



Guidance Note Policy on Professional Review and Development for Teachers

1. Introduction

This guidance note has been produced to assist all teachers with the implementation of the Policy on Professional Review and Development (PRD) and should be read in conjunction with the PRD Policy.

2. PRD – What is it?

PRD is not just a meeting. It is a positive ongoing support to teachers in maintaining and enhancing their professionalism as a means of continuing to improve the learning experiences of our young people. It is an opportunity to reflect with your manager in order to identify development needs, plan how to address these needs through professional learning, record the professional learning and its impact in a straightforward but meaningful way.

3. PRD –why is it important?

To be able to cope with change and keep our professional standards high, it's important that teachers 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 Scottish Negotiating Committee for Teachers (SNCT).

Teachers (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).

The importance of professional learning has been emphasised by reports such as *Teaching Scotland's Future* (the Donaldson Report), and *Advancing Professionalism in Teaching* (the McCormac Review). From August 2014, GTC Scotland Professional Update scheme requires all teachers to confirm on-going engagement with PRD every 5 years as a condition of registration.

4. What are the aims of the PRD Policy?

The policy has been developed in order to help teachers maintain and improve their skills and abilities which will ultimately improve the learning of their pupils. The policy outlines the rights and responsibilities of all involved in the PRD process and should help teachers in identifying their development needs and plan how these needs can be met through professional learning. The policy will also ensure that a consistent approach is developed across all schools and that appropriate supporting documentation and systems are in place to ensure that records can be kept and that the aims of the Professional Update are met.

5. What are they key features of the PRD process?

Some of the key features of the PRD policy are:

- teachers take responsibility for their own PRD and self-evaluation
- managers facilitate the process through ongoing professional dialogue and use of coaching and mentoring
- the expectation of ongoing high quality professional dialogue between teacher and manager
- PRD is a continual process with the annual PRD meeting being only one part of the process
- use of MyGTCS integrates the processes of planning professional learning and recording it, and will link to confirm Professional Update with GTC Scotland when required

6. What is professional learning?

Professional learning can take many forms. There are 5 main types and for each type there is a variety of activities:

- (1) **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;
- (2) **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;
- (3) **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;
- (4) **Attending professional learning events** – for example a course, workshop, conference, seminar or similar
- (5) **Practitioner enquiry** – working individually and collectively to investigate, question, consider and plan for change and development

7. How will the PRD Process work?

- PRD meetings will take place annually and each school will be responsible for identifying when these take place. Meetings should be arranged by your line manager, but individuals can also contact their line manager to arrange a PRD meeting. Supply staff should arrange their annual PRD with the HT of the school in which they work most.
- Before your PRD meeting you should spend some time preparing using the document “*Preparing for your PRD Meeting*”. Once you have done that, at least a week before the meeting, you should share with your reviewer your completed MyGTCs professional learning record and the record of your previous PRD meeting.
- You could take along your copy of the document *Preparing for Your PRD Meeting* to your PRD meeting. This would help support your professional dialogue. During the dialogue you will exchange ideas about the impact of your professional learning from the year just finishing, your self-evaluation against the GTCs standard(s), your areas for development and the professional learning priorities.
- Within a week of your PRD meeting you need to share your MyGTCs record of meeting with your reviewer and ensure they agree with it.
- Following this agreement, you can go ahead with your professional learning priorities.
- Throughout the school year you should be updating your professional learning record on MyGTCs, reflecting on and evaluating your practice. You should be engaged in ongoing professional dialogue with your reviewer about your professional learning and the impact it is having.
- When your next annual PRD meeting is approaching, you will spend some time preparing using the document “*Preparing for your PRD Meeting*”. Once you have done that, at least a week before the meeting, you should share with your reviewer your completed MyGTCs professional learning record and the record of your previous PRD meeting.
- At 5 year intervals, when you have your PRD meeting, there will be an additional sign off to the GTCs, confirming your continued registration with them.

8. How do I evaluate myself against the standards?

GTC Scotland now has a suite of professional standards that apply to teachers at all stages of their career. They are:

- **The Standard for Provisional Registration (SPR)** – this is the standard that student teachers must reach
- **The Standard for Full Registration (SFR)** – this is the basic standard of competence that all fully registered teachers must reach
- **The Standard for Career-long Professional Learning (SCLPL)** – this is intended to be useful for teachers with some experience, for example 5 years or more
- **The Standards for Leadership and Management (SLM)** – these are for any staff in or aspiring to a leadership role.

You can choose a single standard and self-evaluate against it, or you can scan several standards at once to produce a profile which may be useful in identifying key strengths as well as areas for development.

Three tools are provided in this document to support your self-evaluation against the standards.

9. Recording System

MyGTCs contains an online recording system that pulls together the PRD process and the professional learning which you identify. The Plan and Record should be kept up to date on an ongoing basis and shared with your reviewer at least a week before the PRD meeting.

A step by step guide to using MyGTCs is provided later in the document.

10. PRD and the Professional Update

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.

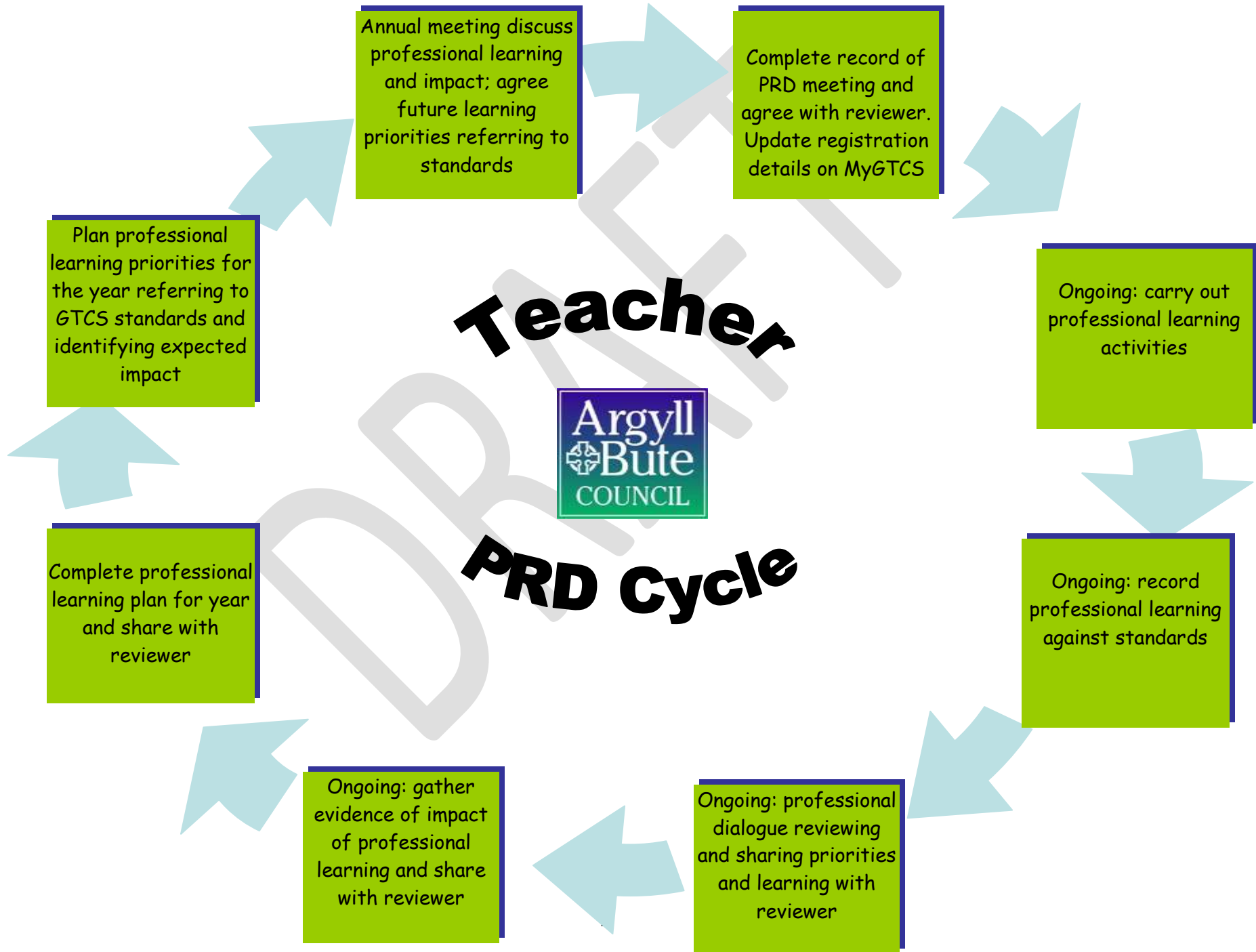
The final page of this document contains a table which will allow you to calculate your Update year(s).

11. Further Information and Advice

You may find the following links useful for further advice and information on PRD, professional learning and coaching and mentoring:

www.gtcs.org.uk

www.educationscotland.gov.uk





Preparing for your PRD Meeting

Use this guide to help you to reflect on your professional learning and its impact over the past year and to plan for next year. This will help you get the most out of the meeting. After the meeting you can enter what was agreed on MyGTCS.

Name	
Post	
Date	

1. **Update your professional learning record** on MYGTCS for the past year and the impact that your professional learning has had on the way you carried out your responsibilities. 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?**
 - **Ensure you have and are able to share evidence of the impact your professional learning has had on learners**
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 in Appendix 2, 3 and 4 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.

