

Professional Review and Development



Introduction

This revised national guidance on Professional Review and Development (PRD) builds on and extends previous guidance, “Professional Review and Development”, Scottish Executive 2003, in recognition of the changing priorities within Scottish education and

the recommendations from ‘Teaching Scotland’s Future: Report of the review of teacher education in Scotland’ (2011). The purpose of this guidance is to support effective PRD and the positive engagement of teachers, and system leaders¹ in the PRD process.



Teachers work in a complex and dynamic society. This means that teachers need to be critically informed, have professional values and knowledge and take actions that ensure a positive impact on learners and learning. Teachers therefore need opportunities to develop in order to address these changing demands.



The most successful education systems invest in developing their teachers as reflective, accomplished and enquiring professionals who are able, not simply to teach successfully in relation to current external expectations, but who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change.

Teaching Scotland’s Future: Report of a review of teacher education in Scotland, G Donaldson, Scottish Government (2011).

¹ System leaders include those working more widely in Scottish education at local and national levels. It includes local authorities who, as employers, have a duty to implement effective PRD.

Scottish education recognises the importance of high quality career-long professional learning for all teachers. In recognition of this, national partners are working together to inform and support the teaching profession.

The [General Teaching Council for Scotland \(GTCS\) Professional Standards](#) and supporting guidance have been developed to support self-evaluation within professional learning. As teachers progress through their careers, the Standards can be used to identify professional learning needs, plan and develop professional learning and ensure continuing development of

professional practice as part of the PRD process and help to prepare for a variety of roles. [Career-long Professional Learning guidance](#), the [Framework for Educational Leadership](#) and this national PRD guidance have been developed not as stand-alone resources but to be used in conjunction with the Professional Standards to support self-evaluation and professional learning.

It is vital that engagement with the Professional Standards, Career-long Professional Learning guidance and the Framework for Educational Leadership is underpinned by the PRD process.

Professional Update

From August 2014 all GTCS registered teachers will be required to participate in the Professional Update process.

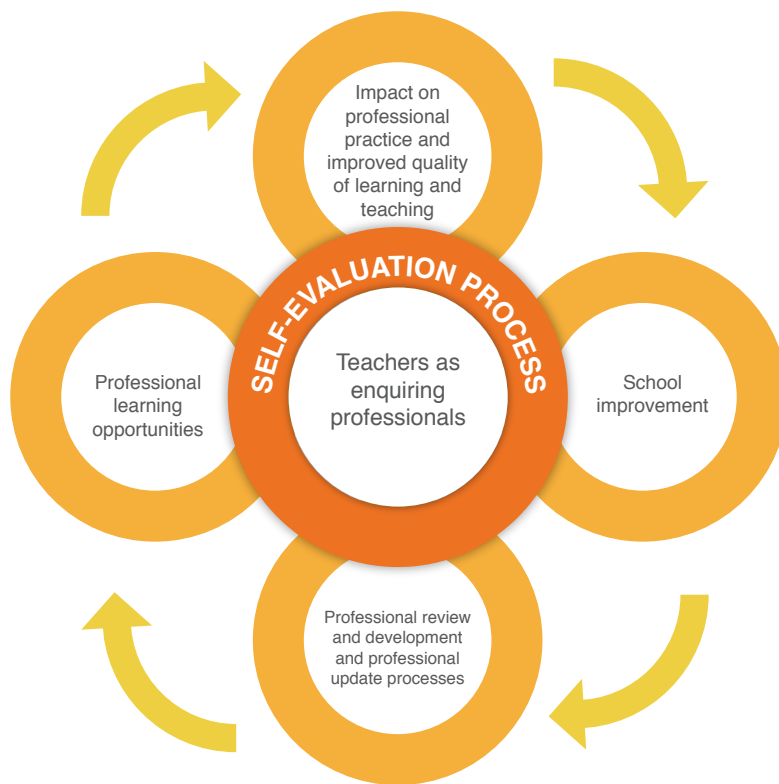
This includes engagement in an ongoing process of PRD which is confirmed with the GTCS every five years. The PRD process is the vehicle for Professional Update, which has as its key purposes:

- to maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact they have on pupils' learning
- to support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.

