



Professional Review and Development (PRD) POLICY STATEMENT AND GUIDANCE¹

Empowering our teachers through Professional Review and Development

PRD and professional learning are central to the principles of the teaching profession. If we are to maximise professional learning opportunities to support strategic development in schools, we must give greater importance to our PRD processes. We must value and reflect upon the excellent work undertaken by teachers, capitalising on the momentum of high-quality ongoing professional dialogue to ensure future engagement in meaningful professional learning.

'PRD must be seen to be a relevant, engaging and meaningful process set within a professional culture which is fit for purpose, resulting in a positive impact for the profession and the young people within our schools'²

Professional Review and Development 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. This engagement helps teachers to plan for improvement, become even better and enable us to best meet the diverse needs of all learners. 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. Professional capital, which includes human, social and decisional capital, will therefore grow across learning communities with teachers being recognised and valued by the profession as proactive role models of learning.

An important part of teacher professionalism is the need for accountability. In this vision of teacher professionalism, accountability begins and ends with the children and young people. All education professionals in Scotland are accountable to the young people they work with and the communities in which they work and part of this is also developing a shared responsibility for learners amongst colleagues. Teachers do not operate in isolation but as part of a community of learners and as such have an accountability to that community and to the wider public. Fullan, Rincon-Gallardo & Hargreaves (2015) refer to this as a model of 'professional accountability'. They emphasise the importance of promoting and nurturing internal accountability, in other words the collective accountability of individuals and groups of colleagues who take a shared responsibility for learning and learners³.

The General Teaching Council for Scotland (GTCS) launched the revised PRD guidelines on 21 October 2019.

City of Edinburgh PRD policy and paperwork has been updated to reflect the revised guidelines.

GTC Scotland was tasked with undertaking a programme of validation with all local authorities to ensure that PRD policies and paperwork are able to support the requirements of Professional Update. GTCS undertook a programme of revalidation in 2019-20, with City of Edinburgh Council being validated in March 2019.

¹ This policy was approved Dec 2021. Updates have been included since Dec 2021, including Headteacher PRD, Equalities information & GTCS MyPL technical information, these are subject to committee approval.

² GTCS Scotland (2019)

³ [GTCS Position Paper: Teacher Professionalism and Professional Learning in Scotland](#)

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City of Edinburgh PRD policy and paperwork have been revised in consultation with practitioners and the LNCT.

Application of the following key features should ensure that the PRD process is a high quality and meaningful experience that empowers all staff to be leaders of and for learning and leads to measurable impact on student outcomes:

- **Culture of Trust & Readiness for PRD:** High-quality PRD takes place in schools which have a strong culture and climate of trust, where teachers feel valued and empowered and where diverse perspectives are encouraged.
- **Entitlement for all:** the profession has a duty to ensure that every teacher has access to high-quality professional learning conversations, as part of PRD. Participation in individual review is a requirement.
- **PRD as an ongoing process:** PRD is not a one-off event, it is a continuous process across the year and is based on a culture of trust.
- **Coaching dialogue:** all staff should have access to coaching and/or mentoring to improve
- **Professional Learning:** the PRD process should be a continuous cycle, clearly linked to high quality professional learning that has an impact on the teacher as a learner and the young people they support.

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Culture of Trust & Readiness for PRD

‘Trust is the connective tissue that holds improving schools together.’⁴

‘Fostering a culture of trust within schools, and ensuring all schools are ready to undertake Professional Review and Development (PRD) is key to teachers being able to develop their professional learning.’⁵

High-quality PRD takes place in schools which have a strong culture and climate of trust, where all teachers feel nurtured, valued and empowered, and where this is ‘a way of being’. Trust and respect are the foundations of PRD. Rather than assume that trust exists, improving schools regularly self-evaluate to understand the quality of their relationships which are fundamental to a positive learning culture and school ethos.

- All schools should undertake their checks every year by firstly carrying out annual ‘health-checks’.
- Working time agreements should be finalised, including time set aside and prioritised for formal PRD conversations.
- All teachers should be familiar with their roles and responsibilities in their PRD process, with reviewee and reviewer pairings preferably agreed at an early point in the year.
- Supplementary Guidance Resources can be used with school departments or across the whole school to develop a culture & climate of trust.
- To support this, City of Edinburgh Council will offer annual Professional Learning to Middle and Senior Leaders on Leadership of Teacher Development.

Appendix 1: Roles & Responsibilities

Other resources

- [GTCS Resources to support annual ‘health check’](#)
- [Culture & Climate of Trust GTCS Self-Evaluation wheel](#)

Entitlement for all

“The profession has a duty to ensure that every teacher has access to high-quality professional learning conversations, as part of PRD. These conversations should be a positive experience for all, motivating and encouraging teachers to be forward thinking and inspirational.”⁶

The process of Professional Review and Development (PRD) provides an opportunity for rigorous self-evaluation against the appropriate Standard and reflective dialogue with a line manager about professional learning and practice and mutual identification of next steps. Participation in individual review is a requirement and the responsibility of all teachers to ensure high quality teaching and learning. Schools have a duty to ensure that every teacher has access to high-quality professional learning conversations, as part of the PRD cycle.

