Guidance for PRD

for Employees within

Stirling and Clackmannanshire Education Service

Contents

Guidance for PRD for Employees within the Education Service for Stirling and Clackmannanshire

Context and Aims

This guidance has been developed in the context of the shared service for Education across Clackmannanshire and Stirling Councils. It aims to provide a coherent and consistent process for Professional Review and Development (PRD) for all education employees which supports them to develop relevant skills, knowledge and expertise to fulfil their roles.

This 'Guidance for PRD for Employees within the Education Service for Stirling and Clackmannanshire' sits within the corporate policies 'Performance Review and Development' in Clackmannanshire Council and Stirling Council's 'Personal Review and Development Framework' and complements these policies, whilst recognising the specific needs of the diverse staff groups and professions within the education service.

The guidance reflects current thinking and research on staff review and development, including the Professional Update for staff registered with the General Teaching Council for Scotland (GTCS). It is currently recognised that best practice in PRD is based on the understanding that it is an **on-going process** of self-evaluation, learning, reflection and dialogue of which the annual review meeting is only one part. This guidance aims to provide a framework to support staff in that process.

Key Features of PRD:

- All staff have an entitlement and a responsibility to participate in the review and development process in the context of mutual trust and collegiality.

- PRD is an on-going process which will include self-evaluation against relevant professional standards, on-going learning and development activity, impact of activity, discussion with line managers and reviewers.

- Ownership of the process rests with the reviewee who has a responsibility for evaluating their own learning and development needs.

- PRD provides opportunities and support for individuals to develop the appropriate skills, knowledge and behaviours to carry out their job successfully.

- PRD supports individuals in successfully carrying out their role to meet relevant professional standards and service objectives.

- All staff will maintain a record of development activity that reflects impact on skills and on service objectives.

- A review meeting will take place at least annually. This meeting will include discussion of the impact of the learning and development undertaken in the previous year.

- A record confirming that this meeting has taken place will be made by an update in SEEMIS Click and Go.

Guidance to support individuals in preparing for and engaging in the PRD process and for participating in PRD meetings is found in 'Performance Review and Development' in Clackmannanshire Council and Stirling Council's 'Personal Review and Development Framework'.

Additional support for groups of employees within the Education Service is contained in the appendices below.
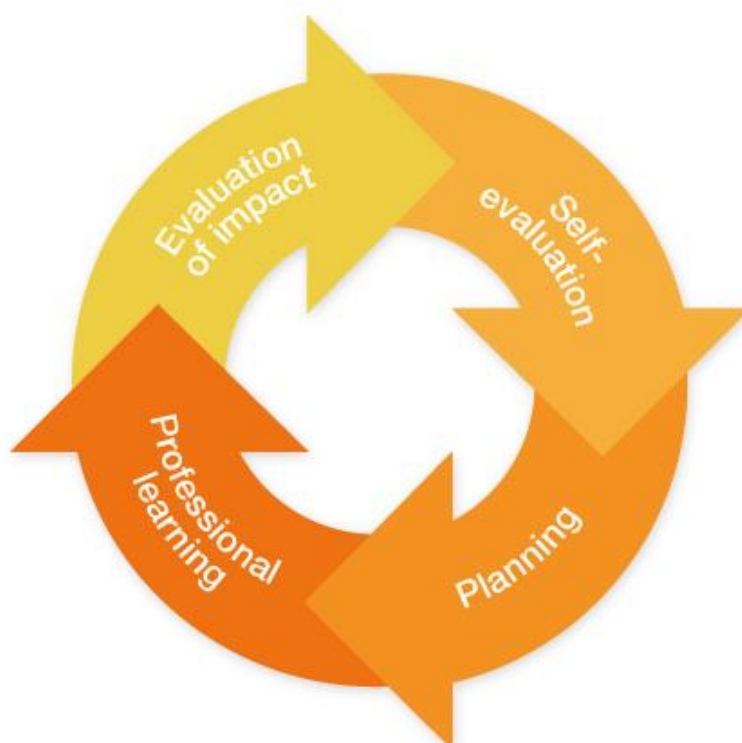
Process

The PRD process continues across the year. The annual meeting does not stand alone but concludes the previous year's PRD process and begins next. As PRD is a continuing process, the reviewee and reviewer will need to engage in further informal dialogue throughout the year, for example to discuss learning opportunities which the reviewee has identified or to discuss any changes in areas for development due to altered priorities.

Self-evaluation and on-going reflection are central to the process. Self-evaluation should be evidence based and should be focussed around an employee's role in relation to work objectives, improvement plans, appropriate professional standards and career aspirations. It should not be necessary to gather evidence specifically for the purpose of PRD, rather it should be identified as a result of self-evaluation of professional practice.

Individuals take responsibility and ownership of their own PRD experience. Reviewers support and facilitate this experience.

The most important aspect of the PRD meeting is the quality of the professional dialogue and that is dependent on high quality preparation by both reviewee and reviewer.

Throughout the PRD process, there should be a clear focus on impact on practice and on outcomes for service users. Reviewees should identify evidence to illustrate this impact.

Managers will identify with staff teams at which time in the year it is most appropriate to hold PRD meetings. In doing so, they should take account of other planning processes, other priorities within the service, the availability of staff, the availability of learning opportunities and staff workload.

For staff registered with the GTCS, a system for Professional Update is to be introduced from August 2014. Professional Update aims to maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact that they have on pupils' learning and to support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland. **Further information on process and procedures for GTCS registered staff can be found in Part 2 of this guidance.**

What will the PRD process be like in practice?

1. Self-evaluate – think about your current work, improvement priorities and objectives, professional standards etc. You can gather feedback from others to help you or note evidence from practice.
2. Identify a date with your reviewer for your PRD meeting. Prepare by reflecting on your current practice and completing the first column on your PRD plan. Share this with your line reviewer a week before your meeting so they can prepare too.
3. During the meeting you will engage in dialogue with your reviewer about your self-evaluation, discussing the evidence of impact of your learning and development and identifying areas for further learning and development. Good quality dialogue is the most important feature of the meeting.
4. At the end of the meeting outcomes should be agreed for your learning and development over the next 12 months.
5. After the meeting, you should complete the PRD plan and share it with your reviewer within 2 weeks of the meeting, with both signing it. This paperwork remains confidential. You should note key areas for learning on the Professional Learning summary and pass this to your team's CPD co-ordinator.
6. You will then engage in the learning activities you have planned. These may change in the course of the year, for example, you may have a change of duties or priorities in your team may change which affect the learning you need to undertake. You can amend your plan to reflect any changes.
7. Use your Professional Learning record to record the activities you undertake and the impact these have. This will help your on-going reflection and self-evaluation.

If you are a reviewer, you will need to agree times for PRD with the reviewee and prepare by ensuring time is protected for the meeting and that you have reflected on the information shared by the reviewee prior to the meeting so that quality dialogue can take place.

Disagreement and appeals

Where there is any dispute or disagreement concerning any aspect of the PRD process, which cannot be resolved between you and your reviewer, the matter should be referred to your reviewer's line manager.
You may find it helpful to contact your professional association/ union for advice.
 If the problem cannot be resolved, the Council's normal grievance procedures should be followed.
Where reviewers have concerns about an individual's performance this should **not** be addressed through the PRD process but through the procedures established in other policies for addressing capability.

This is an opportunity to summarise the professional learning undertaken during the past 12 months, to demonstrate impact and links to your professional learning profile. With your reviewer, future professional learning needs and objectives can be identified.

Refer to element of professional standard(s), school improvement plan, business plans, to plan appropriate learning activities to meet your objectives and the intended outcomes/impact.

Ensure your reviewer receives a copy of your Professional Review and Development (PRD) Plan within 2 weeks. Further discussion and support may take place at this point. Share a summary of requirements with your CPD Co-ordinator.

Plan

Record in your Professional Review and Development Plan

Review and Share

Annual Review Meeting

It is possible that your plans may change as the year progresses and new priorities arise. Keep your PRD Plan updated with these changes.

A GUIDE TO PROFESSIONAL REVIEW AND DEVELOPMENT

Update in your Professional Review and Development Plan

Prepare for Annual Review Meeting including self evaluation against relevant standards /service objectives

Evaluate and Reflect

Record in CPD Record

Carry out professional learning

Regularly evaluate and reflect on your professional learning activities and record in your PRD plan , focussing on the impact on your practice.

Professional Learning Record
This is a document that allows you to record any learning activities supporting your professional development. **ANY** activity which contributes to your professional learning and development and which impacts on your practice can be recorded.

Reflecting on the learning you undertake and discussing it with others will help you evaluate the impact it is having. You may also seek feedback on your progress from colleagues or your manager. Learning opportunities may arise during the year which are not part of your initial plans.

Frequently Asked Questions about Professional Review and Development (PRD)

As a Reviewee…

1. What does Professional Review and Development (PRD) mean?

PRD is the process through which you think about your everyday practice- it's not a one-off event, but a gathering of thoughts, ideas and practical evidence over a period of time, that helps you to know how your work is going. Reflecting on your actions and their consequences, then making decisions about your next steps is vital in ensuring that you continue to build on your knowledge and skills, to further enhance the way you carry out your role.

