Care, Learning and Wellbeing

Guidelines for the implementation of GTC Scotland
Professional Update from August 2014

A Professional Review and Development Support Pack for all GTCS registered staff

Draft – 2 June 2014
Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3-4</td>
</tr>
<tr>
<td>Professional Update – Frequently-Asked Questions</td>
<td>5-14</td>
</tr>
<tr>
<td>• Where to find more information</td>
<td></td>
</tr>
<tr>
<td>• The process</td>
<td></td>
</tr>
<tr>
<td>• FAQs about this support pack and PRD</td>
<td></td>
</tr>
<tr>
<td>Self-Evaluation - Teachers</td>
<td></td>
</tr>
<tr>
<td>Standards for Registration and Career-Long Learning</td>
<td>15-28</td>
</tr>
<tr>
<td>• Guidelines for Self-Evaluation</td>
<td></td>
</tr>
<tr>
<td>• Template - Self-Evaluation – Registration</td>
<td>29-30</td>
</tr>
<tr>
<td>• Template - Self-Evaluation – Career-Long Learning</td>
<td>31</td>
</tr>
<tr>
<td>Self-Evaluation – Middle Leaders</td>
<td></td>
</tr>
<tr>
<td>Standards for Leadership and Management – Middle Leaders</td>
<td>32-43</td>
</tr>
<tr>
<td>• Guidelines for Self-Evaluation</td>
<td></td>
</tr>
<tr>
<td>• Template - Self-Evaluation – Middle Leadership</td>
<td>44-45</td>
</tr>
<tr>
<td>Self-Evaluation – Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Standards for Leadership and Management – Head Teachers</td>
<td>46-57</td>
</tr>
<tr>
<td>• Guidelines for Self-Evaluation</td>
<td></td>
</tr>
<tr>
<td>• Template - Self-Evaluation – Head Teachers</td>
<td>58-59</td>
</tr>
<tr>
<td>Professional Review and Development Meeting – All Teachers</td>
<td>60</td>
</tr>
<tr>
<td>• Guidelines for using a coaching approach to PRD</td>
<td></td>
</tr>
<tr>
<td>• A Coaching Approach to Professional Conversations - the GROW process</td>
<td>61</td>
</tr>
<tr>
<td>• Template – Agenda for PRD Meeting</td>
<td>62-63</td>
</tr>
<tr>
<td>• Template – Record of PRD Meeting</td>
<td>64-65</td>
</tr>
<tr>
<td>Professional Learning Plan – All Teachers</td>
<td></td>
</tr>
<tr>
<td>• Template - Professional Learning Plan</td>
<td>66</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>• GTCS Professional Update system (online) – Guidance for Teachers</td>
<td></td>
</tr>
<tr>
<td>• GTCS Professional Update system (online) – Guidance for Line Managers</td>
<td></td>
</tr>
<tr>
<td>• Extract from ‘Teaching Scotland’ February/March 2014</td>
<td></td>
</tr>
<tr>
<td>• GTC Scotland Professional Update – South Ayrshire’s Policy Statement</td>
<td></td>
</tr>
</tbody>
</table>
Introduction

Professional Update

Professional Update will be implemented in all Scottish local authorities in August 2014. Every 5 years, GTCS-registered teachers will be required to confirm the following statement, endorsed by their line manager:

*I confirm that I have engaged in ongoing professional development in line with the GTCS Professional Standards, maintained a CPD record and portfolio of evidence, and have discussed the impact of my professional learning with my line manager as part of my Professional Review and Development process.*

The statements will be confirmed electronically through your MyGTCS online account. You will also be required to update the personal details on your account on an annual basis.

Preparation for Professional Update in South Ayrshire

An effective Professional Review and Development (PRD) process is a significant feature of Professional Update and for this reason a steering group was established to revise PRD procedures for GTCS registered staff in South Ayrshire to ensure best practice in line with GTCS and Education Scotland guidelines. Professional Associations are represented on the PU Steering Group to ensure a partnership approach to securing successful implementation of a quality and supportive process for South Ayrshire employees.