In Professional Update, teachers are required to update their details on the GTCS Register, to update their skills and knowledge through ongoing engagement in PRD (including use of the GTCS Professional Standards, recording professional learning, and discussion with their manager of evidence of its impact), and updating their registration every five years, with teacher and manager confirming this ongoing engagement with GTCS.

Employers are required to have their staff review schemes validated by GTCS to ensure fairness and consistency for all teachers. National criteria are applied to each scheme covering issues such as partnership with employees, communication with teachers, and robust evaluation of impact. Employers' competence procedures play no part in the Professional Update process and must be kept separate from it.

Professional Learning



Professional Learning – Interconnected Processes

Central to the PRD process is an entitlement of all teachers to high quality professional learning and the responsibility to continually improve their own practice. They are supported in this by headteachers and system leaders who also benefit from PRD and who create the right conditions in which teachers can flourish.

Effective PRD is central to professional learning, improving the effectiveness

of learning and teaching and raising achievement for children and young people. It enables teachers to evaluate practice and plan for future professional learning. It supports the on-going development of teachers' knowledge, understanding, skills and abilities through engagement in self-evaluation, and learning from effective and innovative practice and research. It can bring about transformational change through a range of relevant career-long professional learning.

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

Career-long professional learning is based on the concept of teachers as enquiring professionals who critically examine attitudes and beliefs, explore and challenge assumptions and engage with new and emerging ideas about learning and teaching.

Developing this enquiring disposition underpins professional learning and self-evaluation that is part of the PRD process.

In Scotland, every teacher is expected to have a career-long commitment to

professional learning which brings maximum benefit to themselves as practitioners, to children and young people as learners, as well as to their colleagues, the impact on their individual school and across the wider learning community.

In addition high-quality professional learning enables teachers, headteachers and system leaders to see how together they can effect positive change across an education system that improves outcomes for children and young people.

Key features of PRD

There are six key features of effective Professional Review and Development.

Key feature 1: PRD is an entitlement and the responsibility of all teachers, headteachers and system leaders as part of their commitment to career-long professional learning.

All teachers, school leaders and system leaders have an entitlement to continuing engagement in supportive and challenging PRD processes. PRD is the foundation of career-long professional learning from the early phase of teacher education to the end of a teacher's career.

All teachers are entitled to high quality professional learning which meets their individual development needs and improves outcomes for children and young people. To be effective, PRD processes should support professional learning and assist in improving professional knowledge, understanding, skills and abilities.

Consideration must also be given to the range of teachers who work on a temporary basis or in contexts other than schools who also have an entitlement to engage in an effective PRD process. These include, for example, supply, seconded or peripatetic teachers. While such teachers often have difficulty in accessing the PRD process and the associated professional learning

opportunities, the GTCS Professional Update validation procedures require local authorities and other relevant employers to demonstrate how they can be included in the PRD process.

In recognition of their crucial leadership role within the education system, headteachers and system leaders also have an entitlement to effective PRD which should focus on their own continuous professional learning and development as well as their impact on the individual school or organisation. Opportunities should be available for headteachers and system leaders to engage in high quality professional learning within and beyond their school or organisation as appropriate. They should be able to participate in relevant and challenging PRD which helps meets their needs as senior leaders and which is supported and validated by informed colleagues. It is vital that local authorities/employers ensure that PRD reviewers are equipped to support and challenge headteachers and system leaders through this process.

All those involved should be well-prepared, committed to the process and have access to appropriate learning opportunities to support focused professional dialogue.

All teachers have a responsibility to consider their strengths and development needs. While leaders and managers may facilitate the PRD process, ownership of it must lie with the teacher in terms of reflection through self-evaluation and identifying professional learning needs.

