

PL / GTCS Standards/ PRD / PU 2025

Dominic Shaikh, Martyn Cheung

Learning Representatives

CPD

Learning Reps **eis**



TAKING THE STRESS OUT OF PRD AND PU

The purpose of the workshop is to discuss a sensible approach to annual PRD and the PU cycle.

You will leave the session having:

- **developed your understanding of PRD and PU processes**
- **a clear understanding of what you need to do to fulfil your own professional responsibilities.**



ACCORDING TO THE GTCS, PROFESSIONAL UPDATE REQUIRES:

Ongoing

1. Engagement in [Professional Learning](#)
2. Self-evaluation against the appropriate [GTCS Professional Standards](#)
3. Maintaining a reflective professional learning record and associated [evidence of impact](#)
4. Engagement in the [Professional Review and Development](#) process

Annually

5. Updating your personal and employment details held on the GTCS register – Update your details via MyGTCS

[MyGTCS Login | General Teaching Council for Scotland](#)

5-yearly

6. Signing off to confirm engagement in the process with GTC Scotland (by the individual and someone (usually) with managerial oversight)



Part 1

Professional Learning

[Professional Learning - The General Teaching Council
for Scotland \(gtcs.org.uk\)](http://gtcs.org.uk)

What is Professional Learning?

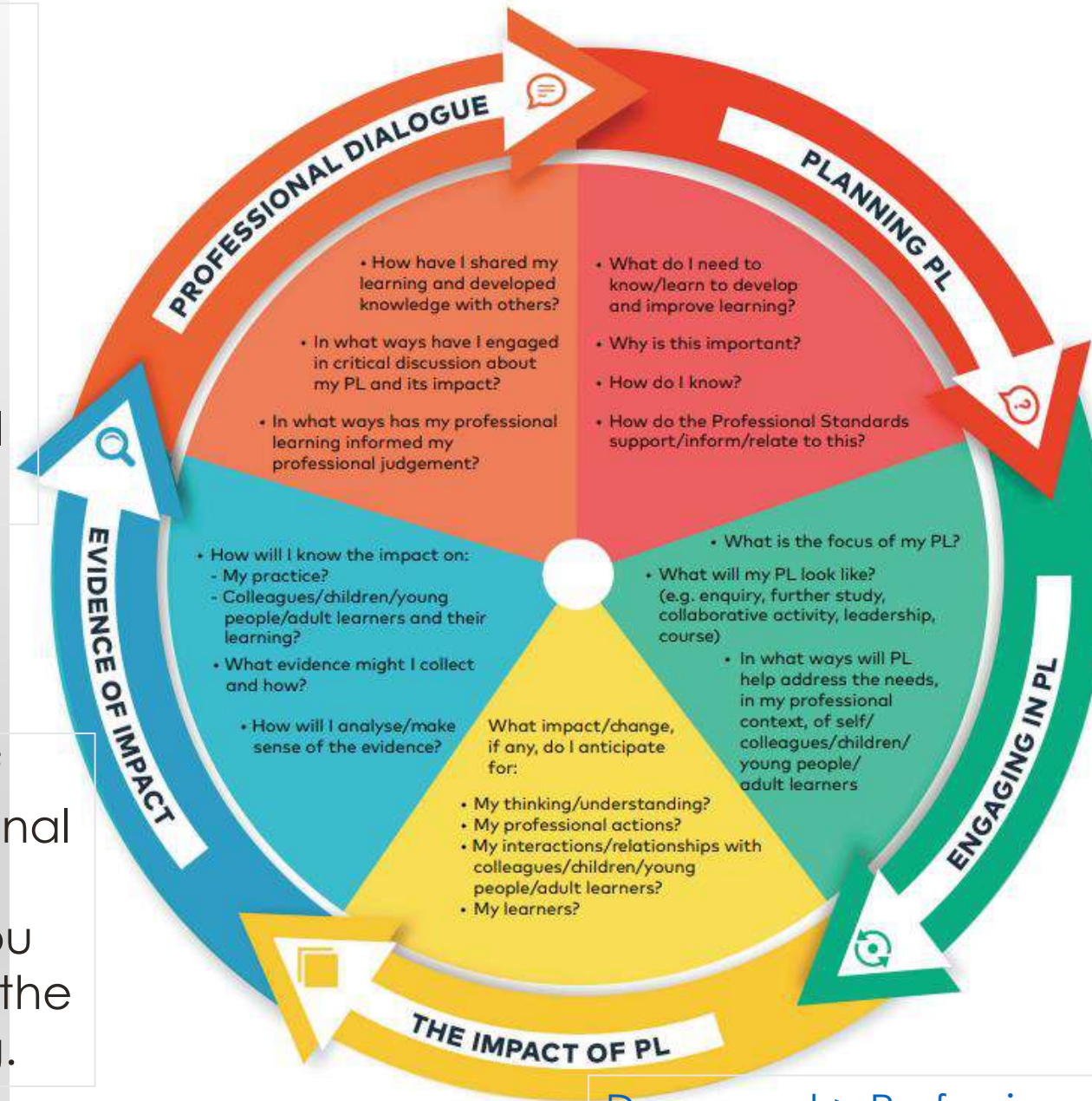


- Teachers engage in professional learning to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and current.
- When a wide range of high-quality, sustained professional learning experiences are undertaken, teachers are more likely to inspire pupils and provide high-quality teaching and learning experiences, enabling learners to achieve their best.
- It is important that professional learning provides rich opportunities for teachers to develop and enhance their professional knowledge and practice, in order to progress the quality of learning and teaching and school improvement.

THE PROFESSIONAL LEARNING CYCLE MODEL

PRD provides teachers with ongoing opportunities to reflect on their practice and personal learning through professional learning conversations supported by an annual review meeting.

Gathering evidence of the impact of professional learning allows you to really focus on what you have learned and see the impact of that learning.



The Professional Standards provide a framework for PL

Help identify Areas for Development

Identification of PL opportunities

- Provider?
- What?
- When?

The Professional Learning Planning Cycle



WHAT IS PROFESSIONAL LEARNING?

Examples of professional learning

