plan;
- by fully engaging in the ongoing PRD process, including associated professional learning, all teachers will be fulfilling the requirements of Professional Update.

4 Key Features of the Process

“Professional dialogue within PRD is most effective when it is both supportive and challenging and signals practical steps towards improved practice. It can help to stimulate and sustain the development of individual teachers as well as helping them to manage the demands of the dynamic contexts in which they work.” (Donaldson, 2011)

4.1 Application of the following key features should ensure that the PRD process is a high quality and meaningful experience where staff feel valued:

PRD as an Ongoing Process:

- the PRD process continues across the year,
- the arrangements are simple, effective, understood by all parties and not constrained by bureaucracy,
- the PRD meeting does not stand alone but concludes the previous year’s PRD process and begins the next,
- teachers and line managers must engage in ongoing professional dialogue throughout the year which includes the opportunity to discuss professional learning opportunities or needs.

Teacher Ownership:

- teachers take responsibility and ownership of their own PRD experience ensuring professional learning is broad based. Managers support and facilitate the experience.

Self Evaluation/Reflection:

- ongoing reflection and collegiate working practices are encouraged and supported,
- the relevant GTCS professional standard(s) are embedded into self-evaluation.

Identified Needs/Professional Learning Priorities:

- professional learning activities are effectively evaluated in relation to individual practice, impact on colleagues and the impact on young people’s learning and progress,
- teachers existing professional expertise is built on and developed throughout each stage of their career,
- the professionalism and commitment of all teachers is recognised and acknowledged.

Examples of appropriate professional learning are provided in Appendix 8.1b. This is not intended to be an exhaustive list, rather some examples to help stimulate dialogue when considering appropriate professional learning.

All Teachers have access to the PRD Process:

- it is a requirement that all GTCS registered teachers engage in PRD and maintain their GTCS registration through Professional Update,
- supply teachers, peripatetic staff, Head Teachers and central staff will have access to the PRD process including an annual PRD review meeting and access to Professional Learning.

Recording System:

- the recording system for the PRD process, while important, is secondary to the quality of engagement of the teacher and manager,
- the recording system will be straightforward, meaningful, minimise workload, and consistent for all teachers therefore an online recording system will be used.

Competency:

- professional update is a completely separate process from that of competency or fitness to teach as defined by GTCS; information gained from the PRD process will not be used for these purposes

PRD Handbook:

- further details of the PRD process are explained in the handbook (Appendix 8.1) and it is expected that all teachers and managers will follow the advice provided in the handbook.

Deferral Process:

It is recognised that there will be a number of circumstances which may make completion of the Professional Update process within the designated timescale difficult. The right to defer may apply in the following circumstances:

- career breaks,
- extended illness,
- maternity/paternity/adoption leave,
- occasional supply work.

Under these circumstances extensions to the 5 year sign-off period may be required. If a teacher is unable to complete the process in the designated year the following steps should be followed:

- the teacher should complete a deferral request form (App 8.1d) and submit this with any accompanying evidence to their line manager;
- the line manager will consider all the relevant facts relating to the deferral, come to a decision and notify the employee of the outcome. If the deferral is granted the signed form will be submitted to Children's Services;
- The local Authority has a duty to inform GTCS using the GTCS deferral form;
- If the deferral request is unsuccessful, the teacher will be given the option to complete the Professional Update sign off process or have their details removed from the GTC Scotland register of teachers;
- Existing employers' grievance procedures should be implemented if an individual teacher disagrees with a decision regarding Professional Update deferral.

Deferrals will normally be granted for a period of one year. Please refer to the Handbook for further information.

Appeals Process:

The right to appeal will apply in 2 areas:

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

Experience with the PRD process suggests that such appeals will arise only in very exceptional circumstances. Should a difficulty be encountered in either of the two areas above, the following steps should be followed:

- the teacher appealing should approach a senior manager in the establishment or central service, and set out in writing the reasons for appealing,
- once the senior manager has considered all the relevant facts relating to the appeal, the senior manager will arrange to meet with the line manager and the teacher (separately and/or together) to discuss the matter, following which the senior manager will come to a decision,

- following the decision of the senior manager, appropriate action will be taken, e.g. a further review meeting, amendment to the plan,
- if, following the decision of the senior manager, the matter remains unresolved, the teacher may choose to initiate a grievance under the Council's Grievance Procedures for Teachers.

5 ROLES AND RESPONSIBILITIES

5.1 The Executive Manager, Quality Improvement, has a responsibility to:

- ensure that suitable policies and support materials are in place which reflect national guidance and local priorities (including GTCS Professional Standards, Education Scotland PRD Guidance, the Children's Services Service Plan and Children's Services Quality Assurance Policy);
- communicate the policy, support materials and any changes to them, to all teachers;
- ensure the provision of professional learning opportunities based on teacher, school, service and national priorities, as informed by ongoing evaluation of staff development and appropriate information from the PRD process;
- ensure ongoing evaluation, monitoring and reporting on the effectiveness of the PRD process and the level of engagement;
- ensure that the PRD process meets GTCS requirements for Professional Update.

5.2 Head Teachers and other relevant managers and Quality Improvement Officers will promote a culture of professional learning linked explicitly to improved outcomes for children and young people by:

- promoting ongoing professional learning for all teaching staff to ensure that all teachers are involved in the PRD process leading to Professional Update;
- integrating the PRD process in a consistent and fair way as part of the normal life and management of the school/establishment;
- ensuring that the process is linked to the GTCS Professional Standards for teachers and to the school improvement plan/service plan;
- identifying trends in professional learning needs and taking appropriate action to address them at, for example, individual school level, cluster group level, or through the authority's Training and Development Officer.

5.3 Promoted Teachers (including Head Teachers and other managers and Quality Improvement Officers) with staff management responsibilities, have a responsibility to:

- ensure that the annual PRD meeting is arranged for each teacher, 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 using coaching and mentoring approaches which places the emphasis on the quality of the professional dialogue;
- ensure that the meetings take place in an atmosphere of trust and collegiality;
- ensure that staff are supported constructively during the PRD discussion, providing challenge where appropriate;

- ensure that the PRD discussion allows for individual and personal development priorities based on the appropriate GTCS Professional Standards and on the school and, where appropriate, Children’s Services service plan;
- agree and sign off the professional learning plan, and validate the GTCS Professional Update requirements at the appropriate time;
- To provide continuing support for Professional Learning in order to meet identified needs.

5.4 All GTCS registered teachers are responsible for the following in order to engage in Professional Update:

- ensure that an annual PRD meeting has been arranged for them by their manager or request that one is arranged in line with the establishment working time agreement;
- prepare for the annual PRD meeting by completing their professional learning plan and identifying professional learning areas which:
 - are to be continued or developed from the previous year depending on evidence of impact,
 - will enable them to contribute to any relevant improvement/service plans,
 - address individual professional needs arising from self-evaluation against the appropriate GTCS professional standards.
- engage in professional dialogue at the PRD meeting;
- construct their professional learning plan based on the PRD meeting and have this agreed and signed off by their manager;
- identify, request and arrange professional learning opportunities in agreement with their manager as the year goes on, and seek their manager’s 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-hours working week;
- maintain and complete their professional learning plan including evidence of impact as the year continues and have this agreed and signed off by their manager at the next PRD meeting;
- ensure that their contact details with GTCS are up to date;
- undertake the 5-yearly Professional Update sign off process.

5.5 Centrally based staff who are registered teachers.

If centrally based staff wish to continue to be registered teachers, they should request to use these PRD procedures for teachers alongside of the Council’s Employee Review and Development Policy (ERD), where appropriate. In order to achieve the five-yearly update, staff need to demonstrate that they have linked their self-evaluation and professional learning plan to the appropriate standards in the GTCS suite of Professional Standards. Examples of these staff may include the Quality Improvement Manager and Officers, Education Support Officers, and Educational Psychologists.