Teachers should regularly engage in professional learning to improve and enhance their practice. PRD should focus on individual and personal development objectives, aligned, where appropriate, to the effective delivery of the school, local authority and national improvement agenda. Through PRD each teacher should agree a balance of individual, school and system level priorities. The time and focus given to individual, school or system improvement

should be tailored to the needs of each individual teacher.

The [GTCS Professional Standards](#) have been developed to support self-evaluation within professional learning. As teachers progress through their careers, the Standards can be used to identify professional learning needs, plan and develop professional learning and ensure continuing development of professional practice as part of the PRD process.

Guidance on planning and evaluating the impact of professional learning has been published by Education Scotland. This [Career-long Professional Learning](#) guidance facilitates teachers' continuous development as reflective, accomplished and enquiring professionals and will support them to engage in [Professional Update](#). The national [Framework for Educational Leadership](#) provides additional support for teachers.

Reflective questions for all participants:

- What specific opportunities have I sought to participate in high quality professional dialogue with others to support my professional learning?
- What impact have these opportunities had on my practice and on my planning for further professional learning?

Additional reflective questions for headteachers/system leaders:

- To what extent have we created specific opportunities for, and a culture of commitment to, ongoing high quality professional dialogue?
- What evidence is there that these opportunities have supported staff in improving their practice and in their planning for further professional learning?

Key feature 2: PRD has a positive impact on planning for and engagement in professional learning, practice and development and on outcomes for children and young people.

PRD which is carried out within an ethos of support, collegiality and a genuine commitment to the development of individuals, enables participants in the process to identify its value to them which, in turn, will have a positive impact on professional learning and practice and on outcomes for children and young people. Planning and reviewing the impact of professional learning is an integral part of the PRD process. Impact should be considered over the short, medium and long term. The key aspects of the impact of professional learning which should be taken into account are:

- How has this professional learning deepened the knowledge and developed the practice of the individual?
- How has this professional learning improved outcomes for children and young people?

Teachers can demonstrate their impact by drawing on a range of evidence from a variety of sources. It should not be necessary to generate evidence specifically for the PRD process, rather it should be identified as a result of self-evaluation of everyday learning and teaching.

Education Scotland's [Career-long Professional Learning guidance](#) and the [Framework for Educational Leadership](#) offer advice for teachers on how to evaluate impact and sources of evidence they might use.

The issue of impact is captured in [Professional Update](#). Teachers must record impact and discuss evidence of it with their manager. Employers' staff review schemes must show robust evaluation of impact as part of the validation process.

Reflective questions for all participants:

- To what extent has my professional learning developed my knowledge/improved my practice?
- How do I ensure that my professional learning has had an impact on the quality of learning experienced by young people?

Additional reflective questions for headteachers/system leaders:

- To what extent is the individual and collegial professional capability/capacity of the school/system developed? How do we know?
- What evidence is there that professional learning is impacting positively on the educational experience of learners at class/school/system level?

Key feature 3: PRD is an on-going process which takes place within a supportive, challenging and collegial culture.