School leaders and local authorities should acknowledge that protected characteristics may create barriers to accessing professional learning and should take steps to remove such barriers to allow equal access.

⁴ GTCS Unlocking the Potential of PRD, GTCS 2019

⁵ [GTCS Scotland \(2019\)](#)

⁶ GTCS Unlocking the Potential of PRD, GTCS 2019

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School leaders and staff should promote an inclusive community which values diversity and challenges discrimination.

Appendix 2: PRD arrangements for different groups.

PRD as an ongoing process

PRD is not a one-off event, it is a continuous process across the year, and is based on a culture of trust. There are no set guidelines on the time of year for formal PRD meetings. The calendaring of PRDs should allow for the outcomes from PRD meetings to best influence and impact on school improvement planning. School leaders should ensure:

- The arrangements are simple, effective, understood by all parties and not constrained by bureaucracy.
- The PRD meetings do not stand alone. They are part of an on-going professional learning cycle.
- Teachers engage in ongoing professional dialogue throughout the year which includes the opportunity to discuss professional learning opportunities or needs.

There should be one formal PRD meeting scheduled in the WTA. To ensure the PRD process is impactful, and the initial meeting activates an on-going professional learning cycle, schools should consider how they embed structured opportunities for on-going professional dialogue throughout the year to reflect on the engagement and impact of professional learning planned during the formal PRD meeting. Schools may schedule in a second PRD meeting that provides opportunity for dialogue between the reviewer and reviewee or provide structured opportunities for this to take place collaboratively. Reviewers should ensure that during the formal PRD meeting, reviewees know where they can access on-going support. A coaching approach should be taken for all PRD conversations.

The Professional Review & Development Impact cycle self-evaluation questions (Appendix 5) and the Roles and Responsibilities (Appendix 1) can be used to support the planning, engagement and evaluation of Professional Review and Development.

Appendix 5 Professional Review & Development Impact Cycle Self-Evaluation Questions

Paperwork

The PRD paperwork (MyPL or Professional Learning Profile) should capture reflective comments and appropriate evidence of significant impact on learning and teaching or leadership. No more than this is required for the purposes of a coaching conversation in the PRD discussions, nor for the purposes of Professional Update. It should be an aide memoire to stimulate conversations during the formal meetings and should not be bureaucratic or over-burden the reviewer or reviewee.⁷

As a school/setting, you may wish to collate CLPL activities or the focus of teachers Professional Learning so that these can be shared with your staff development co-ordinator and used to develop peer support networks, collegiate activities etc.

- The PRD meetings should be formally recorded. This record highlights the identified areas of development, the impact of Professional Learning and how these relate to the Professional Standards. This record can be directly entered into MyGTCS under the MyPL section, where these records can be stored, referenced, added to and reviewed. You can also use the Professional Learning Profile (Appendix 4) and upload this to the MyPL system. Record can be shared with your reviewer.
- As part of the Professional Update Process, you and your line manager will need to confirm that you have maintained a reflective record of professional learning and evidence of its impact on your

⁷ GTCS Unlocking the Potential of PRD, GTCS 2019

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professional actions, and that this has been discussed yearly as part of the Professional Review and Development Process. It is therefore required that teachers maintain an individual, ongoing record of impact, updating and uploading the Professional Learning Profile or completing this on the online MYPL system. These records should be shared with your reviewer as part of the sign off process.

In addition to participating in professional learning activities during the 35 hour working week, all staff have a contractual responsibility to undertake a maximum of 35 hours of Career Long Professional Learning per annum (pro-rate for part-time staff) and that the focus is agreed with their reviewer as part of the PRD process.⁸

Appendix 4: Professional Learning Profile (Optional)

Useful links:

- [How to get to the people I'm reviewing tab.pdf](#)
- [Sharing PL records and Submitting for sign-off](#)
- [MyPL on MyGTCS](#)

Coaching dialogue

There is strong evidence that teacher coaching is an essential component of effective continuous professional development. Coaching promotes learning and builds capacity for change, both in individuals and in schools. Effective coaching approaches ensure the reviewee is appropriately supported and challenged in their professional learning conversations. The link between teachers' learning and students' learning acts as the main lever for the development of a coaching culture in schools.⁹

‘...how educators make meaning together and jointly come up with new insights and knowledge. These conversations lead to intentional change to enhance practice and pupil learning’¹⁰

‘...includes more than conversations with some attention to evidence. Instead, it is an iterative process of asking questions, examining evidence and thinking about what the evidence means in the particular context’.¹¹

The reviewer should take a coaching approach using a variety of tools, including the GTCS Coaching Wheels, and suggested questions. Schools should aim to embed a coaching culture

Coaching CLPL

In order to ensure reviewers are aware of the principles, tools and practice of coaching the City of Edinburgh council will offer regular and robust training for all reviewers on developing traditional and pedagogical coaching approaches. This will equip reviewers with coaching skills, tools and resources to support colleagues in setting goals to improve pupil outcomes.

- All reviewers are expected to be trained in coaching and/or have significant experience in coaching.