Thanks are due to colleagues within the Kyle and Belmont clusters for their involvement in a pilot project and for providing valuable feedback, resulting in this support pack. The pack is currently (February 2014) in draft form, pending consideration by South Ayrshire’s Joint Negotiating Committee for Teachers (JNCT), and subject to validation by GTC Scotland.

GTCS Standards

The first stage in the PRD process is a self evaluation exercise using the suite of GTCS Standards which were revised in 2013. The three standards which are downloadable from [www.gtcs.org.uk/standards/standards.aspx](http://www.gtcs.org.uk/standards/standards.aspx) are:

- The Standards for Registration (for teachers)
- The Standard for Career-Long Learning (for teachers who wish to use it)
- The Standard for Leadership and Management (for middle leaders and head teachers)
Guidelines and Templates
The pack includes guidelines for self-evaluation, and a self-evaluation template for each of the standards. In addition, there are guidelines for both reviewees and reviewers in a Professional Review and Development meeting, including guidance about using a coaching approach to the PRD conversation. Templates are also included – PRD agenda, PRD Record, and Professional Learning Plan.

A Coaching Approach
The professional training sessions which support this pack will include an introduction to the use of a coaching approach to PRD conversations. In the pilot programme, these sessions were evaluated highly.

FAQs
The pack also includes the answers to some frequently-asked questions, including the availability of online support and materials from GTCS and Education Scotland.
Professional Update - Frequently-Asked Questions

- FAQs - Where to find more information
- FAQs - The process
- FAQs - This support pack and PRD

FAQs – WHERE TO FIND MORE INFORMATION

1. Where can I find information about Professional Update?

Full details are available on the GTC Scotland website
www.gtcs.org.uk/professional-update/professional-update.asp

and on the Education Scotland website
www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/prd/index.asp

GTC Scotland has the answers to a comprehensive list of frequently-asked questions at:
www.gtcs.org.uk/professional-development/professional-update-faq.aspx
2. Where can I find MyGTCS online tools?

MyGTCS offers:


If you decide to use this instead of (or in addition to) the guidelines in this pack, you should still use the Self-Evaluation template in this pack.

- Record of Professional Learning. If you wish, you can record your professional learning activities throughout the year in this record. There is also a Reflective Journal facility, and you can upload documents. When you have entered some text online, you can ‘Download Word Version’ if you wish.  
  http://www.gtcs.org.uk/profupdate-cpd.aspx
3. **I have some questions about MyGTCS, eg how to register, how to submit my Professional Learning Record online, etc.** Where can I find advice about how to do this?

In the Appendices of this support pack, you can find the following documents:

- Professional Update System – Submission process – guidance for teachers (November 2013)
- Professional Update System – Submission process – guidance for line managers (November 2013)

4. **When will I be required to complete the Professional Update Sign Off process for the first time?**

Registered teachers will be required to complete Professional Update on a 5-yearly cycle as follows:

- 2014/2015 – teachers with registration years ending in a 9 or 4
- 2015/2016 – teachers with registration years ending in 0 or 5
- 2016/2017 – teachers with registration years ending in a 6 or 1
- 2017/2018 – teachers with registration years ending in 7 or 2
- 2018/2019 – teachers with registration years ending in 8 or 3
- 2019/2020 – teachers with registration years ending in a 9 or 4
5. Where can I find information about different forms of Professional Learning, and how can I evidence the impact of it?


b. On the GTC Scotland website:  
   http://www.gtcs.org.uk/professional-update/professional-learning.aspx

c. On the Education Scotland website:  
   http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/index.asp
FAQs – THE PROCESS

6 What is the process?

a. School Information Session on Professional Update to all Staff.
b. Timescales for the following are agreed transparently in advance:

