



## **APPENDIX 3**

### **Professional Update and Professional Review and Development Guidance**

**Revised August 2021**

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## Education Resources

### Professional Review and Development Guidance for Teachers

South Lanarkshire Council Education Resources is committed to supporting the professional development of all staff.

This guidance provides the framework for South Lanarkshire Schools to deliver high quality PRDs and engagement with the Professional Update process.

#### 1.0 Introduction and Aims

The General Teaching Council for Scotland (GTCS) '*Unlocking the Potential of Professional Review and Development 2019*' sets the context for Professional Review and Development (PRD). The guidelines state:

- PRD is key to teacher professionalism. Positively engaging with PRD, using Professional Standards to scaffold and support, empowers teachers to be critical of their thinking and practice, and enhances teacher professionalism to ultimately serve our children and young people across Scotland.
- Professional learning is central to the principles of the teaching profession.
- PRD provides teachers, throughout the year, with ongoing opportunities to reflect on their practice and personal learning, punctuated with a variety of professional learning conversations, supported by an annual review meeting between reviewee and reviewer.
- When set within a culture of professional trust and positive relationships, where everyone has a shared understanding of its purpose, high quality PRD empowers teachers, whether they are reviewers or reviewees, to be leaders 'of and for' learning.
- Professional Standards for teachers are core to the being, knowing and doing that is teacher professionalism. It is these standards which make useful connections between ongoing Professional Review and Development, Professional Learning and Professional Update sign-off.
- Through actively engaging in self-evaluation across the standards and ongoing dialogue, teachers can become agents of change, develop an enquiring mindset, and take ownership of their learning journey.

The provision of high-quality professional learning opportunities for all teachers remains a priority for Education Resources. The experience, attitudes and capabilities of teachers and the culture of collaboration, reflection and improvement in all establishments and services make a critical contribution to providing an excellent educational experience for young people and families in South Lanarkshire.

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

This Guidance aims to build on our current practice and provide a process through which all our teachers can undertake ongoing meaningful and valuable reflections, discussions, and planning for professional learning.

This guidance outlines the principles for PRD for all teachers (except probationers on the Induction Scheme) and applies to members of Education Resources who are registered teachers.

Throughout this guidance the term "professional learning" is used to describe activities that contribute to a teacher's personal professional development and reflects the focus on teachers taking more ownership of their own individual learning.

## **1.1 Links with other statements and policies**

The South Lanarkshire Council PRD policy for teachers is consistent with:

- Our vision of 'working together to improve the quality of life of everyone in South Lanarkshire'.
- South Lanarkshire Council Connect Priorities and Education Resources Plan - this will influence establishment improvement plans and teachers will agree tasks during PRD to contribute to achieving those plans.
- GTCS requirements – the GTCS suite of professional standards (updated 2021) establish the national occupational standards which teachers must achieve, and which allow teachers to identify areas for individual professional learning; the Professional Update scheme sets out the principles of PRD by which local authority schemes will be validated and makes continuous engagement in PRD, a requirement of registered teachers.
- Updated GTCS Guidelines: Unlocking the Potential of Professional Review and Development (2019)
- The revised national guidance from Education Scotland on Professional Review and Development.
- The Equality Act 2010 - this sets out various legislative requirements which this policy must meet.
- The Education Scotland advice note on Professional Update and PRD, January 2014.
- The National Improvement Framework (NIF): drivers of improvement, teacher professionalism identifies the strong link between teachers' professional skills and competences and the quality of children's learning experiences. The Scottish Government gathers data on the numbers of teachers in local authorities who are enquiring and engaging reflectively with the GTCS Professional Standards and considering the impact of their professional learning, as part of the Professional Update process. This contributes to the understanding of how teachers are linking their professional learning with its impact on children's progress and achievement.

## **1.2 PRD Guidance**

**The guidance is designed to highlight the need to:**

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

## 2.0 Key Features of the PRD Process

### 2.1 Features of PRD

The following features and principles underpin [guidelines](#) for all GTCS registered teachers, including temporary and supply teachers:

### 2.2 Ownership

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

### 2.3 Approach

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

Support and challenge should be provided within an atmosphere of trust and collegiality.

It is important that all staff should prepare thoroughly for PRD reviews by evaluating their practice against the relevant GTCS standard. Self-evaluation tools to support the PRD process may be accessed through the following GTCS links:

- [What is Professional Learning?](#)
- [Professional Review and Development](#)

### 2.4 Timing

Head Teachers and reviewers will identify at which time in the school session it is most appropriate to hold PRD meetings. In doing so, they should take account of other planning processes, other priorities within the establishment, the availability of staff, the availability of professional learning opportunities, and teacher workload. However, establishments should accommodate supply teacher PRDs if they fall out with the school's normal PRD period.