2. We've already got this - why are we changing to a new scheme?

Professional dialogue within the PRD process is most effective when it is both supportive and challenging and produces practical steps towards improved practice. It can help to stimulate and sustain your development, as well as helping you to manage the demands of the dynamic contexts in which you work.
The new PRD scheme provides this blend. What's different is that we are expected to base any assertions we make about our work and ourselves on **evidence**.

3. Who is this for?

It's for everybody in the Education Service.
In addition to teaching staff, there are many other groups of staff that have a role to play in ensuring that learners in Clackmannanshire and Stirling get a good deal - Early Years Officers, Admin. staff, Business Support, Youth and adult workers, Technicians, Support for Learning Assistants to name but a few.

4. Must I do this?

Yes. Taking the time to reflect on your work, and to consider your future actions, to further improve what you do every day is vital. We **all** have a responsibility to deliver a high quality service for Clackmannanshire and Stirling's learners.

5. How often do I have to do this?

It will be important to understand that this is not a stand-alone meeting, but is part of a cycle of ongoing discussions, both formal and informal, that relate to your work, in which you continue to reflect on your practice. The number of meetings will be agreed in discussions with your Line Manager. Whilst self evaluation is ongoing, the formal review meeting will take place every 12 months.

6. Who will review me? Can I choose the person?

Your line manager or a colleague who is familiar with your work will act as your reviewer for you. This is the person who will have a clear understanding of your role and the responsibilities you hold and are familiar with these PRD guidelines.

7. What is a Reviewer?

The Reviewer listens to you as you evaluate the way you do your job, using your PRD Plan to guide your thinking. Their role is to ask questions, based on your evaluation. Those questions will support, extend and challenge your thinking - the purpose of this is to support you in considering what you will do next. There will be training provided to ensure quality meetings take place.

8. When should I get started on this?

You can begin right now, by considering the evidence that you may gather that will support your self evaluation. You may have the opportunity, as part of a staff group, to discuss the types of evidence that will be helpful. You will have access to a Professional Learning Record that you can fill in as you continue your Professional Development. You can also update your PRD Plan.

9. When it comes to the time to have a meeting, how should I prepare?

You should consider how you will respond to the key areas of the PRD Plan. You are expected to arrive fully prepared for the meeting; it is for you to determine how much time you will devote to preparing. Any paperwork you intend to use as part of the process must be sent to the Reviewer one week prior to the meeting.

10. Who should fill in the form?

As Reviewee, you will have responsibility for this, also for ensuring that any agreed professional learning opportunities are passed to the CPD Co-ordinator, following the meeting.

11. Do I have to do this in my own time?

If you are a non-teaching member of staff, you will agree a mutually acceptable time with your reviewer.

12. Will anybody else see the information about me?

You will retain your own copy of all meeting records, and give a copy to your Reviewer.
As Reviewee, you will have responsibility for sharing the information that relates to your professional learning needs with the CPD Co-ordinator for your school, nursery or team. They will gather that information for all of your colleagues and will use it so that professional learning programmes can be tailored to take account of the needs of employees.

13. Will I still be able to choose what I do in terms of Professional Learning?

Yes. Decisions regarding professional learning usually arise from the need to take forward national, local or establishment developments and policies. Part of the discussion will focus on exploring appropriate professional learning opportunities that will support you in this.
Specific opportunities that further refine or develop your practice will be agreed between you and the Reviewer. These will relate to areas that you have identified because:
- further support would be helpful in building on existing skills and knowledge
- you are about to undertake new aspects of work
- they will support future career aspirations.

14. What activities will count as learning or development?

Learning can be undertaken in a wide range of ways. It is not just about going on a course, although this may be one way of learning. You may do work shadowing or online learning. Sometimes visiting another workplace or meeting with colleagues to develop a particular issue may offer the best route to learning. You may engage in professional reading or conduct a professional enquiry around an aspect of your work you wish to develop. You might undertake accredited learning or peer learning opportunities. Whatever forms of learning you decide on, it is the impact that this has on your practice and on outcomes for learners that will form the focus for on-going reflection and dialogue within the PRD process.

15. What is the weighting applied to development priorities in terms of priorities identified by the individual and school-identified priorities?

Decisions about how to prioritise development is negotiated in the PRD meeting. Developments identified should help the individual develop skills and behaviours to fulfil their role which will include contributing to establishment improvement priorities. Individuals may also wish to undertake activities to support their career development, for example develop knowledge or skills of other roles within the Council. The balance between priorities should be discussed at the PRD meeting. If agreement cannot be reached then the process for dealing with disagreement should be followed.

16. Does the new PRD scheme aim to measure my competence?

No. The scheme will focus on **continuous improvement** rather than on determining whether or not a staff member is, or has remained, competent. Competence is a separate issue that will be dealt with in line with Council procedures.

17. What difference will it make to children and young people?

The better we are at doing our jobs, the better the experiences we provide for our learners. That's not just about what happens in the classroom. The approach, knowledge and skills of the wide range of adults within the Education Service all have a huge impact on our children, young people and adult learners.

18. I was recently reviewed. I've just been appointed to a new post- do I have to do it again?

Yes, although not right away. As you begin the new post, you will not have a great deal of evidence to support your assertions regarding areas of strength/development needs - this will build over time, and the review process will fit in at an appropriate time in the cycle.

19. I work in more than one establishment. Who will my reviewer be?

Your line manager, or colleague, in the establishment where you spend most time should review you. If your time is equally split, you should decide in consultation with your managers who would be best placed to be your reviewer each year.

As a Reviewer.......

20. Should I carry out these meetings at a particular time in the year?

The meetings will be seen as part of a cycle of ongoing discussions that relate to your colleagues' work, rather than as a stand-alone event. You will have the flexibility to incorporate PRD discussions within the context of, for example, a planning or tracking meeting. The annual review meeting is part of this process.

21. How long should the meeting last?

This will depend on the number of meetings that will be held over the course of a year. A meeting time of around 60 minutes should allow enough time for full exploration of all areas, while encouraging a focussed approach. Some meetings may take less than this. It will be important that the discussion concludes with a clearly identified set of next steps.

22. How will we be able to complete the whole form at the first meeting?

You can't. At the first meeting, discussion around the evidence that has been gathered will be limited. As this is an ongoing process, it will be important to spend time thinking jointly about how you could use that evidence for other purposes.

23. How much evidence should I ask people to bring to the meeting?

First, and most important - this needs to be manageable for all involved. Remember, the focus of the meeting should be on reflection and dialogue and not on paperwork. Prior to the meetings, it will be important for staff to consider ways in which they will identify evidence to show the impact learning and development activity has had. Wherever possible this should be through practical examples, for example by quoting comments from colleagues or service users or through referencing specific areas of work.

24. Who else should I share the paperwork with?

The documentation remains confidential. The Reviewee will have responsibility for sharing the agreed professional learning needs with their establishment /team CPD Co-ordinator.

Part 2

Procedure for GTCS registered staff

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**Clackmannanshire and Stirling Education Service
PRD and Professional Update**

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Guidance for General Teaching Council for Scotland (GTCS) registered staff

PRD is an on-going process based on self-evaluation and reflection. It focuses on our professional skills and development within the GTCS Professional Standards and their application in the context of our role and key priorities at local and national level.

The process provides support and challenge for our on-going development through engagement in a range of professional learning activities, reflection on and evaluation of their impact. This engagement forms the basis for our professional discussion with our reviewer at a review meeting which takes place at least annually. A record is kept of these annual meetings.

We have a professional responsibility and an entitlement to participate in PRD. GTCS registered staff also register participation through a 5 yearly update to the GTCS. Line managers are required to sign off this update. This is called **Professional Update**.

Values and Culture

'The GTCS framework of Professional Standards has been revised in the light of changing contexts within education and society and a set of professional values sits at the core of each standard. They are integral to, and demonstrated through, all our professional relationships and practices. The same values are replicated across each standard, in recognition that these are the same for all teachers, irrespective of experience and stage in career: '

Social Justice   **Integrity**   **Trust and Respect**   **Professional Commitment**

(GTCS The Standards)

The process of PRD is most effective when undertaken in a culture of trust and collegiality. An essential element of this culture is an ethos of mutual respect within which professional dialogue can take place at all levels. This on-going professional reflection and dialogue using the GTCS Professional Standards is central to the on-going process of PRD.

Process

Review is an on-going process; we reflect on our actions and their consequences and make decisions about next steps - we self-evaluate. This process happens at individual level and within the context of team, school and authority improvement plans. We do this to improve our effectiveness, in order to improve children's learning experiences.

We enter into a dialogue with our line manager and others that is based on what we know about our practice and use this review as an opportunity to explore and gain validation of our self evaluation.

Professional learning happens by chance as well as by design. It can be instigated and led by self, by peers, by the learners in the classroom, by curriculum leaders, by internal and external expectations.