<table>
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<th>REVIEWEE</th>
<th>REVIEWER</th>
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<tr>
<td>Reviewer and reviewee jointly set the date of the annual PRD meeting.</td>
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Both agree the Agenda, eg is anything being added under ‘Other Items for Discussion’

- Both refer to the relevant section of this support pack – eg Standard for Registration, or Standard for Leadership and Management.
- SAC Support Pack - Read the guidelines about self-evaluation. These include extracts from the GTCS Standards documents, and possible evidence of impact.
- OR GTCS online ‘Exploring the Standards – A Toolkit for Self-Evaluation’

Reviewee prepares for the PRD meeting:

- Reflects and evaluates against the Standards, and completes the Self-Evaluation Template.
- Reflects on an area of work and professional learning which has given the greatest satisfaction during the year.
- Reflects on the impact of professional learning.
- Considers possible priorities for Professional Learning Plan.
- Gives copy of completed template to reviewer in advance of meeting. This document belongs to the reviewee and will be returned.

Reviewee prepares for the PRD meeting:

- Reads the reviewee’s completed self-evaluation and prepares for meeting.

Both engage in PRD meeting, led by reviewer. See PRD Guidelines, Agenda and Record.
- A coaching approach is used.
- Next steps in professional learning are identified, and the Professional Learning Plan is finalised.

Reviewee completes the following and gives to reviewer for comment:

- Record of PRD meeting (handwritten or typed). This can be brief.
- Professional Learning Plan

Reviewer and reviewee sign the agreed Record of PRD Meeting, and Professional Learning Plan.

Throughout the year, reviewee:

- Undertakes professional learning activities
- Briefly records the learning and the impact in (online) Professional Learning Record. This can be brief.
- Collects samples of evidence of the impact of own learning.
- Continues to self-evaluate
- Has ongoing discussions with line manager as appropriate.

Plans may change throughout the year.

Throughout the year, the reviewer:

- has ongoing discussions with reviewee about professional learning.

Professional Update - Every 5 years:

- Teacher confirms their engagement in this process, using the GTCS online system: (GTCS will update the pilot statement below)

  I confirm that I have engaged in ongoing professional development in line with the GTCS Professional Standards, maintained a CPD record and portfolio of evidence, and have discussed the impact of my professional learning with my line manager as part of my Professional Review and Development process.

Reviewer endorses the teacher’s statement.

Begin the cycle again.

Frequently-Asked Questions
Frequently Asked Questions

**THROUGHOUT THE YEAR**
Reviewer has ongoing discussions with reviewee

**EVERY 5 YEARS**

1. Teachers confirm their engagement in this process, using the GTCS online system:
   "I confirm that I have engaged in ongoing professional development in line with the GTCS Professional Standards, maintained a CPD record and portfolio of evidence, and have discussed the impact of my professional learning with my line manager as part of my Professional Review and Development process.
2. Line Managers endorse the teacher's statement.

**SELF-EVALUATION**
- Both refer to the relevant standard - eg Standard for Registration, or Standard for Leadership and Management.
- SAC Support Pack - Read the guidelines about self-evaluation. These include extracts from the GTCS Standards documents, and possible evidence of impact.
- OR use GTCS online 'Exploring the Standards - A Toolkit for Self-Evaluation'

**THE PROFESSIONAL REVIEW AND DEVELOPMENT CYCLE**

**THROUGHOUT THE YEAR**
Reviewer:
- Undertakes professional learning activities
- Briefly records the learning and the impact in GTCS Professional Learning Record
- Collects samples of evidence of the impact of own learning.
- Has ongoing discussions with line manager as appropriate.

Plans may change throughout the year.

**PLANNING THE PRD MEETING**
Reviewer sets the date of the annual PRD meeting, in consultation with the reviewee.

**AGREEING THE AGENDA**
Both agree the Agenda, eg is anything being added under ‘Other Items for Discussion’?

**AFTER THE PRD MEETING**
Reviewer completes:
- Record of PRD meeting (handwritten or typed)
- CLPL Plan
And gives to reviewer for comment.