For each professional learning priority, consider which types of professional learning may be helpful and which possible learning activities you could pursue.

Possible Professional Learning Priority	Type of Professional Learning	Possible Learning activities
	Academic Study Leadership Opportunity Collaborative Learning Attendance at an event Practitioner Enquiry	
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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

This list is illustrative rather than exhaustive

The following two pages offer two options for an agenda for your PRD meeting. People comfortable and familiar with coaching may prefer option 2. Option 1 provides support for the meeting whilst we all become familiar and confident in this new process. It is anticipated that option 2 will be the agenda used in the longer term. However, there will be consultation in June 2015 which will draw on people's experience of the new process.

Suggested Agenda for PRD Review Meetings

[School Name]
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

Suggested Agenda for PRD Review Meetings

School Name
Annual PRD Review Meeting

Reviewee's Name:

Reviewer's Name:

Venue:

Date:

Time:

- 1. Reviewing the journey (evaluation & Impact)**
- 2. Identifying obstacles and features (Pressures and Interests)**
- 3. Deciding the path (Matching and Mapping)**
- 4. Agreeing the steps (Equipping and Motivating)**

Advice on Self Evaluation

Self-evaluation using the GTC Scotland Standards is an integral part of the Professional Update process for all teachers. Provided in this section are three different tools that you could use in your self-evaluation, this allows you to choose the tool that best suits your learning style. These tools can be used to support your preparation for your PRD meeting but there is no requirement for you to share this self-evaluation in full with your reviewer, instead you should use it to identify possible areas for development.

You can self-evaluate against a single Standard or two Standards at a time. The latter could be useful if you feel that you are in transition from one Standard to another, or if you aspire to work at a new Standard or apply for a new post.

You could also self-evaluate using a whole Standard or, in discussion with your reviewer, focus on certain themes in a particular year.

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 reviewer. This function will be available in Spring 2014.

Self Evaluation Tools

Tool 1

Explore the Standards online with the GTCS

<http://www.gtcs.org.uk/standards/explore-the-standards.aspx>

This is an online resource that links effectively with our recording system on MyGTCS. It allows you to choose how to display the Standards on the screen and you can also print off the format you decide to use. This resource is based on advice given by the Standards Support Group which comprised nominees from the teacher professional associations.

Explore the Standards personalises the wording of the original Standards to make them more suitable for self-evaluation by using phrases such as "I demonstrate..." and "I understand...".

You can choose how to display the Standards you decide to use:

- One choice is to view a single Standard or view two Standards side-by-side. The side-by-side view could be useful if you feel that you are in transition from one Standard to another, or if you aspire to work at a new Standard or apply for a new post. To view one Standard, select from the options under Choose one Standard to view. To choose two Standards, select from the paired options under Choose Standards to view side-by-side.
- A second choice is whether to view a whole Standard or, in discussion with your line manager, to focus only on certain themes in a particular year. You can choose as many themes as you like in any combination. To choose whole Standards, select the tab View the whole Standard. To choose themes, select the tab View the Standards by Themes.

Clicking on the "Plus" button will reveal further details of the Standards. When you click on it the content expands and the "Plus" button changes to a "Minus" button. Clicking on the "Minus" button hides the detail again.

You can use the "Print" button to print off any of the options you choose.

Tool 2**The Professional Standard for Full Registration Summary****1. Professional Values and Personal Commitment**

Professional Values and Personal Commitment core to being a teacher are	<ul style="list-style-type: none"> • Social justice • Integrity Trust • Respect • Professional Commitment
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2. Professional Knowledge and Understanding - Professional Actions Registered teachers:

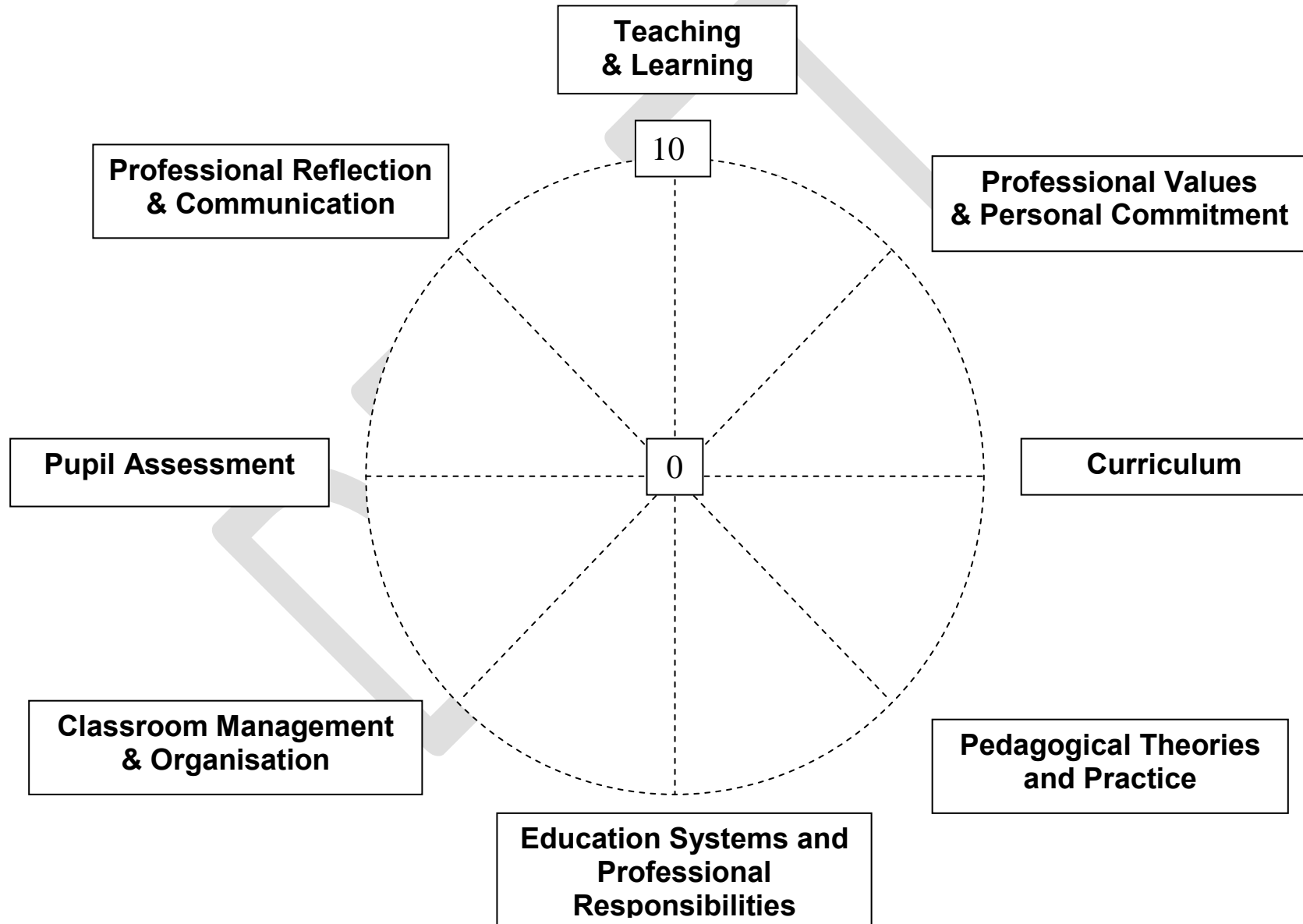
2.1 Curriculum	2.1.1 Registered teachers have knowledge and understanding of the nature of the curriculum and its development
	2.1.2 Registered teachers have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum
	2.1.3 Registered teachers have knowledge and understanding of planning coherent and progressive teaching programmes
	2.1.4 Registered teachers have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning
	2.1.5 Registered teachers have knowledge and understanding of the principles of assessment, recording and reporting
2.2 Education Systems and Professional Responsibilities	2.2.1 Registered teachers have knowledge and understanding of the principal features of the education system, educational policy and practice
	2.2.2 Registered teachers have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them
2.3 Pedagogical Theories and Practice	2.3.1 Registered teachers have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices
	2.3.2 Registered teachers have knowledge and understanding of the importance of research and engagement in professional enquiry

3 Professional Skills and Abilities - Professional Actions Registered teachers:

3.1 Teaching and Learning	3.1.1 Registered teachers plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities
	3.1.2 Registered teachers communicate effectively and interact productively with learners, individually and collectively
	3.1.3 Registered teachers employ a range of teaching strategies and resources to meet the needs and abilities of learners
	3.1.4 Registered teachers have high expectations of all learners
	3.1.5 Registered teachers work effectively in partnership in order to promote learning and wellbeing
3.2 Classroom Organisation and Management	3.2.1 Registered teachers create a safe, caring and purposeful learning environment
	3.2.2 Registered teachers develop positive relationships and positive behaviour strategies
3.3 Pupil Assessment	3.3.1 Registered teachers use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning
3.4 Professional Reflection and Communication	3.4.1 Registered teachers read and critically engage with professional literature, educational research and policy
	3.4.2 Registered teachers engage in reflective practice to develop and advance career-long professional learning and expertise