At school and local authority level, development needs are identified through a process of professional review. It is essential that there is a clear link between the needs of the member of staff, the needs of the service **and** the learning experience for children and young people. Professional review includes an opportunity to explore and measure a person's self-evaluation against the relevant GTCS Professional Standard. This leads to informed choices relating to professional learning and actions that:

- place the responsibility for self-reflection on the practitioner

- identify areas of strength and expertise

- inform future professional learning priorities

- are reviewed regularly

- reflect the needs in relation to personal, establishment and authority priorities

- use proactive coaching approaches

Procedures

Roles and Responsibilities
You will be a reviewee and perhaps a reviewer or sometimes both, although not at the same time.

What is my role as a reviewee?

- **A reviewee** is accountable for reflecting on their own practice using the relevant GTCS Standard and in light of evidence identifying ways in which they can improve their performance.
- S/he enters into a dialogue with a reviewer that is based on this self - evaluation and uses this review as an opportunity to explore and gain validation of their self-evaluation. Evidence may come from peers, pupils, parents and partners as well managers.
- S/he reflects on his/her actions and their consequences using the relevant GTCS Standard and makes decisions about next steps; this happens within the context of team, service and authority improvement plans.

How will I record this?

- Reviewees keep a record of professional learning and evidence of impact in their **myGTCS online portfolio**. This will also be the mechanism for activating the professional update.
- A record of PRD meetings is also made by reviewees on the Professional Review and Development Plan to support discussion during the annual review meeting.

How do I get an online portfolio?
- You can register for this by opening a myGTCS account on the GTCS website. Because you are required to keep your GTCS details updated annually and also to confirm through the mechanism within the online portfolio your continuing maintenance of the high professional standards required of Scotland's teachers, **it is essential that you do open a myGTCS account** and access your portfolio.

When will my PRD meeting take place?
- The reviewee is responsible for ensuring that an annual review meeting takes place and is recorded. Arrangements for how to request this and for when reviews are carried out can be agreed within your establishment through your school negotiating committee.

Who will my reviewer be?
- Your reviewer will generally be your line manager. There may be circumstances where you feel you could be better supported by someone other than your line manager e.g. there may be colleagues within your establishment with particular skills or experience that your line manger does not have, or if a dispute in progress. You can request a different reviewer from an appropriate person who has had reviewer training. This may be a peer. Your professional update, however, will have to be signed off by a manager.
- Head teachers and centre staff have alternative arrangements as it is not practical for the Head of Education or the Assistant Heads to undertake annual review meetings with all head teachers and the centre staff they line manage.
- Head Teachers will have their annual review meeting with their link officer and will have their 5 year professional update with an assistant head or head of education. Centre staff will have their review meeting with their line manager.

How do I prepare for the review meeting?
- reflect on your recent practice and performance in relation to the relevant GTCS standard
- reflect on your recent practice and performance in relation to the delivery of the school or service improvement plan
- gather evidence to validate your self evaluation
- share your PRD plan updated from the previous year one week in advance. You may wish to give your reviewer access to your GTCS portfolio during the review meeting to support your dialogue.

How is the annual PRD meeting recorded?
- An electronic written record of the outcomes of the review, set in a completed PRD plan will be completed by you and presented for signing off by your reviewer within 2 weeks of the meeting.
- In addition, you will forward a summary of your professional learning needs to your CLPL Co-ordinator on the form 'Professional Learning Needs' to inform the establishment professional learning plan. In the case of Head Teachers and centre staff, this should be forwarded to the Education Service's CLPL officer.
- Your **SEEMIS** record should be updated following each annual review with the date the meeting took place and the due date of the next meeting.

Will I be reminded when my annual meeting is due?

- The responsibility to ensure that you have a review meeting rests with you and you should refer to arrangements agreed within your establishment. If you do not organise a meeting with your reviewer within 12 months of your last meeting then your reviewer will organise a time for the meeting to take place. Peer reviewers can do this through the reviewee's line manager.

What if I or my reviewer have concerns about my Professional Update?

- Any concerns should be addressed early in the cycle. Concerns about performance should not be addressed through the PRD process but through procedures established in other policies for addressing capability.

Steps for Reviewee

Prepare by ensuring you have a myGTCS account and that your details are up to date. Update your details annually.

Engage in self-evaluation against the relevant GTCS Professional Standard

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Identify areas for development

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Arrange a date for your annual review meeting with your reviewer.

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Discuss your self-evaluation using the relevant GTCS Professional Standard with your reviewer at your review meeting and agree learning activities.

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Update your PRD plan.

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Share this with your reviewer within 2 weeks of your review and ensure both of you sign and date this.

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Submit a summary of your key areas for learning to your CLPL Co-ordinator.

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Arrange for your SEEMIS record to be updated with the date of your review meeting.

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Engage in appropriate learning experiences/activities and record these in your myGTCS portfolio summarising impact on your PRD plan.

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Reflect on progress and impact.

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Prepare for your review meeting by self-evaluating using the relevant GTCS Professional Standard and updating your PRD plan.

What is my role as a reviewer?

- **A reviewer** supports and extends the reviewee's self -evaluation against GTCS Professional Standards and affirms it.
- A reviewer has a responsibility to arrange review meetings on request for the staff they line manage, given appropriate notice as agreed with staff, and within the time frame required for professional update.
- Reviewers should prepare for each review by reflecting on the evidence shared in advance by the reviewee.
- During the meeting, professional dialogue based on the evidence identified by the reviewee will take place. The purpose of this dialogue is to validate the self-evaluation.
- Within 2 weeks of the review meeting, the reviewee will give you their updated PRD plan which contains a statement for you to sign. Every fifth year, they will ask you to confirm this statement in their GTCS portfolio for their Professional Update.

Steps for Reviewer

Prepare by reflecting on the PRD plan from the reviewee.

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Ensure an appropriate place has been booked for the review meeting, that sufficient time has been allowed and that you are protected from interruptions.

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During the meeting, engage in professional dialogue with the reviewee, reflecting with them on the impact of their previous learning and agreeing an appropriate range of future learning from their self-evaluation against the relevant Professional Standards.

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When the reviewee shares their updated PRD plan, sign and date this.

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When the reviewee's Professional Update is due, check that they have provided evidence of participation in the PRD process over the previous 5 years (or less during the introductory period for Professional Update). The reviewee will grant you access to their myGTCS portfolio where you can confirm this.

What if I have concerns about a reviewee's Professional Update?
- Any concerns should be addressed early in the cycle. Concerns about performance should not be addressed through the PRD process but through procedures established in other policies for addressing capability.

1. What if I change jobs before my professional update is completed?

Because you have an online portfolio and will have records of your annual review meetings, you will be able to share these as evidence of your professional development with whoever is signing off your professional update.

2. How long might the preparation for the PRD meeting reasonably take?

Preparation for the PRD meeting should not be onerous as the meeting is part of the on-going process of professional development. The paperwork required to support the dialogue at the meeting has been kept to a minimum. Preparing for the meeting and completing the paperwork after it should take no longer than an hour but may take less.

3. Should this time come from school McCrone time?

Use of time within the Working Time Agreement is subject to negotiation within your establishment.

4. What will happen if I am unable to complete my Professional Update on time for example, if I am on maternity leave or long term sickness absence?

The GTCS has guidance for these circumstances. This is included on page 17.

Head Teachers
What if I do not wish to be reviewed by my link officer?

There may be circumstances where you feel you could be better supported by someone other than your link officer e.g. there may be other colleagues with particular skills or experience that your link officer does not have, or if a dispute in progress. You can request a different reviewer from an appropriate person who has had reviewer training. This may be a peer. Your professional update, however, will have to be signed off by a manager.

Supply staff
I am a supply teacher. Do I have to follow the same process?

Yes. All staff who are registered with the GTCS have to take part in PRD to ensure they are able to undertake the professional update every five years.

I am often in different schools for short periods of time. Who will review me?

You should ask your line manager within whichever establishment you are working to identify a reviewer. It is your responsibility to ensure you maintain a record of professional learning informed by self-evaluation against the GTCS Professional Standards and the impact of this and have a record of an annual review meeting. It is important that you can provide a record of this so that your reviewer is able to sign off your professional update when the time comes.

What will happen if I am not working in a school when I am due to have a review meeting or when my professional update is due?

You can request a review from any school where you have worked. Because you will have maintained a record of activity and your online portfolio, you will be able to share this with your reviewer as a focus for the professional dialogue.

GTC SCOTLAND – DRAFT PROFESSIONAL UPDATE DEFERRAL PROCESSES
(Extract from Draft Professional Update Guidelines)

9.1   GTC Scotland recognises that there are a number of circumstances which may make completion of the Professional Update process within the designed timescale difficult, including career breaks, extended illness, maternity / paternity / adoption leave, unemployment or engagement in only occasional supply work, for which extensions to the 5 year sign-off period may be required. If a teacher is genuinely unable to complete the Professional Update sign-off process in the designated year, then the teacher should have the opportunity to request a deferral.

