

Continuous Professional Development

1. Introduction

- 1.1 The prime purpose of education is to ensure that all children and young people maximise their potential and improve their educational achievements.
- 1.2 Education Services is committed to raising standards of education in the city. This is essential to Glasgow's future prosperity as we strive to prepare our young people for life in an ever-changing society.
- 1.3 Education Services is committed fully to supporting the professional learning of all staff throughout their career. Every member of staff has a valuable contribution to make in helping all children and young people to maximise their potential. The professional learning of staff has consistently been regarded as a key element in the drive towards continuous improvement and raising standards. Commitment to the development of all staff ensures that Education Services develop and maintain the level of expertise and confidence required to deliver a service of the highest quality, in a rapidly changing environment.
- 1.4 Nationally, the profile of staff development has been enhanced by the following documents:
 - A Teaching Profession for the 21st Century (2001)
 - Teaching Scotland's Future (2010)
 - GTCS professional Update Guidance Notes (2014)
 - National Model of Professional Learning (2017)
 - Unlocking the Potential of Professional Review and Development (2019)
- 1.5 From August 2014, The General Teaching Council for Scotland (GTCS) introduced Professional Update for all teachers. Teachers are required to maintain their professional expertise through an agreed programme of continuous professional learning and maintain an individual CLPL plan and record annually. In addition, teachers are expected to meet the full commitment of an additional 35 hours per annum for CLPL. Staff Development Co-ordinators have a responsibility to promote the continuing professional development of all staff and to ensure that staff have an annual review of their development needs.
- 1.6 Each member of staff has an entitlement to access appropriate professional learning and training opportunities throughout their career. CLPL is not an option, but an entitlement and requirement. As such, it should be integral to the professional make up of every teacher.
- 1.7 The Staff Development Co-ordinators assume responsibility for creating an Establishment Training Plan which takes into account the needs of all staff and the elements of the national model for professional learning and serves as a means of signposting and planning learning. This plan is regularly reviewed and evaluated taking into account staff feedback and needs.
- 1.8 Education Services has a shared responsibility with staff in supporting identified CLPL needs and working in partnership with schools and establishments and must ensure that all staff are able to access a full range of appropriate opportunities. Schools should make efforts to release teachers for PL opportunities during the school day.

2 Key objectives of Continuous Professional Learning

- All educational establishments or services should have a continuous professional learning policy which reflects the purposes or key objectives of GCC Professional Learning Strategy as outlined below.
- To improve the effectiveness of learning, teaching and management at all levels and ultimately impact positively on the experiences and outcomes for young people.
- To create a supportive learning culture and climate of trust where teachers feel nurtured, valued and empowered, and where this is “a way of being”. Trust and respect are the foundations of PRD and quality professional learning. To support staff to achieve Professional Update.
- As a learning city, Education Services in Glasgow offer high quality, relevant and meaningful professional learning opportunities, both at authority and school level. Collaboration and sharing of good practice underpin our culture and provide opportunities for staff to learn from each other. We are committed to recognising the importance of developing individual and collective knowledge.
- To implement national and local authority policies and priorities;
- To encourage staff to reflect on their own good practice and to share this with colleagues;
- To maintain and enhance staff motivation, job satisfaction and confidence;
- To ensure a suitable balance among personal, school and national priorities when monitoring each teacher’s commitment to their own professional learning; 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 PRD conversation. To contribute to career-long professional learning;
- To provide opportunities for all staff, as appropriate, to contribute to the professional learning of departmental, team and establishment priorities, and to the professional development of colleagues.

3. Policy and Planning Framework

- 3.1 The Staff Development Co-ordinators assume responsibility for creating an Establishment Training Plan which takes into account the needs of all staff and the elements of the national model for professional learning and serves as a means of signposting and planning learning. This plan is regularly reviewed and evaluated taking into account staff feedback and needs. All staff, including students, probationers and supply staff, therefore, have access to appropriate information about the full range of professional learning opportunities at school, local authority and national level.
- 3.2 There are a wealth of professional learning opportunities 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 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.

