

PL / GTCS Standards/ PRD / PU 2023

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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 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.

WHAT IS PROFESSIONAL LEARNING?

Examples of professional learning

Here are some examples of professional learning opportunities:

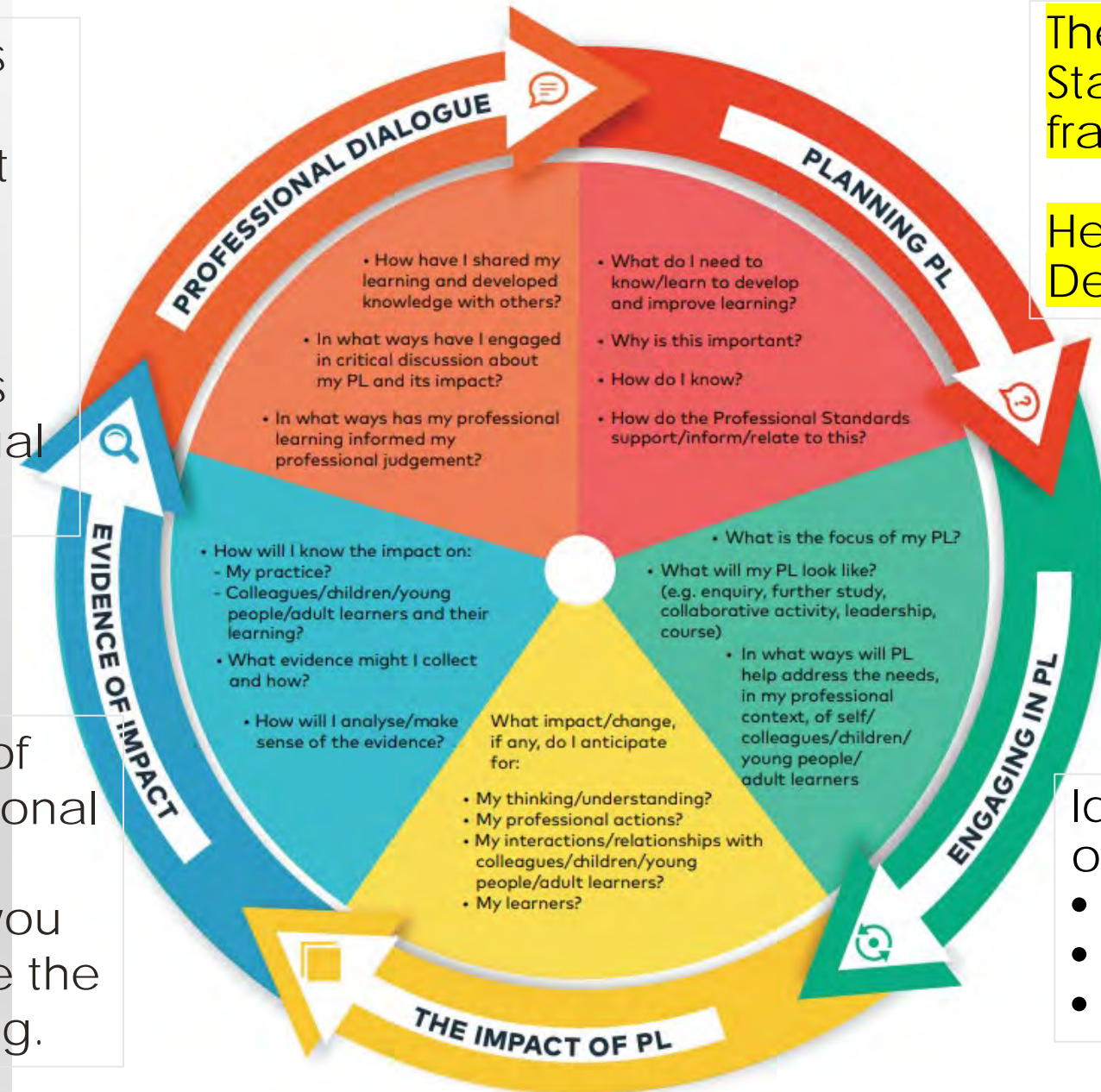
- Experiential, action or enquiry-based learning
- Professional dialogue with colleagues, other professionals, parents, and learners
- Focused professional reading and research
- Leading or engaging in practitioner enquiry/action research
- Critical analysis of reading, learning and impact on professional 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

NOT PRESCRIPTIVE

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

Helps identify Areas for Development

Identification of PL opportunities

- Provider?
- What?
- When?