Schools should invest time to ensure they are best equipped to engage in high-quality PRD.

The GTCS 'Are we ready for PRD?' guide suggests five areas which schools should consider when preparing for PRD:

- Health Check (Culture of Trust and Climate)
- Planning Prioritisation
- Reviewees and Reviewers
- PRD Preparation and Paperwork
- Professional Dialogue

A GTCS 'Are we ready for PRD?' guide and presentation to support schools explore their readiness for PRD can be used to self-evaluate, if appropriate. This can be found in the 'Support Materials Guidelines'

In South Lanarkshire Council, all teachers should use the GTCS MyPL platform for recording Professional Learning, PRD meetings and the Professional Update process. All teachers should familiarise themselves with the MyPL platform using GTCS guidance.

## **2.5 PRD Preparation and Paperwork**

The South Lanarkshire Council PRD and PU policy should be shared annually so all reviewees know what is expected of them with regards to local authority agreed procedures. The PRD process should be regarded as a professional entitlement as well as being a condition of service.

In preparation for PRD meetings, reviewees should check their professional learning record has been completed on MyPL. The main purpose of the Professional Learning Record is an aide memoire to stimulate conversations during PRD meetings.

Reviewees are not obliged to share all professional learning but should share the professional learning which has had the most significant impact on their practice and pupils. Reviewees should share professional learning from MyPL at least one week in advance of the PRD meeting. Reviewees should self-evaluate their progress and consider areas for development against the GTCS standards. Coaching wheels could be used to support this process. Reviewees should complete and submit their coaching wheel at least a week in advance of the meeting. *Coaching Wheels* can be found in the 'Support Materials Guidance

Reviewers will study the reviewees completed coaching wheel and prepare their own thoughts for the PRD meeting.

At the PRD meeting, the reviewer will use coaching conversations. The format of the PRD meeting will include:

- a discussion about the impact of the previous year's CLPL.
- self-evaluation against the relevant standards.
- a critical discussion about the impact of Professional Learning on pupils, colleagues, and the reviewee.
- agreement on future Professional Learning.
- identification of areas for development, a maximum of three is good practice.

During the meeting, the reviewee should capture the discussion.

After the meeting, the reviewee should complete the relevant sections on MyPL:

- Professional Review and Development
- Areas for Development (AfD)
- Ensure their contact information with the GTCS is updated.
- Maintain their Professional Learning record on MyPL

## **2.6 Professional Dialogue**

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

Throughout the year, there should be ongoing professional dialogue that help teachers to self-reflect, challenge their thinking, and clarify actions to be taken.

Explicit connections between PRD, the Professional Standards, the school improvement planning cycle, and collegiate activities should be transparent for all.

## **2.7 Culture and Climate of Trust**

Schools which have a strong culture and climate of trust where teachers feel empowered, valued, and nurtured can deliver high quality PRD. There is greater opportunity to offer not only support, but also challenge, as an integral part of teacher development where a culture of trust and respect exists.

Schools should self-evaluate to understand the quality of their relationships which are fundamental to a positive learning culture and school ethos. Self-evaluation support resources created by the GTCS are available in the 'Support Materials' guidance, *Culture and Climate of Trust*

Any tasks and professional learning arising from the PRD process should be consistent with the teacher's job description and the relevant GTC Scotland professional standard. Exceptions may occur where, by voluntary agreement, the teacher wishes to undertake other tasks or self-evaluate against another GTC professional standard, for example if aspiring to a promoted post or other career opportunity.

If schools are self-evaluating their relationships as part of collegiate activities this should be reflected in the Working Time Agreement (WTA) in addition to the agreed PRD WTA arrangements.

## **2.8 Coaching approaches for PRD**

Coaching approaches have been promoted for some time in South Lanarkshire and are endorsed as an effective strategy for conducting productive PRD meetings between line managers and their staff.

A reviewer can use questions, discussions, guided activities, and problem-solving tools to address issues and resolve problems. The purpose of this approach is to improve performance through empowering the reviewee to learn and develop.



The benefits of coaching can include:

- thinking more clearly about their own professional development.
- feeling valued and listened to.
- recognising and appreciating their skills and resources.
- increasing their range of options.
- clarifying how they would 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.

Further information on coaching is available on the [GTCS](#) and [EDSPLL](#) websites.