Here are some examples of professional learning opportunities:

- 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
- Probationer support
- Classroom visits/ peer observations/ shadowing with related professional dialogue
- Online learning/blogs
- Co-operative or team teaching
- Leading or participating in a working party or task group
- 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 should be meaningful and relevant to teachers in their context’.

‘This may mean that some, or even all, of the professional learning undertaken will come directly from the school improvement plan, **but it may also derive from specific circumstances arising that require you to focus on more personalised professional learning**’.

‘Professional learning should be impactful on learning and teaching or leadership and should help teachers to continually develop their practice’.

But it's your PI and should not be directed

What is the link between PL and GTCS Standards?



- The Professional Standards are integral to, and demonstrated through, teachers' professional relationships, thinking and actions in their professional practice.
- A commitment to reflecting on the connections between values and actions and career-long professional learning is a critical part of developing teacher professionalism.

Your professional learning must be reflected upon against the GTCS Standards. The Standards are central to Professional Review and Development (PRD) and Professional Update (PU).

Part 2

GTCS Professional Standards

[Professional Standards for Teachers - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk)

Professional Standards 2021

The Standard for Provisional Registration

Mandatory Requirements for Registration
with the General Teaching Council for Scotland
Formal Enactment 2 August 2021

The Standard for Full Registration

Mandatory Requirements for Registration
with the General Teaching Council for Scotland
Formal Enactment 2 August 2021

The Standard for Career-Long Professional Learning

An Aspirational Professional Standard for Scotland's Teachers
Formal Enactment 2 August 2021

The Standard for Middle Leadership

An Aspirational Professional Standard for Scotland's Teachers
Formal Enactment 2 August 2021

The Standard for Headship

An Aspirational Professional Standard for Scotland's Teachers
Formal Enactment 2 August 2021

[Professional Standards for
Teachers - The General
Teaching Council for
Scotland \(gtcs.org.uk\)](https://gtcs.org.uk)

THE PROFESSIONAL STANDARDS FOR TEACHERS

Refreshed and restructured Professional Standards were enacted on 2 August 2021.

