

Professional Review

1. Context

- 1.1 The national agreement A Teaching Profession for the 21st Century requires teachers to have an on-going commitment to maintain their professional expertise through an agreed programme of continuing professional development. Each teacher will have an annual Career Long Professional Learning (CLPL) plan agreed with their reviewer. Staff are encouraged to reflect upon the GTCS standards, the national model of professional learning, school, local and national priorities, their current remit, career aspirations and the young people in their school context.
- 1.2 Professional Update, a scheme for fully GTCS registered teachers in Scotland, was introduced as a result of legislative requirement of the Public Services Act 2011. GTCS has developed a scheme which lays out the principles for PRD and CLPL outlined in their Professional Update Guidance notes 2014. In October 2019, the GTCS issued further guidance on effective PRD in their report 'Unlocking the Potential of Professional Review and Development'. Each local authority scheme will be validated by the GTCS.

2. Introduction

- 2.1 Glasgow City Council is fully committed to supporting the professional development of all staff throughout their career to enable them to contribute to our improvement agenda, impact positively on the outcomes for our young people and fulfil their career aspirations. Our commitment to the development of all staff ensures that we develop and maintain the level of expertise and confidence required to deliver a service of the highest quality, in a rapidly changing environment.
- 2.2 Professional review and development (PRD) is the process whereby the development and learning needs of all teachers are identified and agreed in relation to their current practice, the requirements of the school improvement plan, the priorities of Education Services, national priorities and career aspirations. It is a means of supporting teachers by ensuring that they are thoroughly prepared for their duties, in particular for their key role in teaching and learning.
- 2.3 Professional review and development is an **on-going** process supported by opportunities to reflect on their practice and professional learning, punctuated with a variety of professional learning conversations supported by an annual review meeting between reviewee and reviewer which takes place within a supportive, challenging and collegiate culture. 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. It is also the key process through which the success of staff is celebrated, where good practice is recognised and shared and which therefore contributes to the wellbeing of staff through high quality feedback. The link to school improvement and to the school as a learning organisation is critical.

3. Professional Review

Professional review is set within the range of quality assurance processes which are in place within Education Services. In particular, the process of improvement planning provides the basis for staff to continue to improve the quality of provision through self-evaluation, identification of priorities, and action planning. The process of professional review is the primary means by which teachers' continuing professional learning needs are identified and CLPL activities planned.

3.1 The Principles of Professional Review

Professional Review and Development is key to Teacher Professionalism.

The following principles must apply if review and development is to be embedded as a quality process within the school:

- Professional review is a key process in continuing professional development.
- The process is **continuous** and integral to school management and quality processes such as improvement planning and monitoring.
- There should be a clear purpose of improving teaching and learning which impact positively on experiences and outcomes for our young people.
- Self-evaluation using GTCS Standards is the starting point.
- The process should be **on-going** taking account of schools' existing structures. The process should take place within a supportive, challenging, collegiate culture. Where there is a strong climate of culture and trust, teachers feel nurtured, valued and empowered. This allows for greater opportunity to offer, not only support, but challenge as an integral part of teacher development.
- All teachers are entitled to support in developing their knowledge and skills. Areas for development arising from professional review should be recorded on the plan and the overall impact evaluated. CPD Manager is the authority's system for supporting this, however, supply teachers working in more than one authority can use MyGTCS.
- Every school should have support mechanisms in place with a senior member of staff with designated responsibility for the management of the continuing professional development of staff being identified as the Staff Development Co-ordinator.
- Professional review will assist teachers in determining future career development.
- Working time agreements should ensure adequate time is set aside and prioritised for formal PRD conversations. This will include the formal allocation of 3 hours within the Working Time Agreement, supported by **on-going** professional dialogue.
- Training for the review process, for both reviewers and reviewees, is the responsibility of individual establishments. Should support be required for training, contact should be made through the appropriate member of the Educational Improvement Service. Guidance on the roles and responsibilities of both reviewee and reviewer is available in Section 5. Reviewers should be effective in using coaching conversations, this will allow the reviewee to be effectively supported and challenged in their professional learning conversations. There is a robust and systematic approach to developing coaching approaches within Glasgow City Council.