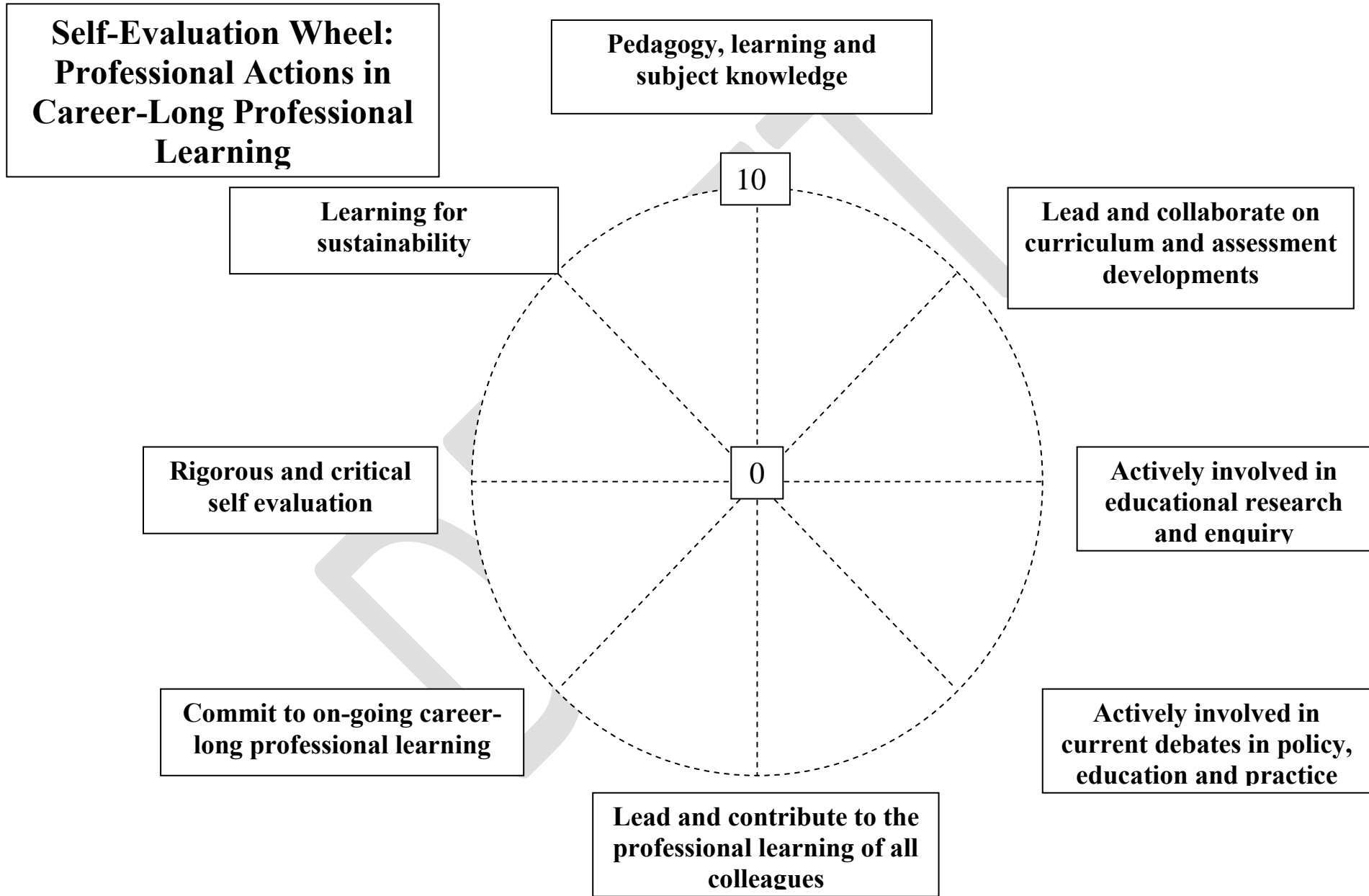
**For the full version of Standards for Registration please see General Teaching Council
www.gtcs.org.uk**

The Professional Standard for Full Registration



THE PROFESSIONAL ACTIONS IN CAREER-LONG PROFESSIONAL LEARNING

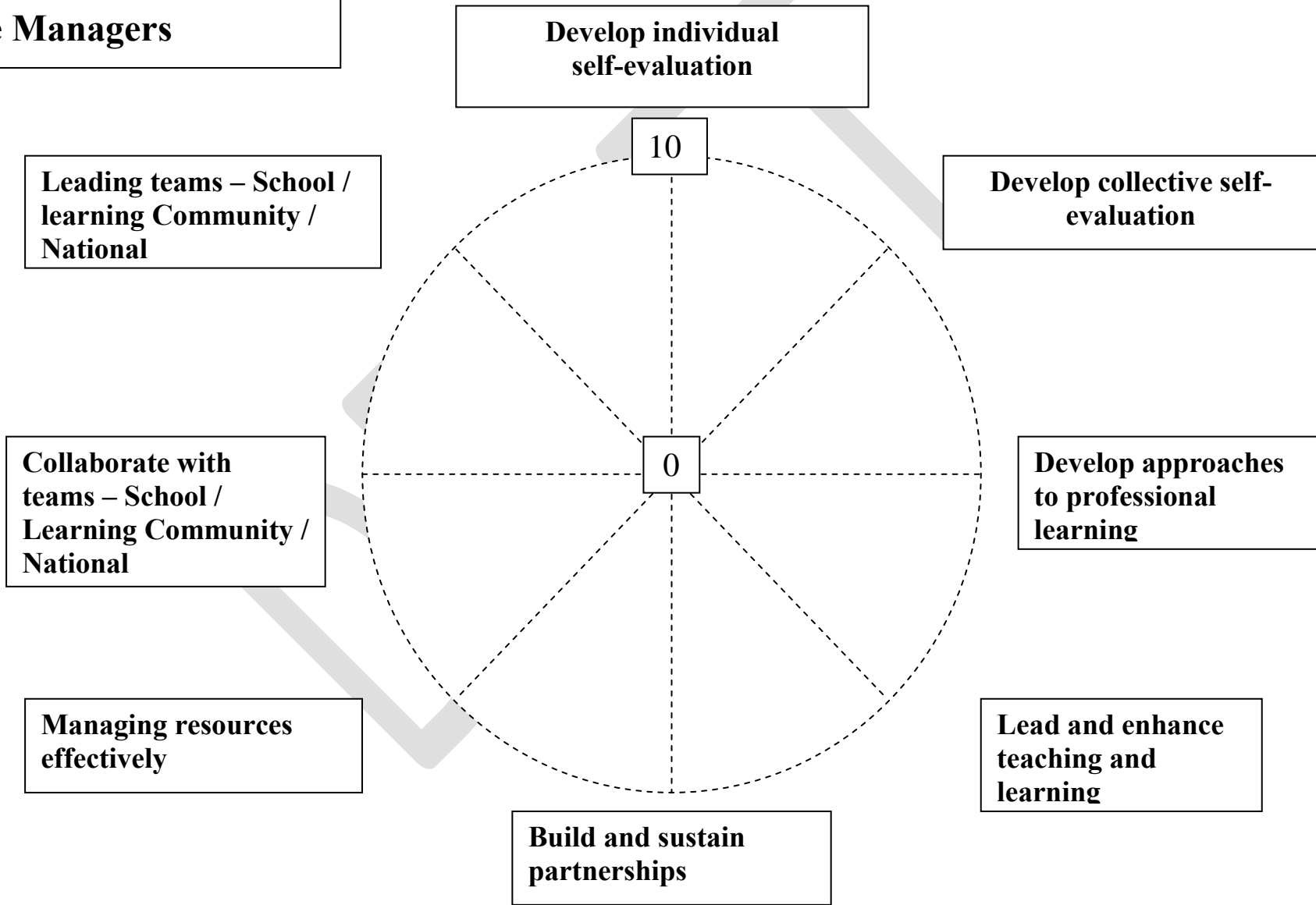
<p>Pedagogy, Learning and Subject Knowledge</p> <ul style="list-style-type: none"> • demonstrate deep subject knowledge and pedagogical leadership; • lead curriculum development with a deep understanding of the place of subject knowledge and the wider purposes of education; • demonstrate a critical understanding of approaches to teaching and learning, pedagogy and practice; • deploy an enhanced understanding of pedagogy and how constructive relationships with learners can be developed; • demonstrate a critical understanding of digital technologies and how these can be used to support learning; • understand and develop the most appropriate contexts and environments for learning including outdoor learning, and be able to apply appropriate pedagogies for these environments.
<p>Curriculum and Assessment</p> <ul style="list-style-type: none"> • understand and apply the principles of curriculum and assessment design to address changing educational needs; • lead and collaborate with others to plan innovative curricular programmes; • lead and work with others to ensure effective practice in the assessment of learning, including a deep knowledge and understanding of the policies and practices of assessment as required by awarding bodies
<p>Enquiry and Research</p> <ul style="list-style-type: none"> • develop and apply expertise, knowledge and understanding of research and impact on education; • develop and apply expertise, knowledge, understanding and skills to engage in practitioner enquiry to inform pedagogy, learning and subject knowledge; • lead and participate in collaborative practitioner enquiry.
<p>Educational contexts and current debates in policy, education and practice</p> <ul style="list-style-type: none"> • understand and explore the contexts and complexity in which teachers operate and the dynamic and complex role(s) of professionals within the educational community; • actively consider and critically question the development(s) of policy in education; • develop culture where learners meaningfully participate in decisions related to their learning and school; • develop and apply political literacy and political insight in relation to professional practice, educational change and policy development
<p>Sustaining and Developing Professional Learning</p> <ul style="list-style-type: none"> • develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice; • commit to on-going career-long professional learning, including postgraduate study as appropriate; • lead and contribute to the professional learning of all colleagues, including students and probationers.
<p>Learning for Sustainability</p> <ul style="list-style-type: none"> • understand the environmental, social and economic conditions of learners to inform teaching and learning; • have a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems function and are interconnected; • develop the knowledge, skills and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world; • connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community