Includes a new section called 'Being a teacher in Scotland', which highlights the professional values of social justice, trust and respect and integrity as central to what it means to be a teacher in Scotland.

Purposes of the Professional Standards

- ✓ 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

Exploring and using our Standards

As an
aspirational
and
developmental
framework

To inform and
plan your
professional
learning

To ask critical questions and
support enactment of
Professional Values,
Professional Commitment,
Professional Knowledge,
Understanding, Skills and
Abilities.

To self-
evaluate and
challenge
your thinking

To select
development
areas relevant
to you and
your learners

As a reference
and reflection
point for
professional
dialogue

To support
professional
judgment when
adapting
professional
actions

Making the
Professional
Standards
meaningful in and
through our
professional
practice

What is self-evaluation and why is it important?

Self-evaluation should be a useful process that is rigorous and enables you to be critically reflective about yourself as a professional and your practice.

Self-evaluation should support you to:

- Reflect on what you have done
- Think about what you might do next
- Consider your own progress and development
- Deeply understand your professional practice, your professional learning and the impact of this on: your thinking; professional actions; those you work with/support; and pupils/students and their learning

Self-evaluation will involve:

- Asking deep and searching questions about self and practice
- Using the GTC Scotland Professional Standards to inform and guide your reflections
- Using other influencing factors such as school or dept improvement plan; other standards or targets; issues relevant to your particular context
- Using your ongoing reflections and enquiry into practice
- Considering the needs of learners/colleagues in your context
- Using evidence from a range of sources to inform and support your self-evaluation

The self-evaluation process will enable you to:

- Plan for meaningful professional learning
- Engage in critically reflective dialogue as part of the PRD process
- Identify and focus on areas you wish to develop expertise or accomplishment
- Consider your career planning

Critical self-evaluation is an important part of professional learning and the PRD process.



The General Teaching
Council for Scotland

Comhairle Choitcheann
Teagaisg na h-Alba

[Self-evaluation - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk)

Professional Standards

Professional Standards for
Teachers

Professional Standards for
Lecturers in Scotland's
Colleges

Tools to support self-evaluation

There are many approaches to self-evaluation and a number of tools that will help support the process.

Some tools allow you to engage in a more critically reflective evaluation and others simply offer a quick 'temperature check' which are useful but do not provide that opportunity to dig deeper which is required.

Reflective Questions

These reflective questions provide areas for reflection and focus. They are not an exhaustive list but are very useful starting points.

Self-evaluation wheels

The self-evaluation wheels are useful coaching tools to support the self-evaluation process.

Professional Learning Planning Cycle

The Professional Learning planning wheel outlines useful questions at key stages of the professional learning process.

National Model of Professional Learning

As you engage in self-evaluation you will be thinking about the professional learning you have done and the future learning that may be useful for you.

Self-evaluation can take many forms and may occur at various stages in the professional learning journey. It will also involve a range of sources to help inform you (see next 3 slides)