The SIC current ERD Policy recognises this, and says, at 1.6 of the policy:

“It is acknowledged that many Council employees are required to work within codes of practice governing their work area and specific performance management processes have been developed to support employees in this regard.....This policy seeks to complement these schemes”.

5.6 Supply Teachers:

Shetland Islands Council will undertake to communicate training opportunities to all supply teachers on their list. They may join such activities free of charge. They may be able to join school-based activities at the discretion of Head Teachers. It will remain the responsibility of each supply teacher to keep records of their professional learning and to self-evaluate using the standards.

It is the responsibility of each supply teacher to request a PRD meeting with a suitable reviewer. Normally this will be at a school where they have provided regular supply cover for the previous year. At the five-yearly declaration, then the current reviewer should be asked to provide confirmation. Should any supply teacher have difficulties, they should contact central Children's Services.

5.7 Temporary Teachers

It is the responsibility of each teacher employed on a temporary basis to request a PRD meeting with a suitable reviewer. Normally this will be at a school where they have worked most as a temporary teacher during the previous year. At the five-yearly declaration, then the current reviewer should be asked to provide confirmation. Should any temporary teacher have difficulties, they should contact central Children's Services.

6 OUTLINE OF THE PROCESS FOR PROFESSIONAL REVIEW AND DEVELOPMENT

6.1 Timing

At a time of year identified by Head Teachers (or other relevant managers) for PRD meetings, teachers and managers will ensure that meetings have been scheduled. However, schools should also accommodate temporary/supply teacher PRDs, this may have to fall out with the school's normal PRD period depending on working patterns.

6.2 Before the PRD meeting

In preparation for the PRD meeting, teachers will reflect on the impact of the previous years' professional learning activities. This will include impact on self, on colleagues and on young people's learning and progress. Teachers will also undertake self-evaluation against appropriate GTCS professional standards.

6.3 At the PRD Meeting

The manager will use a coaching and mentoring approach to discuss the professional learning plan from the previous year (which should be signed off and agreed) and the plan for the year ahead. The professional learning plan should take into account any actions still needed from the previous year, the school improvement plan/service plan and the teacher's own self-evaluation.

6.4 After the PRD meeting

The professional learning plan should be written up by the teacher within a week of the meeting and submitted to the manager for signing off. In some cases, it may be necessary to have further discussion before this is agreed. The signing off by the manager allows the teacher to go ahead with the new plan. The teacher will update the professional learning plan as required.

There will be continuing professional dialogue between the teacher and manager, for example when the teacher identifies professional learning opportunities, when there are cover or budget implications, if priorities change, or if the teacher needs assistance in securing development opportunities.

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 with GTCS. It will be the teacher's responsibility to ensure that the sign off process for Professional Update is completed and the manager's responsibility to validate the teacher's declaration.

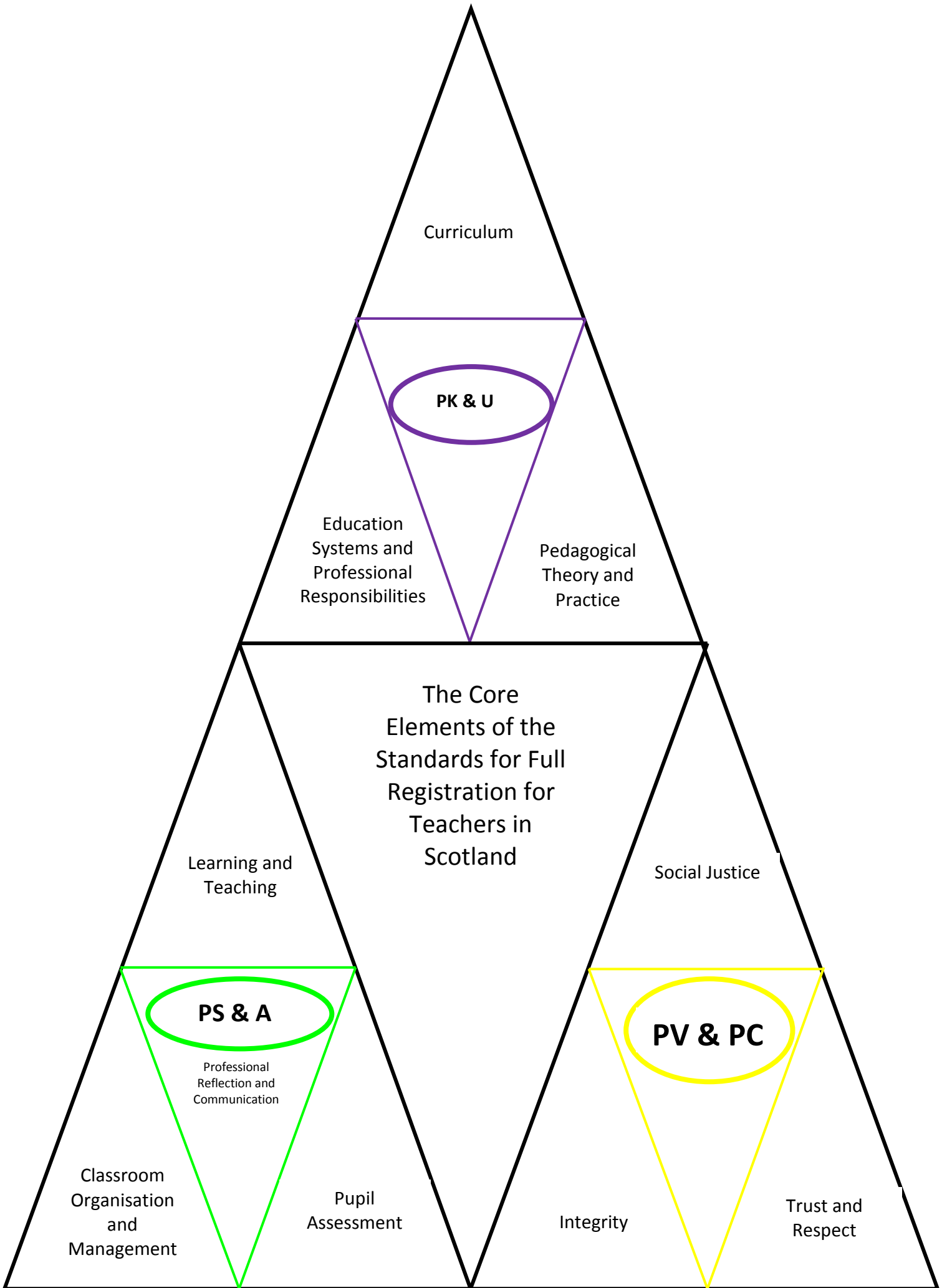
Shetland Islands Council



Children's Services

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

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What is the aim of the PRD and PU handbook?

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

What is PRD?

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

What is Professional Learning?

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

High impact professional learning:

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

It will lead to improved professional practice and outcomes for the individual, their colleagues and children and young people. Examples of different kind of professional learning are given in Appendix 8.1b.

Why is PRD important?

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

Who has access to the PRD process?

It is a requirement that all GTCS registered teachers engage in PRD and maintain their GTCS registration through Professional Update. Supply teachers, peripatetic staff, Head Teachers and central staff will have access to the PRD process including an annual PRD review meeting and access to Professional Learning.

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

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

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

Participation in Professional Update will involve three main parts:

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

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

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

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

Access to GTCS records

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

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

Where teachers do not already have access to MyGTCS, they can create an account by completing the following steps:

1. Go to the main homepage of the GTCS website:
www.gtcs.org.uk/home/home.aspx
2. Select "Sign Up" from the top right of the homepage.
3. Complete and submit the online sign up form.

When teachers first use MyGTCS, their user name and password will be their GTCS registration number without the forward slash. Once logged on, they will be asked to create a password which they will then use for any subsequent log-ins. Their username will always be the GTCS registration number.

Annual selection of staff for Professional Update

Whilst all GTCS registered staff will be required to carry out parts 1 and 2 above on an annual basis, part 3 will only be carried out every five years. In order to ensure that there is an adequate spread of resources and support for the process, Teachers will be asked to carry out this aspect of Professional Update in a specific five-yearly cycle, according to the second digit of their GTCS registration number (the first two digits relate to the year in which the individual was first registered with the GTCS).