⁸ [SNCT Handbook](#)

⁹ Joyce, B. R., & Showers, B. Student achievement through staff development. (2002)

¹⁰ Stoll, L. (2014). *Stimulating professional learning and learning conversations*. Paper for International Association for Scholastic Excellence Educational Leadership Summit, Singapore (2013)

¹¹ LEarl, L.M. & Timperley, H. (Eds.) *Professional learning conversations: Challenges in using evidence for improvement*. Netherlands: Springer (2008)

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- All schools should ensure all reviewers access coaching skills development opportunities prior to taking on the role.
- Details of the CEC coaching professional learning from 2022 -2023 will be shared annually in April and throughout the year.

Professional Learning

'It is essential that the PRD process is... clearly linked to high quality professional learning that has an impact on the teacher as a learner and the young people they support'¹²

Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. The quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. ¹³ High-quality professional learning not only improves teacher's effectiveness, and leads to improved student outcomes, it could increase teachers' confidence, self-efficacy, job satisfaction, and intention to stay in teaching.¹⁴

When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. High quality professional learning helps teachers to "develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice". ¹⁵ Professional learning should provide rich opportunities for teachers to develop and enhance their professional knowledge and practice, in order to improve the quality of learners' experiences, raise attainment and close the school's attainment gap.

High quality professional learning can only take place where there is a culture of trust & collaborative professionalism. Research demonstrates that there are particular professional development approaches that are more likely to result in changes to practice and positively impact student outcomes. At the core of this, is clarity around what learner progression, starting points and next steps would look like if what teachers were learning was successful - the 'feedback loop' between teacher learning and the learners. Professional Learning should aim to build knowledge, motivate teachers, develop teaching techniques and embed practice.

Characteristics of effective professional development:

- developed and evaluated in relation to the impact on student outcomes
- teachers see the relevance of their CLPL to their own goals, the goals they have for their pupils and the curriculum they teach
- includes on-going coaching, mentoring and dialogue
- includes collaboration and expert challenge
- sustained, iterative and job embedded
- supported by leadership¹⁶

'An empowered system is one that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happen at all levels in an empowered system.'¹⁷

¹² [GTCS Scotland, Professional Review & Development: Update Note \(2018\)](#)

¹³ EEF (2019), Sutton (2011) Heck & Hallinger (2014), Dhuey & Smith (2014)

¹⁴ Coldwell (2017), NFER (2020), Gore et al (2017)

¹⁵ [GTCS Standard for Career Long Professional Learning \(2021\)](#)

¹⁶ Teacher Development Trust, (2015); Pont, Nusche & Hunter (2008) ; Shatzer, Caldarella, Hallam & Brown(2014), Leithwood, Jantzi & McElheron-Hopkins (2006), Dimmick (2011)) Wellcome (2019), Timperley, (2009) GTCS (2019), EEF (2020, 2021)

¹⁷ Education Scotland, 2019

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Achieving consistently high-quality learning and teaching across all sectors is a national and local priority. In Edinburgh, all staff should have the opportunity to improve their skills through access to high-quality professional learning, supported by the professional development and review process.¹⁸ To support this, one PRD target should focus on developing staff capacity, confidence and capability to support a culture of learning at the appropriate level:

- Class Teacher Leadership of Learning and Teaching
- Middle Leadership of Learning and Teaching
- Strategic Leadership of Learning and Teaching

All targets should be identified through a robust self-evaluation process, using reflective questions where appropriate.

Class Teacher Leadership of Learning and Teaching

The Teachers' Charter Framework outlines four main areas of high-quality learning and teaching that CEC see as key priorities in Learning and Teaching. The Teachers' Charter Framework provides a mechanism to support robust self-evaluation around Learning and Teaching, accompanied by a high-quality Professional Learning offer.

A useful Teachers Charter Self-Evaluation tool can be accessed [here](#).

Middle/Strategic Leadership of Learning and Teaching

The City of Edinburgh council will offer robust training opportunities relating to the leadership of professional learning at a strategic and middle leadership level.

Under the Head Teachers Education and Training Standards (Scotland) Regulations, 2019, holding the Standard for Headship by completing a Headship Qualification is a prerequisite for teachers taking up their first permanent headteacher post in Local Authority and grant-aided schools in Scotland.

Professional Update

The Professional Update Working Group, set up by GTC Scotland, identified the key purposes of Professional Update and these are:

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

Professional Update is based on effective, consistent Professional Review and Development (PRD) and high-quality professional learning, focused on outcomes for a teacher's own development, as well as aiming to improve outcomes for children and young people.

Appendix 3: Responsibilities for Professional Update

Self-Evaluation

Self-evaluation is a core part of professional learning in the PRD & Professional Update process and it is also a fundamental part of school self-evaluation as described in HGIOS (4). Developing professional capital

¹⁸ National Improvement Framework, 2021; City of Edinburgh Council Education Improvement Plan 2021-2024.

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and taking an enquiring approach to practice provides strategies and approaches that support the culture of self-evaluation.