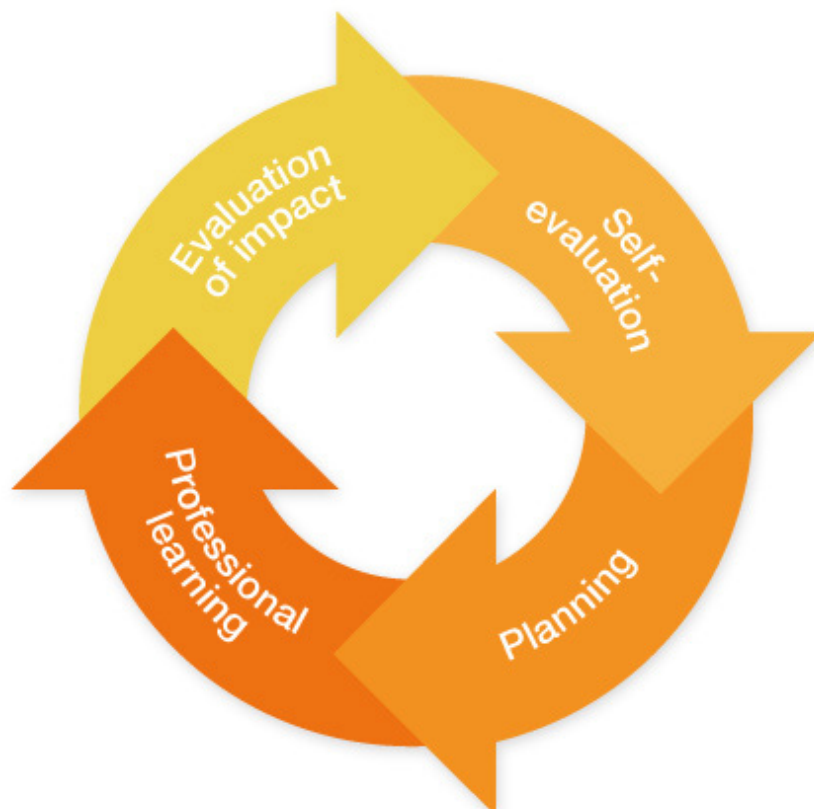
PRD is part of an on-going process of support and challenge for teachers, headteachers and system leaders which is underpinned by, but is more than, an annual meeting.

PRD is an on-going process during which teachers, headteachers and system leaders are supported through self-evaluation activities and planning of their professional learning, have access to high-quality professional learning, evaluate the impact of their learning over time and maintain a record of their professional learning.

The diagram illustrates this cycle of self-evaluation, planning professional learning, undertaking appropriate professional learning and evaluating impact.

This continuous process is supported by regular planned opportunities, including meetings, during which discussion of professional learning and its impact takes place, self-evaluation is explored and further professional learning is planned.

Certain conditions should exist to ensure successful PRD processes can take place. These include an ethos of collegiality and trust, an emphasis on professionalism and open dialogue and a genuine commitment to professional learning and growth. While all staff have a significant contribution to make in the creation of these conditions in schools, headteachers and other senior leaders in particular have a lead role in ensuring that this is a priority including the effective allocation of resources.



Those in key leadership roles should ensure that the PRD process is a valuable experience for all those involved and should recognise individual and collegial contributions to continuous improvement. However, PRD should be a high quality experience which engages staff in an honest and challenging self-evaluation process. This is equally true for teachers at the beginning of their career as it is for the most experienced headteachers and system leaders.

Crucial to successful PRD is a strong and supportive culture in which teachers, headteachers and system leaders are nurtured, empowered and motivated to develop their professional knowledge, understanding, skills and practice. Such a culture builds capacity and encourages collegial and collaborative working

where staff value and support each other through effective teamwork. This, in turn, encourages colleagues to develop their leadership skills as part of their professional learning.

The [Framework for Educational Leadership](#) is designed around a model of professional growth in leadership which can support this process and which should be considered relevant to all teachers.

In Professional Update, the collegial nature of working and the need for the process to be continuous and to have an appropriate balance of support and challenge are explicit in the validation criteria for employers' staff review schemes. Provision is also made for flexibility in the process through appeals procedures.

Reflective questions for all participants:

To what extent does my professional learning plan reflect the ongoing process of:

- self-evaluation
- planning
- undertaking high quality professional learning
- evaluating impact of professional learning?

To what extent am I supported and challenged in reviewing my professional learning plan through professional dialogue with colleagues including, as appropriate, an annual meeting?

Additional reflective questions for headteachers/system leaders:

In what ways do I contribute to a culture which ensures that:

- all staff are supported and challenged in their professional learning
- professional learning is a high quality, positive and ongoing experience for all staff
- these opportunities are regularly evaluated/reviewed?

