



Services to People

Educational Development Service

Scheme of Professional Review and Development for Teachers

June 2003

Scheme of Professional Review and Development for Teachers

Rationale

'A Teaching Profession for the 21st Century' sets the contractual context for professional review and development. Professional review and development is the process whereby the training and development needs of staff are identified and agreed in relation to:

- their current practice
- the requirements of the school development plan
- the requirements of the authority improvement plan/the wider and longer term needs of the authority/national priorities

It is a means of supporting teachers to be thoroughly prepared for their duties, in particular for their key role of teaching and learning. Professional review and development should include headteachers and senior managers.

Professional review is one of a wide range of quality assurance strategies used in schools and is a crucial part of the quality improvement process which benefits the whole of the education service.

Key Principles

- there is a professional commitment to building excellence at every stage of a teacher's career
- the process is straightforward with minimal bureaucracy
- has a clear purpose
- starts with self evaluation
- relates to QA arrangements
- identifies and supports the professional needs of the individual teacher
- balances individual priorities with the needs of the organisation
- the outcomes of the process are coherent and progressive
- the process is evaluated effectively
- the process is carried out by the immediate line manager

Aims

Professional review and development is intended to support the ongoing development of an effective service. Professional development has a significant impact on the entire school community. This scheme aims to:

- promote the teacher as a model of lifelong learning
- help schools to manage change
- improve the performance of individuals and institutions as a whole
- promote a sense of job satisfaction
- pull together the school's vision of itself

Values

The authority takes a positive view of professional development and the review and development scheme is a joint process which actively supports this. Irrespective of individual career paths, everyone has a need and an obligation to work towards furthering their professional expertise. The key issue is to place emphasis on the need for high quality self-evaluation to lie at the heart of teacher development. It is essential that the process is confidential, fair and equitable.

Management of the scheme

- The purpose of the scheme is to focus on the positive development of competence and the setting of development objectives.
- Headteachers are responsible for implementing the scheme within their schools.
- Line managers will receive training to allow them to carry out the review and development interviews.
- Arrangements for the professional review and development of individual teachers will be determined by the appropriate line manager, in consultation with those subject to review.
- Interviews may be carried out within the additional 35 hour CPD time.
- The scheme will run parallel to and complement any process of on going management in which staff members discuss work schedules and targets.
- The review process and development objectives are confidential between reviewer and reviewee.
- The school's CPD co-ordinator will collate all agreed development activities.
- Professional review and development is not an appraisal system and is not connected to disciplinary procedures.

C/f Disciplinary Policy and Procedure for Teaching Staff – LNCT January 2003

Process

Professional review and development is intended as a review of an individual's achievements and development during the previous year. It is also to agree future objectives and identify training and development needs for the year ahead. The framework for the PRD cycle is as follows:

- Newly qualified teachers must maintain a CPD portfolio for the duration of their induction post
- All teachers should maintain a CPD profile for the current year and for 2 previous years (where appropriate)
- Candidates for chartered teacher status must maintain a CPD portfolio
- Head teachers have a duty to promote the CPD of all staff and to ensure that all staff have an annual review of their development needs

Review Cycle

Stage 1 : pre-review preparation

To establish a baseline from which to set progressive development objectives, the reviewee should consider prior personal development and self evaluate using the following materials:

- Annex B from A Teaching Profession for the 21st Century
- HGIOS CPD framework (see appendix 1)
- Self evaluation prompt sheet (see appendix 2)
- A summary of the key priorities contained in the school development plan

For teachers of pre-school education, account should also be taken of The Child at the Centre and the Care Commission Standards

Having completed the self-evaluation pro-forma (appendix 3), the teacher will submit a copy to the reviewer one week before the interview.

Stage 2 : the review

- There should be a discussion of the self – evaluation / profile.
- Reviewer and reviewee should identify and agree development needs and translate these needs to development objectives.
- Reviewer and reviewee should agree CPD activities to address strengths and development needs.
- The list of activities linked to development objectives forms the planning section of the reviewee's CPD Profile for the year ahead.
- These activities will be shared, using form CPD Outcomes/Activity Summary (appendix 4) with the headteacher, the school's CPD co-ordinator, and the authority's CPD co-ordinator as appropriate.