Professional Update Declarations will be made in the school session:

- 2014/15 – teachers with second digit GTCS registration numbers **9 or 4**
- 2015/16 – teachers with second digit GTCS registration numbers **0 or 5**
- 2016/17 – teachers with second digit GTCS registration numbers **1 or 6**
- 2017/18 – teachers with second digit GTCS registration numbers **2 or 7**
- 2018/19 – teachers with second digit GTCS registration numbers **3 or 8**

Teachers will then continue to complete their declarations every five years after their initial declaration.

Teachers will be asked to endorse the following statement:

- I confirm that I have engaged in ongoing professional development in line with the GTCS Professional Standards, maintained a CPD record and portfolio of evidence and have discussed the impact of my professional learning with my line manager as part of my PRD process.

Managers will be asked to endorse the same statement about staff. When this is done a message is automatically sent to GTC Scotland and stored with a teachers' registration details that continuing registration is confirmed. Appendices 8.1i & 8.1j have clear instructions for the submission process.

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

Deferral Process:

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

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

If a teacher is unable to complete the process in the designated year the following steps should be followed:

- The teacher requesting a deferral should complete the deferral request form (App 8.1d) indicating the reasons for the proposed deferral, enclosing relevant evidence to support the request as appropriate. This should be given to the line manager.
- The line manager will consider all the relevant facts relating to the deferral, come to a decision and notify the employee of the outcome.
- If the deferral request is granted the line manager will sign the deferral form and submit this to Children's Services. The Local authority will be required to provide GTCS with a summary of information regarding the teachers who will be deferring the Professional Update sign off process in a given year, using the GTCS form which is similar to App 8.1d.
- If the deferral request is unsuccessful, the teacher will be given the option to complete the Professional Update sign off process or have their details removed from the GTC Scotland register of teachers.
- Existing employers' grievance procedures should be implemented if an individual teacher disagrees with a decision regarding Professional Update deferral.
- Registered teachers not currently in employment will be required to notify GTC Scotland directly, outlining the reasons for the proposed deferral.

Deferrals will normally be granted for a period of one year. If a deferral request is successful the teacher will normally be expected to complete the Professional Update sign-off process during the following academic session. Only in exceptional circumstances, and where there is just cause, will more than one application for deferral be granted. If a subsequent deferral is required the teacher must submit a fresh deferral request, detailing the reason for granting the second request.

The PRD meeting

All teachers will have at least one PRD meeting with their immediate manager (or designated person). This should focus on the teacher's PLP (Appendix 8.1e) which is a summary of the teacher's Professional Learning targets and impact for the year, evidenced through the **MyGTCS PL record**. The meeting should focus on the professional learning that the teacher has undertaken and consideration as to whether the learning has resulted in a positive impact on pupils' learning, based on the evidence that has been collected over the year. Links should be made between achievements and professional learning and the specific elements of the relevant professional standard(s), which the teacher has been working, to address.

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

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

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

Roles and Responsibilities within the Teacher PRD scheme

Role of the Manager (reviewer)

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

- 1) Ensure that you have set dates for PRD meetings for the staff you are reviewing, and that these dates have been shared with the reviewee.
- 2) Set aside adequate time (approximately 1 hour) to undertake each review meeting, which should be held in an appropriate venue (where you are not likely to be disturbed).
- 3) Before a review meeting consider the draft Professional Learning Plan (PLP) submitted to you by your reviewee. Refer to the agenda template for discussion topics and share these with the reviewee in advance.
- 4) In the meeting, discuss with each reviewee their professional learning and other success' and achievements over the past year. A reviewee may wish to share their **PL Record on their MyGTCS account**. Ensure that discussions focus on the impact of the reviewee's learning activities on their practice, and draw links with aspects of the relevant Professional Standards.
- 5) At the end of the meeting, discuss with the reviewee their professional learning next steps for the following year and reach agreement. These should link to specific aspects of the relevant Professional Standards, and where appropriate specific areas of the School Improvement Plan and Children's Services Plan. Where this is difficult, both parties may take some time to consider the other's

point of view with a view to reaching an agreement. If the matter remains unresolved, then the teacher may opt to pursue a grievance under the Council's Grievance Procedures for Teachers.

- 6) After the meeting, the reviewee should provide the reviewer with a new PLP showing the targets and intended impact, as agreed at the PRD meeting. This should be submitted to the reviewer within one week of the PRD meeting and signed by you and the reviewee when agreed. You should both keep a copy.
- 7) Keep a record of the PRD meetings using Appendix 8.1g or school spreadsheet. This information should be sent electronically to Human Resources, to update on CHRIS, bi-annually (June & December).
- 8) Complete the Staff Development Needs record; Appendix 8.1h. Email to SIC Training and Development Officer.

Role of the Teacher (reviewee)

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

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

Who should review the reviewee?

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

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

Appeals Procedures

The right to appeal will apply in 2 areas:

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

Experience with the PRD process suggests that such appeals will arise only in very exceptional circumstances. Should a difficulty be encountered in either of the two areas above, the following steps should be followed:

- the teacher appealing should approach a senior manager in the establishment or central service, and set out in writing the reasons for appealing,
- once the senior manager has considered all the relevant facts relating to the appeal, the senior manager will arrange to meet with the line manager and the teacher (separately and/or together) to discuss the matter, following which the senior manager will come to a decision,
- following the decision of the senior manager, appropriate action will be taken, e.g. a new review meeting, amendment to the plan,
- if, following the decision of the senior manager, the matter remains unresolved, the teacher may choose to initiate a grievance under the Council's Grievance Procedures for Teachers.

Where can I get further information and advice?