The GTCS recommends that schools undertake annual 'health-checks' to ensure readiness for PRD. Supporting materials can be found at

<https://www.gtcs.org.uk/professional-update/professional-review-development.aspx>

3.2 Professional Review and Development Plan and Record

All teachers need to maintain an annual CLPL Plan and Record which reflects on and evaluates the impact of Professional Learning. CPD Manager is Education Services' system for maintaining this Plan and Record and aligns with the sign off process for Professional Update. The CLPL plan should be agreed with the reviewer at the annual professional review meeting. The plan should indicate areas of development and the development activities to be undertaken in the following year. CPD Manager will enable the teacher to maintain a comprehensive and accurate record of significant professional learning activities undertaken. The record will show the type or nature of the activity and impact. Information will be incorporated into the record on an **on-going** basis.

It is the responsibility of the individual teacher to ensure all information is incorporated into the record including those activities not included in the PRD conversation. CPD Manager is available to support this process. It has been designed to ensure teachers who use this as their record of CLPL can effectively engage with career-long professional development. A teacher could choose to maintain their plan on paper, but this would only be in exceptional circumstances.

3.3 CLPL Activities

A wide range of activities contribute to the professional development of teachers. Some can be undertaken individually, others on a collegiate basis.

There are a wealth of professional learning opportunities available both at school and authority level meeting the needs of all staff. These articulate with the national model of professional learning providing opportunities for learning by enquiry, learning as a collaborative, and learning that deepens knowledge and understanding. Learning is also available in the authority for '*accredited learning*' through GTCS Professional Recognition and Masters Level Credits for teachers at all stages in their career. Glasgow City Council works collaboratively with a variety of professional learning organisations such as Universities, Third Sector Organisations and Professional Associations to provide the highest quality professional learning and opportunities to develop an enquiring mindset.

3.4 The Process of Professional Review

PRD is an **on-going** process which takes place within a supportive, challenging and collegiate culture. This process is valued, which is demonstrated through protected time in our working time agreements to allow staff to reflect and prepare effectively, have a meaningful PRD conversation and to update plans on CPD manager. Staff are encouraged to reflect upon the GTCS standards, the national model of professional learning, school, local and national priorities, their current remit, career aspirations and the young people in their school context. Teachers should identify no more than three areas for development and linked to one or two standards per area for development.

The PRD process is supported through the use of a variety of coaching wheels tailored to the current roles of individual teachers. This allows teachers to feel empowered, to take ownership of their professional learning with appropriate support and challenge from their line manager. The process should not be a bureaucratic one; paperwork aligns with the plan on CPD Manager avoiding unnecessary workload for staff.

Paperwork is easily accessible for staff on Glasgow Online. Teachers can also engage with a variety of self-evaluation tools and reflect this on the paperwork.

Coaching training is available for reviewers to support the PRD process and authority guidance is readily available to support both reviewers and reviewees. Procedures are in place to support supply staff through the PRD & PU processes. It is our aspiration that all PRDs for teachers in their PU year are completed prior to the June holiday and records for those in the PU year are completed and signed off by both reviewee and reviewer by the GTCS deadline of the 1st of July. It is recognised that a delay into the new session for PRD may result in a delay in signing off for those in their PU year. For teachers who are not in their PU year, the normal deadline of October will apply.

Education Services has protocols which gather information on the number of teachers engaging annually with PRD.

Reviewers

Schools have a structure which allows identification of the most appropriate colleague to act as reviewer. Each member of staff will therefore have a designated reviewer from within their own establishment or service. Where a reviewee's professional responsibilities fall into more than one area (e.g. curriculum and pastoral care, or two separate subject departments) one reviewer will be identified. In such circumstances the designated reviewer will liaise with other promoted members of staff as appropriate. Where a member of staff works in more than one establishment, a base school should be established through dialogue between all parties.

The responsibility for the review of supply members of staff will lie with the school in which a member of staff is employed on a medium/long term basis. The authority will provide an amended review process for those members of staff who are employed on a short term/intermittent basis.