In practice, for teachers and leaders this means:

- developing deep knowledge about learning and enhanced pedagogical knowledge, including the need for culturally responsive pedagogies
- asking questions about the progress of learners
- critically examining how, why and what we are teaching
- analysing a range of sources of information to understand and know the impact on all learners, paying careful attention to the needs of learners from diverse groups and in upholding children's rights
- using this evidence to critically inform teacher professional judgement
- share knowledge and together construct new knowledge to inform teaching and learning

Professional Standards

The Professional Standards for Scotland's Teachers describe teacher professionalism in Scotland as teachers' 'way of being'. Refreshed and restructured Professional Standards were enacted on 2 August 2021, and can be viewed [here](#).

The Professional Standards support and promote partnership, leadership, enquiry and professional learning and have multiple purposes, including:

- to create a shared language for teaching professionals
- as a benchmark for professional competency (Standard for Provisional Registration and Standard for Full Registration)
- to develop and enhance professionalism
- to support career-long professional growth
- to provide a framework for Initial Teacher Education, probation and leadership pathways and professional learning programmes
- support for self-evaluation and reflection for teachers in, and aspiring to, formal leadership roles and contribution to dialogue about leadership and management
- to inform the process of recruitment and selection
- to ensure and enhance public trust and confidence in the teaching profession

The General Teaching Council for Scotland (GTCS) sets out the Standards for Full Registration which is the standard of professional competence that fully registered teachers are expected to maintain throughout their career. All teachers must be aware of the Standards for Full Registration and what is expected of them. As part of the Professional Review & Development & Professional Update process, including Professional Update, all teachers should be supported to engage critically with, and self-evaluate against, the Professional Standards.

All reviewers should be aware that competence procedures play no part in the Professional Update process and must be kept separate from it. Concerns of competence should be dealt with through the Framework for Teacher Competence (GTCS)

Quality Assurance

Registered teachers will be encouraged to participate in an annual Local Authority confidential online survey which will review the PRD process and monitor the engagement of teachers in the PRD process, their perception of the quality of the process and the impact of the process. Data generated from this will inform our work.

CEC Internal Data

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Annual Survey – engagement, perception and impact:

- Annual Survey to all teaching staff to monitor engagement, perception and impact of the PRD process.
- Annual Survey to CEC Supply Teacher list to monitor engagement, perception and impact of the PRD process.
- Annual Survey to HT to monitor engagement, perception and impact of PRD process.

Professional Learning Data Capture:

- % of teachers completing EL4Life Professional Learning and impact measures on Knowledge and Skills [this includes Inclusion & Teaching & Learning Team CLPL]
- % of Reviewers accessing Teacher Development CLPL and associated impact measures.
- % of staff [reviewers and all staff] who have completed Equalities core training module in Unconscious Bias.

Reviewer CLPL needs:

- Annual survey sent to reviewers via DHT/Lead Teacher Networks to identify CLPL needs.

Equalities monitoring information will be gathered where possible to ensure that the strategy and policy empowers and supports all colleagues

Annual Standards and Quality Reporting: all schools will include an evaluative statement about the QI 1.2 & 1.4, Leadership of Learning: impact of career long professional learning and Leadership and Management of Staff: building and sustaining a professional staff team. This should include evidence from internal self-evaluation regarding the perception & impact of the PRD process.

GTCS Internal Data:

The following Internal Data is held in the GTCS management system:

Number of registrants who have:

- completed the Professional Update Sign Off process;
- an outstanding Professional Update Sign Off;
- requested a Deferral;
- requested Associate Status Registration;
- made a Direct Submission.

Support:

To strengthen the implementation of this policy, the Edinburgh Learns Teacher Professionalism Working Group and the Edinburgh Learns Leadership Board will keep under review authority policy in line with research, national guidance and local needs.

A series of supplementary documents will provide specific guidance for school staff on developing high quality professional learning leadership, processes and environments. This will include:

- Materials for self-evaluation and coaching/mentoring will be updated as required.
- Materials to support all staff to engage with the revised Professional Standards.
- Appropriate training for reviewers offered annually on Leading Teacher Development as a middle and senior leader, including Coaching professional learning.
- Equalities and Diversity training for all staff in the City of Edinburgh Council

Further guidance will be delivered through training opportunities co-ordinated by the Lead Officer for Teacher Professionalism.

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Appendix 1: Roles & Responsibilities