Scottish College for Educational Leadership – www.scelscotland.org.uk

GTCS – www.gtcs.org.uk

Education Scotland – www.educationscotland.gov.uk

PRD – www.educationscotland.gov.uk/prd

Career Long Professional Learning

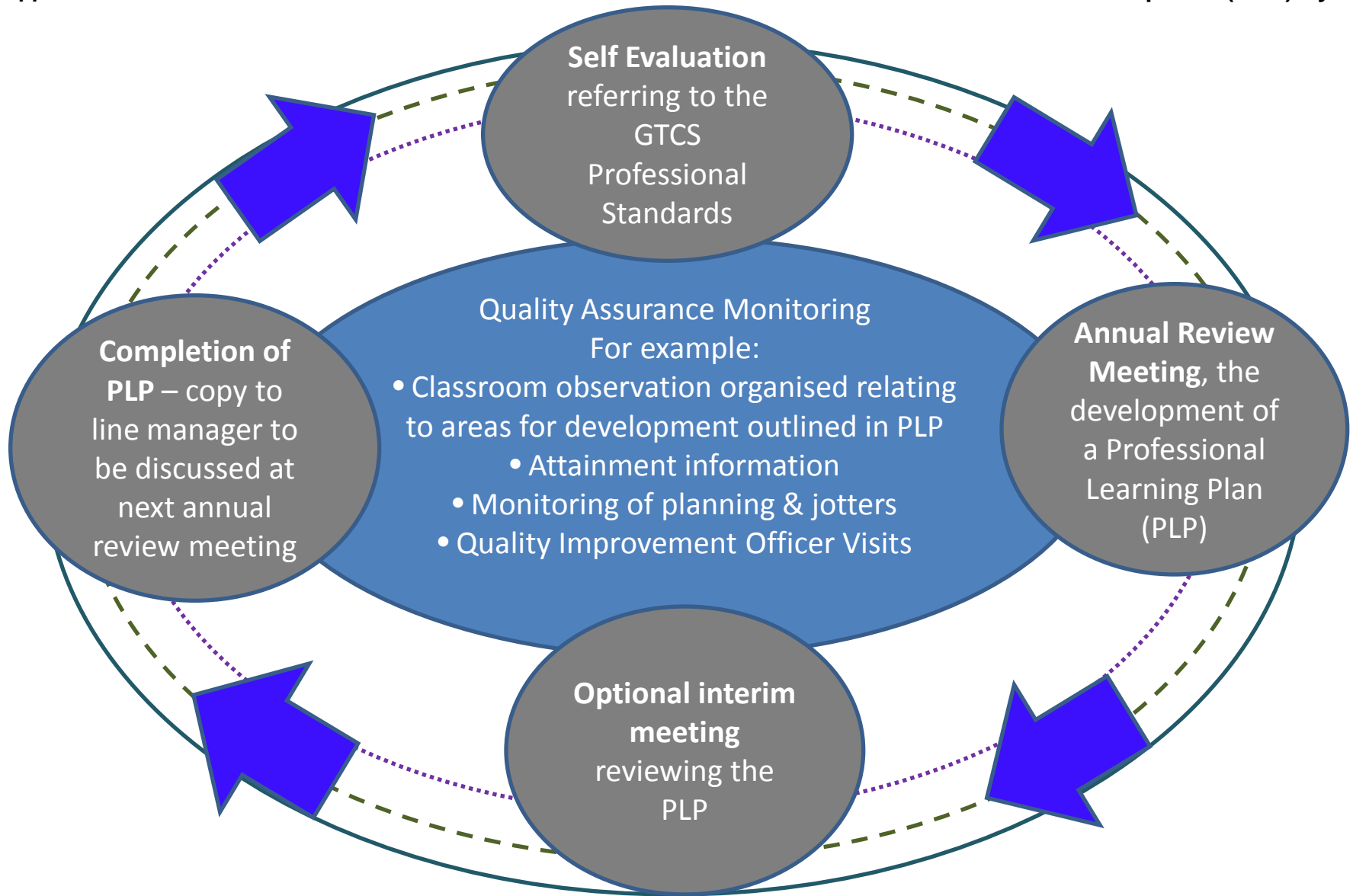
Mentoring Matters

Framework for Educational Leadership

Journey to Excellence

Teaching Scotland's Future – www.teachingscotlandsfuture.org.uk

Power Up Nesting - Facebook page



Appendix 8.1b

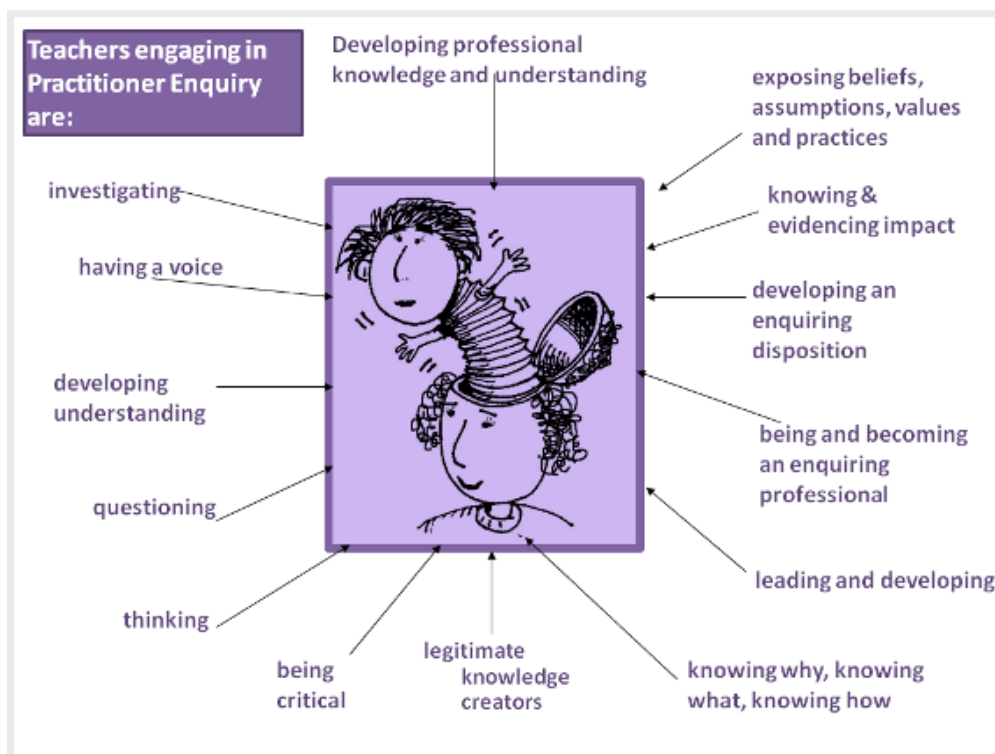
Professional Learning

There are many ways in which teachers might choose to engage in and pursue professional learning. It is most likely that teachers will engage in a multi-layered approach to professional learning throughout their careers.

Teachers may wish to consider the following questions when considering their professional learning:

- What is the focus of my professional learning and why is that important for me? For my pupils? For my colleagues? For my school/establishment?
- How will I know the impact of my professional learning in the short term? Medium term? Long term?

What is an enquiring professional?



Model of Professional Learning

The following model places the practitioner at the centre where the focus is on self-directed learning:



A model of Professional Learning (Education Scotland)

Appendix 8.1b

What is self-directed learning?

In self-directed learning, teachers map out their own development and work individually or collaboratively with colleagues to reflect on and evaluate their practice. They identify learning goals and opportunities for learning, participate in professional learning and enquiry and evaluate outcomes. This could be informed by their own context, experience, expertise and areas of interest, the needs of learners/colleagues, the evidence they have about impact (on them as an individual and on others), ongoing professional dialogue.

Research into professional learning suggests there are four interrelated processes that support professional growth of teachers and transformation of practice. The table below provides some more details about the 4 areas:

1) Reflection on practice	2) Experiential learning	3) Cognitive development
<p>Asking questions, being curious and looking closely at practice;</p> <p>Developing skills in observing what is happening;</p> <p>Developing skills in analysing and evaluating what is happening;</p> <p>Exploring roles and approaches in professional practice.</p>	<p>Trying out and exploring the impact of approaches;</p> <p>Experimenting and taking risks with innovative practice;</p> <p>Examining outcomes and identifying learning from innovative practice;</p> <p>Building new ideas into practice in structured ways.</p>	<p>Being open to and seeking new ideas and practices;</p> <p>Questioning assumptions about practice;</p> <p>Using different sources to critically examine experience and practice;</p> <p>Testing ideas and exploring the implications for practice</p>
<p>4) Collaborative learning</p>		
<ul style="list-style-type: none"> • Working collaboratively to support each other in changing practice • Sharing ideas and experiences through professional dialogue • Seeking constructive feedback on practice and the impact on pupil learning • Providing constructive feedback on practice and the impact on pupil learning 		
<p>Examples of Collaborative Learning:</p> <ul style="list-style-type: none"> • Learning Rounds • Teaching/Professional Learning Communities • Subject Development Groups • Schools based working groups • Local authority/external working groups (including inter-agency colleagues) • Co-operative/Team Teaching • Mentoring/supporting a colleague • Lesson observation & analysis (of self/other) • Online learning community/discussion/blog • Professional/Academic conference/seminar • Reading group • Classroom/school visits (with follow up professional dialogue) • SQA Assessor development/meetings 		

Appendix 8.1b

Teachers may also choose to undertake leadership activities:

- Leading a working group (internally/externally)
- Leading the development of a new initiative/curriculum/development/programme
- Leading an enquiry

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.

How will I know if my professional learning is making a difference?

Professional learning experiences will be different for everyone. It will be about trying things out and seeing what works for you. In broad terms your professional learning should:

- Enable you to progress, enrich, develop and enhance your practice and knowledge
- Be about advancing professional skills and knowledge
- Develop your pedagogical expertise
- Allow you to develop a critical and informed understanding of educational contexts and current debates in policy, education and practice
- Allow you to develop your career pathways through planned, sustained and significant professional learning.