4. Professional Review

- 4.1 The authority's scheme for Professional Learning was previously agreed through the Joint Consultative Group and approved by Education Committee in January 1998. The scheme has been updated to take account of the requirements of A Teaching Profession for the 21st Century and has been agreed by the Local Negotiating Committee for Teachers. The scheme was updated in March 2014 to take account of Professional Update, GTCS Professional Update Guidance Notes. This has been further updated taking account of the National Model of Professional Learning (2017), the GTCS Unlocking the Potential of PRD (2019)
- 4.2 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. The PRD process is supported using 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. 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 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. As PRD and PU are inextricably linked, if a PRD meeting is delayed beyond June, this will mean that PU sign-off will require to be extended until the 31st October deadline.
- 4.3 Professional review is a continuous process and the formal PRD conversation is held annually and is a requirement for all teachers. The process should be **on-going**, taking account of schools' existing structures. The process should take place within a supportive, challenging, collegiate culture. It is the aspiration of Glasgow City Council that the quality of professional dialogue between the teacher and reviewer will lend to the success 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
- 4.4 Agreed areas for development at PRD will form the teacher's CLPL Plan. Identified areas for development should be linked to relevant GTCS standards. The review of the past year will, of course, include the consideration of the extent to which the previously agreed CLPL areas for development have been achieved, in addition to establishing the areas for development for the following year.
- 4.5 Professional Update requires every teacher to self-evaluate using the GTCS standards. Each teacher should reflect on the impact of any CLPL activities which have been undertaken and maintain an on-going record.
- 4.6 Professional Update requires all teachers to maintain a CLPL record annually of information on significant staff development activity and the impact of this activity on the experiences and outcomes of young people and on the professional way of being of the teacher. The plan and record would remain the personal property of the teacher, but can be viewed online by CPD Co-ordinator.
- 4.7 The process of professional review is designed to give all staff opportunities to:
- Engage in a process of reflection and self- evaluation;
 - Ensure that on an annual basis staff always have the opportunity to discuss progress and professional learning needs with a reviewer;
 - Review and evaluate the impact of professional learning activities;
 - Agree annual areas for development and a CLPL plan with their reviewer.
- 4.8 It is our aspiration that all PRD's will be completed prior to the October holidays.

5. Professional Development Activities

5.1 A wide range of activities can make contributions to the professional learning of teachers. These can be undertaken at an individual or collegiate basis. In addition to collegiate activities organised at departmental, school or learning community level, Education Services supports a further range of opportunities and activities. Some possible professional learning activities are detailed below which link to all aspects of the National Model of Professional Learning:

- Self-evaluation and critical reflection processes
- Collaborative action research
- Professional dialogue with colleagues, other professionals, parents and learners
- Focussed professional reading and research
- Critical analysis of reading, learning and impact of professional practice
- Learning about aspects of the curriculum or pedagogical practice
- Peer support eg. Coaching or mentoring
- Classroom visits/ peer observation
- Online learning/blogs
- Work shadowing
- Co-operative or team teaching
- Participation in teacher learning community/ learning rounds
- Leading or participating in a working group
- Planning learning which is inter-disciplinary or cross sector
- Participation in assessment and moderation activities

- Secondments, acting posts and placements
 - Masters study and qualifications
 - Accredited courses or activity related to achieving professional recognition
 - Attendance at professional/ academic conferences
- 5.2 In Glasgow, staff commit to and invest in their own professional learning and development which, in turn, allows them to become leaders of learning and build capacity in the city through leading in a range of programmes:
- Probationer Practitioner Enquiry
 - Leadership Programmes – Thinking about Middle Leadership, Thinking about Senior Leadership, Thinking about Headship
 - Leaders of Learning
 - STEM Glasgow
 - Improving our classrooms
 - Digital Leaders of Learning
 - Heads of Establishment Induction
 - CREATE
 - Glasgow Nurture
 - PEPASS
 - EAL
 - GDSS
 - Primary Languages
 - Educational Psychologists
 - Glasgow Secondary Deputes Network

6. Roles and Responsibilities

The following guidance from the GTCS *Unlocking the Potential* guidance clarifies roles and responsibilities for all.

6.1 Education Services

- Be familiar with the roles and responsibilities in PRD
- Encourage and support a climate of trust through all systems and wider engagements
- Invest in a robust PRD systems which shows a commitment to all teachers, including Head Teachers and Supply Teachers
- Reflect in partnership with schools whether current PRD procedures are suitable.
- Adopt a robust and systematic approach to developing coaching approaches, including providing quality training opportunities for all reviewers
- Provide training and awareness of unconscious bias to support and challenge thinking during PRD conversations
- Take steps to remove any barriers possibly created by protected characteristics to all equal access to professional learning and PRD
- Review PRD policies considering revised PRD guidelines
- Share current information about professional learning and career pathways with all.
- Works in partnership with schools and establishments and ensures that staff are able to access a full range of appropriate opportunities;
- Supports and facilitates continuing professional development of staff through:
 - the provision of resources;
 - the provision of training;

- monitoring engagement with and quality of the PRD process as part of the annual Quality Assurance programme feeding back to Staff Development Co-ordinators;
- regular communication with Staff Development Coordinators in establishments;
- annually update the information on all supply/temporary teachers in Glasgow and communicate to these teachers the arrangements by which they engage in the PRD process and Professional Update as a Glasgow City Council employee.
- Ensures training for newly appointed Staff Development Co-ordinators