To what extent has our organisation developed:

- procedures to ensure regular planned opportunities for professional dialogue
- an ethos of collegiality and trust
- an emphasis on professionalism and open dialogue
- a genuine commitment to professional learning and growth?

Key feature 4: PRD is founded on robust, evidence-based self-evaluation.

PRD is an opportunity to explore and encourage the development of professional practice based on the personal self-evaluation of each individual through which they identify their professional learning objectives.

Self-evaluation involves asking deep and searching questions about knowledge, understanding, skills and practice. As part of this process teachers' self-evaluation should be supported by evidence from a range of sources drawn from day-to-day learning and teaching. It should not be necessary to gather evidence specifically for the purpose of PRD, rather it should be identified as a result of self-evaluation of professional practice.

This process of self-evaluation should lead to more focused and targeted next steps to ensure well-planned professional learning which will enable the participant to achieve their desired improvement.

Self-evaluation enables teachers to be more aware of their strengths and development needs. The planned activities will then support them to learn from effective and innovative practice and research, keep abreast of current and future developments and bring about transformational change. For this to be most effective, headteachers and system leaders should ensure that teachers have opportunities to develop skills in self-evaluation and have access to sources of support.

The suite of [GTCS Professional Standards](#) provides a framework for self-evaluation on professional skills and areas for development from early phase through to school leadership.

There are a number of additional key resources which will support self-evaluation. Education Scotland's [Career-long Professional Learning guidance](#) contains advice in relation to self-evaluation and links to a number of sources of support.

Reflective questions for all participants:

How well do I engage in robust self-evaluation as part of the professional learning process by using the GTCS Professional Standard that is most appropriate for this stage of my career and asking questions such as:

- How effective is my practice?
- How do I know?
- What have I learned?
- What do I need to learn next to continue to improve?

- How are the professional values in the Standards reflected in my actions?
- What areas of accomplishment do I have and how can they be developed further?

To what extent do I seek and take account of the views of others, if appropriate, including the young people I teach and the colleagues I work with, when evaluating my knowledge, skills and professional practice?

Additional reflective questions for headteachers/system leaders:

- How well do I support colleagues to engage in high quality self-evaluation as part of the professional learning process? Is this a skill with which I need more support?
 - How well do our organisational systems support all staff to develop their skills in high quality self-evaluation as part of the professional learning process? How do we know?
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Key feature 5: PRD involves focused professional dialogue.



Professional dialogue within PRD...can help to stimulate and sustain the development of individual teachers as well as helping them to manage the demands of the dynamic contexts in which they work.

Teaching Scotland's Future: Report of a review of teacher education in Scotland. G Donaldson, Scottish Government (2011).

As part of their commitment to professional learning, all teachers must have an annual plan of appropriate activities which is agreed with their line manager. This is often agreed within the context of an annual meeting with their line manager.

In order for this to be a meaningful process, this meeting should be focused on professional dialogue which should be led by the individual teacher and based on the outcomes of their self-evaluation. It should support the ongoing PRD process by providing an opportunity for recognising the positive contribution made by individual teachers and ensuring they feel valued and appreciated.

While an annual meeting can be an important element of the PRD process, effective professional dialogue which supports the learning of individual and groups of teachers can take place with a range of colleagues and in a variety of contexts, including, for example, teacher learning communities, team meetings, inter-agency working.

Professional dialogue is at the heart of professional learning. It can engage

teachers in an exchange of ideas, creativity and innovation leading to continuous improvement. It creates an opportunity for meaningful discussions and professional reflection about strengths and areas for further growth. Professional dialogue should be an activity which enables open and professional discussion within an atmosphere of trust and collegiality.

All those involved should be well-prepared, committed to the process and have access to appropriate learning opportunities to support focused professional dialogue.

Such approaches should include coaching and mentoring approaches which actively support and contribute to the development of skills required for successful PRD. These approaches can also help teachers to continue to develop as creative, innovative, resourceful, confident and reflective professionals who can better respond to the wide-ranging and demanding learning and social needs of children and young people.