Reviewer and reviewee sign the agreed Record of PRD Meeting, and CLPL Plan.

**AT THE PRD MEETING**
- Both engage in PRD meeting, led by reviewer. See PRD Guidelines, Agenda and Record.
- A coaching approach is used.
- Next steps in professional learning are identified, and the CLPL Plan is finalised.

**BEFORE THE PRD MEETING**
Reviewer prepares for the PRD meeting:
- Reflects and evaluates against the Standards, and completes the Self-Evaluation Template.
- Reflects on an area of work and professional learning which has given the greatest satisfaction during the year.
- Reflects on the impact of professional learning.
- Considers possible priorities for CLPL Plan.
- Gives copy of completed template to reviewer in advance of meeting. This self-evaluation document belongs to the reviewee and will be returned.
6. So everything is connected?

Yes. Here’s an extract from
https://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/clpl/clpl.asp

The concept of teachers as reflective practitioners is well established across the profession. Teachers as enquiring practitioners aim to build on this practice by raising the bar so that, increasingly, teachers engage in deep, rigorous, high-impact professional learning.

![Image of interconnected processes](image)

*Figure 1: Adapted from Teaching Scotland’s Future National Partnership Group, (2012), Report to Cabinet Secretary for Education and Lifelong Learning*

The figure above has, at its centre, teachers as enquiring practitioners who are both committed to on-going self-evaluation, and are supported by and engage in coaching and mentoring relationships with others.

The figure demonstrates the inter-connectedness between enquiry and self-evaluation, professional review, professional update and impact on professional practice and school improvement.

It also emphasises that teachers working and learning together rather than as individuals, will have the greatest possible impact.
7. **Who will make the arrangements for my PRD discussion?**

It is your entitlement to participate in the PRD process and you share the responsibility with your nominated reviewer to ensure that this takes place. General arrangements should be discussed collegiately within schools as part of the working time agreement which includes an allocation of time for the self-evaluation exercise in preparation for the PRD discussion itself. The timing and organisation of the process for individual staff will be in consultation with the senior member of staff (usually your line manager or head of department or faculty) with whom you will have your PRD discussion. The discussion should not be considered as a one off event during the year, but rather an ongoing process.

There is specific information relating to arrangements for PRD for Head Teachers in Section 6 of this pack.

8. **Who do I have my PRD discussion with if I am a temporary member of staff?**

If you have a long term temporary contract within one school then you should request that the Head Teacher makes arrangements for your PRD.

If your pattern of work tends to be short term supply, a reviewer will be identified for you. Further information will be available to short term supply staff towards the end of session 2013-14.

If you tend to work in more than one local authority you should request your PRD within the authority where you have worked most in the previous 12 months.

If you have a peripatetic role your PRD should be arranged in consultation with your line manager. If you require further guidance you should contact the Quality Improvement Officer with responsibility for PRD/Professional Learning.

9. **I’m returning to teaching after a career break and I’m not familiar with the GTCS standards. Is there something to support my professional learning before I return to the classroom?**

We have procedures in place to support staff who have had a break of five years or more before they are added to our supply staff register. Contact HR for further information.

10. **Do I have to talk about the impact of professional learning? I only work on a short term supply basis for a few days each month and don’t have time for CPD activities.**

There is an expectation that all GTCS registered staff will participate in professional learning and maintain a Professional Learning record. The pack contains guidance on identifying the type of professional learning that might be most appropriate for you. You can also request guidance by emailing cpdsection@south-ayrshire.gov.uk
11. **If it is my Professional Update confirmation year will this take place at the same time as my PRD discussion? What will the process be?**

In time this will be the usual procedure but not necessarily for those with PU confirmation during session 2014-15. Information regarding submission of your professional learning record and the PU confirmation statement can be found as an appendix to this pack.