6.2 **The Headteacher or Head of Establishment**

- Be familiar with the roles and responsibilities in PRD
- Have insight into the school's culture of trust by engaging in whole school self-evaluation
- Be prepared to challenge unconscious bias, and that of others
- Take steps to remove any barriers possibly created by protected characteristics to allow equal access to professional learning and PRD
- Prioritise time for high quality PRD in schools in line with LNCT agreement
- is committed to the promotion of continuing professional development of all staff;
- operates as the lead learner in the establishment;
- promotes a supportive learning climate and culture throughout the establishment;
- ensures that a statement of inclusive CLPL exists within the establishment;
- promotes the collaborative learning of staff;
- ensures job descriptions exist for all staff;
- promotes effective channels of communication throughout the establishment;
- communicates regularly with the Staff Development Coordinator;
- assigns probationer teachers to a mentor;
- ensures that all staff have an annual review of their development needs;
- monitors PRD engagement and quality within their establishment as part of Quality Assurance process;
- facilitates reviews for supply staff, as appropriate.

6.3 **The Staff Development Coordinator**

- Ensure all reviewers are trained/have a high level of experience in using coaching approaches
- Maximise staff's professional learning opportunities to support strategic development in schools
- Assign partnerships between reviewers and reviewees to support on-going professional learning
- Reflect in partnership with local authority, as to whether, local agreements are current and suitable.
- ensures that staff development needs are collated and that the Establishment Training Plan is produced annually;
- ensures that resources are allocated fairly taking into account the agreed needs of the school and individual members of staff;
- ensures that all staff have access to information on CLPL development opportunities;
- liaises with reviewers and individual members of staff;

- manages the establishment training plan
- ensures new staff receive induction training;
- monitoring plan and record sign off by reviewee and reviewers.

6.4 **The Reviewer**

- Be familiar with the roles and responsibilities of PRD
- Appreciate and understand a positive culture and climate of trust
- Embrace, participate in and promote lifelong learning
- Manage time effectively
- Know where and how to access professional learning opportunities to support the reviewee
- Be prepared to challenge unconscious bias and that of others
- Engage in **on-going** professional discussions with the reviewee.
- Be trained in coaching approaches and understand the benefits
- Be knowledgeable of career pathway options to support career conversations
- Be familiar with the professional standards to promote reflective professional dialogue
- liaises with the Staff Development Co-ordinator;
- leads and supports the development of staff;
- working with staff, reviews annually the impact of staff development on teaching and learning in the school/establishment;
- agrees the annual CLPL plan with individual staff and signs off plan to show agreement of PRD discussion;
- Reviews the CLPL needs and career development of colleagues through the professional review process.
- at end of session sign off completed record and PU statement if applicable

6.5 **All Staff**

- Be familiar with the roles and responsibilities of PRD
- Appreciate and understand a positive culture and climate of trust
- Embrace, participate in and promote lifelong learning
- Manage time effectively
- Understand the benefits of coaching
- Consider where you see yourself in your career
- Know where and how to access professional learning opportunities
- Be prepared to challenge unconscious bias and that of others
- Self-evaluate across the professional standards and identify strengths and areas for development
- Record plan and professional learning record in CPD Manager
- Engage in meaningful **on-going** professional dialogue with reviewer and others
- Make on-going links between PRD, professional learning and professional update.
- are committed to continuing professional development;
- monitor the impact of development activities on their own professional effectiveness;
- support the professional development of colleagues;
- Maintain a record demonstrating impact, supported by self-evaluation, sign-off record at end of session.

7. Glasgow's CLPL Strategy

7.1 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 professional learning strategy and 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. All professional learning offered by GCC is aligned to the National Model of Professional Learning and it is our aspiration that all establishments continue to align their professional learning with this model.

8. Support for Professional Development in Glasgow

- 8.1 The Educational Improvement Service (EdIS) and Leaders of Learning team have a role in supporting the professional development of staff. The service has a team of QIOs, LOLs and Development Officers who have amongst a range of duties, a responsibility for staff development. The service has produced an impressive range of curriculum support materials, incorporating good practice, that make an important contribution to professional learning.
- 8.2 The service provides an extensive in-service programme that is revised and updated on an annual basis. The programme is provided centrally but many elements of the programme can be customised for local delivery. Details of all courses are available through CPD Manager which contains online booking system and updates are communicated weekly to all schools.
- 8.3 While some of the in-service programme is available during the school day, increasingly the programme will be accessed on a more flexible basis with a phased reduction in the call out requirement that can often create operational difficulties for schools.
- 8.4 A budget for continuous professional learning is devolved to all schools and educational establishments. The budget is available to support the professional learning and training of all members of staff.

Professional Learning Process

- May – June: department/school improvement plan
- August – October: PRD's for all staff (substantive and supply) o Plan to be signed off by reviewer and reviewee
- August – June: record maintained throughout the year and signed off ahead of PRD for newly appointed and supply staff in schools.

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