THE PROFESSIONAL ACTIONS OF MIDDLE LEADERS

<p>3. PROFESSIONAL ACTIONS</p>
<p>3.1 Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement</p> <p>3.1.1 Middle leaders foster an ethos to support self-evaluation and plan specific opportunities for this to take place</p> <p>3.1.2 Middle leaders enable staff individually and collectively to engage in regular and rigorous self-evaluation</p> <p>3.1.3 Middle leaders use established systems to monitor progress of the team’s improvement agenda</p> <p>3.1.4 Middle leaders critically engage with literature, research and policy, in relation to all of the above</p>
<p>3.2 Develop coherent approaches to professional learning which build and sustain teachers’ practice</p> <p>3.2.1 Middle leaders work within school policies with regard to staffing and personnel issues</p> <p>3.2.2 Middle leaders establish and use strategies to identify individual and team professional learning needs to support the school’s improvement agenda</p> <p>3.2.3 Middle leaders create coherent opportunities for collaborative development activities</p> <p>3.2.4 Middle leaders evaluate the impact of professional learning on teachers’ practice and understanding, in relation to outcomes for learners</p> <p>3.2.5 Middle leaders critically engage with literature, research and policy in relation to all of the above</p>
<p>3.3 Lead and work collaboratively to enhance teaching which leads to high quality learning experiences</p> <p>3.3.1 Middle leaders support the improvement of teaching and learning and set consistently high expectations for all in the school community</p> <p>3.3.2 Middle leaders work with teams to design coherent and progressive programmes which address learning needs</p> <p>3.3.3 Middle leaders establish and develop pedagogic practices to meet the learning and pastoral needs of all learners</p> <p>3.3.4 Middle leaders use collaborative processes to monitor and review pedagogic practice, working across the team</p> <p>3.3.5 Middle leaders systematically gather and use assessment feedback and learners’ progress data to evaluate and plan future learning</p> <p>3.3.6 Middle leaders critically engage with literature, research and policy in relation to all of the above</p>
<p>3.4 Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners</p> <p>3.4.1 Middle leaders establish and use processes for the regular review of learners in order to identify learners’ needs</p> <p>3.4.2 Middle leaders establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes</p> <p>3.4.3 Middle leaders build partnerships with parents and carers to support the learner’s needs</p> <p>3.4.4 Middle leaders work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners</p> <p>3.4.5 Middle leaders critically engage with literature, research and policy in relation to the above</p>
<p>3.5 Manage allocated resources proactively and effectively to meet learning and development priorities</p> <p>3.5.1 Middle leaders identify priorities within their area and allocate resources to achieve these</p> <p>3.5.2 Middle leaders set expectations and ensure resources are allocated and used in fair and effective ways</p> <p>3.5.3 Middle leaders establish and use systems to monitor the use of resources within their areas of responsibility</p> <p>3.5.4 Middle leaders critically engage with literature, research and policy texts</p>

**Self-Evaluation Wheel:
Professional Actions of
Middle Managers**



THE PROFESSIONAL ACTIONS OF HEAD TEACHERS

4. PROFESSIONAL ACTIONS

4.1 Establish, sustain and enhance the culture of self-evaluation for school improvement

- 4.1.1 Head Teachers establish a range of relationships and practices to foster self-evaluation at every level in the school
- 4.1.2 Head Teachers establish and use systems to collect evidence with which to inform decision making
- 4.1.3 Head Teachers establish and use processes to gather valid information from stakeholders to inform improvement strategies
- 4.1.4 Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities
- 4.1.5 Head Teachers develop systems for ongoing monitoring and review of the school's improvement agenda

4.2 Develop staff capability, capacity and leadership to support the culture and practice of learning

- 4.2.1 Head Teachers work within the structure of employment legislation, national and local agreements and policies governing employment
- 4.2.2 Head Teachers establish and promote collaborative practice to support a culture of learning within and beyond the school
- 4.2.3 Head Teachers establish and ensure the consistent use of PRD processes to identify strengths and development needs
- 4.2.4 Head Teachers ensure a systematic approach to support the culture of professional learning
- 4.2.5 Head Teachers build systems to monitor the impact of professional learning on the culture of learning
- 4.2.6 Head Teachers contribute to systems level leadership of education in their context and beyond
- 4.2.7 Head Teachers critically engage with literature, research and policy in relation to all of the above

4.3 Ensure consistent, high quality teaching and learning for all learners

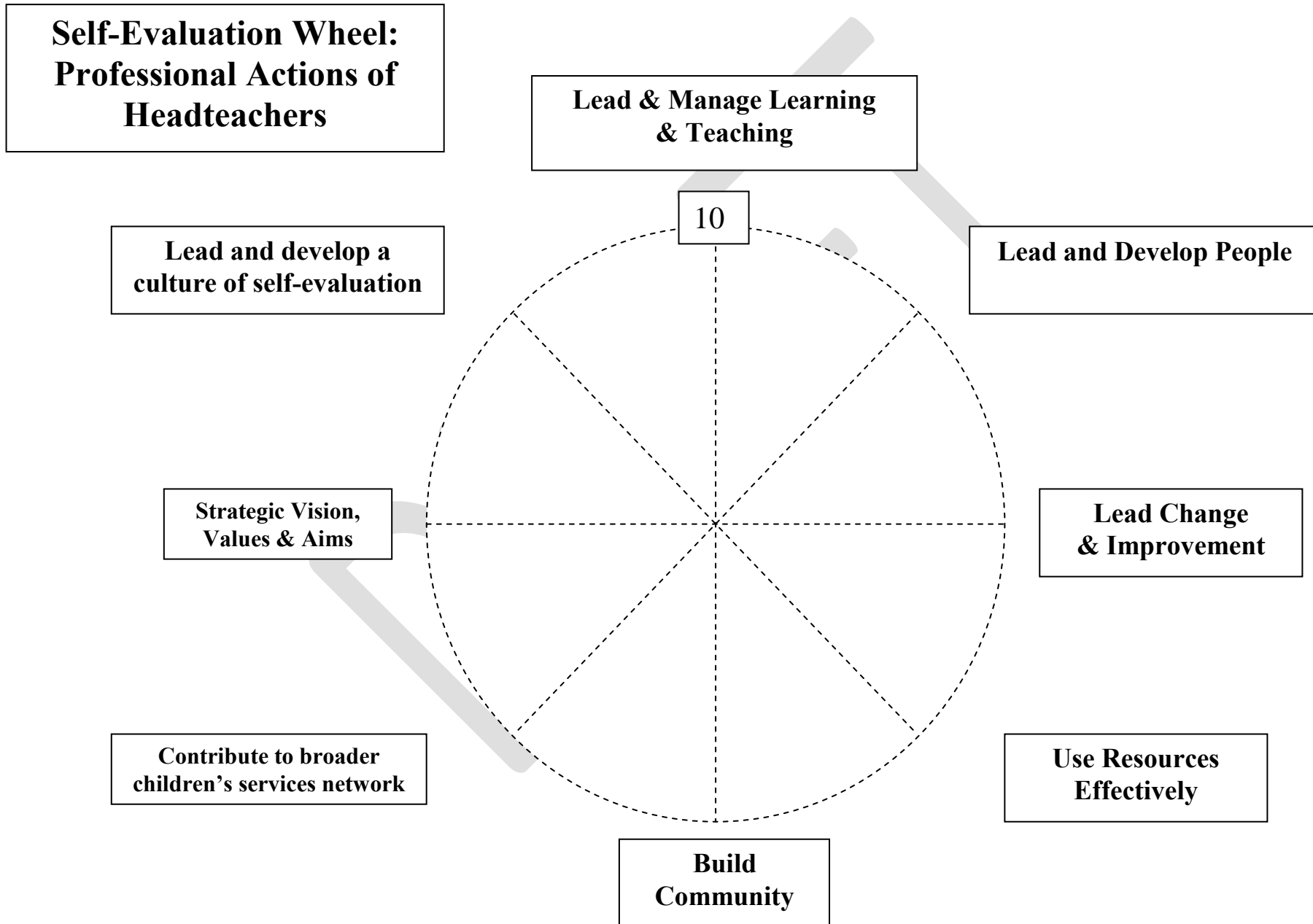
- 4.3.1 Head Teachers build a shared vision to support the improvement of teaching and learning and set consistently high expectations for all in the school community
- 4.3.2 Head Teachers ensure appropriate curriculum design and planning are developed to meet the learning and pastoral needs of all learners
- 4.3.3 Head Teachers establish and sustain processes to develop pedagogic practices across the school
- 4.3.4 Head Teachers build collaborative processes to review and enhance pedagogic practice
- 4.3.5 Head Teachers critically engage with literature, research and policy in relation to all of the above

4.4 Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners

- 4.4.1 Head Teachers build and communicate the vision, values, ethos and aims of the school with partners
- 4.4.2 Head Teachers embed processes to ensure learners contribute to planning and enhancement of their own learning programmes
- 4.4.3 Head Teachers develop strategies to foster parental involvement
- 4.4.4 Head Teachers build, maintain and review partnerships with other professions and agencies to support the learning, pastoral and emotional needs of learners
- 4.4.5 Head Teachers critically engage with literature, research and policy in relation to the above

4.5 Allocate resources effectively in line with identified strategic and operational priorities

- 4.5.1 Head Teachers use the review and improvement planning processes to identify priorities and inform resourcing decisions
- 4.5.2 Head Teachers allocate resources in a fair and equitable manner in line with priorities to support learning
- 4.5.3 Head Teachers ensure systems are established and used to monitor, evaluate and review the use of resources
- 4.5.4 Head Teachers critically engage with literature, research and policy texts



Tool 3

Self-evaluating against the Standards

Completion of the following questionnaires, which are based on criteria set to reach the relevant GTCS Standards, may help you identify some possible areas for Development.