The Professional Learning Planning Cycle



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.
- 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://www.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

How do we/you enact the Professional Standards



- ❖ The Professional Standards are written by and for the Scottish teaching profession.
- ❖ **Taking ownership of the Professional Standard(s) most relevant to you and to your professional development and bringing it to life is a wholly active process that can only be enacted by you.**
- ❖ It is your own exploration, your own engagement and, ultimately, your own practice that brings the written word alive to embody, embed and further develop what it means to be a teacher in Scotland.

Exploring and using our Standards

To inform and plan your professional learning

As an aspirational and developmental framework

To self-evaluate and challenge your thinking

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

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

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



The General Teaching
Council for Scotland

Comhairle Choitcheann
Teagaisg na h-Alba

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

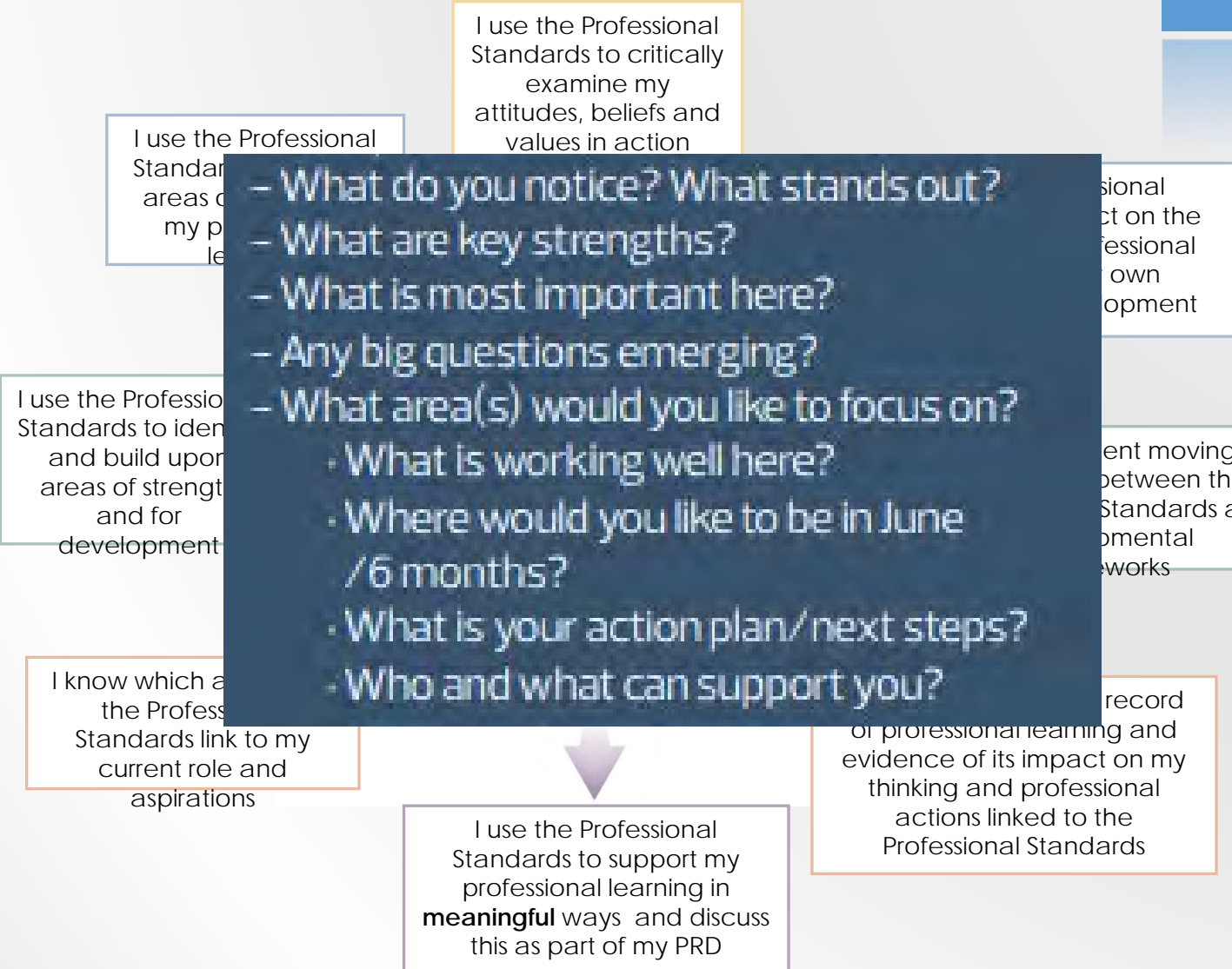
Professional Standards and
Professional Learning

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.

