



Renfrewshire Council Joint Negotiating Committee for Teaching Staff

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22 February 2005

Dear Colleague

JNC/9 **CONTINUING PROFESSIONAL DEVELOPMENT AND THE WORKING YEAR FOR THE** **TEACHING PROFESSION**

Renfrewshire Council Joint Negotiating Committee for Teaching staff (JNC) has approved an agreement on arrangements for continuing professional development and professional review and development for teachers. The agreement, which incorporates and amends the 1998 agreement on professional review and development, is attached as an appendix.

Yours faithfully

John Rooney (Education and Leisure Services)
Ian McCrone (Teachers' Panel)

Joint Secretaries

Enc

JNC/9

CONTINUING PROFESSIONAL DEVELOPMENT AND THE WORKING YEAR FOR THE TEACHING PROFESSION

1. Introduction

- 1.1 This document provides advice on Continuing Professional Development (CPD) to individual education establishments and services employing teachers as part of the agreement, *A Teaching Profession for the 21st Century*. The advice will be reviewed in the light of experience and agreements reached at the Scottish Negotiating Committee for Teachers (SNCT).
- 1.2 *A Teaching Profession for the 21st Century* formalises a practice with regard to CPD which has been an accepted part of teachers' work for many years.

2. Arrangements

- 2.1 Teachers have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development. 35 hours is a contractual maximum for all teachers.
- 2.2 Every teacher will complete an annual CPD plan which will be agreed with his/her line manager. This plan will be based on an assessment of individual needs and will take account of school, local and national priorities. Every teacher will maintain an individual CPD record.
- 2.3 Professional review and development (PRD) is an integral part of the process of agreeing a CPD plan. Schools and education establishments will continue with the agreed processes for professional review and development as set out in the agreement of June 1998¹ with the amendment that PRD meetings will be conducted on an annual basis. These arrangements apply to all teaching staff and may be reviewed and, if necessary revised, in the light of agreements reached at the SNCT and/or the Renfrewshire JNC.
- 2.4 A teacher's CPD record should be concise. The format of a CPD record is for the individual teacher to decide, however a possible exemplar is appended at the end of this paper. Which ever format is used the following information should be recorded:
- Name;
 - Establishment/Service;
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- personal professional development activities;
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 - other CPD activities which may include self-directed and informal learning.

¹ Professional Review and Development for Teachers - June 1998
JNC/9

- 2.6 The balance of a teacher's programme will be based on an assessment of individual needs, taking into account, school, local and national priorities and shall be carried out at an appropriate time and place.

The length of the working year for teachers will continue to be 195 days.

- 2.7 In circumstances in which a teacher has to travel an exceptional distance to participate in CPD, he/she may agree recognition of this in the form of travel time with the head of establishment.
- 2.8 Renfrewshire Council is committed to providing its teaching staff with access to high quality CPD and will continue to make available a range of CPD opportunities for teachers to access through the Education Development Service and will ensure that opportunities available from other providers continue to be widely publicised and made available to Renfrewshire teachers.
- 2.9 Schools will not be expected to develop or deliver CPD opportunities for teaching staff within the additional hours dedicated to CPD. This would not preclude head teachers from offering opportunities for continuing professional development should they wish to do so e.g. by offering the opportunity to participate in working groups or to develop curriculum materials.

3. Review

- 3.1 It is recognised that these arrangements are likely to be amended in the light of experience and agreements reached at the SNCT.

3 February 2005



Renfrewshire Council: Education and Leisure Services

RECORD OF CONTINUING PROFESSIONAL DEVELOPMENT

2004/2005

Name:

Establishment/Service:

Date	Description of Activity	Time Allocated

PROFESSIONAL REVIEW AND DEVELOPMENT FOR TEACHERS

**FRAMEWORK
(JUNE 1998)**

1 INTRODUCTION

- 1.1 Renfrewshire Council is committed to providing an education service of the highest quality. It recognises the high standards that already exist in its establishments and wishes to encourage improvement in the service which it provides.
- 1.2 The professional development of staff throughout their careers is essential to maximising the valuable contribution which every member of staff has to make towards raising standards.
- 1.3 Professional review and development of staff will be most effective if there is a generally supportive climate within establishments whereby:
- an ethos of confidence, motivation and involvement is established;
 - openness, security and trust are encouraged;
 - staff are fully consulted before the introduction of changes;
 - staff are given a clear understanding of roles and responsibilities;
 - staff are given a clear understanding of school objectives and policies;
 - staff are encouraged to exchange ideas and information;
 - staff have opportunities to communicate their problems;
 - staff contributions and opinions are fully recognised and respected;
 - staff feel free to engage in self-evaluation; and
 - staff abilities and experiences are developed.
- 1.4 It follows from this that professional review and development must be a high quality experience which is supportive and responsive and which gives staff confidence in a process which is easy to understand and operate, is clearly integrated with the normal life and management of the school and results in minimum disruption for pupils. While it requires a structure, including procedures and documentation to ensure consistency and action, it should not be a bureaucratic exercise.
- 1.5 Professional review will provide a more secure basis for staff development and training which will lead to better management of the teaching process, bring about practical improvements in the classroom and directly benefit pupils by raising the quality of their learning experiences. Professional review is not about identifying incompetent teachers.
- 1.6 Development and training needs of staff are identified and agreed through the review process which will take place within the context of self-evaluation and school development planning.