## **2.9 A Continuing Process**

The PRD process continues across the year. The PRD meeting does not stand alone but concludes the previous year's PRD process and begins the next. As PRD is a continuing process, the reviewee and reviewer will need to engage in on-going professional dialogue throughout the year, for example to discuss professional learning opportunities which the teacher has identified, to discuss any changes in areas for development due to altered priorities, or where a teacher has experienced difficulty accessing certain opportunities such as visiting other establishments.

Professional Update and the PRD process focus on continuous improvement.

## **2.10 Appropriate Manager**

As with current practice, the line manager who is to facilitate a teacher's PRD experience will normally be the person designated to manage the teacher on an on-going basis and who is familiar with the teacher's work. A teacher may request that another manager facilitates the PRD process. To do so, the teacher would approach a more senior manager and present their reasons. This manager would reach a decision on the matter after due consultation. If another manager is appointed to facilitate the teacher's PRD, it is essential that this manager knows the work of the teacher concerned and has at least the same level of post as the original manager. If the matter remains unresolved, the teacher may choose to initiate a grievance under the Council's Grievance Procedures.

## **2.11 Head Teachers**

Head Teacher annual PRD meetings are conducted by the Quality Link Officer (QLO). There may be circumstances where Head Teachers feel they could be better supported by someone other than the QLO e.g., there may be peers with specific skills or experience. A request for a different reviewer should be discussed with the QLO. The QLO should be informed that the PRD is taking place with another peer. The Professional Update, however, will be signed off by the QLO.

## **2.12 Peripatetic Teachers/LCRT Teams**

Peripatetic/LCRT teachers timetabled across schools should have their PRD undertaken by their line manager.

## **2.13 Area Cover/Supply Teacher PRD**

Like all other teachers, Area Cover and Supply Teachers have an entitlement to access the PRD process. Area Cover staff will normally be involved in their base school's PRD programme. However, there will be circumstances where it is not appropriate, for example, long term deployment to another establishment. Around the time of year when their PRD meeting is due to be held (approximately 12 months from their previous PRD meeting), Area Cover staff should request a PRD meeting in the establishment in which they have worked most. Where an area cover teacher is requesting a PRD in a school, other than their base school, the area cover teacher should inform their base school Head Teacher that the PRD has been completed. Head Teachers should ensure supply teacher PRDs are facilitated, if appropriate. Further advice and support can be sought from Education Resources and the Quality Link Officer with responsibility for PRD, if required. This is an important step in ensuring that the GTC Scotland requirement for all registered teachers to engage in continuing PRD is met. If supply teachers are unable to identify how to contribute to a specific school's improvement plan, they will identify the contribution they can make to the broader priorities of the Service Improvement Plan. They will also self-evaluate against the appropriate GTC Scotland professional standard.

All temporary teachers will be informed of their responsibilities to undertake CLPL and participate in the PRD by the Head Teacher. Temporary teacher letters of engagement state the responsibility to undertake CLPL and participate in the PRD process. See '*SLC Letters to Temp Teachers*' in Support Materials Guidance.

All supply teachers registered on the SLC Supply list will be provided with the PRD and PU policy. All supply staff who are in employment should request a PRD meeting in any school where they have worked in an academic year. If supply teachers are unable to identify how to contribute to a specific school's improvement plan, they will identify and evaluate against the appropriate GTCS professional standards. If supply teachers encounter any difficulties, they should contact the Quality Improvement Officer with responsibility for Professional Update.

## **2.14 Wide-Ranging Professional Learning**

Suitable professional learning opportunities are wide-ranging in nature. Attending courses or events, while valuable, constitutes only one type of professional learning. The PRD process offers other types of professional, including collaborative learning, academic study, leadership activity and practitioner enquiries.

The National Model of Professional Learning provides a framework of career-long professional learning in action. The Professional Learning Planning Cycle assists and supports reflective thinking in PRD discussions. Schools should use both when considering Professional Learning as part of the PRD and PU process. See '*National Model of*

Professional learning opportunities can also include:

- Experiential, action, or enquiry-based learning.
- Professional dialogue with colleagues, other professionals, parents, and learners.
- Focused professional reading and research.
- Leading or engaging in practitioner enquiry/action research.
- Critical analysis of reading, learning and impact on professional practice.
- Peer support e.g., coaching or mentoring.
- Classroom visits/peer observations/shadowing with related professional dialogue.
- Co-operative or team teaching.
- Planning learning which is inter-disciplinary or cross-sector.
- Participation in activities relating to assessment and moderation.
- Secondments, acting posts and placements.
- Masters study and qualifications.
- Accredited courses or activity related to achieving national professional standards for teachers.
- Professional / Academic conferences.
- Self-evaluation and critical reflection processes.