Self-evaluate where “Innovating” indicates this aspect of your practice is a major strength and “Beginning” indicates a significant development need.

Beginning: a level of professional development in which the teacher relies on ongoing assistance from experienced colleagues for support, guidance and survival, and is trying to internalise and apply what she or he has learned about teaching and learning.

Emerging: a level of development in which the teacher still relies on more experienced colleagues for support but is moving toward becoming more self-directed and independent in her or his practice.

Integrating: a level of development in which the teacher is able to teach independently, internalises and easily applies and integrates what she or he has learned about teaching and learning.

Innovating: a level of development in which the teacher is fully skilled, confident and able to integrate and innovate complex elements of teaching, curriculum and professional development into that practice. The innovating teacher moves beyond the classroom in his or her teaching, collegial relationships and professional growth activities and is often a leader among peers.

Self-evaluating against the Standard for Full Registration

2. Professional knowledge and understanding		Undecided	Beginning	Emerging	Integrating	Innovating
2.1 Curriculum						
To what extent do I:						
2.1.1	<p>Have knowledge and understanding of the nature of the curriculum and its development</p> <ul style="list-style-type: none"> ❖ have secure and detailed understanding of the principles of curriculum design and can apply them in any setting where learning takes place; ❖ have secure working knowledge and detailed understanding of the processes of change and development in the curriculum; ❖ know how to identify and highlight connections with other curricular areas, stages or sectors, promoting learning beyond subject boundaries. 					
Key strengths and/or areas for development:						
2.1.2	<p>Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum</p> <ul style="list-style-type: none"> ❖ have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance; ❖ know how to match and apply the level of the curricular areas to the needs of all learners; ❖ know how to use, design and adapt materials for teaching and learning which stimulate, support and challenge all learners; ❖ know how to work collaboratively with colleagues to facilitate interdisciplinary learning; ❖ know how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability. 					
Key strengths and/or areas for development:						
2.1.3	<p>Have knowledge and understanding of planning coherent and progressive teaching programmes</p> <ul style="list-style-type: none"> ❖ now how to plan systematically for effective teaching and learning across different contexts and experiences; ❖ have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners; ❖ understand their role as leaders of curriculum development. 					
Key strengths and/or areas for development:						
Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning						
<ul style="list-style-type: none"> ❖ know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners, and demonstrate a commitment to raising all learners' expectations of themselves; ❖ have knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing; ❖ have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance teaching and learning; ❖ have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance; ❖ have secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and effectively select the most appropriate methods to meet all learners' needs; ❖ have secure knowledge of current educational priorities such as learning for sustainability. 						

2. Professional knowledge and understanding 2.1 Curriculum To what extent do I: Continued		Undecided	Beginning	Emerging	Integrating	Innovating
2.1.5	<p>Have knowledge and understanding of the principles of assessment, recording and reporting</p> <ul style="list-style-type: none"> ❖ know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process; ❖ have extensive knowledge and a secure understanding of the principles of assessment, methods of recording assessment information, the use of assessment in reviewing progress, in improving teaching and learning, identifying next steps and the need to produce clear, informed and sensitive reports; ❖ have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning; ❖ have extensive knowledge and a secure understanding of the assessment requirements of the major awarding and accrediting bodies 					

Key strengths and/or areas for development:

2 Professional knowledge and understanding 2.2 Education Systems and Professional Responsibilities To what extent do I:		Undecided	Beginning	Emerging	Integrating	Innovating
2.2.1	<p>Have knowledge and understanding of the principal features of the education system, educational policy and practice</p> <ul style="list-style-type: none"> ❖ <input type="checkbox"/> have an understanding of the principal influences on Scottish education and international systems and understand the contribution and impact of these systems on teaching and learning; ❖ have an understanding of current, relevant legislation and guidance such the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC; ❖ <input type="checkbox"/> have an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners and how these affect his/her daily responsibilities. 					

Key strengths and/or areas for development:

2.2.2	<p>Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them</p> <ul style="list-style-type: none"> ❖ <input type="checkbox"/> have secure working knowledge and detailed understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers' professional practice; ❖ have secure working knowledge and detailed understanding of their contractual, pastoral and legal responsibilities as teachers; ❖ <input type="checkbox"/> understand the importance of making a commitment to the distinctive ethos in all areas of the learning community; ❖ have secure knowledge and detailed understanding of their own role and responsibilities as teachers in relation to all staff within the learning community, other partner agencies and parents' organisations. 					
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Key strengths and/or areas for development:									
2 Professional knowledge and understanding 2.3 Pedagogical Theories and Practice To what extent do I:					Undecided	Beginning	Emerging	Integrating	Innovating
2.3.1	Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices								
	<ul style="list-style-type: none"> ❖ have secure knowledge and detailed understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take an holistic account of all learners' needs; ❖ <input type="checkbox"/> have secure knowledge and detailed understanding of learning theories and draw on these systematically in planning, teaching and learning; ❖ <input type="checkbox"/> have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice. 								
Key strengths and/or areas for development:									
2.3.2	Have knowledge and understanding of the importance of research and engagement in professional enquiry								
	<ul style="list-style-type: none"> ❖ know how to access and apply relevant findings from educational research; ❖ know how to engage critically in enquiry, research and evaluation individually or collaboratively, and apply this in order to improve teaching and learning. 								

Key strengths and/or areas for development:									
3 Professional Skills and Abilities - Professional Actions Registered teachers					Undecided	Beginning	Emerging	Integrating	Innovating
3.1 Teaching and Learning									
To what extent do I:									
3.1.1	Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities								
	<ul style="list-style-type: none"> ❖ plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work. 								
Key strengths and/or areas for development:									
3.1.2	Communicate effectively and interact productively with learners, individually and collectively								
	<ul style="list-style-type: none"> ❖ model appropriate levels of literacy and numeracy in their own professional practice; ❖ use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners; ❖ communicate appropriately with all learners, and promote competence and confidence in literacy; ❖ demonstrate effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning; ❖ communicate the purpose of the learning and give effective explanations at the appropriate level(s) for all learners; ❖ create opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional; ❖ reflect on the impact of their personal method of communication on learners and others in the learning community. 								
Key strengths and/or areas for development:									
3.1.3	Employ a range of teaching strategies and resources to meet the needs and abilities of learners								
	<ul style="list-style-type: none"> ❖ consistently select creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes; ❖ skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities; ❖ justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners; ❖ create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views. 								

Key strengths and/or areas for development:										
3 Professional Skills and Abilities - Professional Actions Registered teachers					Undecided	Beginning	Emerging	Integrating	Innovating	
3.1 Teaching and Learning										
To what extent do I: Continued										
3.1.4	Have high expectations of all learners									
	<ul style="list-style-type: none"> ❖ ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge; ❖ identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required; ❖ show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world. 									
Key strengths and/or areas for development:										
3.1.5	Work effectively in partnership in order to promote learning and wellbeing									
	<ul style="list-style-type: none"> ❖ establish a culture where learners meaningfully participate in decisions related to their learning and their school; ❖ create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing, taking a lead role when appropriate. 									

Key strengths and/or areas for development:									
3 Professional Skills and Abilities - Professional Actions Registered teachers					Undecided	Beginning	Emerging	Integrating	Innovating
3.2 Classroom Organisation and Management									
To what extent do I:									
3.2.1	Create a safe, caring and purposeful learning environment								
	<ul style="list-style-type: none"> ❖ ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated; ❖ plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning; ❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary; ❖ enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning; ❖ know about and apply appropriately health and safety regulations as an integral part of professional practice. 								

Key strengths and/or areas for development:									
3 Professional Skills and Abilities - Professional Actions Registered teachers					Undecided	Beginning	Emerging	Integrating	Innovating
3.2 Classroom Organisation and Management									
To what extent do I: Continued									
3.2.2	Develop positive relationships and positive behaviour strategies								
	<ul style="list-style-type: none"> ❖ demonstrate care and commitment to working with all learners; ❖ demonstrate a secure knowledge and understanding of the wellbeing indicators; ❖ show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success; ❖ implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner; ❖ seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour; ❖ evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them; ❖ recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action. 								

Key strengths and/or areas for development:									
3 Professional Skills and Abilities - Professional Actions Registered teachers					Undecided	Beginning	Emerging	Integrating	Innovating
3.3 Pupil Assessment									
To what extent do I:									
3.3.1	Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning								
	<ul style="list-style-type: none"> ❖ systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies; ❖ enable all learners to engage in self evaluation and peer assessment to benefit learning; ❖ record assessment information in a systematic and meaningful way in order to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies; ❖ use the results of assessment to identify development needs at class, group and individual level and as a basis for dialogue with learners about their progress and targets; ❖ produce clear and informed reports for parents and other agencies which discuss learners' progress and matters related to personal, social and emotional development in a sensitive and constructive way. 								