Stage 3 : after the review

The reviewee should:

- continue to reflect on progress towards meeting identified needs and development objectives;
- maintain the CPD Profile /Portfolio.

This ongoing reflection, evaluation and recording completes the cycle and prepares the ground for subsequent annual reviews.

Monitoring

There is a need to review regularly the process and its outcomes to ensure that it adds value to schools and the authority's performance. We will ask ourselves the following questions:

- do members of staff take responsibility for their own professional development?
- does the scheme help schools to cope with and to manage change?
- does the scheme improve the performance of individuals and institutions as a whole?
- does the scheme contribute to a whole school training plan which in turn informs the service training plan?
- does the scheme provide communication up, down and across the organisation?
- does the scheme promote the use of a core set of performance indicators?

Appeals procedure

If objectives cannot be agreed or any difficulties arise during the process, the reviewer or the reviewee can approach the next person in the management line to arbitrate. If either party remains dissatisfied with the outcome he/she may appeal to the relevant head of service whose decision will be final.

Appendix 1 : CPD Framework (HGIOS)

HGIOS	Beginnings	Next Steps	Building Excellence in Learning and Teaching	Into Management	Aspiring Headship	Ongoing Development for All
Curriculum	Establish knowledge Deliver appropriately Contribute to planning Work with colleagues	Develop materials Develop cross-curricular links	Develop experience in timetabling Write / manage materials Support and guide other teachers	Manage curriculum Timetable effectively		
Attainment	Achieve course work outcomes	Raise attainment: effective tracking Seek continuous improvement	Set targets Understand and Implement Improvement Strategies	Monitor and evaluate attainment across school Lead initiatives		Individually planned activity, which could include: Attendance at conferences. Planning conferences Secondments Management modules Fellowships Involvement in Management Development Programme Involvement with parallel programmes offered by business Mentoring newly-appointed Heads Business placements Research projects Sabbaticals National/international comparison studies and visits Induction Counselling skills
Learning and Teaching	Understand teaching methodologies Question clearly and purposefully Assess and record Use ICT to support learning Plan day-to-day activities Report to parents, using school formats	Employ teaching methodologies to improve the quality of the teaching process Use ICT to support L&T Use assessment techniques to progress learning Plan programmes Provide for different abilities and aptitudes Respond appropriately to parents	Evaluate teaching and learning policy Assure quality Support colleagues in making judgements Design and implement effective assessment & recording systems Monitor reports to parents	Manage change Monitor and evaluate Support colleagues Manage learning and teaching Propose and lead appropriate strategies	Provide leadership Eg SQH Unit 2: Manage Core Operations	
Support for Pupils	Show awareness of inclusion issues Understand importance of building self-esteem Show awareness of PSD issues Work collaboratively with Learning Support, auxiliaries, etc	Focus on pupil self esteem/confidence Implement programmes to support pupil learning Establish strategies for inclusion within classroom Guide and develop support staff Contribute to extra-curricular activities	Share good practice in support strategies. Promote same. Plan and support whole school strategies for PSD/inclusion Plan and deliver individual support programmes	Monitor and evaluate strategies Lead new initiatives	Evaluate and improve Provide leadership	

