

Learning Reps

Professional Learning
Help / Advice / Info

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eis



Professional Update & Professional Review and Development

Information and advice for members

www.eis.org.uk

Advice for members on PU and PRD

All teachers are entitled to professional learning opportunities, and to a meaningful and positive PRD process. If you are a Headteacher, supply, peripatetic or seconded teacher your employer must make sure you can access both professional learning and the PRD process.

While professional learning may, to some degree, involve striking a balance between your learning needs/interests and the needs of the school or college, it should be predominantly self-directed, with you as the leader of your own learning. The PRD meeting should provide an opportunity for you to share your learning journey and identify next steps for your development.

“When it comes to providing evidence of CPD, you are in control of what and how much to include.”

“PRD should take place within a supportive and collaborative culture.”

“PRD should be focused on your learning needs first.”

When it comes to providing evidence of CPD, you are in control of what and how much to include. The focus should be on impact and the difference your learning activity has made. Entries can be brief, giving the date and nature of the learning activity along with a reflection on how it has impacted you/your practice/your pupils/students.

Records of professional learning should be accessible, manageable and compliant with the Tackling Bureaucracy agenda.

PRD should take place within a supportive and collaborative culture. Your reviewer should have undertaken professional learning in coaching and mentoring as part of their reviewer role.



“PU is intended to be a supportive process”

You and your reviewer have equally important roles in the PRD meeting and should both have taken some time to prepare.

PRD should be focused on your learning needs first. Your reviewer should support you in identifying your professional learning needs and planning how they will be met, but they should not determine or dictate your learning activity.

Similarly, PU is intended to be a supportive process which should enable teachers to feel in control of their professional development. It is important that this understanding is widely shared by all who engage in the process – teachers, line managers and local authorities alike.

PRD and PU are not about addressing competence issues. Any member who is concerned that either PRD or PU may be being viewed as a mechanism through which to address competence

issues, or who finds any part of either process to be unsatisfactory, should seek advice from their School Rep (or Local Association Secretary if there is no Rep in place within your establishment) in the first instance.

Time for PRD, PU and professional learning should be assigned within school Working Time Agreements and from the 35 hours of CPD.

Professional learning takes many forms and is not simply about attending courses. For example, it may involve focused professional dialogue; experiential, action or enquiry-based learning; professional reading or research; peer support, mentoring or coaching; leading or participating in a working group or attendance at professional/academic conferences.

Whatever the CPD activity, it should be carried out at an appropriate time and place.

Professional Review and Development (PRD)

Who is it for?

- For everyone registered with GTCS who has Full General status
- Also recommended for those with Full (Retired) General status doing supply work

Why is it in place?

- To provide opportunities to reflect on your practice and professional aspirations
- To support and inform your development and your professional learning needs
- To confirm your commitment to professional learning

What should it involve?

- It's an integral part of Professional Update (see next page)
- It should balance school or service needs with your individual interests and needs
- There are many areas you can reflect upon, e.g., professional learning; GTCS Professional Standards; delivery of your remit; skills and knowledge needed for the year ahead; content of the School Improvement Plan; progress in meeting objectives; impact of CPD activities; areas of professional satisfaction, strengths, successes, interests; professional and personal aspirations...

When should it take place?

- Formal and informal opportunities to discuss and reflect on professional learning can happen at any point throughout the year; but
- The annual PRD meeting is an opportunity for focused professional dialogue, on a one-to-one basis, with your reviewer
- Most PRD meetings take place in summer term each year

How should I prepare for my PRD meeting?

- Only record what you consider to be significant in your professional learning record and use it to inform the PRD meeting
- Focus on the impact of professional learning you have undertaken
- Remember professional learning can take many forms
- Consider the next steps in your professional learning for the year ahead

Professional Update (PU)

Who is it for?

- For everyone registered with GTCS who has Full General status
- Recording of professional learning is also recommended for those with Full (Retired) General status but PU sign-off is not required

Why do teachers have to engage with PU?

- To evidence your commitment to professional learning
- To evidence the impact of your professional learning
- To maintain Full Registration

What's involved?

- An annual update of contact details to GTCS
- Engagement in professional learning
- Self-evaluation against the appropriate GTCS Professional Standard
- An ongoing record of professional learning
- Discussion of the impact of professional learning at your PRD meeting

When do I start?

- Phased implementation from 2014 based on your year of registration
- Five yearly confirmation (the PU 'sign-off' process)
2016/17 - registration numbers x1xxxx and x6xxxx
2017/18 - registration numbers x2xxxx and x7xxxx
2018/19 - registration numbers x3xxxx and x8xxxx
2019/20 - registration numbers x9xxxx and x4xxxx
2020/21 - registration numbers x0xxxx and x5xxxx

How should I prepare for PU?

- Register with My GTCS or equivalent system used by your local authority
- Only one record of professional learning is required
- There is no need to document every detail of your professional learning, only that which you consider significant

Further information and support

EIS Learning Reps

Your EIS Learning Rep is trained to support you in all aspects of professional learning, PRD and PU.

You can contact your EIS Learning Rep by visiting the EIS website Learning Reps page, where you can find a list of contacts for each Local Association:

www.eis.org.uk/Learning_Reps/LearningReps

Other guidance

Any EIS member who feels that the PU or PRD processes are not being used appropriately should raise the matter in the first instance with their School Rep.

National guidance on PRD is available at
www.education.gov.scot/Documents/PRDJan14.pdf

GTCS has published guidance notes on PU, available at
www.gtcs.org.uk/web/FILES/professional-development/professional-update-guidance-notes.pdf