Self-evaluation

Tools to support self-
evaluation

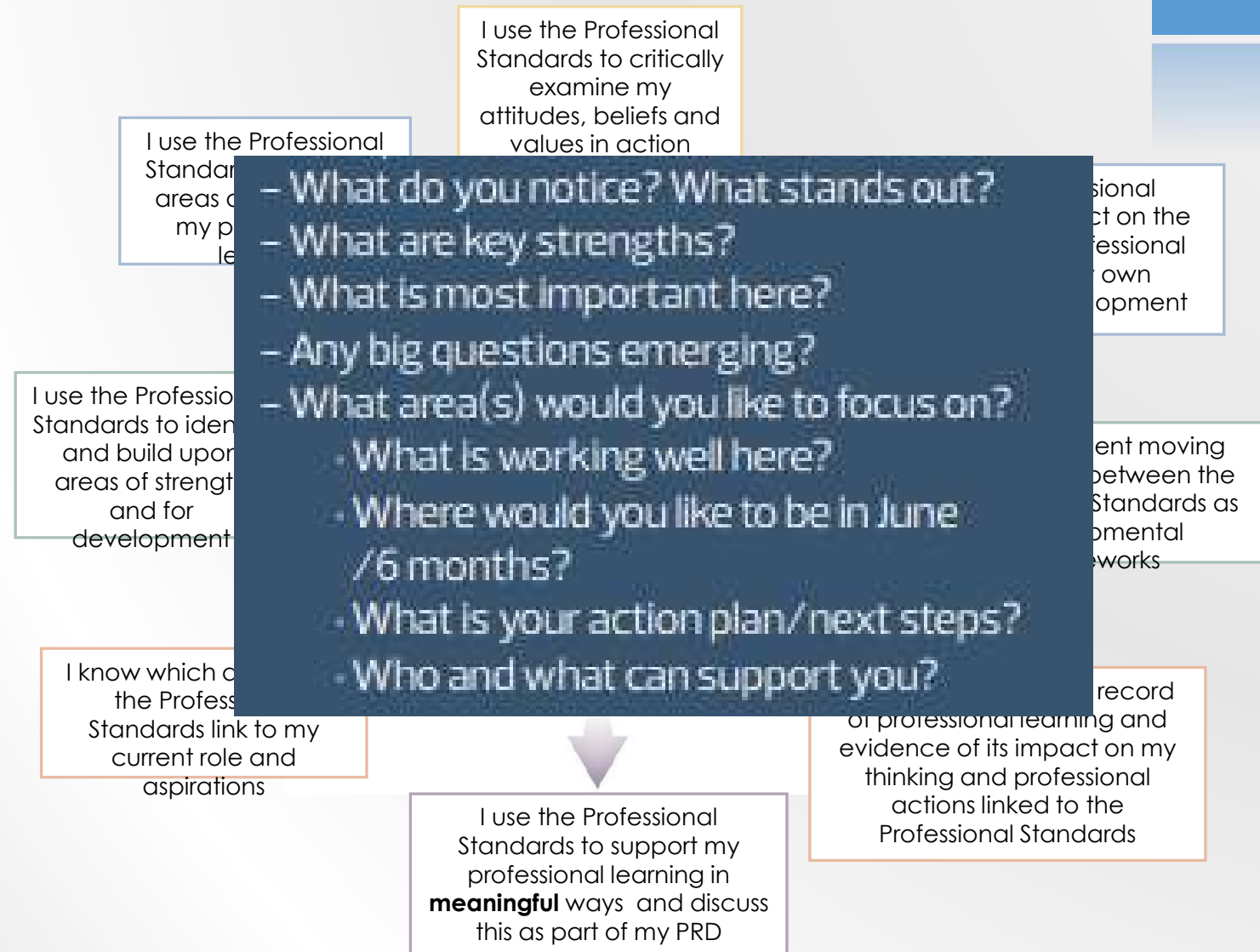
Reflective Questions

Professional Standards and
Professional Learning

Embedding the Professional
Standards in practice

Making the Professional Standards meaningful in and through our professional practice

This **Coaching Wheel** asks teachers to rate themselves against statements and ask questions to explore their thinking.



[Click here to access tools to support self-evaluation](#)