HGIOS	Beginnings	Next Steps	Building Excellence in Learning and Teaching	Into Management	Aspiring Headship	Ongoing Development for All
Ethos	Establish positive classroom atmosphere; fairness and equality Work positively with parents Expect and promote achievement Manage classroom behaviour to promote learning Show pride in school	Value relationships Establish positive atmosphere – whole school / class Encourage parental involvement in learning Ensure appropriate learning environment Promote pride and a sense of identity in school	Demonstrate people skills Manage conflict Work with external agencies, school board, school community Support and guide colleagues in developing positive behaviour strategies	Maintain and where necessary improve and develop positive ethos Manage people effectively Build effective teams	Lead by example in maintaining positive ethos Develop whole school Strategies to raise morale and ensure an ethos of achievement	
Resources	Use classroom resources Employ ICT skills Engage positively in staff review and development	Use resources effectively Communicate effectively Employ ICT skills Seek / use information and solve problems	Participate in recruitment and selection Use ICT effectively Understand health and safety issues Undertake reviewer training Review colleagues	Encourage team working Manage resources and finance Lead / coordinate CPD for colleagues Monitor effectiveness of teachers and teams	Provide good leadership and effective use of ICT e.g. SQH Unit 3: manage school improvement Budgets: devolved school management Interview skills e.g. SQH Unit 1 : The Standard e.g. SQH Unit 4 Leadership comparative study	
ML&QA	Plan and record CPD activities Self-evaluate effectively and regularly Contribute to development planning	Contribute to school development plan Self-evaluate and progress CPD	Lead effectively at team / group level Carry out development planning at team / group level Contribute to policy making Implement the development plan Contribute to S&Q reports Support colleagues, including new teachers	Manage policy and planning Deliver aspects of development plan Intro to school management		

Framework replicated from 'Professional Review and Development' (SEED 2002), based on system developed and used by teachers in Edinburgh.

Although the columns headed 'Into management' and 'Aspiring Headship' will not be a focus for most non-promoted teachers in relation to their Professional Review and Development, there will be some aspiring PTs / DHTs for whom they will be legitimate areas for discussion.

Appendix 2 : Self evaluation prompts

This general framework of questions may help to focus your thoughts on your development needs¹

Strengths	Development Needs	Opportunities	Limitations
What is positive about my current work situation?	What is negative about my current work situation?	What aspects of my current work situation can I use to my advantage?	What limits me in my current work situation?
What are my skills and areas of expertise?	What are the gaps in my skills base?	Are there opportunities to fill gaps in my skills base in my school?	Are there any valid reasons not to develop my skills base being presented to me?
What specialist knowledge do I have?	What specialist knowledge would I like to have?	What professional development would provide me with the specialist knowledge I want?	What are the blocks to my gaining specialist knowledge?
What are my existing qualifications?	Are there any qualifications I could be working towards?	Is there a way of achieving the qualifications I want while remaining in post?	Do my circumstances allow for time to pursue additional qualifications?
What are the positive aspects of my character and personality?	Do any aspects of my personality and character negatively impact my work?	Can I utilise my personality and characteristics to further my own and others' professional development?	Is my personality inhibited in any way in my present circumstances?
How do my personal values impact my work?	Do I consider values when at work?	Is there a way in which I can incorporate personal values in my work?	Does my school's ethos (both real and imagined) conflict with my personal values?
What circumstances best support my success?	Is there anything I can do to encourage the circumstances that best support my success?	Can I take advantage of any national professional development initiatives?	Does my current post support me or limit me?
What is the most valuable contribution I have made during my career?	Am I contributing to my school's environment as effectively as effectively as I could be?	What opportunities do I have to contribute further?	Are my attempts to have a greater impact on my school blocked in any way?

¹ (Teacher's Guide to Successful Professional Development. E Holmes)

The following are possible areas for professional development. This is meant as a source of ideas and is not to be seen as a prescriptive or exhaustive list ² :

Classroom practice:

- assessment
- classroom control and discipline
- flexible learning
- learning environment
- lesson organisation
- planning and preparation
- relationships with pupils
- supporting pupils with special needs
- teaching and learning styles

Curriculum areas

- early years education
- foreign and community languages
- SQA
- Post-16 education

Pastoral care/PSHE

- Anti-bullying
- Child abuse
- Counselling skills
- First Aid/health and safety
- Guidance and careers work
- Leading pastoral teams
- Pastoral programme
- Profiling
- Role of head of year teacher

Cross-curricular themes

- Economic and industrial understanding
- ICT
- Literacy
- Citizenship
- Numeracy
- European development

² Continuing Professional Development Anna Craft

Management issues

Although these areas will not be a focus for most non-promoted teachers in relation to their Professional Review and Development, there will be some aspiring PTs / DHTs for whom they will be legitimate areas for discussion. Those teachers who would be interested in exploring any of these areas may wish also to refer to the scheme of professional review and development of HTs, DHTs and PTs.