12. **What happens if I have GTCS registration but I don’t currently work in a school?**

You should discuss this with your line manager in the first instance to ensure that you have access to the PRD and PU processes outlined in this pack. If you require further guidance you should contact the Quality Improvement Officer with responsibility for PRD/Professional Learning.

13. **How will the steering group know if the new processes are being implemented successfully?**

All staff will be encouraged to participate in an anonymous online survey each year in order for us to gather data about how successfully the new procedures have been implemented and to ascertain if all staff exercise their entitlement to PRD and professional learning. The survey should also identify any issues that have arisen and require further consideration. We also plan to quality assure the process by inviting a representative sample of staff to discuss their experiences of PRD, PU and their access to relevant professional learning opportunities.

14. **What if I have a negative experience of PRD with my line manager?**

PRD should be a supportive process and not used as a forum for your line manager to discuss or address any concerns they may have regarding your competence. All reviewers undergo training for the new approach and are encouraged to adopt a coaching style with you. However, if your experience is not positive you can request an alternative reviewer. Where appropriate the existing grievance procedures should be implemented.

15. **Do I have right of appeal if my line manager refuses to confirm my PU?**

Our expectation is that any concerns (of either party) regarding confirmation of PU should be discussed at the earliest opportunity to allow concerns to be best addressed. If you think your manager’s position is not justified existing grievance procedures should be implemented.
FAQs – THIS SUPPORT PACK AND PRD

16. How does this Support Pack help with Professional Update?

The Professional Update scheme will require teachers to confirm every 5 years that they have engaged in ongoing professional development, in line with the new GTCS Professional Standards.

A key element of ongoing professional development is the Professional Review and Development process, informed by the teacher’s self-evaluation.

A good PRD process should help teachers to identify ways to update their skills, gain access to opportunities, and focus on how they can enhance their careers. So this support pack is about the self-evaluation process, linked to the new Standards, and the coaching and mentoring approach taken during the PRD meeting and beyond.

This pack has information for both reviewers and reviewees.

17. Why are we using a coaching approach at the PRD Meeting?

As teachers we know the benefits of asking helpful open questions and giving learners time to think and work out their own ideas. A similar approach can benefit the PRD conversation. The coaching process ‘GROW’ is described, and can be used to explore priorities, if the reviewee wishes.

However, as teachers we also know that sometimes a more direct approach is appropriate. Therefore the reviewer can still make suggestions when necessary. The reviewer can ask themselves ‘How confident am I, that what I am about to say, will be more beneficial to the reviewee than if I keep quiet and allow them to continue thinking and talking?’.

18. In the PRD agenda, what is ‘Other Items for Discussion’?

This allows the reviewer or the reviewee to add an item to the agenda in advance, so that both people know it will be discussed at the meeting. For example:

- The reviewee may wish to discuss something which is not part of the Professional Learning Plan, but which is relevant to their professional development. The reviewee can add this to the agenda, to make sure that it is discussed.

- The reviewer may be concerned that the reviewee has a significant development need, but will not identify this during the discussion. The reviewer can add this to the agenda, so that it is considered as part of the process of preparing the Professional Learning Plan.
The Standards for Registration and Standard for Career-Long Professional Learning
Guidelines for Self-Evaluation

This section refers to:

- The Standards for Registration, and
- The Standard for Career-Long Professional Learning

These Standards are part of the suite of GTC Scotland’s Professional Standards which also include the Standards for Leadership and Management. They have been developed to support the self-evaluation and professional learning of all teachers, leaders and aspiring leaders in schools.

The purpose of Professional Review and Development (PRD) is to reflect on your current practice, strengths and development needs, and to plan appropriate Professional Learning—previously referred to as Continuing Professional Development or CPD—based on strong self-evaluation that will lead to impact on yourself as a professional, and impact on the outcomes for the young people of South Ayrshire. You are required to assess yourself against the Standards for Registration but you may also refer to the Standard for Career Long Professional Learning if you wish. The development priorities in your Professional Learning Plan will be finalised in discussion with your line manager during the process of professional review and development.