- What do you notice? What stands out?
- What are key strengths?
- What is most important here?
- Any big questions emerging?
- What area(s) would you like to focus on?
 - What is working well here?
 - Where would you like to be in June /6 months?
 - What is your action plan/next steps?
 - Who and what can support you?



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

Where does professional learning sit within the Professional Standards?

❖ The aspect or focus that your professional learning sits within could be across any area of the Professional Standards

❖ You can find information relevant to professional learning in section 3.3 of any one of the Standards

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[Standard for Career-Long Professional Learning \(click here to access\)](#)

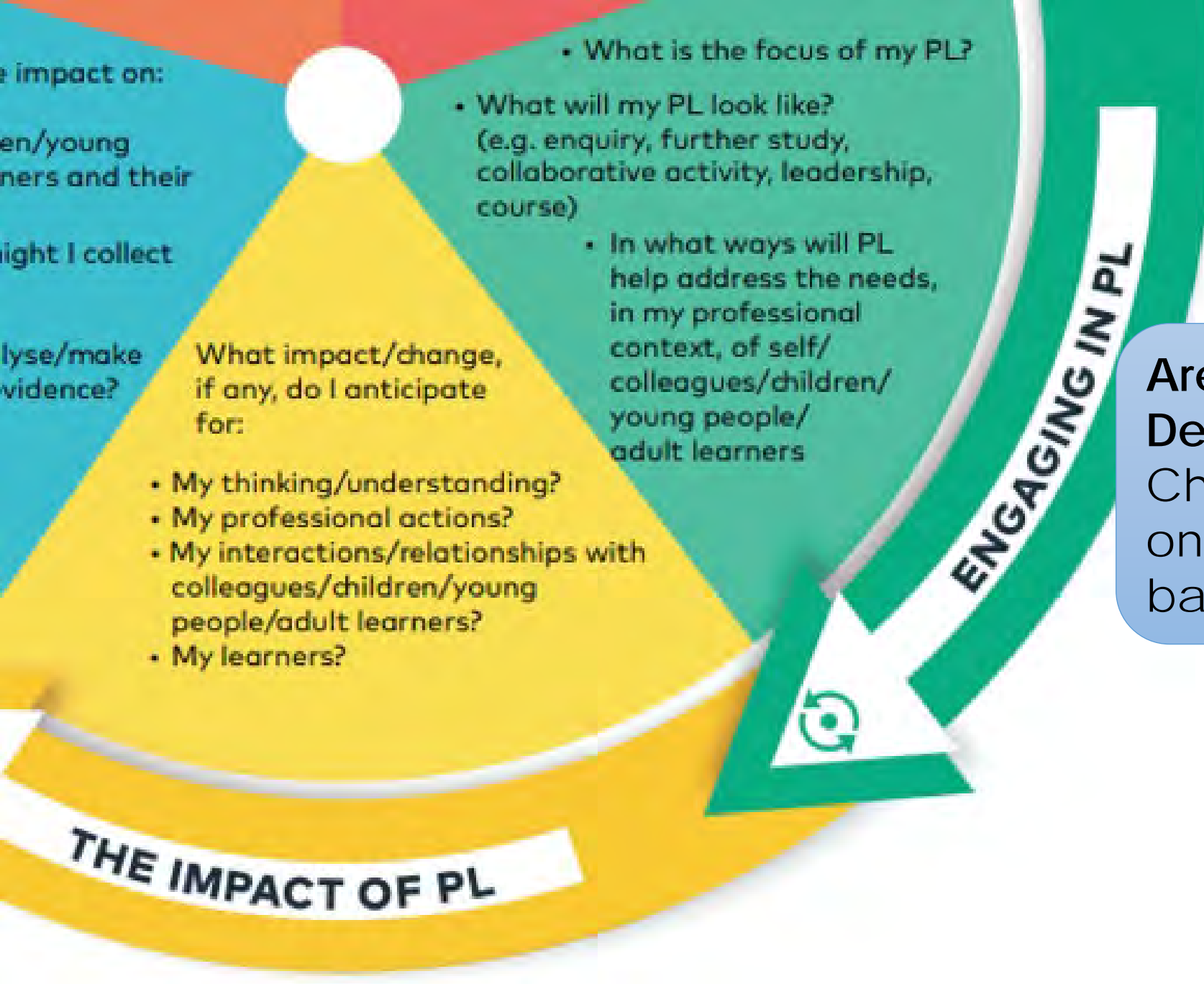
Self-evaluation can take many forms and may occur at various stages in the professional learning journey. It will also involve a range of sources to help inform you.