Before PRD	During PRD	After PRD	Ongoing Throughout PRD	
Reviewees should		Reviewers should.....	School Leadership Team should	Local Authority & Employers should....
...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process		...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process	...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process	...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
...play their part in ensuring the Reviewee/ Reviewer relationship is one of trust and respect		...develop a trusting relationship with the reviewee so the reviewee feels 'safe' and comfortable with both challenging and supportive PRD discussions	...use self-evaluation tools to measure their culture of trust and seek to improve if required	...through self-evaluation, encourage an organisation-wide ethos and culture, built on the foundations of trust and respect
...be familiar with expectations of the locally agreed PRD policy		...be familiar with expectations of the locally agreed PRD policy	...be familiar with expectations of the locally agreed PRD policy	... review the expectations of the locally agreed PRD policy in line with revised national PRD Guidelines
...have an understanding and appreciation of the value, purpose and process of coaching conversations and be aware when a coaching conversation is happening		...be trained in coaching and/or have significant experience in coaching. They should make reviewees aware of the coaching conversation taking place	...ensure all reviewers access coaching skills development opportunities prior to taking on the role	...ensure all reviewers access coaching skills development opportunities from early in their career, by providing training
...consider unconscious bias during all PRD discussions to ensure there is an equity of experience for all		...consider unconscious bias during all PRD discussions to ensure there is an equity of experience for all	...support reviewers to challenge the unconscious bias during all PRD discussions to ensure there is an equity of experience for all	...provide training in awareness of unconscious bias, to support and challenge our thinking during PRD conversations to ensure there is an equity of experience for all
			...acknowledge that protected characteristics may create barriers to accessing professional learning, and should take steps to remove such barriers to allow equal access	...acknowledge that protected characteristics may create barriers to accessing professional learning, and should take steps to remove such barriers to allow equal access
...be familiar with current and new career structures and consider own next steps		...be knowledgeable of current and new career options to support career conversations, whether about potential promotional opportunities or developing and deepening the knowledge and skills within the classroom	...support all reviewers in having a relevant and current knowledge of current and new career options, and a knowledge of professional learning opportunities available locally and nationally	...share current information re career options and professional learning opportunities with all schools/teachers through local communication channels
		...where appropriate, recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities	...recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities	...recognise the valuable professional learning experience of those undertaking 'acting headteacher' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities
...have some knowledge of varying different sources where professional learning can be sought, such as LA directories, practitioner enquiry, EdScot, RICs, Professional Recognition etc		...have current knowledge of varying sources where professional learning can be sought, such as LA directories, practitioner enquiry, EdScot, RICs, Professional Recognition etc	...stay abreast of local and national professional learning opportunities and share across school community	...keep all schools informed through regular communication of local, regional and national professional learning opportunities available to teachers
...review their part in the PRD conversation and reflect on their ownership, self-reflections and general professionalism in their own approach to Professional Learning and the potential of PRD		...review their part in the PRD conversation and consider the experience the reviewee has received	...provide opportunities for reviewers to moderate their approaches to PRD and share their understanding, being mindful of confidentiality	...take opportunities to seek feedback from reviewees and reviewers, through quality assurance processes

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...allow the reviewer sufficient time to prepare for a high-quality PRD session by submitting any preparatory work in a timely fashion	...take time to prepare and familiarise themselves in advance with shared information from the reviewee for a PRD discussion, and consider a coaching approach to help identify next steps in learning	...allow both reviewer and reviewee sufficient time to prepare for a high-quality PRD session through the working time agreement	...ensure that time for the formal PRD process is recognised within LNCT agreements
...maintain a reflective professional learning record with associated evidence of impact, recording only significant pieces of professional learning, linking them to the professional standards	...be familiar with the professional standards to support the professional dialogue around recent professional learning experiences and identification of future areas of development	...endeavour to make links between professional standards and collegiate activities undertaken in school to support staff in making these connections	...provide a way of teachers maintaining a professional learning record, with clear, non-bureaucratic policies
...engage in self-evaluation across GTCS Professional Standards, and other appropriate reference points, as an integral part of the PRD process, and share those reflections with the reviewer, using the preferred tool/ process eg coaching wheel etc	...familiarise themselves with the self-evaluation of the reviewee prior to the PRD and be prepared to ask relevant questions with a coaching approach of challenge and support.	...ensure all staff are proficient in self-evaluation against GTCS Professional Standards and have access to appropriate sources of support, in line with local policies	...review the materials available to schools to support self-evaluation against the standards, and provide training in self-evaluation if and when required
...share through professional dialogue how professional learning has impacted on practice supported through appropriate evidence-avoid solely talking about what was done	...be clear to focus the professional discussion around the impact of professional learning on the reviewee as well as the learners and community, and not solely on what was done. Ask coaching questions to explore		
...regularly seek-out professional learning conversations with peers/ Reviewer to discuss ongoing learning experiences	...whenever possible engage in ongoing professional learning conversations with reviewee to discuss ongoing learning experiences	...provide opportunities for ongoing professional dialogue eg. as an item on departmental meeting agendas	... provide opportunities to share and reflect on developments across school communities
... make associations with reviewer if it is your PU sign off year		...monitor participation in PRD to ensure the entitlement of all, including any associated supply teachers. Ensure reviewees due sign off make associations via MyGTCS/ other platform with their reviewer	...monitor participation in PRD to ensure the entitlement of all, including supply teachers and Headteachers. Alert schools of those teachers due their PU sign off that year
			...engage with professional associations locally through LNCT to ensure that local policies and procedures for PRD, and support materials, reflect the revised national PRD guidelines
			...support schools by identifying, exemplifying, sharing and disseminating good practice
...plan and undertake professional learning once areas of development have been identified and have opportunities to adapt during the course of the year if the need or opportunity dictates	...consider the reviewee's identified areas for development and consider how these might relate/ contribute to priorities, and offer support in this area where necessary	...consider all staff's identified areas for development and consider how these might relate/ contribute to priorities/ influence the School Improvement Plan, and offer support in these areas where necessary	...consider all staff's identified areas for development and consider how these might relate/ contribute to priorities/ influence opportunities for professional learning being offered across the LA and beyond.
...embrace a culture of professional learning and engage in life-long learning opportunities for improved outcomes for our children and young people	...promote a culture of professional learning linked explicitly to improved outcomes for children and young people, encouraging reviewees to identify themselves as life-long learners	...promote a culture of professional learning in the school linked explicitly to improved outcomes for children and young people, ensuring teachers see themselves as learners	...promote a culture of professional learning across the organisation linked explicitly to improved outcomes for children and young people, encouraging all teachers to see themselves as learners