Key strengths and/or areas for development:									
3 Professional Skills and Abilities - Professional Actions Registered teachers					Undecided	Beginning	Emerging	Integrating	Innovating
3.4 Professional Reflection and Communication									
To what extent do I:									
3.4.1	Read and critically engage with professional literature, educational research and policy								
	<ul style="list-style-type: none"> ❖ read, analyse and critically evaluate a range of appropriate educational and research literature; ❖ systematically engage with research and literature to challenge and inform professional practice. 								
Key strengths and/or areas for development:									
3.4.2	Engage in reflective practice to develop and advance career-long professional learning and expertise								
	<ul style="list-style-type: none"> ❖ reflect and engage in self evaluation using the relevant professional standard; ❖ demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue; ❖ evaluate, and adapt their classroom practice rigorously and systematically, taking account of feedback from others, to enhance teaching and learning; ❖ demonstrate constructive participation and engagement with curriculum development, improvement planning and professional review and development; ❖ work collaboratively to contribute to the professional learning and development of colleagues, including students, through offering support and constructive advice and through disseminating experience and expertise, seeking opportunities to lead learning; ❖ maintain an effective record and portfolio of their own professional learning and development and a professional development action plan, including analysis of impact on learners and on own professional practices. 								

3 The Professional Actions in Career-Long Professional Learning		Undecided	Beginning	Emerging	Integrating	Innovating
Pedagogy, Learning and Subject Knowledge						
To what extent do I:						
	<ul style="list-style-type: none"> demonstrate deep subject knowledge and pedagogical leadership; lead curriculum development with a deep understanding of the place of subject knowledge and the wider purposes of education; demonstrate a critical understanding of approaches to teaching and learning, pedagogy and practice; deploy an enhanced understanding of pedagogy and how constructive relationships with learners can be developed; demonstrate a critical understanding of digital technologies and how these can be used to support learning; understand and develop the most appropriate contexts and environments for learning including outdoor learning, and be able to apply appropriate pedagogies for these environments. 					
Key strengths and/or areas for development:						
Curriculum and Assessment		Undecided	Beginning	Emerging	Integrating	Innovating
To what extent do I:						
	<ul style="list-style-type: none"> understand and apply the principles of curriculum and assessment design to address changing educational needs; lead and collaborate with others to plan innovative curricular programmes; lead and work with others to ensure effective practice in the assessment of learning, including a deep knowledge and understanding of the policies and practices of assessment as required by awarding bodies. 					
Key strengths and/or areas for development:						
Enquiry and Research		Undecided	Beginning	Emerging	Integrating	Innovating
To what extent do I:						
	<ul style="list-style-type: none"> develop and apply expertise, knowledge and understanding of research and impact on education; develop and apply expertise, knowledge, understanding and skills to engage in practitioner enquiry to inform pedagogy, learning and subject knowledge; lead and participate in collaborative practitioner enquiry. 					

Key strengths and/or areas for development:					
Educational contexts and current debates in policy, education and practice					Innovating
To what extent do I:					Integrating
<ul style="list-style-type: none"> understand and explore the contexts and complexity in which teachers operate and the dynamic and complex role(s) of professionals within the educational community; actively consider and critically question the development(s) of policy in education; develop culture where learners meaningfully participate in decisions related to their learning and school; develop and apply political literacy and political insight in relation to professional practice, educational change and policy development. 					Emerging
					Beginning
					Undecided
Key strengths and/or areas for development:					
To what extent do I					Innovating
<ul style="list-style-type: none"> develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice; commit to on-going career-long professional learning, including postgraduate study as appropriate; lead and contribute to the professional learning of all colleagues, including students and probationers 					Integrating
					Emerging
					Beginning
					Undecided
Key strengths and/or areas for development:					
Learning for Sustainability					Innovating
To what extent do I					Integrating
<ul style="list-style-type: none"> understand the environmental, social and economic conditions of learners to inform teaching and learning; have a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems function and are interconnected; develop the knowledge, skills and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world; connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community 					Emerging
					Beginning
					Undecided

3 The Professional Actions of Middle Leaders		Undecided	Beginning	Emerging	Integrating	Innovating
3.1 Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement						
To what extent do I:						
3.1.1 Middle leaders foster an ethos to support self-evaluation and plan specific opportunities for this to take place	<ul style="list-style-type: none"> • model good practice in personal self-evaluation against the relevant professional standard and appropriate benchmarks; • promote an open, honest and critical stance in examining practice, within their area of responsibility; • lead and influence others to critically analyse and evaluate their own practice in relation to relevant policies and procedures 					
Key strengths and/or areas for development:						
3.1.2 Middle leaders enable staff individually and collectively to engage in regular and rigorous self-evaluation	<ul style="list-style-type: none"> • systematically use established self-evaluation practices, gathering information from appropriate stakeholders and apply the information gathered to the planning of next steps and actions; • develop colleagues’ skills and confidence in using the established self-evaluation processes and deriving a range of processes 					
Key strengths and/or areas for development:						
Middle leaders use established systems to monitor progress of the team’s improvement agenda	<ul style="list-style-type: none"> • undertake regular and systematic review of progress towards the team’s priorities; • adopt a range of approaches to sustain and improve the work of the team. 					
Key strengths and/or areas for development:						
3.1.4 Middle leaders critically engage with literature, research and policy, in relation to all of the above	<ul style="list-style-type: none"> • develop and use knowledge from literature, research and policy sources to support the process of self-evaluation for the enhancement of professional practice and decision making, within their areas of responsibility 					

Key strengths and/or areas for development:					
3.2 Develop coherent approaches to professional learning which build and sustain teachers’ practice					Undecided
To what extent do I:					
3.2.1 <i>Middle leaders work within school policies with regard to staffing and personnel issues</i>					
<ul style="list-style-type: none"> take due account of school policy and local authority guidelines in all aspects of human resource management 					
Key strengths and/or areas for development:					
3.2.2 <i>Middle leaders establish and use strategies to identify individual and team professional learning needs to support the school’s improvement agenda</i>					
<ul style="list-style-type: none"> take responsibility for, and engage actively in, ongoing professional learning to enhance their personal and professional skills and knowledge base; promote ambition and set high expectations of professional learning for the team and ensure opportunities which deliver this; use coaching and mentoring skills to support the PRD process; ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to professional practice. 					
Key strengths and/or areas for development:					
3.2.3 <i>Middle leaders create coherent opportunities for collaborative development activities</i>					
<ul style="list-style-type: none"> create opportunities for colleagues to take on leadership roles; lead team participation in professional learning community processes; build constructive relationships that foster commitment and collegiality; use coaching and mentoring to support colleagues and build these skills to develop peer support 					
Key strengths and/or areas for development:					
3.2.4 <i>Middle leaders evaluate the impact of professional learning on teachers’ practice and understanding, in relation to outcomes for learners</i>					
<ul style="list-style-type: none"> work with the team to critically reflect on individual and collective professional learning; plan and evaluate professional learning provision directly on its intended impact on learning, within their areas of responsibility 					

Key strengths and/or areas for development:					
	<p>3.2.5 Middle leaders critically engage with literature, research and policy in relation to all of the above</p> <ul style="list-style-type: none"> develop and use knowledge from literature, research and policy sources to support the processes of leading and developing staff and creating school cultures for the enhancement of practice and decision making, within their areas of responsibility 				
Key strengths and/or areas for development:					
<p>3.3 Lead and work collaboratively to enhance teaching which leads to high quality learning experiences</p> <p>To what extent do I:</p>					<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Undecided</p>
	<p>3.3.1 Middle leaders support the improvement of teaching and learning and set consistently high expectations for all in the school community</p> <ul style="list-style-type: none"> work with the team to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning; set clear standards in their practice, in relation to the principles of inclusion, sustainability, equality and social justice; model and develop, within and beyond their area of responsibility, a culture of mutual respect and accountability. 				
Key strengths and/or areas for development:					
	<p>3.3.2 Middle leaders work with teams to design coherent and progressive programmes which address learning needs</p> <ul style="list-style-type: none"> develop and plan curricular, cross-curricular and pastoral programmes to ensure appropriate personalisation and choice; ensure that learners are included in decisions related to the development and planning of all learning programmes; ensure the principles of good curriculum design underpin all learning programmes 				
Key strengths and/or areas for development:					
	<p>3.3.3 Middle leaders establish and develop pedagogic practices to meet the learning and pastoral needs of all learners</p> <ul style="list-style-type: none"> model high quality teaching; set high expectations of the quality of teaching and learning across the team; provide systematic opportunities to enhance and refresh teachers' pedagogic practices, including assessment practices. 				