9.2   Deferrals will normally be granted for a period of one year. If a deferral request is successful, the teacher will normally be expected to complete the Professional Update sign-off process during the following academic session. Only in exceptional circumstances, and where there is just cause, will more than application for deferral be granted. If a subsequent deferral is required, the teacher must submit a fresh deferral request, detailing the reason for the second request.

9.3   The decision to grant a deferral from completion of the Professional Update sign off process sits with the employer in the first instance. A registered teacher seeking a deferral will be required to notify their employer of their request in writing, outlining the reasons for the proposed deferral. The application should be accompanied by relevant evidence to support the request as appropriate.

9.4   If the deferral request is unsuccessful, the teacher will be given the option to complete the Professional Update sign off process or have their details removed from the GTC Scotland register of teachers.

9.5   The local authority / employer will be required to provide GTC Scotland with a summary of information regarding the teachers who will be deferring the Professional Update sign off process in a given year.

9.6   GTC Scotland cannot consider or address employment contract, occupational health or any other employment related issues. These matters should be addressed by the teacher and his/her current employer.

9.7   Existing employers' grievance procedures should be implemented if an individual teacher disagrees with a decision regarding a Professional Update deferral.

9.8   Registered teachers not currently in employment will be required to notify GTC Scotland directly, outlining the reasons for the proposed deferral.

9.9 GTC Scotland will establish an administrative process to record this deferral and extension process effectively and will develop clear guidelines for a deferral process, including the process of application and qualifying criteria.

If you wish to apply for deferral of your Professional Update, submit a completed form (p.18) to your line manager at least one month before your update is due.
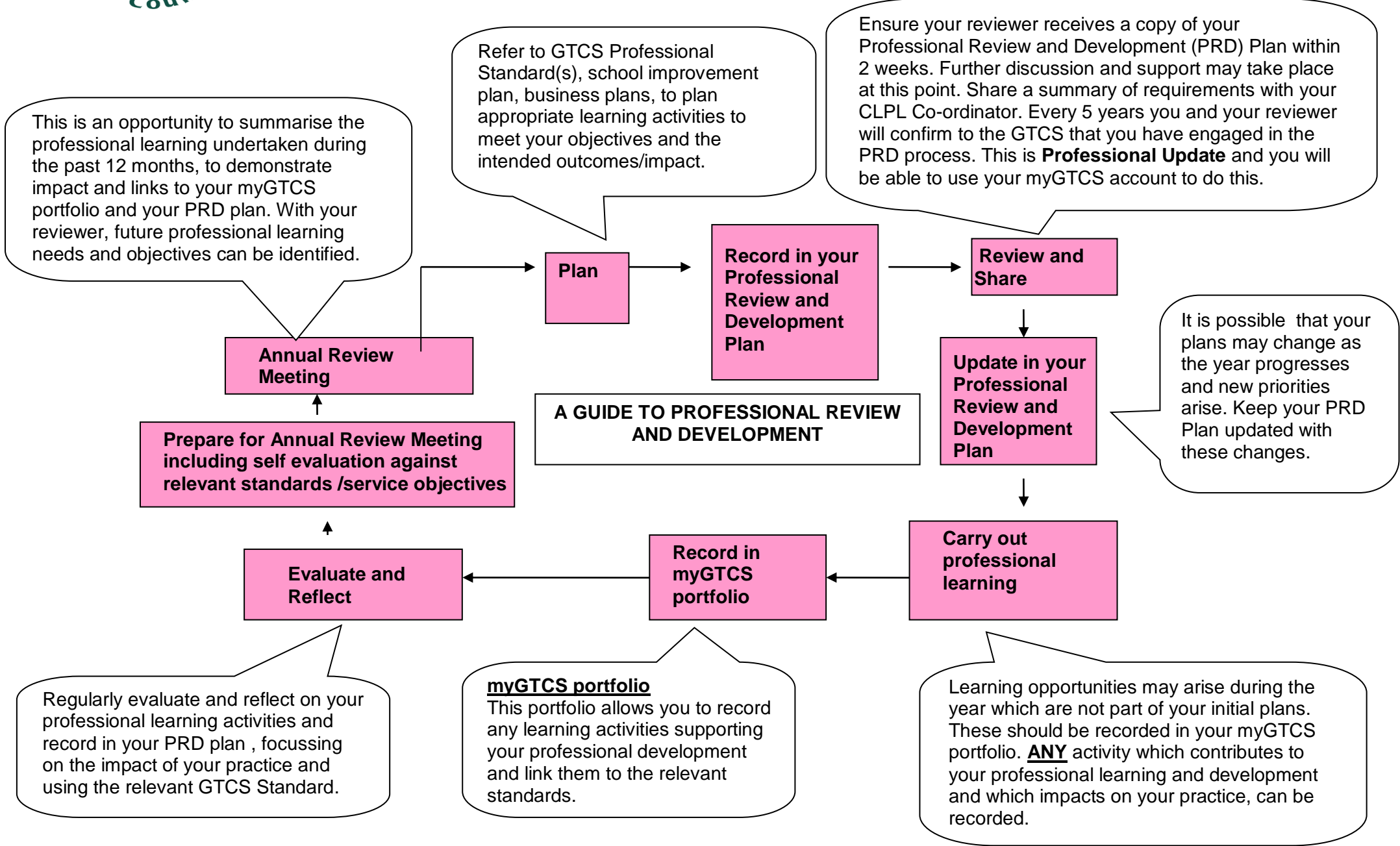
Professional Update

Deferral Request Form

Name	
Registration Number	
Address	
Date of Birth	
School	
Local Authority / Employer	
Date of Deferral Request	

1   Outline of reasons for deferral request
2   Employer's decision regarding deferral request

Signed..

Date..

Position……………………………………………………………….

This is an opportunity to summarise the professional learning undertaken during the past 12 months, to demonstrate impact and links to your myGTCS portfolio and your PRD plan. With your reviewer, future professional learning needs and objectives can be identified.

Refer to GTCS Professional Standard(s), school improvement plan, business plans, to plan appropriate learning activities to meet your objectives and the intended outcomes/impact.

Ensure your reviewer receives a copy of your Professional Review and Development (PRD) Plan within 2 weeks. Further discussion and support may take place at this point. Share a summary of requirements with your CLPL Co-ordinator. Every 5 years you and your reviewer will confirm to the GTCS that you have engaged in the PRD process. This is **Professional Update** and you will be able to use your myGTCS account to do this.

Plan

Record in your Professional Review and Development Plan

Review and Share

Annual Review Meeting

A GUIDE TO PROFESSIONAL REVIEW AND DEVELOPMENT

Update in your Professional Review and Development Plan

It is possible that your plans may change as the year progresses and new priorities arise. Keep your PRD Plan updated with these changes.

Prepare for Annual Review Meeting including self evaluation against relevant standards /service objectives

Evaluate and Reflect

Record in myGTCS portfolio

Carry out professional learning

Regularly evaluate and reflect on your professional learning activities and record in your PRD plan , focussing on the impact of your practice and using the relevant GTCS Standard.

myGTCS portfolio
This portfolio allows you to record any learning activities supporting your professional development and link them to the relevant standards.

Learning opportunities may arise during the year which are not part of your initial plans. These should be recorded in your myGTCS portfolio. **ANY** activity which contributes to your professional learning and development and which impacts on your practice, can be recorded.

Part 3
Resources

Self-evaluation
The materials provided or noted in this section are not prescriptive. They are intended to provide a range of options to support self-evaluation. Individuals can use them in the way most appropriate to their needs.

You can find resources that will help with your self-evaluation in Stirling Council and Clackmannanshire Council's corporate PRD policies.

Your team may also have developed specific resources for your area of work, for example, the CLD Competences, below.

Teachers and GTCS registered staff
The GTCS standards provide a framework against which to self-evaluate. Individuals should select the appropriate standard for themselves. Materials to support self-evaluation using the standards, which includes a self-evaluation toolkit, can be found on the GTCS website
http://www.gtcs.org.uk/standards/explore-the-standards.aspx

http://www.gtcs.org.uk/standards/reflective-questions.aspx

Further reflective questions to support self-evaluation can be found in Education Scotland's website in the section entitled Key Features of PRD.
http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/prd/keyfeatures/index.asp

Professional Standards
Some groups of staff have used the relevant professional standards to focus on their particular roles. An example of this is included below;
'The Professional Standard for Support for Learning Teachers in Stirling'.
Dialogue involved in agreeing this type of resource is helpful in developing a rigorous and focussed approach to self-evaluation.