Appendix 2: Entitlement for all

1. **Permanent Teaching Staff:** The manager who is to facilitate a teacher's PRD experience will normally be the person designated to manage the teacher on an ongoing basis. In certain circumstances, a teacher, or the reviewer, may request that another manager facilitates the PRD process.
2. **Probationer Teachers:** Probationer teachers should not be reviewed, as they are being reviewed throughout their first year.
3. **Head Teacher PRD:** Head teachers will be partnered with a QIEO, QIM, SEM, SEO or the HOS & LLL for Professional Review and Development and Professional Update.

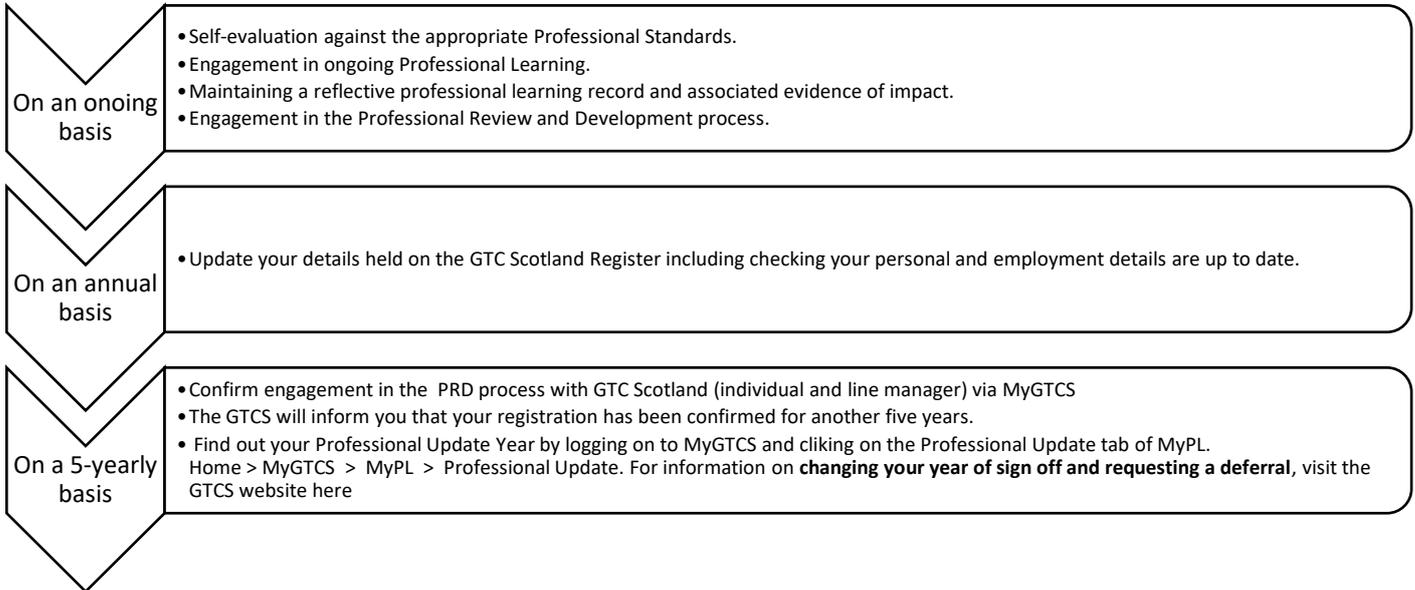
Nursery Schools: The Early Years Managers will carry out annual PRD and complete the Professional Update process for headteachers in nursery schools.

4. **Fixed-term contract Teacher PRD:** Like all other teachers, those on fixed term contracts have an entitlement to access the PRD process. This is important in ensuring that the GTC Scotland requirement on all registered teachers to engage in continuing PRD is met.
5. **Short term supply teachers, peripatetic teachers, seconded teachers –** Supply teachers will arrange a PRD with a member of the leadership team in the school in which they most often work. If it is not possible to arrange a PRD in this way, supply teachers may contact elaine.gallagher@edinburgh.gov.uk and a review will be organised. Supply teachers working in more than one local authority must nominate one local authority as employer to undertake their PRD and Professional Update.
6. **Central staff –** Registered teachers who currently work within other roles within the Communities and Families service are required to complete Professional Update if they wish to remain registered. Staff must have set up a MyGTCS login. They will continue to have an annual PRD and using the Council's Performance Review and Development system they will link their professional learning priorities to aspects of the appropriate Professional Standard(s). Line managers will confirm Professional Update using the online GTC Scotland.
7. **Visiting specialists** will engage in annual PRD and completion of the Professional Update process with a senior manager in their base school