Impact of Professional Learning

The process of gathering evidence of impact is a crucial part of professional learning. Evidence is wide ranging. It should be useful, meaningful and relevant for you. It need not always be a written record. It could be part of your ongoing critical reflection and dialogue. What is key is that, whatever you use, it must be analysed, reflected on and used to inform next steps.

Examples of Evidence

Reflections on and analysis of lessons and/or discussions with learners

Reflections on professional dialogue with learners, peers, colleagues and parents

Individual critical reflections on practice including reflective journals

Quantitative data

Samples of pupils work to show progression and development

Analysis of surveys taking account of the views of children and young people, parents and colleagues

Analysed pupil interviews/group discussion, pupil talk (individual, group and pair), teacher talk (from audio and/or video recording)

<http://www.gtcs.org.uk/professional-development/professional-learning.aspx>

<http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/framework/index.asp>

Professional learning should provide opportunities for all forms of learning experience to be combined and sustained as the new practice becomes fully integrated into professional action.

**Shetland Islands Council
Professional Review & Development
Self Evaluation**

Approaches to self evaluation



Teachers are shown as enquiring practitioners committed to on-going self-evaluation and working collaboratively to ensure the greatest possible impact.

Self-evaluation of learning and teaching should be simple and manageable. It should be based on ongoing reflection through which teachers get to know themselves better in terms of their strengths and areas for development. It should be robust and evidence based derived from a number of sources including reflective questions (see example below), direct observation, information and data and people's views, including those of children and young people, parents and carers and others linked to the school community.

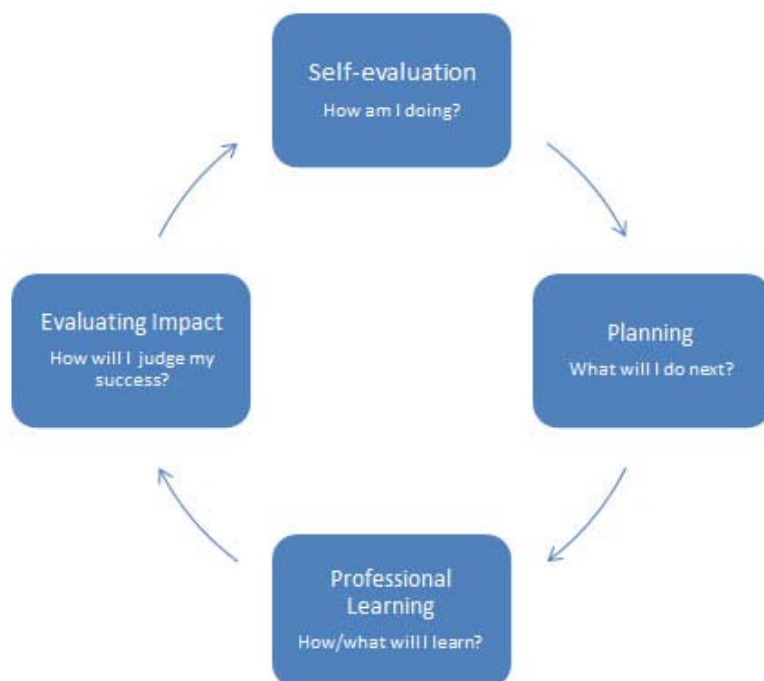
Self-evaluation processes for learning and teaching range from reflection on daily practice to significant areas of professional development when a more structured approach may be required. Self-evaluation can be carried out on an individual basis by teachers or in collaboration with others: for example, a critical friend, coach, mentor or line manager; or in groups: for example, whole school, associated schools group or learning communities.

The most effective approaches to self-evaluation are often:

- precise and focused on improving the experiences of and impact on self, colleagues and young people's learning and progress
- practice-based rather than just paper-based - there is clear action taken as a result of self-evaluation activities
- able to generate specific strengths and areas for improvement
- detailed and searching in the analysis of young people's learning and progress
- comprehensive in gathering evidence, including from young people and the wider community.

Appendix 8.1c

Effective professional learning is the result of a cycle of self-evaluation:



GTCS Professional Standards

Self evaluation using the GTC Scotland Standards is an integral part of Professional Review and Development leading to the Professional Update process for all teachers. Teachers should use their MyGTCS account to explore the standards (for example viewing a complete standard, comparing two standards side by side or focusing on themes within a standard) in order to self evaluate against them. Through your MyGTCS account, you will be able to interact with the Standards by, for example, highlighting on screen where you feel you meet the Standard (referring to evidence sources) and where there are areas for development. You will be able to update your self evaluation and send it or print it off as a basis for discussion with your line manager.

Possible Reflective Questions (teachers will develop reflective questions appropriate to their own targets and development needs)

Where am I now in relation to the professional knowledge and skills of my current role?

What evidence do I have which supports this and what am I going to do next?

How broad a range of strategies/resources do I currently use to support my self evaluation activities, for example, do I use feedback from colleagues, young people and their families?

How could I make self-evaluation a more central part of my daily activities?

Further information/resources

<http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/clpl/selfevaluation.asp>
www.gtcs.org.uk



**Children's Services - Quality Improvement
Schools**

**Professional Update
Deferral Request Form**

Name	
Registration Number	
Address	
Date of Birth	
School	
Local Authority / Employer	
Date of Deferral Request	

1	Outline of reasons for deferral request
2	Employers' decision regarding deferral request

Signed (Teacher):

Signed (Manager):.....

School:

Position:.....

Date:



Shetland Islands Council – Children’s Services - Quality Improvement -Schools
Professional Review & Development (PRD)
Professional learning Plan (PLP)

GTCS registration number _____

Teacher’s Name		Teacher’s Establishment		Reviewer’s Name	
----------------	--	-------------------------	--	-----------------	--

Planning Phase

Targets/Areas of Development	Links to: GTCS Professional Standards indicating For example Personal (P) School Improvement (I) Service Plan (S)	Professional Learning Activities	Intended Impact For example: Self Colleagues Young people’s learning and progress	Timescale (if appropriate)	Support, resources & staff development required
1)					
2)					
3)					

It is the reviewee’s responsibility to decide how many targets/areas of development to take on.

Evaluation Phase

Targets	Reflection	Evidence of Impact	Any further development required
1)			
2)			
3)			

For reflection and evidence of impact teachers may wish to print information from their MyGTCS online profile

It is the reviewee’s responsibility to type or write up the PLP after the meeting and ensure that a copy has been passed to the reviewer

Signature of Reviewee: _____ Signature of Reviewer: _____ Date: _____



**Shetland Islands Council
Children's Services
Quality Improvement - Schools**

Agenda for Professional Review & Development (PRD) Meetings

- 1. Review of previous professional learning linking to GTCS Professional Standards**
 - Summarise professional learning activities undertaken.
 - Review evidence of impact of professional learning on self, colleagues and young people's learning and progress.

- 2. Other successes and achievements linked to GTCS Professional Standards**
 - Discuss other key achievements of the teacher and the school as a whole.

- 3. Plans for the coming year**
 - Identify elements of Professional Standards to focus on.
 - Identify professional learning requirements – to meet the needs of the teachers, school and local authority.
 - Agree professional learning activities to be undertaken.
 - Agree support required to carry out professional learning activities.
 - Agree intended impact of planning activities. These could include impact on self, colleagues and young people's learning and progress.

- 4. GTCS Requirements**
 - Reminder about updating details through MyGTCS account.
 - If appropriate, discussion about date for Professional Update sign off.

Appendix 8.1g



**Shetland Islands Council
Children's Services
Quality Improvement - Schools**

PRD Meetings Confirmation

School: _____

PRD Meetings have been completed as listed below:

Member of Staff	Date

I confirm that PRD meetings were conducted as detailed above, that records have been kept on the teachers' MyGTCS accounts and that Professional Learning Plans have been agreed for the coming year.

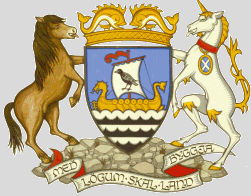
Signed: _____

Date: _____

School spreadsheets detailing the above information may be used instead of this sheet. This information should be submitted bi-annually (June & December) to Human Resources for input into the HR Management System for Council wide record-keeping.