Key strengths and/or areas for development:					
	<p>3.3.4 Middle leaders use collaborative processes to monitor and review pedagogic practice, working across the team</p> <ul style="list-style-type: none"> • implement a range of peer learning approaches which enable the team to work collaboratively; • work regularly with individual teachers to review teaching and learning approaches in the classroom; • draw upon self-evaluation activities to promote on-going review of pedagogy 				
Key strengths and/or areas for development:					
	<p>3.3.5 Middle leaders systematically gather and use assessment feedback and learners' progress data to evaluate and plan future learning</p> <ul style="list-style-type: none"> • establish processes for the systematic use of formative and summative assessment; • establish processes for the tracking and monitoring of individual learning and pastoral needs; • use assessment and progress data to inform and plan learning programmes 				
Key strengths and/or areas for development:					
	<p>3.3.6 Middle leaders critically engage with literature, research and policy in relation to all of the above engage with educational literature, research and policy sources in leading and developing the curriculum, pedagogy and assessment practices, including taking account of international benchmarking to support the enhancement of practice and decision making, within their areas of responsibility</p>				
Key strengths and/or areas for development:					
<p>3.4 Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners</p> <p>To what extent do I:</p>				Undecided	Beginning
	<p>3.4.1 Middle leaders establish and use processes for the regular review of learners in order to identify learners' needs</p> <ul style="list-style-type: none"> • use appropriate diagnostic tools to review learners' progress • communicate outcomes with all relevant partners; • ensure planning and provision for learning is underpinned by the principles of equality and social justice. 				
				Emerging	Integrating
					Innovating

Key strengths and/or areas for development:					
	<p>3.4.2 Middle leaders establish and enhance the opportunities for learners to contribute to the planning and enforcement of their own learning programmes</p> <ul style="list-style-type: none"> • ensure opportunities for personalisation and choice; • provide opportunities for learners and teachers to plan and discuss learning strategies; • provide opportunities for learners to evaluate their learning and progress. 				
Key strengths and/or areas for development:					
	<p>3.4.3 Middle leaders build partnerships with parents and carers to support the learner's needs</p> <ul style="list-style-type: none"> • provide parents and carers with regular information about their child's progress; • seek regular opportunities to keep parents and carers informed about developments in the curriculum and teaching and learning opportunities 				
Key strengths and/or areas for development:					
	<p>3.4.4 Middle leaders work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners</p> <ul style="list-style-type: none"> • adhere to and implement child protection policies and procedures to ensure the well-being of all learners; • Recognise and encourage the wide and diverse range of partnerships which contribute to the learning, pastoral and emotional needs of all learners; • ensure appropriate information is shared with partners to inform decision making;; • draw upon knowledge and expertise from other professional partners to enhance programmes for learners 				
Key strengths and/or areas for development:					
	<p>3.4.5 Middle leaders critically engage with literature, research and policy in relation to the above</p> <ul style="list-style-type: none"> • develop and use knowledge from literature, research and policy sources to support the processes of collaborative working for the enhancement of professional practice and decision making, within their areas of responsibility 				

Key strengths and/or areas for development:										
3.5 Manage allocated resources proactively and effectively to meet learning and development priorities					Undecided	Beginning	Emerging	Integrating	Innovating	
To what extent do I:										
<p>3.5.1 Middle leaders identify priorities within their area and allocate resources to achieve these</p> <ul style="list-style-type: none"> work with teams to agree and deliver appropriate resourcing decisions; use data and evaluations of previous planning priorities and learning programmes to inform future resourcing decisions 										
Key strengths and/or areas for development:										
<p>3.5.2 Middle leaders set expectations and ensure resources are allocated and used in fair and effective ways</p> <ul style="list-style-type: none"> make best operational use of available resources to create, maintain and enhance an appropriate learning environment for effective teaching and learning and to support improvement; demonstrate transparent and equitable allocation of resources which takes account of identified need, within their areas of responsibility; foster collective responsibility across the team for the sustainable, transparent, fair and effective use of resources 										
Key strengths and/or areas for development:										
<p>3.5.3 Middle leaders establish and use systems to monitor the use of resources within their areas of responsibility</p> <ul style="list-style-type: none"> ensure efficient and effective use of resources to support the learning needs of all learners; give due regard to health and safety legislation to ensure safety and welfare of al 										
Key strengths and/or areas for development:										
<p>3.5.4 Middle leaders critically engage with literature, research and policy texts</p> <ul style="list-style-type: none"> develop and use knowledge from literature, research and policy sources in the area of resource management to inform professional practice and decision making, within their areas of responsibility 										

4 The Professional Actions of Head Teachers		Undecided	Beginning	Emerging	Integrating	Innovating
4.1 Establish, sustain and enhance the culture of self-evaluation for school improvement To what extent do I:						
4.1.1 Head Teachers establish a range of relationships and practices to foster self-evaluation at every level in the school <ul style="list-style-type: none"> model good practice in personal self evaluation against the relevant Professional Standard and appropriate benchmarks; promote an open, honest and critical stance in examining practice; encourage and support others to critically analyse and evaluate their own practice in relation to relevant policies and procedures 						
Key strengths and/or areas for development:						
4.1.2 Head Teachers establish and use systems to collect evidence with which to inform decision making <ul style="list-style-type: none"> develop a culture of evidence-informed practice; ensure systematic evidence collection and analysis against national and international benchmarks; use collated evidence to inform decision-making; encourage and enable staff to use data to plan teaching, learning, reporting and assessment, with a focus on improving outcomes for all learners 						
Key strengths and/or areas for development:						
4.1.3 Head Teachers establish and use processes to gather valid information from stakeholders to inform improvement strategies <ul style="list-style-type: none"> ensure that data is gathered systematically from a wide range of stakeholders; develop innovative approaches to engage all groups; share data to inform decision making and to identify priorities 						
Key strengths and/or areas for development:						
4.1.4 Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities <ul style="list-style-type: none"> create regular opportunities to engage with staff, learners and the wider school community to identify priorities; identify key areas for improvement using the evidence gathered; establish, sustain and enhance a culture where all learners are involved in meaningful decision-making about the planning and enhancement of learning and in wider school improvement; establish processes and facilitate opportunities for groups to work collaboratively to take forward improvement priorities 						

4 The Professional Actions of Head Teachers		Undecided	Beginning	Emerging	Integrating	Innovating
4.1 Establish, sustain and enhance the culture of self-evaluation for school improvement						
To what extent do I: Continued						
4.1.5	<p>Head Teachers develop systems for ongoing monitoring and review of the school's improvement agenda</p> <ul style="list-style-type: none"> undertake regular and systematic review of progress towards the school's priorities; establish a range of processes which enable staff to contribute to the overall monitoring and review of the school improvement plan 					
Key strengths and/or areas for development:						
4.1.6	<p>Head Teachers critically engage with literature, research and policy in relation to all of the above</p> <ul style="list-style-type: none"> develop and use knowledge from literature, research and policy sources to support the processes of self-evaluation for the enhancement of professional practice and decision-making 					
4.2 Develop staff capability, capacity and leadership to support the culture and practice of learning		Undecided	Beginning	Emerging	Integrating	Innovating
To what extent do I:						
4.2.1	<p>Head Teachers work within the structure of employment legislation, national and local agreements and policies governing employment</p> <ul style="list-style-type: none"> take due account of legislation and national and local agreements in all aspects of human resource management; take due account of the legislative framework related to equality and social inclusion to promote an inclusive community which values diversity and challenges discrimination. 					

4.2 Develop staff capability, capacity and leadership to support the culture and practice of learning		Undecided	Beginning	Emerging	Integrating	Innovating
To what extent do I: Continued						
Key strengths and/or areas for development:						
4.2.2	<p>Head Teachers establish and promote collaborative practice to support a culture of learning within and beyond the school</p> <ul style="list-style-type: none"> take responsibility for, and engage actively in, ongoing professional learning to deepen their personal and professional skills and knowledge base; promote ambition and set high expectations of continuing professional learning for all staff and ensure opportunities which deliver this; create and utilise opportunities for staff to take on leadership roles across and beyond the school; build constructive relationships that engender commitment and collegiality 					
Key strengths and/or areas for development:						
4.2.3	<p>Head Teachers establish and ensure the consistent use of PRD processes to identify strengths and development needs</p> <ul style="list-style-type: none"> use and develop in colleagues, coaching and mentoring skills to support the PRD process; foster the personal commitment of staff to, and personal responsibility for, PRD using relevant professional standards to support self-evaluation and reflection; ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to improvement of professional practice 					
Key strengths and/or areas for development:						
4.2.4	<p>Head Teachers ensure a systematic approach to support the culture of professional learning</p> <ul style="list-style-type: none"> ensure staff use relevant professional standards to support self-evaluation as part of continuous professional learning; encourage an extended understanding of the nature and depth of professional learning and promote relevant systematic and progressive professional learning opportunities; ensure an appropriate balance between collaborative and personal professional learning; ensure an appropriate balance between personal and professional goals and school and local authority priorities 					
Key strengths and/or areas for development:						
4.2.5	<p>Head Teachers build systems to monitor the impact of professional learning on the culture of learning</p> <ul style="list-style-type: none"> build staff capability to self-evaluate individual and collegiate professional learning and reflect on their development; plan and evaluate professional learning in relation to both its direct and indirect impact on outcomes for learners. 					

