

Education Committee, 5 February 2019

Professional Review & Development (PRD) Steering Group meeting

Monday 28th January 2019, 1.30-3.30, Clerwood House

The meeting was chaired by Sharon Smith and Avril Wilson, Senior Education Officers at GTCS.

The group normally comprises representatives from EIS, GTCS, Scottish Government, SSTA, AHDS, NASUWT, the Scottish PL Network, SLS, ES (SCEL), Colleges Scotland, NPFS, SCIS, CDN and SCDE.

Professional Learning Co-ordinator L Walker attended for EIS, in place of Susan Quinn. A number of apologies were noted, but introductions were not invited, and it was not possible to note a full list of attendees.

The minute of the previous meeting held on Monday 17th December was accepted as an accurate reflection of the meeting.

The meeting focused on a review of the previously revised national guidance on PRD, published by ES in 2014. Attendees worked in small groups to undertake a series of activities:

1. Review of Professional Update and Professional Learning sections of the guidance: Groups were asked to use highlighters to indicate passages of text they agreed or disagreed with, and to suggest changes where appropriate. Marked up papers were then circulated to another group to review, and a brief discussion followed. It was agreed the general thrust of the sections was still relevant but required to be updated in line with the new national model of professional learning and current language around PU and PL.
2. Review of Key Features of PRD section of the guidance: Each group was given one of the 6 existing key features and asked to assess whether it included any of 14 newly identified 'desirable' aspects of a quality PRD experience, these being to:
 - promote self-evaluation against the GTCS Professional Standards;
 - support ongoing professional learning;
 - support strategic development and improvement in school, locally and nationally;
 - nurture teacher professionalism;
 - offer a reflective space where teachers can explore/discuss their successes and challenges;
 - plan for success and improved outcomes for all;

- offer validation of teacher professionalism and impact;
- promote and support professional dialogue;
- include career conversations and identify learning for next steps;
- explore leadership opportunities;
- develop teacher agency and empowerment;
- build 'human capital';
- be a positive experience for both reviewer and reviewee; and
- be carried out using a coaching and mentoring approach.

Discussion followed this activity also. It was noted that PRD was not just about one meeting but an ongoing process; and that it may be important to disentangle what is desirable in the PRD meeting itself from what's desirable in the ongoing process; that PRD is not just about validation but about significant pieces of learning that have had impact. It should also help (using a coaching approach) to identify future learning needs; and that a culture and ethos that supports effective PRD is perhaps the most important desirable element. A number of people felt a definition of 'human capital' would be helpful.

It was further noted that most of the points in the paragraph above, felt to possibly be missing from the list of 14 desirable items, are in fact key features of the new model of professional learning, and that guidance focused on a positive culture supporting good quality PRD might be more useful than a list of desirable elements.

3. Roles and responsibilities: Groups were given a set of cards with PRD-related activities on them and asked to decide with whom responsibility should lie for each – with reviewee, reviewer or local authority. A number of activities would likely involve more than one of these groups.

The co-chairs collected all the paperwork generated by the groups with the intention of using it to inform revised guidance. They thanked people for their participation and made a request for the group to consider the following items ahead of the next meeting on Monday 11th March:

- How can PRD effectively be delivered for HTs and Supply Teachers?
- How can the issue of unconscious bias be tackled in relation to PRD?
- What is understood by PRD as an 'ongoing' process; what does/could that look like in practice?
- Are there examples of good practice that can be shared?

Further meetings will take place on Monday 15th April and Tuesday 28th May (previously 27th; the change of date is to avoid holidays).