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...
Its 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?

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

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?





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.

**Unlocking the
Potential of
Professional
Review and
Development**

Professional Review and
Development Guidelines 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 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 Professional Learning Profile (Appendix 4) and upload this to the MyPL system.
- ❖ The record can be shared with your reviewer.



Reviewee	D Shaikh	Reviewer	K Liggins
Post	Teacher of Geography	School	HRHS
Academic Year	2021 -2022	Date of PRD	
Year in Professional Update	Please circle 1 2 3 4 5		

PLANNING					EVALUATION	
Please complete at the beginning of the PRD year					Please complete by the end of the PRD year	
Agreed learning priorities	Link To Standard	Agreed professional learning activities	Timescale	Intended Outcome	Evidence of Progress and Impact	Next Steps
Development of Travel and Tourism new skills for work course teaching resources and student learning resources.	3.1.1 3.1.2 3.1.3	Review SQA course materials, develop learning and teaching resources for the UK & Worldwide and Employability units	Jan 2022	Pupils will experience greater options. They will benefit from improved teaching that develops their skills and understanding of the world of work	Learning and teaching resources are developed for all lessons. Pupil feedback evaluated to gain insights into their learning experience	Course developed and improved for next session. Sharing of good practice with colleagues.

Area for Development

Area for Development rolling into next session if deemed necessary



Reviewee	D Shaikh	Reviewer	K Liggins
Post	Teacher of Geography	School	HRHS
Academic Year	2022 -2023	Date of PRD	
Year in Professional Update		Please circle	
		1 2 3 4 5	

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Health and Well-being	3.1.3	Participate in EIS Mental Health PL offer	Jan 22	To tune in to key findings from current research into what supports our wellbeing at work. To reflect on the values, skills and practices we can develop and strengthen based on this, helping us to get into focus the reasons why we care about or work and the ways we can be as energised and engaged as possible. Sharing of strategies to use individually, with colleagues and with		

New Area for Development for this session

Aim to have 2 to 3 New Areas for Development on a continual rolling basis

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

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](#)

Similar but different to previous 'sheet'

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>
<p>Type on:</p> <ul style="list-style-type: none"> • Name of Reviewer • Date and Location <p>5 Years can be a long time – who will be confirming your engagement in the PRD process?</p>						

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'.