Appendix 3: Responsibilities for Professional Update

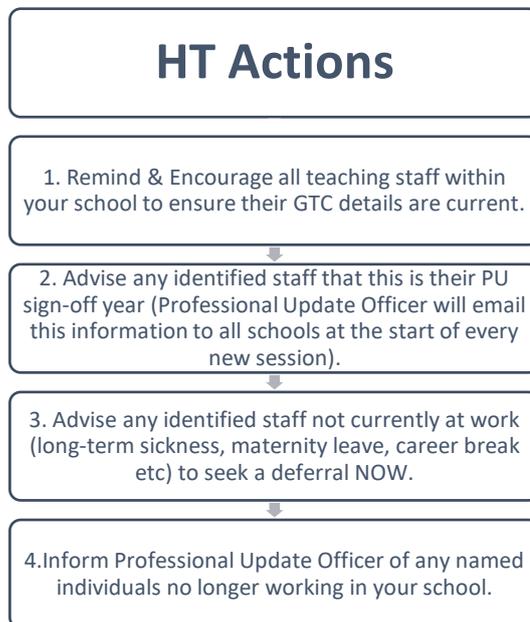
Engagement in the Professional Update process is a requirement for registration with the GTC Scotland and will impact on all those who are currently registered.

Key elements of the Professional Update process for all GTCS registered staff



Professional Update actions required by Headteachers

The CEC Professional Update Officer will email a list of staff who are going through Professional Update in the current session. Once you have received your identified staff list, ensuring the following actions have been carried out will help to support the Professional Update sign-off process



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Appendix 4: Professional Learning Profile (optional)

- Log on to [MyGTCS](#). Click on MyPL.
- Check/update your details.
- Make associations with your reviewer
- Upload this document to MyPL

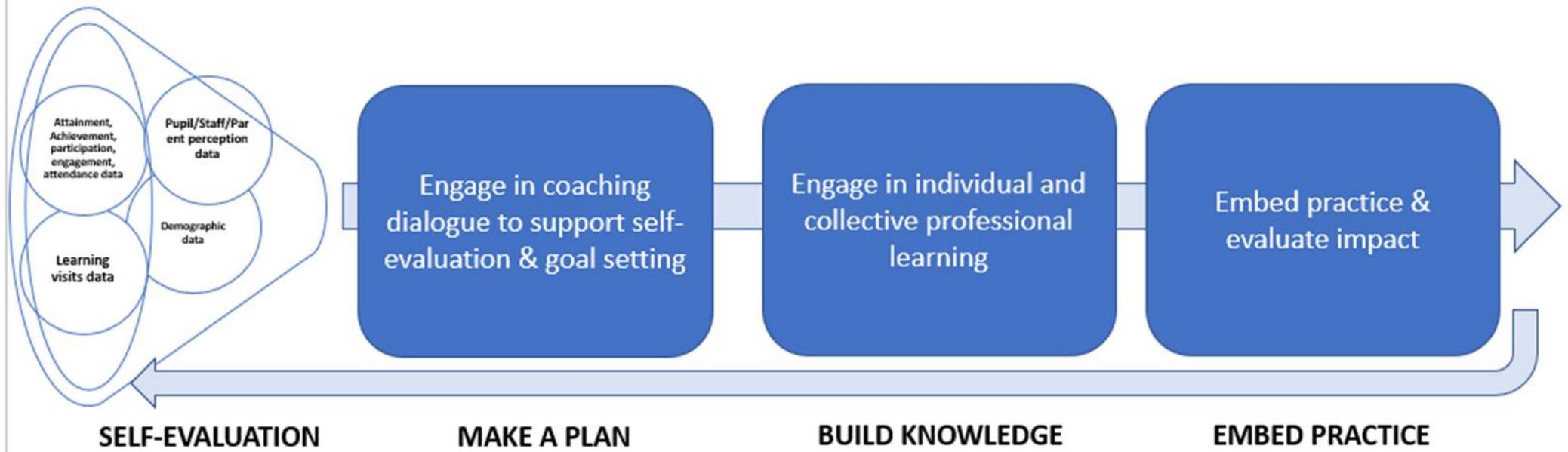
PLAN: SELF-EVALUATION		PLAN: IDENTIFY AREA OF DEVELOPMENT			EVALUATE	
Self-Evaluation		Description of PL	Target date	Intended impact	Link to standard	Reflection & Impact
<i>What knowledge & skills do our students/colleagues/community need? Where are they now? What is the goal? What is the issue? How do we know?</i>	<i>What do I need to know/learn to develop & improve my students and/or colleagues learning?</i>	<i>What is the focus of my PL? What will it look like?</i>		<i>How will I know the impact on a) my practice b) my students' learning c) my colleagues?</i>	<i>How do the Professional Standards support/inform/relate to this?</i>	<i>What has been the impact of my Professional Learning on my students /colleagues? This should feed directly into your learning priorities for the following year (column 1)</i>

The planning & evaluating of your professional learning, as part of PRD, **can also** be entered directly into MyPL on MyGTCS. The MYGTCS system will further support the requirements of Professional Update. CEC will seek feedback in June 2023 on the Professional Learning Profile & MyPL system to inform this policy.