Professional Learning is a cyclical process that allows teachers to reflect on what they have learned and then consider what skills or qualities they want or need to develop next. It’s not ad-hoc, rather something that is thoughtful and planned from a career-long perspective. A Professional Learning activity should focus on developing the qualities and capabilities that define what it is to be a teacher and for some staff, a leader. As well as enhancing these qualities and capabilities, as professionals it’s also important for all within the teaching profession to maintain their knowledge of policy developments at a local and national level. Professional Learning shouldn’t be seen as a box-ticking exercise to show that a set of requirements have been met. To be effective it should be about refreshing and enhancing your professional practice.

Types of Professional Learning experience

Please refer to Education Scotland guidelines Career-long Professional Learning which can be downloaded from www.educationscotland.gov.uk/clpl. This booklet was issued at the training.
Professional Learning is more than 'going on a course'. There are many innovative and exciting approaches, both formal and informal, that can contribute to your professional development. It is important that there is a purpose to every Professional Learning activity you undertake, and you should identify in advance what it is you want to gain from the experience. Some examples given by the GTCS include:

- **Learning from others.** Learning from others can be as simple as working together with another teacher who has more experience, or who has particular expertise in an area you want to develop. Have you thought about team teaching or observing a colleague then getting together afterwards to discuss what you've learned? This could even be done in another school or centre. More lengthy experiences could include going on a teacher exchange (international or other) or carrying out a placement or study visit in another school or work setting. Within South Ayrshire you may have several opportunities for Professional Learning. Some examples are: taking part in Learning Rounds; visiting schools in the same sector or another sector; peer observation; in-house training; opportunities to lead working groups or initiatives; shadowing of promoted members of staff.

- **Additional reading, scholarly activity, or study.** You can choose to study a particular aspect of teaching more thoroughly by yourself to:
  - enhance your subject expertise;
  - deepen your understanding of a particular learning theory;
  - learn more about different teaching methodologies.

- **Research.** What about identifying an issue that you’d like to know more about and carrying out a piece of research? This could involve extending your own reflective process by asking your pupils or colleagues about their responses to a particular approach you are trying in class. Or you could analyse the changes in pupil attainment after introducing a new teaching resource or method to evaluate what impact it has made.

- **Taking on an additional role or duty.** Another way of obtaining valuable Professional Learning is to initiate or become involved in specific project or groups, whether at school, local authority or national level. This could involve you in curriculum development or policy development, or taking forward a particular issue such as literacy or the Eco School initiative. In South Ayrshire we encourage all staff to take on a role to develop further their skills and expertise in a particular area.

**EIS Learning Reps**

We are also looking to develop our partnership with EIS Learning Reps who can offer advice to members about professional learning. You can read about the role of Learning Reps here [http://www.eis.org.uk/LR_Handbook/What_is_an_LR.htm](http://www.eis.org.uk/LR_Handbook/What_is_an_LR.htm)
A Model of Professional Learning

Go here to read about this model of professional learning
http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/clpl/modelforclpl.asp

Evaluating the Impact of Your Professional Learning

An essential element of the process is evaluating the impact of professional learning on the experiences and achievements of learners. Reflect on every Professional Learning experience, immediately upon its completion and also after a period of time. Record conclusions about impact. When assessing the impact of Professional Learning you could:

- look for improvements in measures of attainment;
- look for improvements in feedback from observed lessons;
- look at pupil feedback in the form of questionnaires and focus groups;
- look at feedback from discussions with other staff within the school or centre;
- look at evidence from self-evaluation data within the department and school;

Be aware what constitutes effective and excellent practice and be proactive in identifying this and in sharing your practice with others. Consult the Education Scotland website regularly and consider joining the PRDShare community on GLOW to share developments, issues, ideas and solutions with colleagues across Scotland.
Preparing for your Professional Review and Development Meeting and Developing your Professional Learning Plan

As preparation for your annual Professional Review and Development Meeting, consider the impact of your professional learning over the past year (examples above), and take some time to assess your skills and knowledge against the Standard for Registration.