The Professional Standard for Support for Learning Teachers in Stirling

Version 1: June 2013

The Standard for Support for Learning Teachers in Stirling

Stirling Council has a commitment to driving the professional standards for Support for Learning teachers. This commitment is in response to the additional support needs of identified pupils and their duty as an authority to:

"make adequate and efficient provision for the additional support required for each child or young person with additional support needs belonging to their area" and to *"keep under consideration the additional support needs identified and the adequacy of support provided to meet the needs of each child or young person."* **Supporting Children's Learning Code of Practice (Revised edition) 2010, P14**

The examples of professional practice below are not intended to replace the GTC professional Standard for Full Registration but are based firmly upon its principles and take time to exemplify the specific skills and attributes that Support for Learning teachers need to demonstrate within their role. The standard intends to provide the following:

- a clear and concise description of the professional qualities and capabilities Support for Learning teachers are expected to develop and maintain
- a baseline of professional standard against which Support for Learning teachers can engage in self evaluation and their managers in moderation, monitoring and quality assurance

The SfL standard is presented alongside the "GTCS Standard for full registration" and is organised into the following three inter-related categories:

- Professional values and personal commitment
- Professional knowledge and understanding
- Professional skills and abilities

1. Professional Knowledge and Understanding

Professional Values and Personal Commitment core to being a teacher are, Social Justice, Integrity, Trust and Respect and Professional Commitment. These aspects are illustrated on pages 5/6 of "The GTCS Standard for full registration", there are no further specific illustrations relating to the SfL teacher role.

2. Professional Knowledge and Understanding
   2.1 Curriculum

2.1.1 SfL teachers have knowledge and understanding of the nature of the curriculum and its development.
Professional Actions Registered teachers:	SfL teachers….

• have secure and detailed understanding of the principles of curriculum design and can apply them in any setting where learning takes place; • have secure working knowledge and detailed understanding of the processes of change and development in the curriculum; • know how to identify and highlight connections with other curricular areas, stages or sectors, promoting learning beyond subject boundaries.	• have secure and detailed understanding of the principles of curriculum design and can apply them to support learners with ASN. • have a working knowledge and detailed understanding of the processes of change and development in the curriculum and relate these to supporting learners with ASN. • support ASN learners to develop conceptual connections with other curriculum areas or stages.

2.1.2 SfL teachers have detailed knowledge and understanding of the relevant areas of the pre-school and primary school curriculum.

Professional Actions Registered teachers: • have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance; • know how to match and apply the level of the curricular areas to the needs of all learners; • know how to use, design and adapt materials for teaching and learning which stimulate, support and challenge all learners; • know how to work collaboratively with colleagues to facilitate interdisciplinary learning; • know how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.	SfL teachers... • have secure knowledge and understanding of ASN theory and practical skills required in the curriculum to be taught, particularly in literacy, numeracy and health and wellbeing, referring to national guidance as appropriate. • successfully match the level of the curriculum or subject(s) to be taught to needs of learners with ASN. • use, design and adapt appropriately materials for learning and teaching which stimulate, support and challenge learners with ASN. • have informed knowledge of current ASN developments and how these may be integrated into their teaching and resources for learning, for example identification and support of dyslexic learners including knowledge of Stirling Council's dyslexia policy and the online dyslexia toolkit. • work collaboratively with colleagues to facilitate and promote interdisciplinary learning for pupils with ASN.

2.1.3 SfL teachers demonstrate the knowledge and understanding to enable them to plan coherent and progressive teaching programmes, and justify what they teach.

Professional Actions Registered teachers:	SfL teachers…
• know how to plan systematically for effective teaching and learning across different contexts and experiences; • have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners; • understand their role as leaders of curriculum development.	• show detailed awareness of aspects of planning such as short-term and long-term planning and IEPs to ensure effective learning in the area(s) of the curriculum to be taught, or themes being studied. • use appropriate planning and recording formats systematically to illustrate planning, evaluation and identification of next steps in learning for learners with ASN. • demonstrate appropriate knowledge and understanding to justify convincingly what is taught within the area of the curriculum, in relation to its value in the curriculum; its contribution to children's learning and general development; and its relevance to the needs of the pupils with ASN being taught. • understand their role as a leader of curricular development with specific expertise in supporting pupils with ASN.

2.1.4 SfL teachers have sufficient knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning.

Professional Actions Registered teachers:	SfL teachers...
• know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners, and demonstrate a commitment to raising all learners' expectations of themselves; • have knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing; • have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance	• effectively promote and support the individual development, well-being and social competence of learners with ASN in their teaching groups; and have a commitment to raising those learners' expectations of themselves and others. • capably apply knowledge and understanding of personal, social, vocational and health education at a level which stimulates and challenges ASN learners being taught, and raises their awareness of relevant issues. • demonstrate in depth knowledge and understanding of ASN. • have sound knowledge and understanding of developments on the

teaching and learning; • have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance; • have secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and effectively select the most appropriate methods to meet all learners' needs; • have secure knowledge of current educational priorities such as learning for sustainability.	use of ICT for learners with ASN. • use available ICT to enhance learning and teachingof learners with ASN • have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing, particularly in relation to ASN. • plan work for learners which is consistently based on a secure knowledge and understanding of the developmental stages of literacy and numeracy in children. • demonstrate knowledge and understanding of the methods and underlying theories for effective teaching of literacy and numeracy; and skilfully select the most appropriate methods to meet the needs of learners with ASN. Literacy interventions, Wave 3 and Hi-5 and maths recovery are utilised as appropriate.
2.1.5 SfL teachers have knowledge and understanding of the principles of assessment, recording and reporting.	
Professional Actions Registered teachers: • know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process; • have extensive knowledge and a secure understanding of the principles of assessment, methods of recording assessment information, the use of assessment in reviewing progress, in improving teaching and learning, identifying next steps and the need to produce clear, informed and sensitive reports; • have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning; • have extensive knowledge and a secure understanding of the assessment requirements of the major awarding and accrediting bodies.	SfL teachers….. • apply the principles of assessment, recoding and reporting as an integral part of the teaching process. • use appropriate SfL and GIRFEC paperwork to record and report on pupil progress. • provide a high standard of clear, informed and sensitive reports on pupils.

3 Professional Skills and Abilities

3.1 Teaching and Learning

3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities	
Professional Actions Registered teachers: • plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.	SfL teachers… • plan collaboratively with CTs to ensure that learning links directly to classroom experiences. • ensure that planning meets the needs and learning styles of individual learners with ASN. • advise and contribute to targets set within child plans and IEPs. • plan and implement ASN intervention programmes in the areas of literacy, numeracy and health and wellbeing for identified learners. • justify skilfully the content of teaching and link the learning directly back to CfE and its relevance to the needs of individual learners with ASN. • demonstrate the impact that interventions are making through robust record keeping, evidence gathering and reporting. • Clearly demonstrate progression of learning and pupil voice within their planning paperwork. • plan for assessment.
3.1.2 Communicate effectively and interact productively with learners, individually and collectively	
Professional Actions Registered teachers: • model appropriate levels of literacy and numeracy in their own professional practice; • use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all	SfL teachers… • adapt learning appropriately to ensure that learners with ASN can engage as inclusively as possible alongside their peers. • are aware of and use appropriate support tools to engage learners with ASN and ensure their participation in individual, group and classroom learning e.g. ICT supports, visual prompts, peer supports etc.

learners; • communicate appropriately with all learners, and promote competence and confidence in literacy; • demonstrate effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning; • communicate the purpose of the learning and give effective explanations at the appropriate level(s) for all learners; • create opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional; • reflect on the impact of their personal method of communication on learners and others in the learning community.	• communicate clearly the purpose of lessons and activities, and give explanations, in a stimulating manner at the appropriate level(s) for learners with ASN in their class/groups. • consider alternative methods of communicating or recording the learning of pupils with ASN, that is best suited to their needs and abilities.

3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners

Professional Actions Registered teachers: • consistently select creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes; • skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities; • justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners; • create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.	SfL teachers… • consistently select creative and imaginative strategies or approaches for teaching and learning, appropriate to the subject, topic, interests and needs of learners with ASN. • Use self - reflection to ensure that the range of teaching strategies and resources meet the needs of the learner with ASN, and be prepared to further adapt these as required. • use the ASN resource base to access additional resources and to adapt and use these innovatively to support learners needs. • Use the SfL core strategies handbook, as a basis to build their practice on. • adapt and deploy a wide variety of known resources, including ICT and specific interventions, to meet the needs of learners with ASN. • consistently evaluate and competently justify their approaches to teaching and learning for learners with ASN, and take action to improve the impact on pupils.

3.1.4 Have high expectations of all learners

Professional Actions
Registered teachers:

- ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge;
- identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required;
- show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world.

SfL teachers…

- use a wide range of formal and informal assessment approaches effectively to identify learning needs, and to develop next steps that feed directly into teaching and learning for learners with ASN.
- ensure learning undertaken is varied in form, appropriately differentiated and devised to build confidence, and to promote progress of pupils with ASN.
- Effectively feed advice on target setting into IEPs and child plans, directly supporting the implementation of appropriate targets for these learners.
- ensure that they are well informed about the wide variety of ASN that they are supporting, and seek further guidance and staff development when this is not the case.
- ensure pupil initiative and independent learning are encouraged and nurtured wherever possible for learners with ASN.
- set and maintain high but realistic expectations of individual learners with ASN.

3.1.5 Work effectively in partnership in order to promote learning and wellbeing

Professional Actions
Registered teachers:

- establish a culture where learners meaningfully participate in decisions related to their learning and their school;
- create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing, taking a lead role when appropriate.