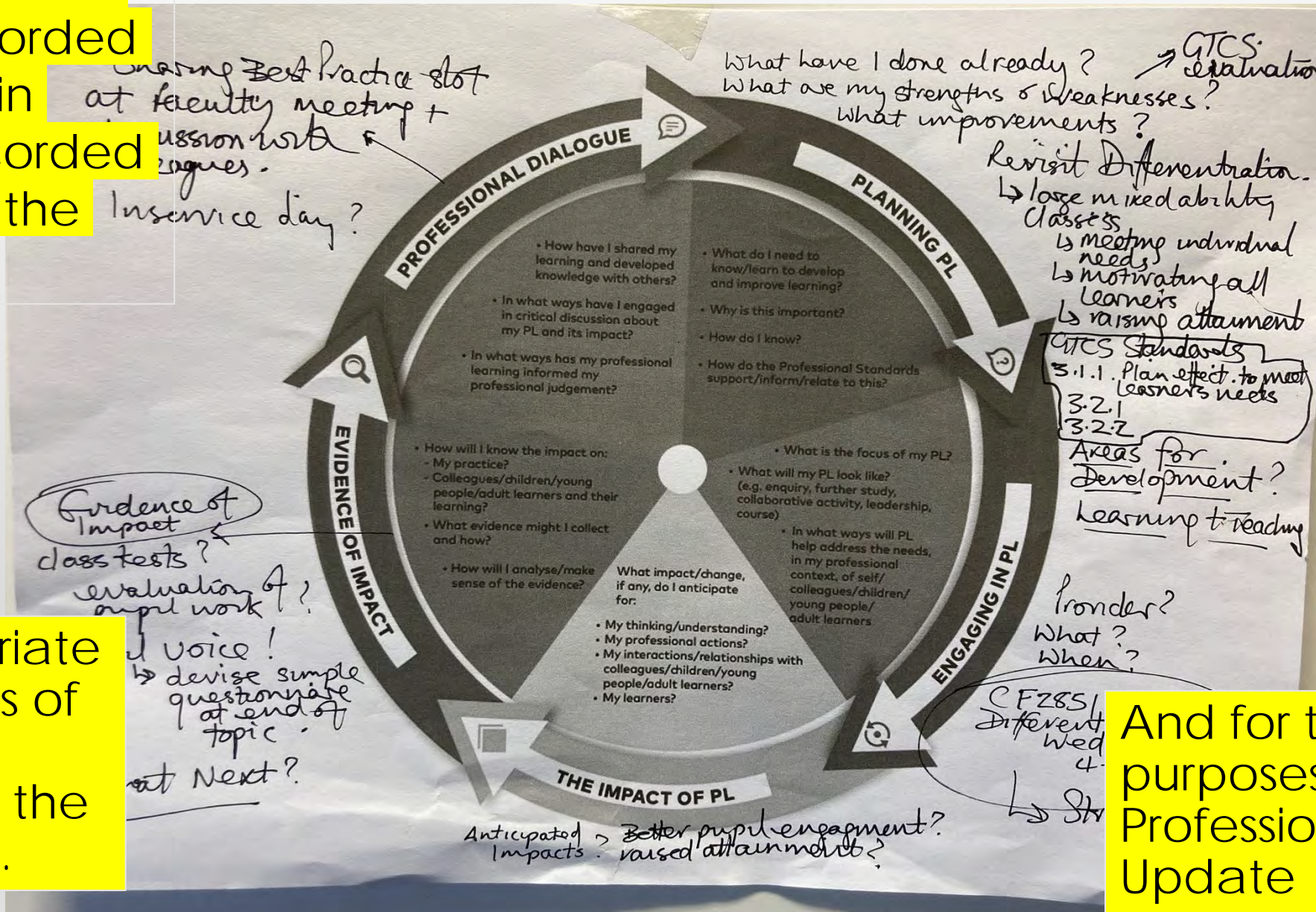
GTCS MyPL system - 'this is entirely optional for colleagues and will be reviewed at the end of 2023'.

'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'.

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

'The meeting should be formally recorded but the format in which this is recorded is entirely up to the reviewee'.



Entirely appropriate for the purposes of a coaching conversation in the PRD discussions.

And for the purposes of Professional Update



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.



The General Teaching Council for Scotland

Comhairle Choitcheann Teagaisg na h-Alba

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

PRD An 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



Part 5

Updating your personal and
employment details held on the GTCS

Don't Forget to 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> <input type="text"/> / <input type="text"/> / <input type="text"/> <i>(dd / mm / yyyy)</i>	
<p>LOGIN</p> <p>Reset your password</p>	



Part 6
Confirming engagement in the process
with GTC Scotland

- Every 5 years, registrants will be required to confirm their engagement in the Professional Update process to maintain their registration
- 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 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.

‘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](#)



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? What are they now? What is the goal? What is the How do we know	What do I need to know/learn to develop & improve my students	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)

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



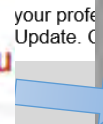
Enabling you to critically reflect and record learning throughout your career

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** |

2. Upload your PLP to MyPL

COMPLETING THE PROFESSIONAL UPDATE SIGN-OFF

Registered teachers will normally be required to complete the Professional Update sign-off on a five-yearly cycle as follows:

2014/2015 – teachers with registration years ending in 9 and 4;

2015/2016 – teachers with registration years ending in 0 and 5;

2016/2017 – teachers with registration years ending in 1 and 6;

2017/2018 – teachers with registration years ending in 2 and 7;

2018/2019 – teachers with registration years ending in 3 and 8,

etc

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://www.gtcs.org.uk)

Acknowledgements

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Jim Moore, Development Officer, GTCS

PRD / PU 2023 Feedback



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Learning Representatives

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