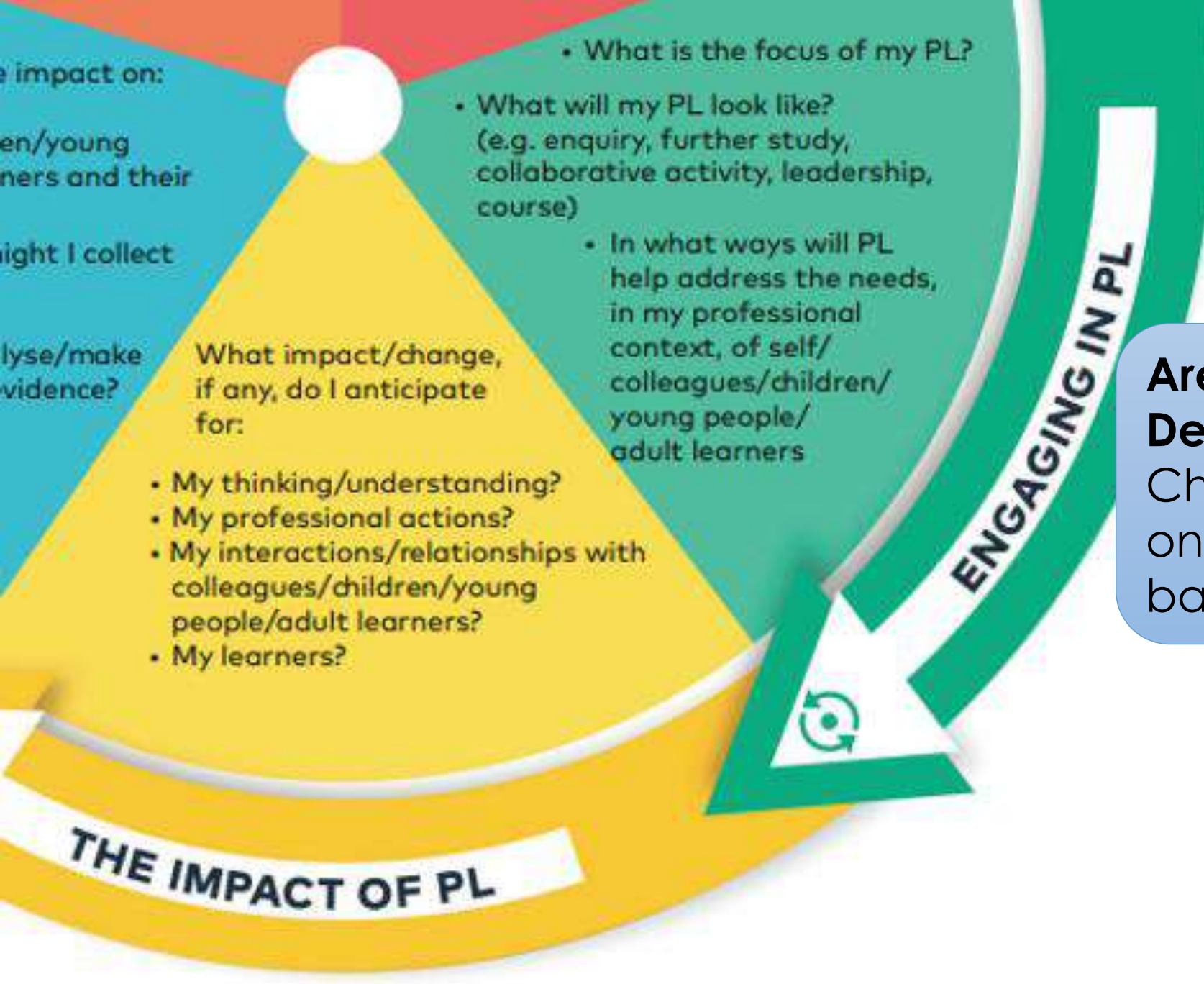
Self-evaluation can take many forms and may occur at various stages in the professional learning journey. It will also involve a range of sources to help inform you.

The Professional Standards are one key reference but other sources may also form part of your self-evaluation, **such as your own PRD areas for development** as well as **school/department/organisation's improvement plan.**

**BUT remember...
It's your PRD!**

Professional Standards	Explore key cross-cutting themes	Engage through self-evaluation	Enact in your practice
For Teachers	Explore the Professional Standards	Self-evaluation against the Professional Standards	Professional Standards and professional learning
For College Lecturers	Key cross-cutting themes	Tools to support self-evaluation	Embedding Professional Standards in practice
For Headteachers	Professional Values	Reflective Questions	
Archive: 2012 Professional Standards	Learning for Sustainability		
	Leadership		
	Additional Support Needs		
	Equality and Diversity		


The Professional Learning Planning Cycle



Areas for Development

Choose 2 to 3 areas on a continual rolling basis





Part 3

Maintaining a reflective professional learning record and associated evidence of impact

[Using Evidence of Impact - The General Teaching Council for Scotland \(gtcs.org.uk\)](http://gtcs.org.uk)

What do we mean by evidence? What can be considered?