Please note that the school's identified Professional Learning needs for the coming year must be collated and returned to the Training and Development Officer using the template in Appendix 8.1h.

Appendix 8.1h

		Shetland Islands Council Children's Services –Quality Improvement – Schools Staff Development Needs – 2014/2015	
School:			
Professional Learning Priorities:			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Please submit this sheet to the Training & Development Officer bi-annually (June & December)

**DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS**



Professional Update System

Submission process – guidance for teachers

November 2013

Professional Learning and Development Department
GTC Scotland
T: 0131 314 6000
E: pld@gtcs.org.uk

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1.0 INTRODUCTION

This document provides guidance on the GTC Scotland on-line system of Professional Update and is aimed at teachers using the system.

2.0 ACCESSING THE SYSTEM

The Professional Update system sits behind MyGTCS.

MyGTCS can be accessed via this link: <https://www.gtcs.org.uk/GTCS-login.aspx>

If you do not have a MyGTCS account, you can apply for one here: <http://www.gtcs.org.uk/mygtcs-application-form.aspx>.

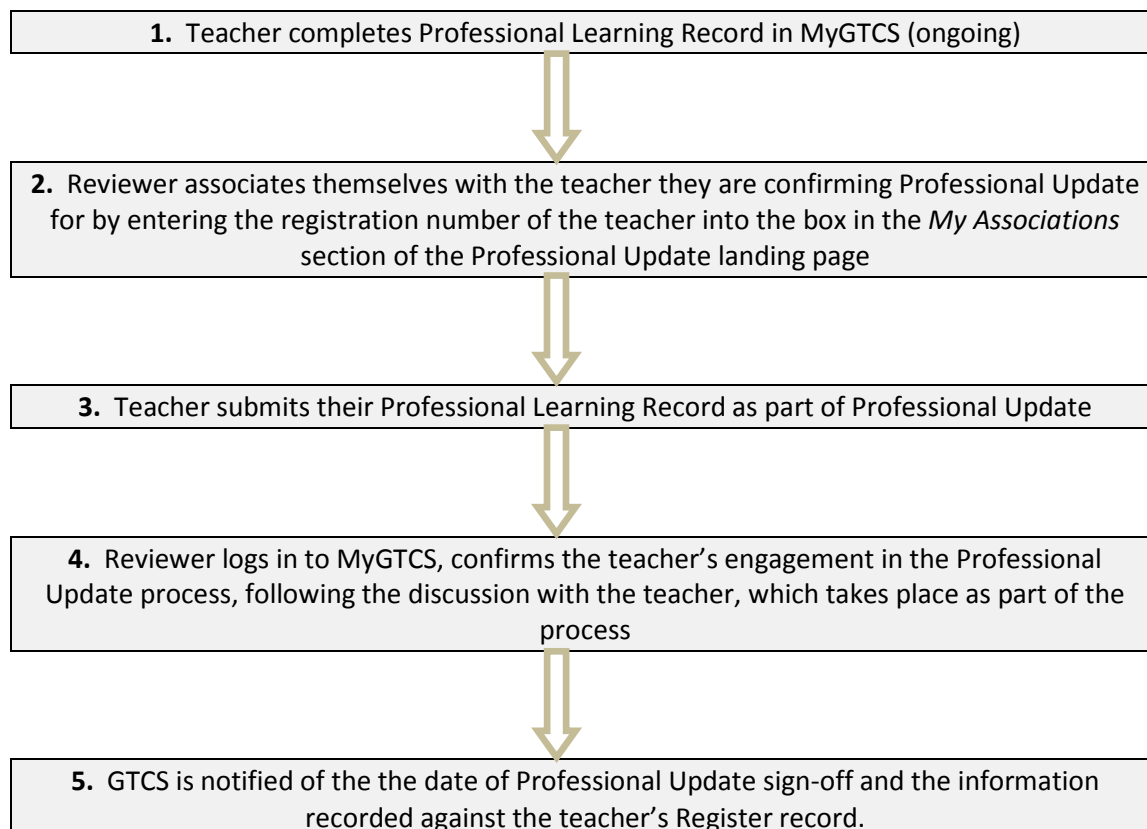
Once logged in to MyGTCS, you can access the Professional Update system using the 'Professional Update' icon in the top level navigation.

The Professional Update system includes the following sections:

- ❖ Professional Update landing page and submission screen
- ❖ Professional Learning Record
- ❖ PRD Meetings
- ❖ Reflective Journal

3.0 OVERVIEW OF THE SUBMISSION PROCESS

The following steps outline the basic submission process. More specific detail for each type of user is available in section 4.0.



4.0 SUBMITTING YOUR PROFESSIONAL RECORD FOR PROFESSIONAL UPDATE

You can submit your Professional Learning record for Professional Update at any point during your Professional Update year. In practice this will likely take place around the time of the annual Professional Review and Development meeting. The year of your Professional Update together with the year of the last Professional Update (if applicable) is displayed in the Registration Details section of your MyGTCS homepage.

Once you have completed your Professional Learning Record you can choose to submit it to your line manager/ reviewer for confirmation, as part of the ongoing PRD process.

Note:

Your line manager or the person responsible for confirming your Professional Update must link themselves to you before you are able to submit your Professional Learning Record. They can do this through the 'My Associations' section of their own Professional Update screen.

The landing page of Professional Update allows you to submit for Professional Update (see Fig 1).

Fig 1: Teacher's landing page

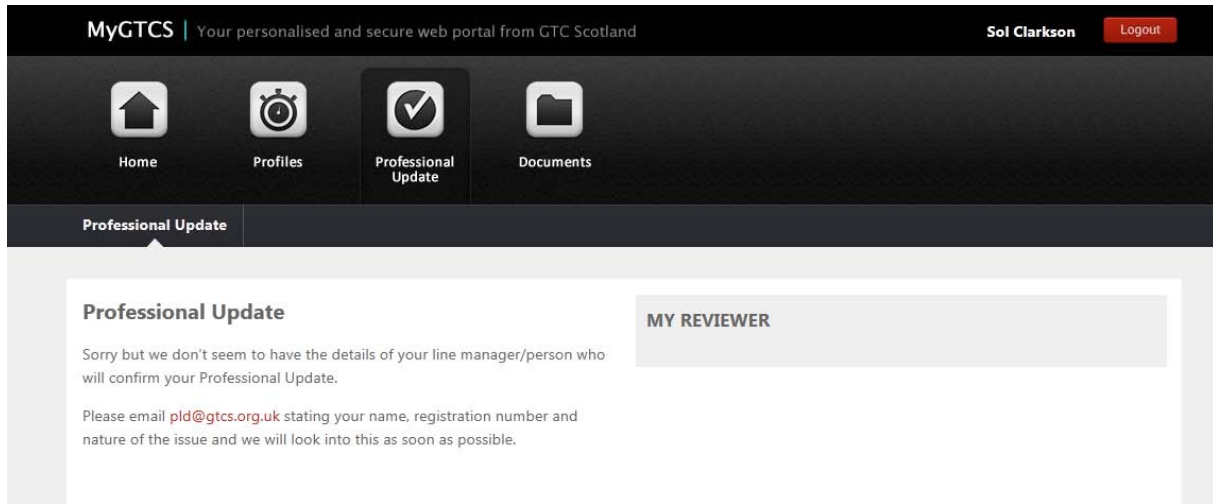
The screenshot shows the MyGTCS Professional Update submission page. At the top, the header includes the MyGTCS logo, the text 'Your personalised and secure web portal from GTC Scotland', the user name 'Angela Clarkson', and a 'Logout' button. Below the header is a navigation bar with icons for Home, Profiles, Professional Update, and Documents. A secondary navigation bar contains links for Professional Update, Professional Learning Record, PRD Meetings, and Reflective Journal. The main content area is titled 'Professional Update' and contains the following text: 'Welcome to your Professional Update submission page where you can submit your Professional Learning record for Professional Update or confirm Professional Update for other teachers (this service is only available to reviewers). If you are due to submit your Professional Learning Record for Professional Update this year, please confirm how you would like to submit below. You can make changes to your Professional Learning and PRD records and resubmit up to the point where it has been viewed and approved by your reviewer. How do you wish to submit for Professional Update?' There are two radio button options: 'Using MyGTCS Professional Learning Record' (selected) and 'Using own Professional Learning Record'. A red 'SAVE' button is located below the options. On the right side, there is a 'MY REVIEWER' section displaying the name 'Angela Robertson'. Below this, there is explanatory text: 'Your 'My Reviewer' section displays the name of person responsible for confirming your Professional Update. If you think this is incorrect, please speak to your local authority Professional Learning Manager. If there are no reviewer details displayed, and you know who's responsible for confirming your Professional Update then please contact them and ask them to log-in to their MyGTCS account and create the association. If you don't know who is responsible for this, please contact your local authority Professional Learning Manager.'