Appendix 5: PRD Impact Cycle

PRD Impact Cycle

'If clarity about **how we want our pupils' learning to look if our own learning is successful**, is woven all the way through like a golden thread, and if the learning process involves revisiting evidence about how their own learning connects with young people's learning then the learning will be richer and more inspiring and we'll be much better at evaluating the impact.' (Cordingley, P, 2015)



Professional Review and Development

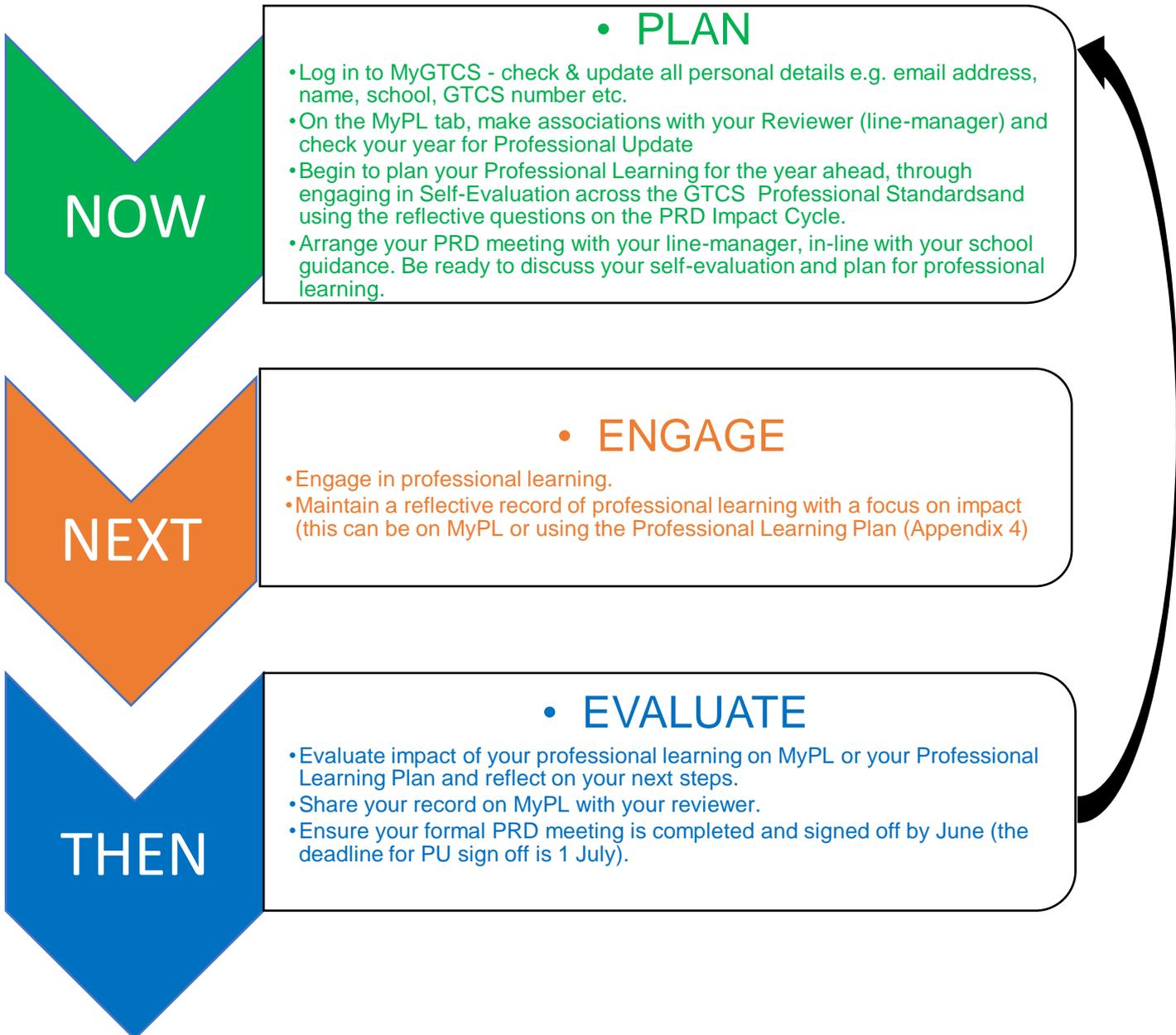
Appendix 6: GTCS Registered Staff Summary of Action

GTCS registered staff: 1 page summary of action

This should be read alongside PRD [Policy & Roles & Responsibilities](#)

Please note, PRD is not a one-off event, it is a continuous process across the year. There are no set guidelines on the time of year for formal PRD meetings. **The calendaring of PRDs should allow for the outcomes from PRD meetings to best influence and impact on school improvement planning.**

All paperwork for PRD can now be completed on the MyPL system on MyGTCS. For a video demo of the features, click [here \(to be added\)](#)



Important links:

- [Roles & responsibilities](#)
- [My GTCS login](#)

Professional Review and Development