2 AIMS

- 2.1 The review process, linked to planned staff development should contribute to increasing the effectiveness of learning and teaching with a view to improving the educational experience of pupils and raising achievement. It should also contribute to improving management practices at all levels.
- 2.2 Review and development should be seen as something to which teachers are entitled as professionals. All teachers have a right to staff development to update essential knowledge and skills. The review process is fundamental to supporting this. It should take account of the needs of the teacher, the needs of the school and reflect the resources available.
- 2.3 The review process must be helpful, supportive and responsive. It should operate within the existing structures already established in each school for reviewing staff development needs and help teachers with longer term career planning.
- 2.4 The process should offer a planned approach for staff to:
 - evaluate and review their own current practices and where they might be improved;
 - identify strengths;
 - consider long term professional aspirations;
 - agree development needs, priorities and time scales; and
 - support and plan how these needs can most effectively be met.

3 CONTEXT

- 3.1 Self-evaluation and development planning provide the context within which professional review and development can take place, staff development needs can be identified and development opportunities can be offered.
- 3.2 The review process should begin with the individual member of staff reflecting on their own personal development needs and the current demands on their stage or department and on the school in general. The process should assist staff and establishments in achieving a balance across the range of needs. The process needs to be approached in a realistic way and operate within the framework of the budgets available for providing staff development.

4 MANAGEMENT OF STAFF DEVELOPMENT IN ESTABLISHMENTS

- 4.1 The head of establishment has overall responsibility for all staff development processes and activities. However each school should designate a staff development coordinator who is a promoted member of staff and may be the headteacher. In secondary schools and larger primary schools this role would normally be undertaken by a member of the senior management team.
- 4.2 Professional review is a normal part of a manager's tasks in relation to the staff for whom she/he has responsibility. The reviewer has a responsibility to discuss progress with staff, to offer support and advice and to make arrangements to provide reasonable staff development.

4.3 The individual member of staff, at whatever level, is the focus of the review process and the central purpose of the process is to attempt, as far as is possible, to cater for the development needs of that member of staff. Each establishment has two dedicated, devolved budgets under DMR arrangements; one, to provide staff cover to support the review process; and the second to resource the staff development and in-service training of teachers. It is essential that equitable arrangements for access to these budgets are made for all members of staff.

5 ROLES OF THOSE INVOLVED

5.1 The head of establishment will be responsible for the tasks listed below. Where appropriate, these tasks can be delegated to the staff development coordinator.

- implementing the authority's policy on professional review and development of staff;
- agreeing internal arrangements for professional review and development in consultation with staff;
- establishing procedures to meet identified staff development needs;
- coordinating arrangements for staff development;
- coordinating arrangements for review meetings;
- ensuring that resources are allocated on an equitable basis and effectively used; and
- monitoring and evaluating procedural arrangements.

5.2 The reviewee should evaluate their own performance with a view to identifying their own development needs. Many establishments already have methods in place to assist in this. HMI performance indicators may also be used to help staff in evaluating their own performance if the reviewee deems them to be appropriate.

5.3 The reviewer needs to be familiar with the work of the reviewee, establish a supportive context for the review meeting, be able to provide or negotiate opportunities for the reviewee to take part in development activities and to provide appropriate feedback to the reviewee.

6 THE NATURE OF STAFF DEVELOPMENT

6.1 Staff development is a broad concept which takes account of the needs of the establishment and reflects the resources available. It may include a wide range of professional experiences. Attendance at in-service training courses, while of considerable importance, is only one way of accessing development opportunities.

6.2 Other opportunities for development will include:

- membership of committees, working parties and task groups;
- development of departmental and school policies;
- PAT workshops;
- visits to and from colleagues in other schools;
- cooperative teaching;
- job shadowing;
- acting appointments;
- professional reading;
- mentoring;

- placements;
- secondments;
- examination board work;
- use of resources provided by information and communications technology; and
- contributing to the development of others.