Professional Learning can take place at school, learning community, local authority, West Partnership and National Level.

## **2.15 Deferral**

South Lanarkshire Council and the GTCS recognises that there will be a number of circumstances which may make completion of the Professional Update process within the designated timescale difficult, including career breaks, extended illness, maternity/paternity/adoption leave, and occasional supply work, for which extensions to the five-year sign-off period may be required. If a teacher is unable to complete the process in the designated year, then the teacher should request a deferral. This request should be made in writing to Education Resources clearly stating the reason for the request and including the GTCS and employee reference number. Within ten working days of the request being decided will be communicated to the teacher.

Should you wish to appeal the decision you may do so by contacting The Professional Update Manager at Education Resources.

Guidance on the deferral process can be found [here](#) on the GTC Scotland website.

## **2.16 Appeals**

Due to the ongoing process of professional review and development and dialogue, failure to overtake the necessary requirements for Professional Update will be identified at the earliest opportunity and professional dialogue between the reviewee and reviewer will agree

appropriate action. Consequently, it is anticipated that appeals will be likely to occur in exceptional circumstances.

The right of appeal will apply in 2 areas:

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

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

- (1) A further attempt to resolve the situation by discussion should be made by the reviewee and reviewer.
- (2) If this fails, then the reviewee may approach a more senior manager and present their reasons for appealing. The more senior manager would discuss the matter separately with the reviewee and the reviewer and may also meet with them jointly. The more senior manager will then reach a decision on the matter.
- (3) If following the decision of the senior manager the matter remains unresolved, the reviewee should contact South Lanarkshire Education Resources and next steps will be advised.
- (4) Where necessary, a teacher may seek the support of a Trade Union representative and be accompanied to the relevant meetings.

## **2.17 Non-Engagement with PRD and PU**

Teachers in Scotland are required to engage in professional learning, self-evaluate this learning using the GTC Scotland Professional Standards, and maintain a record of this learning as a contractual requirement. The PRD discussion is also an integral part of the process. Every five years confirmation of this engagement is required by the teacher and their line manager to maintain full registration.

Permanent and temporary teachers who do not engage with PRD and/ or PU should be given support and guidance to appropriately engage, in the first instance.

South Lanarkshire Council, in line with GTCS guidance and recommendations follows a structured approach towards Professional Update which maintains consistency and equity for all participants in the process. Instances of non-engagement in Professional Update and subsequent procedures for re-engagement will be supported through this process. South Lanarkshire Council would discuss this with the teacher in the first instance to try to seek informal resolution, exploring the challenges and barriers that they may be facing to assist the teacher to engage with the process.

The reviewee will be reminded of their professional responsibilities and given clear timescales in which to complete their PRD and/or PU within the academic year. Failure to engage in this after appropriate supports have been offered may result in South Lanarkshire Council's disciplinary procedures being initiated. Non-engagement by supply teachers will result in removal from South Lanarkshire Council's supply register. The GTCS will be notified of any teacher employed by SLC who does not engage in the process.

Continued non-engagement with PRD and/ or PU should be reported to the Head Teacher or Local Authority when the Head Teacher is the reviewer.

## **2.18 Quality Assurance Processes**

Quality Assurance of the Professional Update process will be undertaken annually.

As part of the arrangements for quality assurance, guidance and procedures will be reviewed by a range of relevant staff following full implementation of the PRD process.

The processes associated with PRD and professional learning should be an integral part of the establishment self-evaluation process. Head of Areas and Quality Link Officers will monitor the process as part of their on-going dialogue with establishments.

Professional learning priorities identified by reviewees will be shared with the establishment's CPD Co-ordinator.

The PU Lead QIO will ask for confirmation that all staff in schools have completed a PRD during a school session and a questionnaire will be distributed to gather views.

The PU Lead QIO will facilitate focus groups for Class Teachers and Promoted staff to Quality Assure the PRD and PU Process.

The PU Lead QIO will collate and report feedback from the focus group.

## **3.0 Roles and Responsibilities**

When all teachers, regardless of their remit, share an understanding of the purpose and value of PRD and are clear about their roles and responsibilities within it, a positive impact is more likely.

The GTCS provide clear guidelines about the roles and responsibilities for:

- Reviewees
- Reviewers
- School Leadership Teams
- Local Authorities and Employers
- GTCS

### **3.1 South Lanarkshire Education Resources will:**

- communicate the guidance, support materials and any changes to them to all teachers.
- ensure that the policy is linked to our vision and to other policies including the GTCS Professional Standards for Teachers.
- publish improvement priorities annually to enable Education Resources and schools to establish improvement plans, allowing teachers to identify their contribution to the improvement plans through the PRD process.
- provide professional learning opportunities based on national priorities, South Lanarkshire priorities, and teacher priorities, as informed by on-going evaluation of staff development and appropriate information from the PRD process.
- monitor, evaluate and report on the effectiveness of the PRD policy and the level of engagement with it.