To discuss the impact your professional learning has had you should consider the following questions:

How will I know the impact on

- my practice?
- my students and their learning?
- the learning of my colleagues?

What evidence might I collect and how?

- How will I analyse and make sense of it?

Your self-evaluation should be supported by evidence from a range of sources drawn from day-to-day learning and teaching.



What it
does
NOT
involve!



Extensive evidence is not required to prove learning.

Your learning can be shared through discussing your reflections and thoughts and how the learning has impacted on your thinking, teaching approaches and expectations.

A faint, light gray world map is visible in the background, centered on the Atlantic Ocean. The continents are outlined in a darker shade of gray, providing a subtle global context for the text.

Part 4

Engagement in the PRD process

Professional Review and Development (PRD) POLICY STATEMENT AND GUIDANCE (Approved Dec 2021)

[Link to CEC Guidance
Learning Reps | EIS](#)

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 (in consultation with practitioners and the LNCT) 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.



- '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
- 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'.



**To Improve...
Not to Prove!**

'The calendaring of PRDs should allow for the outcomes from PRD meetings to best influence and impact on school improvement planning'.

‘The PRD paperwork (MyPL or **CEC 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’.

The PRD meetings should be formally recorded... to highlight

- ❖ 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.
- ❖ You **can** also use the CEC Professional Learning Profile (Appendix 4) and upload this to the MyPL system.
- ❖ The record can be shared with your reviewer.

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](#).

It's a good idea **not** to plan all 35hrs – leave capacity to develop your plans throughout the year

PLAN: SELF-EVALUATION		PLAN: IDENTIFY AREA OF DEVELOPMENT				EVALUATE
Self-Evaluation		Description of PL	Target date	Intended impact	Link to standard	Reflection & Impact
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?	What do I need to know/learn to develop & improve my students and/or colleagues learning?	What is the focus of my PL? What will it look like?		How will I know the impact on a) my practice b) my students' learning c) my colleagues?	How do the Professional Standards support/inform/relate to this?	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)
		New Area for Development for this session				Area for Development rolling into next session if deemed necessary
		Aim to have 2 to 3 New Areas for Development on a continual rolling basis				

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.

The paperwork 'should just capture reflective comments/ be an 'aide memoire' to stimulate conversation, not for any other purpose'.

'it had been decided to provide the 'option' to use the Professional Learning Profile as in the past colleagues have liked this to prompt thinking around PRD engagement & impact'

'there is no expectation that colleagues must complete the Professional Learning Profile'.

GTCS MyPL system - 'this is entirely optional for colleagues and will be reviewed at the end of 2023'.

'There is no expectation that they complete both the MyPL and the Professional Learning Profile'.

'Copying evidence on to more than one system should be avoided at all costs, and local authorities and employers should ensure that measures are taken to avoid this happening'. GTCS



You must have at least X pieces of professional learning for PU. ^

Each year teachers will engage in professional learning in various formats and timescales. There is no required number of professional learning activities that teachers have for PU, however assumptions will be made that teachers have engaged in three pieces of meaningful professional learning each year, of which they discuss reflections and impact during their PRD, leading to sign-off. There is a contractual requirement, [as agreed in paragraph 3.11 of the SNCT Handbook](#), that teachers will complete 35 hours of professional learning (pro-rata for part-time staff) and that the focus is agreed with their reviewer as part of the PRD process.

GTC Scotland expect teachers to keep a huge portfolio and record every piece of professional learning. ^

There are no expectations from GTC Scotland to the amount of information recorded in professional learning records.

Each local authority/ employer has locally agreed policies that determine what their teachers should be doing. It is always wise to be familiar with local policies to fully understand what is expected. GTC Scotland advocates that only significant pieces of professional learning are recorded, where due consideration is given to the impact of that learning through evidence gathered. Teachers should be trusted by their line managers to be engaged in all compulsory training, and as a result of ongoing professional dialogue throughout the year, be familiar with the professional learning that their colleagues are undertaking.