7 ARRANGEMENTS FOR PROFESSIONAL REVIEW AND DEVELOPMENT

- 7.1 The process should link into the regular monitoring and review of the work of establishments. For example, in primary schools, the review should include consideration of the school's overall development priorities, while, in secondary schools, it may link in with departmental reviews.
- 7.2 Every permanent member of staff is entitled to a professional review. Long term temporary staff are also entitled to a review and suitable arrangements should be made for this. Many establishments currently operate reviews on an annual cycle, which fits in with the general planning cycle and may be considered an appropriate model. However, as a general rule, all staff are entitled to a review at least once every three years.
- 7.3 Short term temporary staff are also entitled to a professional review. This will be organised centrally through Education Services. Heads of establishment will provide information through reports on temporary staff in accordance with current practice.
- 7.4 Professional reviews for heads of establishment will involve officers of education and leisure services. In addition to the head's personal development needs, the overall management of the establishment will be considered.
- 7.5 As a general principle, the reviewer will normally be the reviewee's manager. However, the process should not be allowed to founder on concerns related to the precise identification of line management structures. Reviewee/reviewer pairings should be negotiated and specified within individual establishments. The appendix to this paper provides further guidance.
- 7.6 A 'top-down', hierarchical approach to the review process is not envisaged. An individual teacher's right to a review is not dependent on his or her manager having had a similar review meeting.
- 7.7 For the process to be 'light-touch' and unbureaucratic, an intensive "training for review" programme is not seen as desirable. If, however, staff wish some guidance on approaches, courses can be arranged through the normal in-service arrangements.
- 7.8 The reviewee should be encouraged to maintain an up-to-date record of their own staff development activities which will help with self-evaluation. A teacher's guide to the professional review process and exemplars of self evaluation proformas and staff development records will be issued to establishments.
- 7.9 The process should be based on a system of meetings. In general terms, the agenda will cover:
- identification of professional development needs and consideration of the means and resources needed to meet these needs; and
 - consideration and discussion of the reviewee's contribution to the work of the school.

7.10 The record of the review meeting should be a brief note of the areas of discussion. These might include:

- a summary of discussion of key areas;
- a statement of agreed action to be taken as a result of the review;
- a note of staff development needs, priorities and time scales;
- a note of the reviewee's professional aspirations; and
- an indication of the resources allocated to support the individual's development.

7.11 The first review will be of a general nature and focus on the teacher's professional aspirations and their own perception of their staff development needs. In addition, their role in school/stage/departmental development plans should receive consideration. Subsequent reviews should relate to action points agreed as a result of previous reviews.

7.12 A form outlining agreed staff development needs which emerge from the review should be passed to the staff development coordinator by the reviewer.

8 CONFIDENTIALITY

8.1 The record of the review meeting should be confidential to the reviewee, the reviewer and the head of establishment. Staff development needs which have been agreed at the meeting need to be communicated to the staff development coordinator.

8.2 The record of the meeting will not be used by the authority in relation to disciplinary or promotion procedures. These are dealt with through separate procedures.

8.3 Establishments will not keep records of reviews when a teacher leaves. It is for the individual teacher to decide what to do with their own copy.

9 MONITORING AND EVALUATION

9.1 In general, the head of establishment, through the staff development coordinator, is responsible for monitoring the effectiveness of professional review and development.

9.2 Evaluation should respond to issues such as:

- how far identified staff needs have been met;
- the quality and effectiveness of staff development provided;
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Appendix

PROFESSIONAL REVIEW - LINE MANAGEMENT

- 1 As a general principle, the reviewer will normally be the member of staff who is the reviewee's manager. However, the process should not be allowed to founder on concerns related to the precise identification of line management structures.
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- 5 Assistant principal teachers of guidance will normally be reviewed by their principal teacher subject. A review of their development needs related to guidance may also be carried out with a member of the guidance team.
- 6 Where a teacher teaches in two subject departments, the principal teacher in whose department the teacher has a greater teaching commitment will normally be the reviewer. However, it is for those within the establishment to agree who actually carries out the review.
- 7 Within primary schools, peripatetic teachers (other than teachers in network support teams) and subject specialists not attached to secondary schools will normally be reviewed by the primary head in whose school the teacher has the greater time commitment. In cases where the time commitment is equal the head teacher of the base school will be the reviewer.
- 8 Teachers working in network teams will be reviewed by the network coordinator. Head teachers in whose schools the teacher works have the responsibility for passing on the relevant information to the reviewer.
- 9 In cases where a teacher reasonably feels that he/she would prefer another reviewer, the head teacher may arrange for the review to be conducted by an appropriate promoted colleague of at least equal status to the line manager.



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2004/2005

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- 7 Within primary schools, peripatetic teachers (other than teachers in network support teams) and subject specialists not attached to secondary schools will normally be reviewed by the primary head in whose school the teacher has the greater time commitment. In cases where the time commitment is equal the head teacher of the base school will be the reviewer.
- 8 Teachers working in network teams will be reviewed by the network coordinator. Head teachers in whose schools the teacher works have the responsibility for passing on the relevant information to the reviewer.
- 9 In cases where a teacher reasonably feels that he/she would prefer another reviewer, the head teacher may arrange for the review to be conducted by an appropriate promoted colleague of at least equal status to the line manager.