- ensure appropriate resources, including a specific budget, are in place to facilitate effective professional learning.

### **3.2 Head Teachers and other relevant managers will:**

- ensure that PRD guidance is communicated effectively to all teachers in their team.
- ensure the guidance is applied fairly and appropriately in their school or area of responsibility.
- identify trends in professional learning needs and take appropriate action to address them, for example, at school level, learning community level, through teacher learning communities or in collaboration with other schools and organisations.
- ensure that details of professional learning opportunities at school are shared
- ensure that the professional review and development process is integral to the normal life and management of the establishment.
- ensure that the process is linked to the GTCS Professional Standards for teachers and to the establishment improvement plan.
- identify an appropriate promoted member of staff as the CPD Coordinator to whom these responsibilities may be delegated.
- ensure training opportunities in the PRD process for both the reviewers and reviewees are available and, should support be required in this regard, contact could be made with Education Resources.

### **3.3 All Education Resources staff who line manage teachers will:**

- ensure that the annual PRD meeting is arranged for each teacher or respond to a request to arrange it from a teacher.
- arrange PRD meetings to comply with the establishment working time agreement.
- facilitate the PRD meeting in an atmosphere of trust and collegiality using a coaching and mentoring approach which places the emphasis on the quality of the professional dialogue rather than on the recording requirements.
- support staff constructively through the PRD meeting and provide challenge where appropriate.
- ensure the PRD discussion allows for individual and personal professional learning based on GTC Scotland standards as well as learning needs related to improvement plans.
- agree and sign off the professional learning plan and professional learning record created by the reviewee and validate the professional update requirements of GTC Scotland at the appropriate time.
- maintain an awareness of the work of the staff for whom they are responsible through on-going professional dialogue, monitoring and support.
- provide continuing support for professional learning throughout the year by facilitating opportunities for staff in other classrooms, curricular areas, schools or organisations in order to meet identified needs.

### **3.4 All teachers will:**

- engage in the PRD process in line with the establishment working time agreement.
- ensure that an annual PRD meeting has been arranged for them by their manager or request that one is arranged.
- prepare for the annual PRD meeting by identifying professional learning areas which: (1) are to be continued or developed from the previous year; (2) will enable them to contribute to any relevant improvement plans; (3) address individual professional needs arising from reflection against the appropriate GTC Scotland

professional standards and assist in their contribution to the establishment improvement plan.

- engage in professional dialogue at the PRD meeting and record this using the GTCS on-line form, or a paper version of the same. Within a week of the PRD meeting, they will share this record with the reviewer.
- identify, request, and arrange professional learning opportunities in agreement with their reviewer as the year goes on, seeking assistance in doing so if required.
- engage in 35 hours of additional professional learning over a school year which is undertaken out with the contractual 35-hour working week.
- engage in the GTCS Professional Update process in a 5-yearly cycle, or as determined by GTCS.

#### **4.0 An Outline of the PRD Process**

- 4.1** At the time of year identified by the Head Teacher for PRD meetings, reviewees and reviewers will ensure that meetings have been scheduled. However, schools should accommodate Area cover/supply teacher PRDs if they fall out with the school's normal PRD period.
- 4.2** In the weeks leading up to the meeting, reviewees will ensure they are prepared for the professional discussion considering the impact of the previous year's professional learning activities on learners and on their own professional practice. They should ensure their professional learning record is up to date and have self-evaluated against the GTCS standards.
- 4.3** At the meeting, the reviewer will use a coaching and mentoring approach to discuss the professional learning record from the year just finished and the professional learning plan for the year about to begin. Opportunities will be available for areas of development to come from (1) the previous year, (2) improvement plans, and (3) self-evaluation against GTCS professional standards, but this does not imply that there needs to be development areas from each in the plan.
- 4.4** As the year progresses, there should be continuing professional dialogue between reviewee and reviewer, this may lead to agreed changes in the professional learning priorities. Also, as the year continues, the reviewee will maintain their professional learning record.
- 4.5** Every 5 years, or as determined by GTCS, a signing off process for Professional Update will be required. It will be the reviewee's responsibility to ensure that this is completed and the reviewer's responsibility to validate the teacher's declaration. Further information is available in the guidance note. This should be completed via the teacher's GTCS account.