- Review and staff development
- Communication
- Development planning
- Equal opportunities
- Financial management
- Handling stress
- Leadership
- Managing change
- Managing teams
- Marketing
- Monitoring and evaluation
- Personal and inter-personal skills
- Time management

Career development

- Job applications
- Job interviews
- Preparing for your next post

4. What professional development needs now arise from :

a) your professional practice?

b) the school development plan?

c) local and national priorities?

d) outwith the establishment development plan?

5. Please suggest how the above needs might be addressed as targets for the year

a) Targets for the year (*eg to raise attainment in my class*)

Appendix 4 CPD outcomes/activities summary

CPD Profile

Reviewee's Name

School:

Review Date

Session

Agreed Development Objective	Agreed Development Activity	Date of Activity	Duration of Activity	Outcome / Impact of Activity

Development Objectives and Activities agreed by

Reviewer:

Date:

Reviewee:

Date:

Appendix 5 A Teaching Profession for the 21st Century : Annex B

OUTLINE OF TEACHER DUTIES

Teacher/Chartered Teacher

Subject to the policies of the school and the education authority the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head teacher shall direct having reasonable regard to overall teacher workload related to the following categories: -

- (a) teaching assigned classes together with associated preparation and correction.
- (b) developing the school curriculum.
- (c) assessing, recording and reporting on the work of pupils.
- (d) preparing pupils for examinations and assisting with their administration.
- (e) providing advice and guidance to pupils on issues related to their education.
- (f) promoting and safeguarding the health, welfare and safety of pupils.
- (g) working in partnership with parents, support staff and other professionals.
- (h) undertaking appropriate and agreed continuing professional development.
- (i) participating in issues related to school planning, raising achievement and individual review.
- (j) contributing towards good order and the wider needs of the school.

Clackmannanshire : Sample job outline for all teachers (based on Annex B of the Agreement)

TEACHING DUTIES

Subject to the policies of the school and the education authority the duties of teachers, promoted and unpromoted, are to perform such tasks as the Head teacher shall direct having reasonable regard to overall teacher workload related to the following categories

- (a) **Teaching:** this includes
 - teaching assigned classes
 - forward planning, preparation and correction
 - assessing, recording and reporting of pupils' progress
 - preparation of pupils for examinations and, where appropriate, assisting with their administration

- (b) **Pupil Support:** this includes
 - providing advice and guidance on education-related issues
 - working in partnership with parents, support staff and other professionals
 - promoting and safeguarding the health, welfare and safety of pupils
 - contributing towards good order and the wider needs of the school

- (c) **School Planning:** this includes participation in
 - development of the curriculum
 - school development planning
 - raising achievement

- (d) **Professional Development:** this includes participation in
 - individual review
 - appropriate and agreed Continuing Professional Development (CPD)

Appendix 6

Year 1 of PRD in the context of A Teaching Profession for the 21st Century

We are committed to building Clackmannanshire's PRD programme on a sound basis. The programme will take a few years to bed in. It makes sense to elaborate on the principles and values surrounding PRD. Additionally, it is of paramount importance that all teaching staff have equal opportunity of access.

Suggested model 2003 – 2004

- Headteachers agree to allocate up to 5 hours of the 35 hours CPD time to allow teachers to go through a process of supported self-evaluation. This task to be completed as early in term 1 as possible to facilitate a programme of review. The key issue here is to place emphasis on the fundamental need for high quality self evaluation to lie at the heart of teacher development. By thorough preparation teachers will establish a personal baseline against which to set their development objectives.

Action Proposal to be discussed with HTs and at LNCT.

- In support of the above Headteachers, DHTs and PTs will be given training which will enable them to take forward the authority's policy on PRD.

Action Lead Officer CPD will organise a half day training session before the end of the session.

- Authority-wide programme of introduction to the principles and values of PRD a la Clackmannanshire. This is an authority opportunity to influence the starting point in all educational establishments.

Action Lead Officer CPD will prepare a presentation for HTs to use at the start of the session. This will be part of the training session referred to above.