SfL teachers…

- consult with pupils with ASN on their learning, using a variety of communicative styles and strategies that meet their ability to contribute. This may include: talking mats, photographs, discussion, games etc.
- consult regularly with CTs and other appropriate agencies on the needs of learners with ASN.
- create and sustain positive working relationships with parents, educators, SLAs and other professionals that are engaged in

	supporting learners with ASN.
	• consult directly with SLAs to deliver programmes of work or interventions to learners with ASN.
	• attend SI meetings, Parents Evenings and other appropriate school events that provide opportunities to report on the progress of learners with ASN.
	• are involved in school working groups and specifically bring an ASN perspective to these.
	• model and share good practice in supporting learners with ASN with the wider community within the school.

3.2 Classroom Organisation and Management

3.2.1 Create a safe, caring and purposeful learning environment	
Professional Actions Registered teachers: • ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated; • plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning; • use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary; • enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning; • know about and apply appropriately health and safety regulations as an integral part of professional practice.	SfL teachers… • ensure their work area is organised, visually supportive and stimulating to ASN learners and the learning taking place. • provide a range of support aids as appropriate to encourage independence in pupils' learning. • consult with and advise class teachers on the learning environment of classrooms with regard to learners with ASN. • use the environment and resources outside the classroom to support the links between knowledge and application of learning. • ensure that supports or resources given to pupils with ASN are fully accessible with training given to use effectively if needed.
3.2.2 Develop positive relationships and positive behaviour strategies	
Professional Actions Registered teachers:	SfL teachers…

• demonstrate care and commitment to working with all learners; • demonstrate a secure knowledge and understanding of the wellbeing indicators; • show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success; • implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner; • seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour; • evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them; • recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action.	• use restorative, de-escalation and ABC (Antecedents, Behaviour, Consequences) or other schools agreed approaches to managing the behaviour of learners with ASN. • consider wellbeing indicators of pupils with ASN and the impact on relationships and behaviour. • are knowledgeable about individual's behaviour within the context of ASN, and how this impacts on the individual and their learning. • seek and use advice from colleagues, SEBN and promoted staff engaged in managing the behaviour of learners with ASN. • appropriately identify pupils whose behaviour signifies distress or the need for ASN, and know what action to take.

3.3 Assessment of pupils

3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning

Professional Actions

Registered teachers:

- systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;
- enable all learners to engage in self evaluation and peer assessment to benefit learning;
- record assessment information in a systematic and meaningful way in order to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies;
- use the results of assessment to identify development needs at class, group and individual level and as a basis for dialogue with learners about their progress and targets;
- produce clear and informed reports for parents and other agencies which discuss learners' progress and matters related to personal, social and emotional development in a sensitive and constructive way.

SfL teachers…

- use a wide range of formal and informal assessment approaches effectively and proportionately to identify learning needs, and to develop next steps that feed directly into teaching and learning for learners with ASN.
- formally report assessment findings to Class Teachers and wider partners, giving sound advice on ways of supporting these, to ensure that the needs of learners with ASN continue to be met.
- are trained in administering and analysing formal assessments held at ASN Outreach and are aware of their purpose with regard to identifying ASN.
- Understand that assessments rarely stand alone as information on learners, but sit within a context of learning, and that this provides wider validity and reliability of information.
- Keep ongoing records to measure the impact that interventions and supports are making.
- share reports appropriately with the identified professionals engaged with the learner.
- advise on appropriate referrals to ASN Outreach or other partner agencies when the needs of the learner is outwith the knowledge or support capacity within the school.
- ensure that feedback from assessment is given in a positive and encouraging manner, and that next planned steps in learning ensure that pupils with ASN are challenged in their learning, make progress and experience success.
- are able to identify and use patterns or trends in school monitoring and tracking assessments to discuss strategic support required at a school level.

3.4 Professional reflection and communication

3.4.1 Read and critically engage with professional literature, educational research and policy	
Professional Actions Registered teachers: • read, analyse and critically evaluate a range of appropriate educational and research literature; • systematically engage with research and literature to challenge and inform professional practice.	SfL teachers… • actively pursue Postgraduate study in ASN to either Certificate or Diploma level and make use of their enhanced understanding of ASN in their practice. • attend SfL twilights and staff development days that are organised on their behalf, to network and extend their SfL knowledge and understanding. • maintain knowledge and current practice in ASN through the authority staff development programme (CEBAS). • use a range of sources for staff development e.g. Webinars, Glow meets, personal reading, online modules or activities, to enhance their understanding of ASN and their teaching approaches. • network with other SfL teachers to share effective learning • ensure ASN research literature is regularly accessed and critically reviewed.
3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise	
Professional Actions Registered teachers: • reflect and engage in self evaluation using the relevant professional standard; • demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue; • evaluate, and adapt their classroom practice rigorously and	SfL teachers… • have a good awareness of current ASN legislation and how this impacts on their practice. • use their knowledge of ASN to communicate in an informed way to parents, staff and other engaged professionals. • share their knowledge of ASN in professional dialogue or communication, including at establishment level, wider staff

systematically, taking account of feedback from others, to enhance teaching and learning; • demonstrate constructive participation and engagement with curriculum development, improvement planning and professional review and development; • work collaboratively to contribute to the professional learning and development of colleagues, including students, through offering support and constructive advice and through disseminating experience and expertise, seeking opportunities to lead learning; • maintain an effective record and portfolio of their own professional learning and development and a professional development action plan, including analysis of impact on learners and on own professional practices.	development, mentoring, shadowing or modelling etc. • undertake a regular process of self evaluation on their practice in ASN and identify areas for self improvement. • use PRD opportunities to reflect critically on their own ASN professional development needs in relation to ASN and plan with managers to meet these. • show productive participation in school or service based developments and engage in these with an ASN perspective. • measure or monitor the impact that their interventions have on learners, including sustained or future impacts. • effectively and efficiently maintain a record of their own professional development activities and reflections.

Stirling and Clackmannanshire Education Service - Youth Services and Adult Learning Services

Supplementary Information

The PRD process will refer to the following standards in matching the objectives to the relevant practice standards, evaluation and inspection guidance and standards and the Single Outcome Agreement outcomes.

CLD Competences

http://www.educationscotland.gov.uk/communitylearninganddevelopment/cpd/ cldstandardscouncil/index.asp

Competent CLD workers will ensure that their work supports social change and social justice and is based on the values of CLD*. Their approach is collaborative, anti-discriminatory and equalities-focused and they work with diverse individuals, communities of place or interest and organisations to achieve change. They can influence or lead people, understanding when this is or is not appropriate. Central to their practice is challenging discrimination and its consequences and working with individuals and communities to shape learning and development activities that enhance quality of life and sphere of influence.

They have good interpersonal and listening skills and their practice demonstrates that they value and respect the knowledge, experience and aspirations of those involved. They will initiate, develop and maintain relationships with local people and groups and work with people using:

- non-formal contact;
- informal support; and
- informal and formal learning and development opportunities

Competent CLD workers will also have self-management skills, such as time management and communication, that are appropriate to the level at which they are practising. While these are not detailed in the competences, they are covered through the SCQF framework and the National Occupational Standards.

Competences

- Know and understand the community in which we work
- Build and maintain relationships in a range of contexts
- Provide Learning and development opportunities in a range of contexts
- Facilitate and promote community empowerment
- Organise and manage resources
- Develop and support collaborative working
- Evaluate and inform practice

HGIOCLD 2

http://www.educationscotland.gov.uk/Images/hgio2cld_tcm4-684586.pdf

How Good is our Community Learning and Development 2 (HGIOCLD 2) is designed to support evaluation of the quality of services delivering community learning and development (CLD), including adult literacy and numeracy (ALN) in Scotland

It outlines an approach to self-evaluation which can be used by senior managers, local managers or practitioners working directly with young people, adults and community groups.

This is the HMIe tool for evaluation and inspection.

Key Outcomes are:

1 Key Performance Outcomes

1:1 Improvements in performance

2 Impact on Service Users

2:1 Impact on participants

3 Impact on staff and volunteers

3:1 Impact on paid and voluntary staff

4 Impact on Community

4:1 Impact on local community

4:2 Impact on wider community

5 Processes and Delivery

5:10 Improving services

Outcomes 1 – 10 will be identified as appropriate to the Outcome agreed and recorded in the individuals PRD.

Outcomes for Stirling 2013 – 2023

http://www.stirling.gov.uk/__documents/temporary-uploads/employment,-community-_and_-youth/communityengagement_final-soa13.pdf

The Single Outcome Agreement represents the strategic framework for the collective reform of public services. It prioritises the main changes that need to be made in our communities over the next ten years, and commits community-planning partners to harnessing collaborative effort, in partnership with our communities, to delivering quality services.