Education Scotland's resource, [Mentoring Matters](#), provides advice and guidance for mentors who are supporting those

in the early phase of teacher education. It can also be used to assist individuals and groups of teachers to evaluate and develop their mentoring practice through reflective questions linked to video and other resources.

The [General Teaching Council Scotland](#) provides advice on taking a coaching and mentoring approach to teachers' PRD. Universities provide a range of short-term and more intensive courses and can also help teachers to access current research on mentoring and coaching.

Reflective questions for all participants:

- How skilled am I in professional learning dialogue?
- To what extent do I seek out opportunities to develop skills to support me in engaging in professional dialogue e.g. in coaching or mentoring?

Additional reflective questions for headteachers/system leaders:

- To what extent are opportunities provided for colleagues to develop the skills they require to conduct focused professional dialogue?
 - What evidence is there that colleagues are developing appropriate skills e.g. coaching and mentoring to support each other with professional learning dialogue?
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Key feature 6: PRD requires teachers, headteachers and system leaders to maintain a professional learning record supported by evidence of impact.

The Professional Update process of which PRD is an integral part requires teachers, headteachers and system leaders to maintain a record of their professional learning and its impact on the quality of children and young people's learning experiences and their achievements.

While the quality of engagement and professional dialogue between staff and line managers or among peers is paramount, methods of recording professional learning, which is supportive of that process, should be developed.

It is important that such records of professional learning are manageable, meaningful, focused, accessible and supportive of the PRD and Professional Update processes. Effective use of information and communications technology should support staff to achieve this. As Professional Update has been piloted and introduced across Scotland, examples of professional learning records are being developed and well used. Importantly, it is not the structure of the record which will determine the success of the process, but the extent and quality of self-evaluation in which teachers are engaged.

Reflective questions for all participants:

How well do I maintain an ongoing and up-to-date record of:

- my professional learning experiences
- the impact of my learning on children and young people, organisations or systems
- my planned next steps for learning?

How well do I support colleagues to maintain an ongoing and up-to-date professional learning record?

Additional reflective questions for headteachers/system leaders:

Is our system for recording professional learning manageable, meaningful, focused, accessible and supportive of the professional learning process? How do we know?

Does our system for recording professional learning enable colleagues to maintain an accurate record of:

- their professional learning experiences
- the impact of their learning on children and young people, organisations or systems
- their planned next steps in learning?

How do we know?

Appendix

Roles and responsibilities

All teachers:

- have an entitlement to and responsibility for their own professional learning
- should engage in self-evaluation as an integral part of the PRD process
- should plan and undertake professional learning
- should maintain a professional learning record including evidence of impact
- from August 2014, will participate in Professional Update.

Headteachers/system leaders must:

- ensure staff are skilled in self-evaluation and have access to appropriate sources of support
- promote a culture of professional learning linked explicitly to improved outcomes for children and young people
- provide professional learning at school/associated schools groups/local authority/organisational levels
- provide skills development opportunities for all staff including coaching/mentoring approaches
- monitor participation in PRD to ensure the involvement of all
- ensure the process is fit for purpose for staff at every stage of their career
- provide opportunities for PRD and professional learning for all staff
- provide a means of teachers maintaining a professional learning record.

System leaders must:

- engage with professional associations locally to ensure that suitable policies, procedures and support materials which reflect national guidance and local priorities are in place
- participate, as appropriate, in the PRD validation procedure with GTCS in relation to Professional Update
- provide national guidance to ensure the consistent application of the key features of effective PRD within the context of locally agreed approaches
- ensure compatibility in policies and guidelines across various groups eg Scottish Government; GTCS; Education Scotland, Association of Directors of Education in Scotland, teachers' organisations, universities
- support schools and other organisations by developing, identifying, exemplifying and disseminating good practice.

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