The review of Heads of Establishment will be undertaken by the Executive Director of Education or nominee. Where a reviewee has concern about the suitability of the reviewer, this matter should be brought to the attention of the staff development co-ordinator who may make alternative arrangements for the reviewee to be reviewed by another appropriate colleague.

Self-Evaluation

The starting point in professional review is self- evaluation using GTCS Standards. The Reviewee will choose which standards to reflect upon depending on identified areas for development. The reviewee will consider the outcomes from and impact of, any professional learning activities undertaken; progress made to date in meeting CLPL outcomes, evidence of progress and reflect on possible future development. Account should be taken of:

- Current practice as a classroom teacher/ manager and areas of practice giving greatest satisfaction; the impact of professional learning undertaken during the past year and the quality of staff development accessed and recorded on the CLPL record; their contribution to the school improvement plan;
- Staff development needs arising from the school improvement plan or from subject or curricular plans;
- Other development needs not linked directly to the school plan (for example relating to courses to be taught or career aspirations).

Reviewees will be assisted in conducting self- evaluation by referring to national documentation such as GTCS Standards, How Good is Our School and National Model of Professional Learning

The self-evaluation PRD coaching wheel and pro forma could be completed prior to the review meeting and used as an aide memoire. If a teacher has changed school, the previous sessions record should be printed and shared with the Reviewer prior to the meeting otherwise it is available on CPD Manager. There are a variety of coaching wheels available and teachers should select the most appropriate one to meet their needs.

The PRD coaching wheel is one of a range of self -evaluation toolkits available, and it is for the reviewee to determine the self-evaluation tool that meets their needs.

Review Meetings

Professional review is held annually and is a formal requirement for teachers and will inform the five-yearly Professional Update. It is the aspiration of Education Services that the quality of professional dialogue between the reviewer and reviewee will lend to the success of the process. The review conversation is based on a coaching approach which provides support and challenge for staff. Reflection and engagement are the most important parts of the process.

In “Unlocking the Potential of Professional Review and Development” (2019), the GTCS has identified the following key features of a high quality PRD experience which should:

- Offer a reflective, safe space to explore successes and challenges
- Include celebrations of success and planning for future next steps
- Enhance empowerment and develop teachers as agents of change
- Promote self-evaluation across the professional standards
- Involve on-going engagement in meaningful professional learning and reflection
- Help teachers to explore leadership opportunities
- Support strategic development
- Include career conversations and next steps
- Use coaching conversations to support and challenge

Recording the information on CPD Manager will form an agreed professional learning plan for the member of staff.

PRD conversations should take place during time allocated for development or in other time which is mutually agreeable within working time arrangements. Where this is not possible, then devolved budget for staff development may be used to provide cover as appropriate.

CPD Manager will provide a plan and record of Professional Learning signed off by reviewee and reviewer annually.

3.5 Implementing and Monitoring the CLPL plan

It is the responsibility of the reviewee to implement the CLPL Plan. However, it is important that **regular contact** between the reviewer and reviewee is maintained to

ensure progress towards the agreed outcomes and to support the development activities. Reviewers should monitor and support progress of Professional Learning.

Staff development co-ordinators can access all CLPL plans to ensure effective coordination of the range of continuing professional development activities in the school. The SDC manages the whole school resources to support CLPL within the establishment. Reviewers will monitor progress and impact on an **on-going** basis.

3.6 Appeals Process

Where disagreement remains between reviewee and reviewer on any aspects of the review process, an appeals procedure is available. The appeal should focus on the cause of the disagreement and will normally be heard by the Head of Establishment.

If the reviewer is the Head of Establishment, then the appeal will be heard by the Executive Director of Education or nominee.

If the appeal is upheld, appropriate action should follow, for example alteration of the review record. Formal grievance procedures in accordance with staff conditions of service are not affected by any of the foregoing and remain available for staff at all times.

Professional Update is intended to focus on a teacher's professional development. It is a contractual requirement. Professional Update should not be used to determine a teacher's competence. LNCT protocols exist and should always be applied to address competency issues.

The only grounds for appeal in Professional Update relate to the decision to refuse to complete the five-yearly sign-off. The **on-going PRD process** should highlight where the requirements for professional update are not being overtaken. This should be addressed by line-manager with the teacher at the earliest opportunity and an action plan agreed to address the issue well in advance of Professional Update sign off.