The outcomes are :

- Improved Outcomes in children's early years
- Improved support for disadvantaged and vulnerable families and individuals
- Communities are well served, better connected and safe
- Improved supply of social and affordable housing
- Reduced risk factors that lead to health and other inequalities
- Improved opportunities for learning, training and work
- A diverse economy that delivers good quality local jobs

CPD Recording / Evidence

http://www.i-develop-cld.org.uk/

The use of iDevelop is currently being implemented for consistency of recording for Youth Services and Adult Learning Services within Education Services (Stirling and Clackmannanshire)

iDevelop – Learning for CLD

This website supports creative and innovative learning and development for CLD practitioners based on the value, principles, and competences they need as communities, individuals and employers.

Forms

In the following pages you will find

- blank PRD forms for your plan

- a format you can use to record your learning and development activities

- the summary form for you to complete and give to your CPD co-ordinator after your annual meeting to note to them the key areas you have identified for learning.

You will also find a selection of exemplars of completed PRD plans for some of the different staff roles in the education service. The exemplars are not intended to be prescriptive or comprehensive. They are intended to show how a plan might look after a year's activity.

Professional Review and Development Plan

Employee Name:	Reviewer:	Session:
Employee No:		Date of PRD Meeting:
Job title:	Service/Team:	Proposed date of next meeting:

Objective What do I want to achieve?	GTCS Link*/ SO/ IP/	Intended Impact How will we know this has been achieved? What difference will it make?	Planned Actions What will you do to achieve the objective?	Support Required	Timescale	Evaluation / Impact Progress made to date
Any other information, if required: *This section can be used to note any other points of discussion e.g. career development, health and wellbeing issues.*						
Employee Signature	I confirm I have engaged in ongoing learning and development in line with relevant professional standards and/or service objectives, maintained a professional learning record and, where required, portfolio of evidence and have discussed the impact of my learning with my line manager as part of my PRD process.			Date:		
Reviewer Signature	I confirm that _____ has engaged in ongoing learning and development in line with relevant professional standards and/or service objectives, maintained a professional learning record and, where required, portfolio of evidence and has discussed this as part of the PRD process.			Date:		

* Note link to appropriate relevant professional standard, improvement plan, service objective etc.

Professional Learning Needs Summary

Please use this form to note key areas for development identified through the PRD process and agreed at your review meeting. Please submit this form to your establishment's/ team's CPD co-ordinator within 2 weeks of your review meeting.

Session: ____
Please complete a separate box for each identified need.

Identified need:	
GTCS Standard ☐ Please state which Standard:	
School Plan ☐ Please state the development area:	
Dept Plan ☐ Please state the development area:	
Individual Need ☐ Please state how this was identified:	
How do you envisage this need being met?	

Identified need:	
GTCS Standard ☐ Please state which standard:	
School Plan ☐ Please state the development area:	
Dept Plan ☐ Please state the development area:	
Individual Need ☐ Please state how this was identified:	
How do you envisage this need being met?	

Professional Learning Record
You can use this form to record your learning and development activities. Your team may already have a way of recording this. If you wish to continue using your existing means of recording your activities then you may do that instead. Use the best way for you that will support your PRD process and help you prepare for PRD dialogue.

(Teachers/ GTCS registered staff should use their myGTCS portfolio for this purpose.)

Learning/ development activity	PRD Objective *(note which of the objectives from your PRD plan this activity relates to)*	Date commenced / completed	Impact (What difference has this made to practice or the service you provide?)	Link to relevant GTCS Standard or other professional standard where applicable

Professional Review and Development Plan

Employee Name: Ann Example	Reviewer: Mrs Headteacher	Session: 2013-14
Employee No: **exemplar**		Date of PRD Meeting: 05.12.13
Job title: **Class teacher**	Service/Team: Education – Stirling Primary	Proposed date of next meeting: Dec 2014

Objective What do I want to achieve?	SO/ IP/ GTC Link*	Intended Impact How will we know this has been achieved?/What difference will it make?	Planned Actions What will you do to achieve the objective?	Support Required	Timescale	Evaluation/Impact Progress made to date (date)
To increase knowledge and understanding of how to use the outdoor environment to enhance learning and teaching.	SIP 1 GTC SFR 3.2.1 3.4	Outdoor learning embedded in practice across the curriculum. Children's learning enhanced by having regular opportunities to use outdoors for learning. Increased confidence in planning outdoor learning and in taking children outdoors for learning.	Professional reading – take notes Attend "Learning Outdoors" course Shadow other teachers within school Take part in Outdoor Learning working group.	Course booked by CPD Co-ordinator	By Dec. 2014 Until June 2014	02/14 - Read "Outdoor Learning Practical Guidance." – Education Scotland. 4/14 - Plans for this term include outdoor learning opportunities in range of curricular areas. 5/14 – Completed "Learning Outdoors" course. Very enthused, lots of new ideas to implement this term. 11/14 – Regularly taking learning outside even when weather not great, having read "Winter Wonderland – Having a ball in the snow" publication from Creative Star. Can see the really positive impact this has on motivating children.
To enable all learners to engage in self evaluation and peer assessment to benefit learning.	GTC SFR 3.1.1	Children provided with regular opportunities to reflect on learning and set personal targets.	Research into different models of pupil reflection within TLC. Introduce learning logs. Visit other classes where peer	TLC	Ongoing involvement (monthly)	5/14 – Attended monthly meetings of TLC, agreed on school format having looked at

					Term 3 By Dec 2014	various models. Introduced in class, plan to adapt format to ensure continued motivation. Children can describe learning but find evaluation very difficult.
		Peer assessment embedded in practice. Children able to use increased level of evaluative language in reflecting on learning, are less passive and more engaged.	assessment is already in place. Introduce peer assessment and review impact.			Visited two classes, picked up good practical ideas for use in own class. Have successfully adapted some of these for own stage. 10/14 – Using a range of tools for reflection. Can see definite progress in language children are using, much more reflective. Having learned this in self-evaluation, now better able to use within context of peer assessment. 12/14 – Plan to further develop peer assessment recording format next term.
To contribute to the professional learning and development of others through offering support and sharing experience and expertise.	GTC SFR 3.4.2	Student teacher's feedback will demonstrate that they will have a positive experience and will have increased knowledge and understanding. Coaching and mentoring skills further developed.	Become familiar with expectations for student placement – read materials from university. Mentor student teacher, supporting them with planning, teaching and evaluation and sharing experience. Provide regular feedback to DHT on progress and any concerns. Prepare report in collaboration with DHT.	DHT to support (student co-ordinator)	Within next year.	6/14 – Attended supporter session at Moray House, read support materials ready for student starting in September. 9/14 – Met with DHT who shared "Coaching Pocketbook". Good practical ideas and pointers for

						questioning. 10/14 - Really enjoying working alongside student and sharing ideas, both learning. Some challenges but seeing progress is rewarding. Student and tutor have both reported positively on support provided. 11/14 – Would value opportunity to repeat experience, or to mentor probationer if possible.

Additional information (if required)		
Employee Signature	I confirm I have engaged in ongoing learning and development in line with relevant professional standards and/or service objectives, maintained a professional leaning record and, where required, portfolio of evidence and have discussed the impact of my learning with my line manager as part of my PRD process.	Date:
Reviewer Signature	I confirm that _____has engaged in ongoing learning and development in line with relevant professional standards and/or service objectives, maintained a professional learning record and, where required, portfolio of evidence and has discussed this as part of the PRD process.	Date:

* Note link to appropriate relevant professional standard, improvement plan, service objective etc.

Professional Review and Development Plan

Employee Name: LD	Reviewer: Mrs Head Teacher	Session:2013-14
Employee No: **exemplar**		Date of PRD Meeting:Jan 2014
Job title: **Support for Learning Assistant**	Service/Team: Education	Proposed date of next meeting: Jan 2015

Objective What do I want to achieve?	SO/ IP/ GTC Link*	Intended Impact How will we know this has been achieved? What difference will it make?	Planned Actions What will you do to achieve the objective?	Support Required	Timescale	Evaluation / Impact Progress made to date
Improve my knowledge and understanding of hearing impairment.	IP 2	Better able to support pupils with hearing impairment to access the curriculum and to engage socially.	CPD event on supporting children with hearing impairment. Reflection and discussion with CT and other SLA colleagues. Support from HI Outreach Visit to a HI school Discussions with teacher	CPD course ASN teacher	Oct. 2013 On-going	• Attended a CPD course on HI and found it very useful. (Oct 2013) • Helped to support Pupil A by watching body position in class, giving instructions and how to help her interact with her peers. • Meet regularly with the class teacher to discuss progress and find these chats helpful as they allow me to reflect and evaluate. • Been unable to attend a HI school due to cover, but would still like to achieve this, as I feel I will gain even more knowledge. • Would also like to take a signing course to support

						HI.
Learn how to use Boardmaker to enhance my ability to support children with communication.	IP 2	Able to provide effective support to help children understand and communicate through using Boardmaker symbols.	CPD event with ASN team ASN teacher follow up support sessions Time to practise making resources	CPD course ASN teacher	Nov. 2013 Jan. and March 2014	• Unfortunately, the school has lost its copy of Boardmaker and I have been unable to fulfil this target. • Instead, I have been learning how to use Google images to support communication, which was an idea I picked up at the SLA ASN course. • I have also been exploring Clicker and trying it out with a few pupils. • I would like to continue to learn about Clicker and learn to use Boardmaker when the resource is found.