This section asks you to confirm if you wish to submit for Professional Update using the Professional Learning Record that is part of this system, or using another Professional Learning Record. Once you have confirmed this, you will have the option to submit for Professional Update using the 'Submit my record for Professional Update' button. Please note that this button will only be available during your year of Professional Update.

This section also shows you the name of the person confirming your Professional Update. This may be your head teacher or line manager. Please note that this name will only display once the association has been made by your Reviewer.

If there are no reviewer details then the association has not been made and the following message will display:

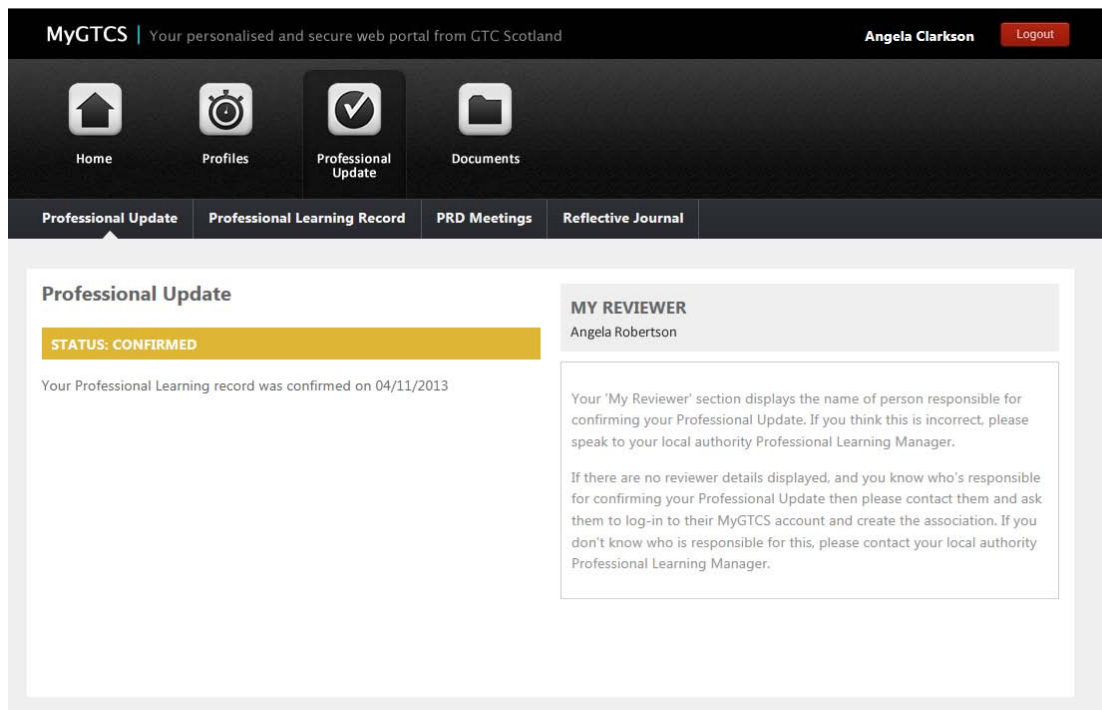
Fig 2: Landing page where no association has been made



If the association has not been made, you can either contact GTCS or, if you know your reviewer you could ask them to make the association from their MyGTCS Professional Update screen

Once you have submitted your Professional Learning Record you will notice a status bar along the bottom of the screen indicating that your records have been submitted and the date this was done (see Fig 5). You can resubmit your Professional Learning Record at any time up to when it is approved by your reviewer.

Fig 5: Submission screen showing status and date of submission



5.0 FEEDBACK

As we move through the pilot phase of Professional Update we'll be looking for feedback on how you've found the system, what issues you've experienced and where you think it could be improved. Please email PLD@gtcs.org.uk with any comments you have.

6.0 GTCS CONTACTS

For enquiries regarding the Professional Update process please contact:

GTCS Professional Learning and Development Department

E: pld@gtcs.org.uk

For technical enquiries, e.g. system unavailable, technical errors etc please contact:

GTCS Web Services

E: webservices@gtcs.org.uk

**DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS**



Professional Update System

Submission process – guidance for line managers

November 2013

Professional Learning and Development Department
GTC Scotland
T: 0131 314 6000
E: pld@gtcs.org.uk

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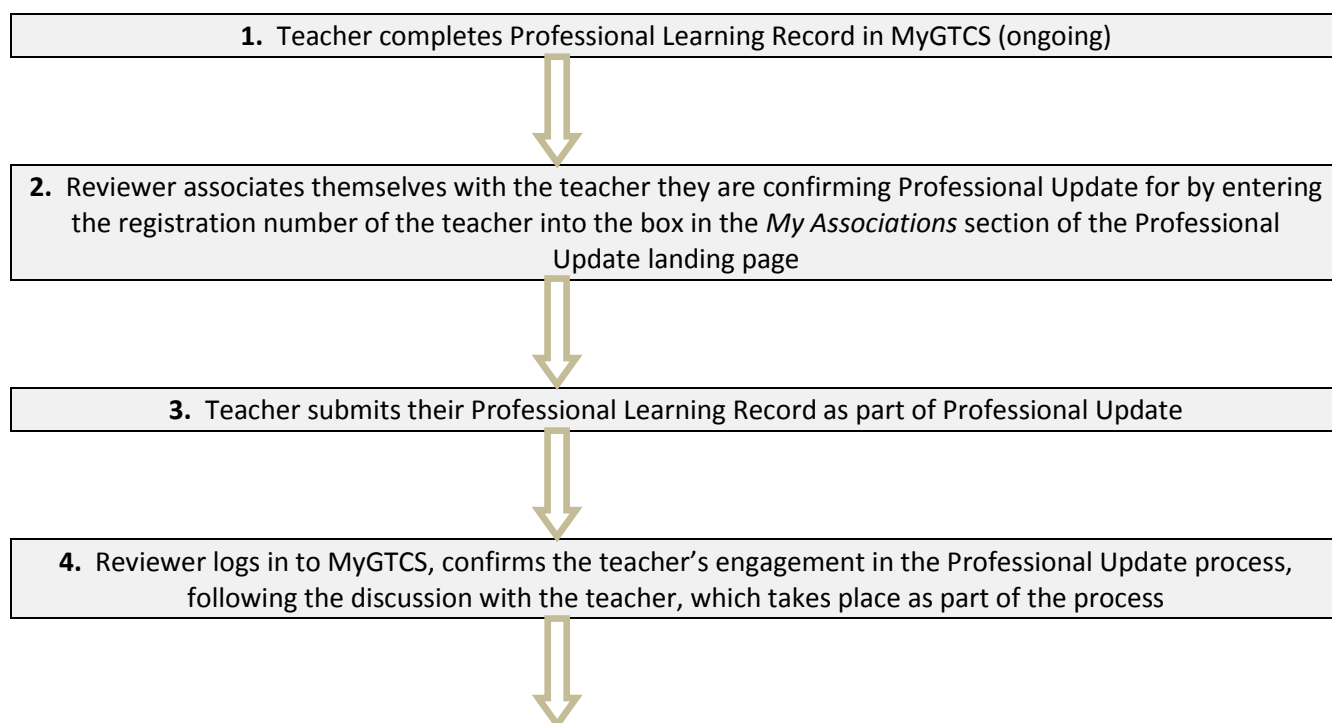
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3.0 OVERVIEW OF THE SUBMISSION PROCESS

The following steps outline the basic submission process. More specific detail for each type of user is available in section 4.0.