On the separate form (Self-Evaluation Template - Standards for Registration and Standards for Career-Long Professional Learning) note down any evidence of strength under the standards and identify relevant development needs. Focus on two or three areas for development for this session and identify appropriate Professional Learning activities that will be undertaken over this session as a focus.

At your Professional Review and Development meeting with your line manager, you will also be asked about areas of your work and professional learning which have given the greatest professional satisfaction, and the impact of your professional learning throughout the previous year. Priorities for your Professional Learning Plan will be discussed, and your line manager may identify Professional Learning activities. You may wish to use the coaching process ‘GROW’ to explore one or more priorities. Your Professional Learning Plan will then be finalised. It is important you have ownership of the Professional Learning Plan and evaluate progress throughout the year.

Extract from Standards for Registration

2. Professional Knowledge and Understanding

2.1 Curriculum

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<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
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<tr>
<td>2.1.1 Registered teachers have knowledge and understanding of the nature of the curriculum and its development.</td>
<td>• 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.</td>
<td>• Classroom observation/feedback on curriculum – subject/stage taught.</td>
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<td>2.1.2 onwards – SEE NEXT PAGE</td>
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<td>• Notes on planning/departmental meeting with stage/subject colleagues.</td>
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<td>• Forward plans and lesson plan folders.</td>
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<td>• Feedback on planning.</td>
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2.1 Curriculum

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<th>Examples of Evidence</th>
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<td>2.1.2 Registered teachers have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum.</td>
<td>• 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 learning and teaching 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.</td>
<td>• School inservice training. Working group agendas and minutes. • Lesson plan demonstrating how knowledge of a current development may be integrated into teaching and learning. • Written notes on shadowing/participation in social education/health education issues. • Samples of pupil work. • Use of ICT. • Forward plans/lesson plan folders demonstrating connections with other curriculum areas, subjects and stages.</td>
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<td>2.1.3 Registered teachers have secure knowledge and understanding of planning coherent and progressive teaching programmes.</td>
<td>• 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.</td>
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2.1.4 onwards – SEE NEXT PAGE
2.1 Curriculum

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<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
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<td>2.1.4 Registered teachers have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning.</td>
<td>• 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 learning and teaching; • 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.</td>
<td>• Shadowing notes on observation of other stages/subjects, etc.</td>
</tr>
<tr>
<td>2.1.5 Registered teachers have knowledge and understanding of the principles of assessment, recording and reporting.</td>
<td>• 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 secure understanding of the principles of assessment, methods of recording assessment info, 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.</td>
<td>• Oral reports/comparisons on visits to other schools and educational establishments.</td>
</tr>
</tbody>
</table>

|                          | Portfolio self-evaluations on above. |
|                          | Self-evaluation on curriculum knowledge. |
|                          | Evidence of involvement in interdisciplinary learning. |
### 2.2 Education Systems and Professional Responsibilities

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| 2.2.1 Registered teachers have knowledge and understanding of the principal features of the education system, educational policy and practice. | • have an understanding of the principal influences on Scottish education and international systems and understand the contribution and impact of these systems on teaching and learning;  
• have an understanding of current, relevant legislation and guidance such the Standards in Scotland’s Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC;  
• have an understanding of the legal and professional aspects of a teacher’s position of trust in relation to learners and how these affect his/her daily responsibilities. | • Professional Learning record of attendance at Child Protection course, GIRFEC training, Equalities training etc, and evaluation of these.  
• Agenda/action plan notes showing discussion re authority policies and priorities.  
• Notes on familiarisation/involvement in school development planning. |
| 2.2.2 Registered teachers have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them. | • have secure working knowledge and detailed understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers’ professional practice;  
• have secure working knowledge and detailed understanding of their contractual, pastoral and legal responsibilities as teachers;  
• understand the importance of making a commitment to the distinctive ethos in all areas of the learning community;  
• have secure knowledge and detailed understanding of their own role and responsibilities as teachers in relation to all staff within the learning community, other partner agencies and parents’ organisations. |
### 2.3 Pedagogical Theories and Practice