Any other information, if required:
This section can be used to note any other points of discussion e.g. career development, health and wellbeing issues.

Employee Signature	I confirm I have engaged in ongoing learning and development in line with relevant professional standards and/or service objectives, maintained a professional learning record and, where required, portfolio of evidence and have discussed the impact of my learning with my line manager as part of my PRD process.	Date: 25 January 2014
Reviewer Signature	I confirm that _____has engaged in ongoing learning and development in line with relevant professional standards and/or service objectives, maintained a professional learning record and, where required, portfolio of evidence and has discussed this as part of the PRD process.	Date: 25 January 2014

* Note link to appropriate relevant professional standard, improvement plan, service objective etc.

Professional Review and Development

Employee Name: John Smith	Reviewer: Jane Jones	Session: 2013- 2014
Employee No: **exemplar**		Date of PRD Meeting: 05.03.14
Job title: **Business Support Team leader**	Service/Team: Business Support	Proposed date of next meeting: Dec 2013

Objective What do I want to achieve?	SO/ IP/ GTC Link*	Intended Impact How will we know this has been achieved? What difference will it make?	Planned Actions What will you do to achieve the objective?	Support Required	Timescale	Evaluation / Impact Progress made to date
Improve my awareness of Clacks Complaints Handling Procedure	BSSP	Increased professional knowledge of process Improved and simpler approach to dealing with complaints Feedback improves customer satisfaction	Use the on-line Authority Training Powerpoint presentation Read and review literature highlighting new process Attend scheduled professional dialogue sessions with Business Support Officers	BS Team Leader BS Team	By May 2014	13/12 down loaded Powerpoint and completed e-learning module 2/14 Authority customer survey indicates improved customer satisfaction
Further develop my knowledge and understanding of updating COVALENT - performance management system	BSSP	Improved understanding and investigation of system features Personal time management improved Increased understanding of problem solving system and setting up of items	Attendance at drop -in sessions Consult with Learning and Development Team at Greenfield Provide feedback at Business Support Team meetings	BS Team Leader Learning and development Team	By Feb 2014	12/13 Attended drop-in session. Plan to attend catch up in 05/14 01/14 updated and adjusted COAVALENT performance indicators without external support
To become more confident in the use of the Recruitment Competency Framework	BSSP	Framework embedded in practice across all recruitments Increased confidence in use of framework and process Improved ability to effectively support other colleagues	Professional reading and reflection Competency Framework training Discussion with team members Consult with identified HR Officer for support when required	BS Team Leader BS Team	On-going	02/14 Confidently used new framework for recruitment of SLAs Plans to share practice with other colleagues within department
Any other information, if required: Will be absent from work due to Hospital admission from 05/14-09-/14						
Employee Signature	I confirm I have engaged in ongoing learning and development in line with relevant professional standards and/or service objectives, maintained a CPD record and, where required, portfolio of evidence and have discussed the impact of my learning with my line manager as part of my PRD process.			Date:		
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Professional Review and Development

Employee Name: Jo Bloggs Employee No: **example**	Reviewer: Bill Smith	Session: 2014-2015 Date of PRD Meeting: 05.09.14.
Job title: **Education Officer**	Service/Team: Education Services-Stirling and Clackmannanshire	Proposed date of next meeting: Sept 2014

Objective What do I want to achieve?	SO/ IP/ GTC Link*	Intended Impact How will we know this has been achieved? What difference will it make?	Planned Actions What will you do to achieve the objective?	Support Required	Timescale	Evaluation / Impact Progress made to date
Develop greater knowledge and understanding of self harm to support the implementation of the guidance	ESBP SOA JHIP CYPISP	Improved understanding of pathways for support Increased professional knowledge of self harm, policy and procedure to support signposting and implementation A more streamlined and co-ordinated response in place Increased confidence in use of guidance and improved ability to support colleagues	Attend ASIST and Safetalk training NHS Read and reflect on suggested literature and materials Professional dialogue with Health Promotion Officers and Self Harm Working Party Research other self harm guidance, policy and practice	CPD Course HP Colleague Local and National Guidance	April 2014 On-going	Jan 14 Attended NHS Course-focus on suicide prevention rather than self harm. In discussion with NHS to provide bespoke training for schools. Feedback from Consultation highlighted robustness of guidance and identified school staff training needs(2014-15)
To continue to support school co-ordinators through an improved system of communications-Updates	ESBP CYPISP	Improved and timely communication strategy in place Improved ability to provide up-to date information to co-ordinators Co-ordinators better able to contact each other	Set aside a protected time to collate relevant information Change format of Update to include all organisers Working with Business Support, update and monitor co-ordinator database	IT Team Support Business Support	Monthly On-going	Dec 13 Positive feedback about new format from co-ordinators Improved personal time management
Any other information, if required:						
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Reviewer Signature	I confirm that _____ has engaged in ongoing learning and development in line with relevant professional standards and/or service objectives, maintained a professional learning record and, where required, portfolio of evidence and has discussed this as part of the PRD process.			Date:		

Professional Review and Development Plan   **DRAFT EXEMPLAR**

Employee Name:A N Other	Reviewer: Operational Leader /Team Leader	Session:2013/14
Employee No: **example**		Date of PRD Meeting:01.12.13
Job title:**Youth Services Worker/Learning and Development Worker**	Service/Team: Education Youth Services /Learning and Development	Proposed date of next meeting: 01.12.14

Objective What do I want to achieve?	SO/ IP/ GTC Link* CLD Comp etenci es HGIO CLD2	Intended Impact How will we know this has been achieved? What difference will it make?	Planned Actions What will you do to achieve the objective?	Support Required	Timescale	Evaluation / Impact Progress made to date
Engage learners in a variety of learning and development opportunities in designated working area – Adult Learning/Youth /Community Engagement andLearning/Employability	CLD Comp etenci es 1-7 HGIO CLD2 2:1 and 4:1 (Mainl y) S O 2,5,6, 7 (mainl y)	To increase access to learning and development opportunities. Attendances and attainment will recorded on I O information management system. Positive destinations to training and employment will be recorded on I O information management system. Action Plans and Evaluation will record impact statements and improvements in delivery.	Work areas will be clearly defined and Action Plan will detail project, inputs and outcomes. Plan, promote and deliver appropriately on projects. Review and evaluate project with participants, colleagues and partners and identify improvement points.	Line managem ent support from OL/TL Peer and partner support will be identified in Action Plan	Timescales will be set within delivery schedules for Adult Learning and Youth provision in Community learning and employabilit y delivery	
To enable all learners to engage in self evaluation and peer assessment to improve and target delivery effectively	CLD Comp etenci es 7	Learners provided with regular opportunities to develop reflective skills regarding their learning and improve ability to set personal targets. Improve consistency across	All areas of work to be agreed from initial Action Plan that identifies the links to Services Priorities (under development) and Evaluative actions will recorded at outset of work. Attend HMIe staff development	Access to staff developm ent opportunit ies and	All action plans will determine project evaluation timings	

	HIOC LD2 2:1	Learning and Development in embedding Self Evaluation.	sessions staged in partnership with HMIe/Ed Scotland and Stirling and Clacks teams Seek opportunities to shadow colleagues to expand evaluation skills and approaches	opportunit ies to seek peer support with shadowin g / discussio n and sharing	HMIe sessions scheduled for December 2013 and January 2014	
To contribute to community profiling in designated areas	S O 2,3 CLD comp etenci es 1 HGIO CLD2 4:1, 4:2, 5:10	StaCKs (web based community profiling tool) will contain current information on range of learning opportunities with contacts and access details. Local community contacts for Community Councils, Education and Community Safety will also be updated. Local employers will be listed.	Community profiling time and responsibility will be agreed within the 1-1 meetings to ensure proportionality and resource required to facilitate this area of work. Area knowledge will be gained by research and visits within the area allocated	Agree designate d area Plan this task within work schedule and agree any additional time or resource with OL/TL	This will be set within allocated work for 2014 and community profiling information will be uploaded as programme s or changes are recorded	
To support and contribute to the professional learning and development of others in volunteering and sessional capacities by providing support and sharing experience and knowledge	CLD comp etenci es 3 HMIe 3:1	Volunteers and sessional staff will receive consistent and comprehensive induction. This will be recorded. Individual mentor will be identifies for volunteer/sessional worker to give direct access to support. Information and access to staff development will be shared through web based platforms. Develop mentoring and coaching skills	Be confident in supporting induction and be clear about mentoring responsibilities and actions. Ensure all new volunteers and sessional staff have access to the sites and processes to allow them to receive information and updates. Ensure all opportunities to engage in staff development are distributed effectively. Meet with volunteer/sessional worker at agreed 1-1 times to provide feedback and identify areas for further learning and improvement.	Clear guidleline s from Senior Managem ent Team. OL/TL support for any additional input eg. H R matters or funding etc	Currently an area for Youth Services Stirling YSW's and will be discussed and implemente d for Clacks Youth Services and Adult Learning appropriatel y within 2014.	

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