5. GTCS is notified of the the date of Professional Update sign-off and the information recorded against the teacher's Register record.

4.0 APPROVING A PROFESSIONAL LEARNING RECORD FOR PROFESSIONAL UPDATE

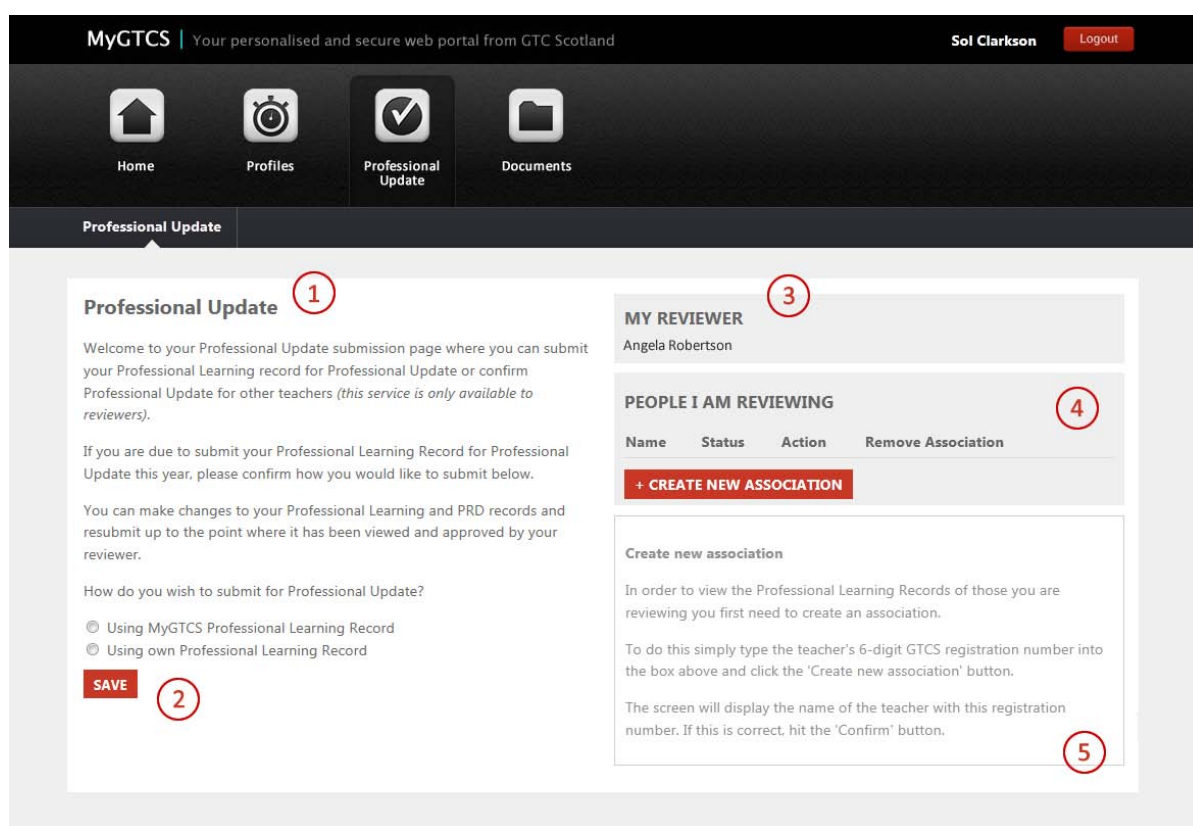
Teachers, line managers or others responsible for confirming a teacher's engagement in the Professional Update process have access to the same screens as teachers, although the content and functionality of these screens differ.

Note:

If you are a teacher with responsibility for confirming Professional Update for others, you may also be in the process of confirming your own engagement in Professional Update. In this case you will be able to submit your own Professional Learning Record whilst also reviewing others.

The landing page of Professional Update allows you to submit for Professional Update (Fig 1).

Fig 1: Reviewer's landing page (for a reviewer who is also completing the Professional Update sign-off process)



The screen is split into several sections:

1. This section provides information about the Professional Update process.
2. This section asks you to confirm if you wish to confirm your engagement in Professional Update using the Professional Learning Record that is part of this system, or using another Professional Learning Record. Once you have confirmed this, you will have the option to submit your Professional Learning Record using the 'Submit my record for Professional Update' button. Please note that this button will only be available during your year of Professional Update.
3. This section shows you the name of the person confirming your engagement in the Professional Update process (if applicable). This may be your head teacher or line manager.

4. This section shows you the names of the teachers whose engagement in the Professional Update process you are confirming.
5. This section allows you to create associations with other teachers you are confirming Professional Update for.

4.1 People I am reviewing

This section shows the name, status and any action required by you in respect of the teacher(s) whose engagement in the Professional Update process you are confirming.

It is your responsibility to ensure the teacher’s Professional Learning Record has been shared with you as part of the Professional Update process, before you confirm Professional Update.

A status can either be:

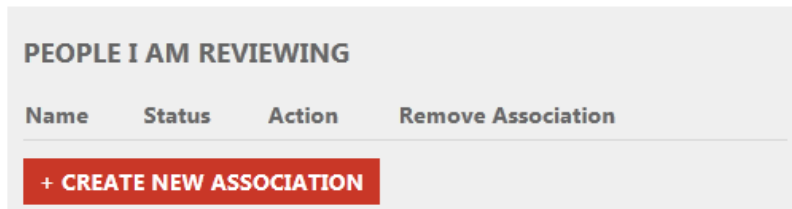
- ❖ Ongoing – no action required by you
- ❖ Confirmed – no action required by you
- ❖ Submitted – you are required to confirm the teacher’s engagement in the Professional Update process

To view a Professional Learning Record, click the name of the teacher. To return to your Professional Update screen use your browser’s ‘back’ button.

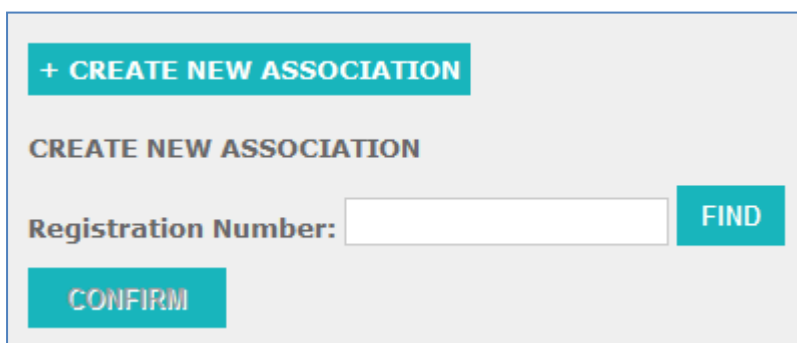
To confirm a teacher’s Professional Update submission, click the ‘Confirm’ link in the third column.

4.2 Create a new association

- Click on the ‘Create new association’ link:



- Enter the registration number of the teacher whose engagement in the Professional Update process you are confirming.
- Click the ‘Find’ button



The name of the teacher associated with that registration number will display as follows:

+ CREATE NEW ASSOCIATION

CREATE NEW ASSOCIATION

Registration Number: **FIND**

You have selected Joe Bloggs

CONFIRM

Hit the 'Confirm' button to make the association. This person will now appear in your 'People I am reviewing' list.

5.0 FEEDBACK

As we move through the pilot phase of Professional Update we'll be looking for feedback on how you've found the system, what issues you've experienced and where you think it could be improved. Please email PLD@gtcs.org.uk with any comments you have.

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