In the rare circumstances that this is an issue only at the time of sign-off, then an action plan with specific timescales should be drawn up. This should be agreed with the line manager/reviewer and the employee should apply for deferment.

4. The CLPL Record

All teachers are required to maintain a CLPL Record annually. CPD Manager offers a systematic method for recording professional analysis and development throughout a teacher's career. Systems are in place to prevent the process being overly bureaucratic, such as activity templates and course evaluation alerts. Reviewers and line managers will have access to the CLPL record. CPD Manager is provided by Education Services to support the engagement in professional update. It is a GTCS requirement that each authority identifies an appropriate format to support teachers to maintain a professional portfolio. CPD Manager is the format identified to support all Glasgow teachers to meet this requirement. GTCS Professional Update will link to this system.

It is our aspiration that all PRDs are completed prior to the October holiday and records for those in the PU year are completed and signed off by both reviewee and reviewer by the GTCS deadline of the 1st of July. However, extenuating circumstances may require an extension until the 31st October. Staff should inform their Staff

Development co-ordinator if the extension period is required who will inform the Education Authority.

5. Roles and Responsibilities

All teachers are responsible for ensuring their readiness to meet the demands of Professional Update. This will require every teacher to update their details with the GTCS at the start of each session.

Application of this agreement should ensure that the process is a high-quality experience, which is supportive and responsive to needs. The process should be based on support and challenge through a coaching approach within a culture and climate of trust and collegiality. The following guidance from the GTCS *Unlocking the Potential* guidance clarifies roles and responsibilities for all.

5.1 The Reviewee should:

Before PRD:

- Be familiar with the benefits and impact of high-quality PRD, and know and understand the roles and responsibilities of all within this process.
- Be familiar with the expectations of the locally agreed policy on PRD.
- Be familiar with current and new career structures and consider own next steps.
- Have an understanding and appreciation of the value, purpose and process of coaching conversations.
- Allow their reviewer sufficient time to prepare for a high-quality PRD session by submitting any preparatory work in a timely fashion.
- Engage in self-evaluation across GTCS Standards and share these reflections with their reviewer.

During PRD:

- Share through professional dialogue how professional learning has impacted on practice, supported by appropriate evidence.

After PRD:

- Review their part in the PRD conversation and reflect on their ownership, self-evaluations and professionalism in their own approach to PRD.
- Plan and undertake professional learning in line with the areas of development identified.
- Adapt professional learning plans during the course of the year if the need or opportunity dictates.

Ongoing throughout PRD:

- Play their part in ensuring the Reviewee/Reviewer relationship is one of trust and respect.
- Have some knowledge of different sources where professional learning can be sought.
- Maintain a reflective professional learning record with associated evidence of impact, recording only significant pieces of professional learning, linking them to the professional standards.
- Regularly seek out professional learning conversations to discuss ongoing learning experiences.
- Embrace a culture of professional learning and engage in life-long learning opportunities for improved outcomes for our children and young people.

5.2 The Reviewer should:

Before PRD:

- Be familiar with the benefits and impact of high-quality PRD and understand the roles and responsibilities of all involved.
- Be familiar with expectations of the locally agreed PRD policy.
- Be trained in coaching and/or have experience in coaching. Make reviewees aware of the coaching conversation taking place.
- Be knowledgeable of current and new career options to support career conversations.
- Be familiar with the professional standards to support professional dialogue.
- 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.

During PRD:

- Consider unconscious bias during PRD discussions to ensure there is an equity of experience for all.
- Focus the professional discussion around the impact of professional learning on the reviewee as well as learners.
- Ask coaching questions to explore impact.

After PRD:

- Review their part in the PRD conversation and consider the experience the reviewee has received.
- 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.

Ongoing throughout PRD:

- Develop a trusting relationship with the reviewee so the reviewee feels 'safe' and comfortable with both challenging and supportive PRD discussions.
- Where appropriate, recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support to help shape future thinking about next steps in career possibilities.
- Maintain knowledge of professional learning opportunities.
- Engage in ongoing professional dialogue with reviewee.
- Promote a culture of professional learning linked explicitly to improved outcomes for children and young people.