Evidence needs to be there to prove you have been learning.

This is not the case. Your learning can be shared through discussing your reflections and thoughts and how the learning has impacted on your thinking, teaching approaches and expectations.



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[Professional Review and
Development - The General
Teaching Council for Scotland
\(\[gtcs.org.uk\]\(http://gtcs.org.uk\)\)](#)

PRD An Entitlement For All

Updated to:
Catherine.Crystal@edinburgh.gov.uk

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



Part 5

Updating your personal and employment details held on the GTCS

Update your details via MyGTCS

[MyGTCS Login](#) | [General Teaching Council for Scotland](#)

Required information for Login

1. Username
2. Password
3. Date of Birth


Maintaining this simple record validates your GTCS membership

Make sure your address and other details are up to date

LOGIN TO MYGTCS

REMEMBER: Your username is your GTCS registration number (without the forward slash).

<p>User Name</p> <input type="text"/>	<h3>MYGTCS HELP</h3> <ul style="list-style-type: none">What is MyGTCS?Create a MyGTCS accountMyGTCS SupportProfessional UpdateProfile System
<p>Password</p> <input type="password"/>	
<p>Date of Birth</p> <div><input type="text"/> / <input type="text"/> / <input type="text"/></div> <p>(dd / mm / yyyy)</p>	
<p>LOGIN</p>	
<p>Reset your password</p>	



Part 6

Confirming engagement in the process with GTC Scotland

‘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 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.

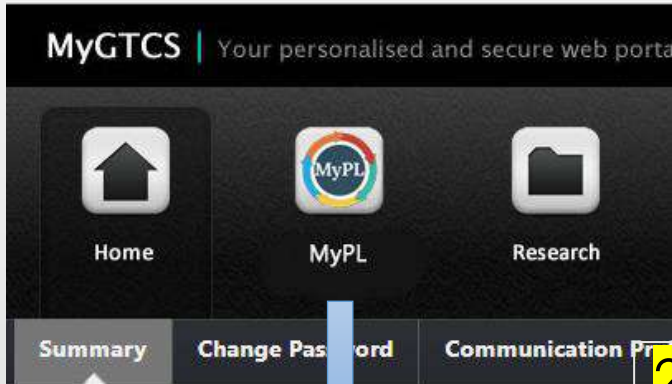
These records should be shared with your reviewer as part of the sign off process’.

A pragmatic approach ?

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](#)

1. Use CEC's PLP to help structure your PL and aid your PRD



PLAN: SELF-EVALUATION		PLAN: IDENTIFY AREA OF DEVELOPMENT			EVALUATE
Self-Evaluation		Description of PL	Target date	Intended impact	Reflection & Impact
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?	What do I need to know/learn to develop & improve my students and/or colleagues learning?	What is the focus of my PL? What will it look like?		How will I know the impact on a) my practice b) my students' learning c) my colleagues?	How do the Professional Standards support/inform/relate to this? 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)

2. Upload your PLP to MyPL For storage



Enabling you to critically learning throughout your career!

Professional Review and Development (PRD) area is currently u

PROFESSIONAL REVIEW & DEVELOPMENT (PRD)

Record discussions and reflections of annual PRD meetings.

+ Add new entry

Add Professional Review and Development

* Denotes mandatory field

Date of meeting: *

Academic Year: *

No PRD due to career break:*

☐ Yes ☐ No

Reviewer Name:

Summary Notes:

B *I* U ABC | ↺ ↻ | 📎 | 📄 | 📑 | 🗑️

- Registrants will be required to confirm their engagement in the Professional Update process to maintain their registration (every 5 Years)
- Usually completed by 1 July of that academic year
- The registrant confirms the following:

I confirm that I have engaged in ongoing professional learning and reflected against the appropriate Professional Standards. I have maintained a reflective record of professional learning and evidence of its impact on my thinking and professional actions. I have discussed this with my line manager as part of my Professional Review and Development process.