4.2 Develop staff capability, capacity and leadership to support the culture and practice of learning		Undecided	Beginning	Emerging	Integrating	Innovating
To what extent do I: Continued						
4.2.6 Head Teachers contribute to systems level leadership of education in their context and beyond	<ul style="list-style-type: none"> contribute to the development of others, including peer Head Teachers, through coaching and mentoring, and networking opportunities; support cross-sector working at cluster, local authority and national levels; contribute to cluster, local and national developments and discussions to support and enhance the policy making process 					
Key strengths and/or areas for development:						
4.2.7 Head Teachers critically engage with literature, research and policy in relation to all of the above	<ul style="list-style-type: none"> develop and use knowledge from literature, research and policy sources to support the processes of leading and developing staff and creating school cultures for the enhancement of professional practice and decision making 					

4.3 Ensure consistent, high quality teaching and learning for all learners		Undecided	Beginning	Emerging	Integrating	Innovating
To what extent do I:						
4.3.1 Head Teachers build a shared vision to support the improvement of teaching and learning and set consistently high expectations for all in the school community	<ul style="list-style-type: none"> work with whole school community to identify and articulate a shared vision, values and aims in relation to teaching and learning; set clear standards in relation to enacting the principles of inclusion, sustainability, equality and social justice in the teaching and learning processes; model and develop a culture of mutual trust, respect and accountability. 					
Key strengths and/or areas for development:						
4.3.2 Head Teachers ensure appropriate curriculum design and planning are developed to meet the learning and pastoral needs of all learners	<ul style="list-style-type: none"> take a strategic overview of the planning, delivery and assessment of learning to ensure that school-based decisions are in accordance with the principles of good curriculum design and planning; agree and develop curricular frameworks to ensure appropriate personalisation and choice; collaborate with partners to facilitate access to appropriate learning opportunities and resources 					

4.3 Ensure consistent, high quality teaching and learning for all learners		Undecided	Beginning	Emerging	Integrating	Innovating
To what extent do I:						
4.3.3	<p>Head Teachers establish and sustain processes to develop pedagogic practices across the school</p> <ul style="list-style-type: none"> • set, and communicate clearly, high expectations of the quality of teaching and assessment; • develop a culture which supports and ensures high quality teaching and assessment; • provide systematic opportunities to enhance and refresh teachers’ pedagogic practice 					
Key strengths and/or areas for development:						
4.3.4	<p>Head Teachers build collaborative processes to review and enhance pedagogic practice</p> <ul style="list-style-type: none"> • promote a culture of critical reflection and self evaluation and establish approaches to review and teaching and learning which gathers from the views and experience of learners, staff, parents and partners; • establish and sustain teacher leadership and collaborative working to support the enhancement of teaching and learning; • establish systems to validate the quality of teaching, learning and assessment 					
Key strengths and/or areas for development:						
4.3.5	<p>Head Teachers critically engage with literature, research and policy in relation to all of the above</p> <ul style="list-style-type: none"> • engage with educational literature, research and policy sources in leading and developing the curriculum, including taking account of international benchmarking to support the enhancement of practice and decision making 					

	4.4 Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners	Undecided	Beginning	Emerging	Integrating	Innovating
	<p>To what extent do I:</p> <p>4.4.1 Head Teachers build and communicate the vision, values, ethos and aims of the school with partners</p> <ul style="list-style-type: none"> • co-create an aspirational vision, values, ethos and aims, agreed in partnership with all stakeholders • communicate and model the vision, values, ethos and aims regularly to all learners and the wider school community 					
Key strengths and/or areas for development:						
	<p>4.4.2 Head Teachers embed processes to ensure learners contribute to planning and enhancement of their own learning programmes</p> <ul style="list-style-type: none"> • establish a culture where learners participate meaningfully in decisions related to their learning and their school; • ensure all learners have genuine opportunities to participate in these decision-making processes. 					
Key strengths and/or areas for development:						
	<p>4.4.3 Head Teachers develop strategies to foster parental involvement</p> <ul style="list-style-type: none"> • establish a culture to build and facilitate the partnership between parents and carers, learners and the school; • ensure all parents and carers have genuine opportunities to participate in these partnership activities and processes 					
Key strengths and/or areas for development:						
	<p>4.4.4 Head Teachers build, maintain and review partnerships with other professions and agencies to support the learning, pastoral and emotional needs of learners</p> <ul style="list-style-type: none"> • adhere to and implement child protection policies and procedures to ensure the care and welfare of all learners; • understand the National Practice Model within GIRFEC, and develop this understanding in colleagues; • recognise and encourage the wide and diverse range of partnerships which contribute to the well-being of all learners; • ensure that systems are in place which enable all partners to contribute to, and support the diverse needs of all learners in line with local and national policy and legislation 					
Key strengths and/or areas for development:						
	<p>4.4.5 Head Teachers critically engage with literature, research and policy in relation to the above</p> <p>develop and use knowledge from literature, research and policy sources to support the processes of collaborative working for the enhancement of professional practice and decision making</p>					

	4.5 Allocate resources effectively in line with identified strategic and operational priorities To what extent do I:	Undecided	Beginning	Emerging	Integrating	Innovating
	<p>4.5.1 Head Teachers use the review and improvement planning processes to identify priorities and inform resourcing decisions</p> <ul style="list-style-type: none"> consult with relevant stakeholders to inform appropriate resourcing decisions; use data and evaluations of previous planning priorities to inform future resourcing decisions; consider the sustainability implications of resourcing decisions 					
Key strengths and/or areas for development:						
	<p>4.5.2 Head Teachers allocate resources in a fair and equitable manner in line with priorities to support learning</p> <ul style="list-style-type: none"> make best strategic and operational use of available resources to create, maintain and enhance an appropriate learning environment for effective teaching and learning and to support improvement; delegate appropriate tasks and responsibilities to other staff, including promoted staff; demonstrate transparent and equitable allocation of resources which takes account of identified need; foster collective responsibility for the sustainable, transparent, fair and effective use of resources 					
Key strengths and/or areas for development:						
	<p>4.5.3 Head Teachers ensure systems are established and used to monitor, evaluate and review the use of resources</p> <ul style="list-style-type: none"> ensure best value and appropriate devolved accountability to support effective teaching and learning; show a strategic awareness when engaging with resource management to ensure continuous improvement; give due regard to health and safety legislation to ensure safety and welfare of all; utilise all available support in budget and resource management 					
Key strengths and/or areas for development:						
	<p>4.5.4 Head Teachers critically engage with literature, research and policy texts</p> <ul style="list-style-type: none"> develop and use knowledge from literature, research and policy sources in the area of resource management to inform professional practice and decision making 					

Guide to using MyGTCS

What is MyGTCS?

MyGTCS is a personalised and secure web portal from GTC Scotland that's only available to provisionally or fully registered teachers.

Applying for an account is easy and takes minutes.

Register with MyGTCS to allow you to update your contact details annually and gain access to additional services provided by GTC Scotland.

This is a screen shot of the professional activity record on MYGTCS which you should use to record your professional learning throughout the year

ADD PROFESSIONAL LEARNING ACTIVITY

* Denotes mandatory field

Date of activity*

Type
 Please Select

Details of activity*

Standard*
 Please Select

Key Focus 1*
 Please Select

Key Focus 2
 Please Select

Reflection / impact of activity*

SAVE **CLEAR**

PROFESSIONAL LEARNING RECORD

Record Professional Learning against any of the Standards and build a Professional Learning Record that can be submitted for Professional Update.

Add a new activity using the form to the left. The date of an activity should not be earlier than the start of the current school year (1st August).

If you are not ready to complete the reflection/impact section, please type "will complete at a later date" to let you save the record.

View records in the tabs below which are stored by academic year (from 1 August to 31 July). Use the year links to navigate to previous years.

Edit an activity by clicking the icon and the data will display in the box to the left for you to edit.

Need help? Please email PLD@gtc.org.uk

DOWNLOAD WORD VERSION

This is a screenshot of the record of meeting and it is here you should record the agreed outcome of your PRD

ADD RECORD OF PRD MEETING

* Denotes mandatory field

Date of meeting*

Key targets*

SAVE **CLEAR**

PROFESSIONAL REVIEW AND DEVELOPMENT MEETINGS

In line with Local Authority expectations, you may be required to keep a record of your Professional Review and Development (PRD) meetings in this section. This will not be used as part of the Professional Update submission process.

Add a new record by filling in the form on the left.

View previous years' PRD records below. Records are stored by academic year (from 1 August to 31 July each year). Use the year links to navigate to previous years.

Edit a record by clicking the icon. The record will then display in the box to the left and you can edit it directly.

Need help? Please email pld@gtc.org.uk.

DOWNLOAD WORD VERSION

You have no PRD meetings recorded

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		

Coaching and mentoring

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

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
- confidentiality

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/Mentoring Capacity in Argyll and Bute Schools

As a result of previous investment in this area, there is now increased capacity in Argyll and Bute schools in terms of the numbers of teachers with training in the relevant skills.

However, this development has been varied. The introduction of coaching has been promoted more enthusiastically in some areas than in others.

There will in 2014/2015 be further development of the relevant skills and dispositions that are required to enhance the quality of PRD for all teachers. Training sessions will be delivered to reviewers who have had no previous experience of coaching and mentoring.

A bank of around 20 "Lead Coaches" will be established. The role of Lead Coaches will be to support reviewers to ensure they are confident in this approach. Support could be delivered through twilight sessions, phone calls, video conferencing, in-service days and also through the use of an e-learning unit.

This will support the cultural shift that will encourage and empower teachers to take responsibility for their own professional learning.

Establishing your initial year of Professional Update

The national roll-out of Professional Update will begin in August 2014. Registered teachers will be required to complete Professional Update on a 5-yearly cycle as follows:

- 2014/2015 – teachers with registration years ending in a 9 or 4
- 2015/2016 – teachers with registration years ending in 0 and 5
- 2016/2017 – teachers with registration years ending in a 6 or 1
- 2017/2018 – teachers with registration years ending in 7 and 2
- 2018/2019 – teachers with registration years ending in 8 or 3 etc.

Another means of establishing your year of update is using the second number of your GTCS registration, if it is a 9 or a 4 year of update is 2014/2015 etc.

[Guide to submit for professional update when available](#)