5.3 The School Leadership Team should:

Before PRD:

- Be familiar with the benefits and impact of high-quality PRD, know and understand the roles and responsibilities of all within this process.
- Be familiar with expectations of the locally agreed PRD policy.
- Where possible, ensure reviewers access coaching skills development opportunities prior to taking on the role.
- Support reviewers in having a relevant and current knowledge of current and new career options and a knowledge of opportunities available locally and nationally.
- Allow both reviewer and reviewee sufficient time to prepare for a high-quality PRD through the working time agreement.
- Endeavour to make links between professional standards and collegiate activities undertaken in school to support staff in making these connections.
- Ensure all staff are proficient in self-evaluation against GTCS Professional Standards and have access to appropriate sources of support.

After PRD:

- Provide opportunities for reviewers to moderate their approaches to PRD and develop shared understanding of high-quality PRD experiences.
- Consider the identified areas for development of all staff and consider how these might relate to priorities/School Improvement Plan.

Ongoing throughout PRD:

- Use self-evaluation tools to measure their culture of trust and seek to improve if required.
- Support reviewers to challenge unconscious bias during all PRD discussions to ensure there is an equity of experience for all.
- Acknowledge that protected characteristics may create barriers to accessing professional learning and take steps to remove such barriers.
- Where appropriate, recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support to help shape future thinking about next steps in career possibilities.
- Stay abreast of local and national professional learning opportunities and share across school community.
- Provide opportunities for ongoing professional dialogue.
- Monitor participation in PRD to ensure the entitlement of all, including supply teachers.
- Oversee the use of CPD Gateway for all staff, ensuring that reviewee and reviewer accounts are linked.
- Promote a culture of professional learning in the school linked explicitly to improved outcomes for children and young people.

5.4 The Local Authority should:

Before PRD:

- Be familiar with the benefits and impact of high-quality PRD, and know and understand the roles and responsibilities of all within this process.
- Review the expectations of the locally agreed PRD policy in line with revised national PRD Guidelines.
- Ensure regular provision of coaching skills development opportunities.
- Ensure that time for the formal PRD process is recognised within Working Time Agreements.
- Provide access to the CPD Gateway to enable all teachers to maintain a professional learning record, with clear, non-bureaucratic policies.
- Review the materials available to schools to support self-evaluation, and also provide training in self-evaluation where required.
- Engage with professional associations locally through LNCT to ensure that local policies and guidelines reflect the national PRD guidelines.

After PRD:

- Take opportunities to seek feedback from reviewees and reviewers through quality assurance processes.
- Consider the development needs of all staff and consider how these might relate/contribute to priorities/influence opportunities for professional learning being offered across the local authority.

Ongoing throughout PRD:

- Through self-evaluation, encourage an organisation-wide ethos and culture built on the foundations of trust and respect.
- Provide training in awareness of unconscious bias, to support and challenge 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 take steps to remove such barriers.
- Share current information regarding career options and professional learning through local communication channels.
- Keep all schools informed through regular communication of local, regional and national professional learning opportunities.

- Provide opportunities to share and reflect on developments across school communities.
- Monitor participation in PRD to ensure the entitlement of all, including supply teachers and headteachers. Alert schools of those teachers due to sign off their PU each year.
- Support schools by identifying, exemplifying, sharing and disseminating good practice.
- Promote a culture of professional learning across the organisation linked explicitly to improved outcomes for children and young people.

6. Deferrals

Deferrals can be requested by the reviewee in the PU sign-off year through CPD Manager. Staff can also submit a deferral on behalf of a member of staff through the system. Reasons for deferral may include maternity leave, long term absence, career break etc. Deferrals should also be sought if teacher is on Stage 2 LNCT 11.

For staff who are absent on long term sick leave /maternity/career break and not their Professional Update year a sickness/maternity/career break plan and record for sign off can be created.

7. Sign-off Early

There is an option for staff who are retiring or going on maternity leave early in the new session to bring forward their PU sign-off year. They should contact GCC in first instance to amend PU signoff year and complete process as normal through CPD Manager and notify reviewer.

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This Policy has been agreed by the Glasgow LNCT