- line managers will also be asked to confirm your engagement in the process and sign off a similar statement:

I confirm that this teacher has engaged in ongoing professional learning and reflected against the appropriate Professional Standards. They have maintained a reflective record of professional learning and evidence of its impact on their thinking and professional actions. They have discussed this with me as their line manager as part of the Professional Review and Development process.

Professional Update



All teachers should engage in their entitlement to PRD every year. When this is the case, **the PU sign off year is simply the usual PRD process** with an additional pressing of a few buttons on the keyboard to ‘sign-off’ and confirm the teacher’s engagement in ongoing professional learning.

[GTCS: What is Professional Review and Development](#)

In the year of PU sign off there is **NO** requirement to share 5 years’ worth of records with your reviewer, only selected entries from the current record would be shared and/or discussed, as per local policy.

[GTCS: Why is Evidence of Impact important and how to use it](#)

Find out your Professional Update Year by logging on to MyGTCS and clicking on the Professional Update tab of MyPL. Home > MyGTCS > MyPL > Professional Update. For information on **changing your year of sign off and requesting a deferral**, visit the GTCS website here



Enabling you to critically reflect and record professional learning throughout your career

Professional Learning (PL)

Manage and reflect on your professional learning activities.

[+ Add new PL entry](#)

Professional Review and Development (PRD)

Record discussions and reflections of annual PRD meetings.

[+ Add new PRD entry](#)

Areas for Development (AFD)

Record the areas for development which will inform your professional learning planning.

[+ Add new AFD entry](#)

Logout DOMINIC Shaikh

[← Back to MyGTCS](#)

Professional Update (PU)

Your next PU sign-off year is: 2025/2026



Update your details via MyGTCS

Including your contact and employment details.



Your Reviewer is Kirsty Liggins

Change your Reviewer



Submit PU to be signed-off by your Reviewer

[Bring forward PU sign-off](#)

[PU Direct Submission](#)

If you are a Reviewer: To create an association with your reviewee, go to the **PU** page and click the *People I am reviewing* tab.

Direct submission



Teachers who work in certain contexts and work for an employer that is not validated for Professional Update (PU) can maintain full registration through engagement in PU, recording reflective professional learning through MyPL. Five-yearly confirmation can be completed through the Direct Submission (DS) Process.

[Find out more about direct submission.](#)



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Deferral process



We recognise 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.

If you are unable to complete the process in the designated year, you may request a deferral. **This deferral request should be made at local authority/employer level.** For those who have chosen to use the MyPL system, this will be done via MyPL. Deferrals will normally be granted for 1 year.

[Professional Update - The
General Teaching Council for
Scotland \(gtcs.org.uk\)](https://gtcs.org.uk)

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)

CEC Policy doc

Acknowledgements

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Alison, Marni, Stewart C, Edinburgh LA EIS

Rosie McColl, Quality Improvement Education Officer, CEC

Jim Moore, Development Officer, GTCS

Martin Cheung mcheung@eis-learnrep.org.uk

Dominic Shaikh dshaikh@eis-learnrep.org.uk



Learning Representatives

CPD

Learning Reps **eis**

Edinburgh Supply Teachers on facebook

Put your head together with a friendly colleague (or colleagues) to discuss your professional learning throughout the year.

Through your discussions and reflections you will be able to explore and evaluate the impact of your professional learning on yourself, colleagues and learners prior to your annual PRD meeting.



Please note:

***It is your responsibility to meet the requirements for PRD & PU.**

EIS members can view CEC's 'Professional Review and Development (PRD) Policy Statement and Guidance' document on the EIS Edinburgh Local Association webpage (under Learning Reps).

****The 'PRD Partner' idea is a voluntary informal arrangement between you and someone you choose to support yourself in your own PL aspirations and PRD preparations. By implication neither CEC or the EIS are involved, or responsible for managing, or overseeing any of your own undertakings in this regard.**

*****EIS Learning Reps are available to support EIS members in their PL**