



Argyll and Bute

Draft 4 Professional Review and Development Policy for Teachers

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 to the education of young people. It features prominently in Donaldson's *Teaching Scotland's Future* and in McCormac's *Advancing Professionalism in Teaching*.

"We are firmly of the belief that developing the profession and continuing to improve the performance of teachers through career long professional Review and Personal Development.....is the surest way to improve educational outcomes." (McCormac 2011)

This policy is a revised and refreshed teacher PRD process for Argyll and Bute that takes account of the recommendations by Donaldson and McCormac, the views of teachers in Argyll and Bute and the revised guidance from Education Scotland to provide a process through which all of our teachers can undertake ongoing meaningful and valuable reflections, discussions and planning for professional learning.

Throughout this policy the term "professional learning" is used to describe activities that contribute to a teacher's personal professional development and reflects the focus on teachers taking more ownership of their own individual learning. This policy outlines the process for PRD for all teachers (except probationers on the induction scheme) and also applies to members of the Quality Improvement and Education Management Team who are registered teachers. From June 2014, this policy replaces all previous staff development and review policies for 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 being 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.

1.3 Links with other statements and policies

The PRD policy for teachers is consistent with:

- Our vision of Working together to achieve the best for children, young people and their families.
- Council and Education's Improvement Plan - this 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 set of professional 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 policy must meet
- The Education Scotland advice note on Professional Update and PRD, January 2014.

1.4 The Aims of the Policy

The overall aim of this Professional Review and Development policy 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 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 policy is designed:

1. to identify a teacher's development needs and agree and plan appropriate Continuing Professional Learning activities.
2. to encourage teachers to take broad and varied opportunities for professional learning
3. to ensure all teachers record their Continuing Professional Learning, self-evaluate and have the opportunity to assess the impact on learners and their own professional practise
4. to confirm their engagement in PRD and professional learning in order to meet the requirements of the Professional Update for Teachers.

Section 2: Key Features of the PRD Process

1. **Ownership** - Teachers take responsibility and ownership of their own PRD experience. Managers support and facilitate this experience as part of an ongoing process.
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.
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. However, establishments should accommodate supply teacher PRDs if they fall out with the school's normal PRD period.

For session 2014/2015 PRD meetings may need to be conducted no earlier than March to ensure staff have a record of 12 months of professional learning and self-evaluation relating to the standard supported by appropriate evidence.

4. **Quality of Dialogue** - The most important aspect of the PRD process and the meeting in particular is the quality of the on-going professional dialogue; this will be dependent on high quality preparation by both reviewee and reviewer.

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.
6. **Online Recording System** - 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 minimise the administration required by Professional Update, we are recommending in Argyll and Bute that the GTC Scotland MyGTCs is used. This system is secure and private and is likely to become part of the planned National E Portfolio.
7. **Appropriate Manager** - The manager who is to facilitate a teacher's 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, a teacher 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. 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.
8. **Head Teacher PRD** - Head Teachers will have their PRD facilitated by a peer reviewer with a centrally-based manager accompanying the peer reviewer in as a minimum their year of Professional Update. However, it is hope that this could be facilitated every three years. For Secondary Head Teachers/Campus Principals this will be the Head of Service, for Primary Head Teachers this will be the Head of Service or a Quality Improvement Manager. In the intervening years, the PRD will be facilitated by the peer Head Teacher who will take responsibility for maintaining an awareness of the work of the Head Teacher who is the focus of the PRD and developing a supportive, challenging and collegial relationship. A note of the meeting and the professional learning plan will be shared with the Head of Service or Quality Improvement Manager annually.
9. **Peripatetic Teachers** – teachers 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 teachers not timetabled across schools should have their PRD undertaken by their line manager.
10. **Supply Teacher PRD** – Like all other teachers, 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 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 teachers 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.
11. **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
 - Any tasks and professional learning arising from the PRD process should be consistent with the teacher's job description and the relevant GTC Scotland professional standard, except where, by voluntary agreement, the teacher wishes to undertake other tasks or self-evaluate against another GTC professional standard, for example if aspiring to a promoted post or other career opportunity.

12. **Wide-Ranging Professional Learning** - Suitable professional learning opportunities are wide-ranging in nature (see guidance note). Attending courses or events, while valuable, constitutes only one type of professional learning. The PRD process offers 4 other main types of professional learning: collaborative learning, academic study, leadership activity and practitioner enquiries. On Sharing Argyll's Learning (SAL) each type of professional learning is further illustrated with examples and there are many professional learning activities available.
13. **Supply Teacher and Peripatetic Teacher Professional Learning** - Some supply and peripatetic teachers experience difficulty in accessing professional learning opportunities. Establishments are asked to provide details of Professional Learning opportunities being arranged in house e.g. twilight or in-service days and details of these and how to arrange attendance will be shared on SAL.
14. **Guide to PRD** - Further details of the process are detailed in the Guide to PRD and it is expected that all teachers and managers will follow the guidance provided.
15. **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 steps 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.

Section 3: Roles and Responsibilities

3.1 Argyll and Bute Council will:

- communicate the policy, support materials and any changes to them to all teachers
- ensure that the policy 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 teachers 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 policy and the level of engagement with it
- ensure appropriate resources, including a specific budget, are in place to facilitate Career Long Professional Learning (CLPL).

3.2 Head Teachers and other relevant managers will:

- ensure that the PRD policy is communicated effectively to all teachers in their team
- ensure the policy 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 through SAL
- 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.

3.3 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 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 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
- maintain an awareness of the work of the staff for whom they are responsible through on-going 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

3.5 All teachers 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 MyGTCs
- prepare for the annual PRD meeting by completing their professional learning record on MyGTCs and sharing 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 MyGTCs 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.

Section 4 – 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 MyGTCS is up to date and complete and have self-evaluated against the standards (tools for self-evaluation against the standards are included in the guide). They will share the professional learning record 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. The professional learning priorities should be recorded by the reviewee on MyGTCS and shared within a week of the meeting with the reviewer for signing off. In some cases, it may be necessary to have further discussion before this is agreed. The signing off by reviewer allows the teacher to go ahead with the new plan.
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 on SAL and GLOW.
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 my GTCS.
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 MyGTCS. 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.
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). Further information is available in the guidance note.

Section 5 – Monitoring and Evaluation

1. As part of the arrangements for quality assurance, Area Managers will discuss with Head Teachers the implementation of the PRD process and monitor progress.
2. The processes associated with PRD and CPL should be an integral part of the establishment self-evaluation process. The Area Manager will monitor the process as part of their on-going dialogue with establishments.
3. Professional Learning priorities identified by reviewees will be shared with the establishments Professional Learning Co-ordinator who will submit an anonymous copy to the Manager with responsibility for Career Long Professional Learning to allow professional learning in Argyll and Bute to be strategically planned as required.
4. A survey will be conducted on an annual basis gathering data from 20% of teachers on the implementation of the PRD process across the service.
5. The Quality Improvement Manager Performance and Improvement will have strategic responsibility for the monitoring and evaluation process.