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2.3.1 Registered teachers have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices.</td>
<td>• have secure knowledge and detailed understanding of the stages of learners’ cognitive, social and emotional development which they are able to use to take an holistic account of all learners’ needs; • have secure knowledge and detailed understanding of learning theories and draw on these systematically in planning, teaching and learning; • have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice.</td>
<td>• Agenda/action plan notes illustrating discussions on classroom choices (management, class, group, etc), forward planning, shadowing opportunities. • Written evaluations from forward plans. • Agenda/action plan notes illustrating discussion of impact of professional development. • Discussion relating student research to practice in new context. • Report on small-scale action research. • Reflective report on Action Research Professional Learning.</td>
</tr>
<tr>
<td>2.3.2 Registered teachers have knowledge and understanding of the importance of research and engagement in professional enquiry.</td>
<td>• know how to access and apply relevant findings from educational research; • know how to engage critically in enquiry, research and evaluation individually or collaboratively, and apply this in order to improve teaching and learning</td>
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3. Professional Skills and Abilities – See next page
3. **Professional Skills and Abilities**

3.1 **Teaching and Learning**

<table>
<thead>
<tr>
<th>Professional Standard</th>
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</tr>
</thead>
</table>
| 3.1.1 Registered teachers plan coherent, progressive and stimulating teaching programmes which match learners’ needs and abilities. | • 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. | • Forward plan folders.  
• Feedback (written and oral meetings) on planning.  
• Self-evaluation on planning.  
• Classroom observation/feedback sheet on planning. |
| 3.1.2 Registered teachers communicate effectively and interact productively with learners, individually and collectively. | • 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 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. | • Classroom observation/feedback on communication and pace of pupils’ work.  
• Self-evaluation on communication and pace of pupils’ work.  
• Pupils’ work.  
• Feedback written on pupils’ work, etc.  
• Relevant PowerPoint presentations.  
• Pupil questionnaires. |

3.1.3 onwards – SEE NEXT PAGE
### 3.1 Teaching and Learning

#### continued

<table>
<thead>
<tr>
<th>Professional Standard</th>
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<tbody>
<tr>
<td>3.1.3 Registered teachers employ a range of teaching strategies and resources to meet the needs and abilities of learners.</td>
<td>• 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.</td>
<td>• Classroom observation/feedback on teaching strategies and resources. • Self-evaluation on teaching strategies and resources. • Examples of resources including use of ICT. • Pupils’ work demonstrating differentiation. • Agenda/action plan of meetings demonstrating discussion of current research regarding learning and teaching.</td>
</tr>
<tr>
<td>3.1.4 Registered teachers have high expectations of all learners.</td>
<td>• 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.</td>
<td>• Classroom observation/feedback on communication and pace of pupils’ work. • Self-evaluation on communication and pace of pupils’ work. • Pupils’ work. • Pupil questionnaires. • Pupil focus group feedback. • Feedback in jotters, etc.</td>
</tr>
<tr>
<td>3.1.5 Registered teachers work effectively in partnership in order to promote learning and wellbeing.</td>
<td>• 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.</td>
<td>• Classroom observation/feedback on working co-operatively with other professionals and adults. • Self-evaluation on working with others. • Notes on shadowing opportunities, meetings with other professionals. • Notes/minutes from discussions with ASN/Guidance staff. • Memos/letters from staff and parents.</td>
</tr>
</tbody>
</table>
## 3.2 Classroom Organisation and Management

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 Registered teachers create a safe, caring and purposeful learning environment.</td>
<td>• 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.</td>
<td>• Classroom observation/feedback on classroom organisation and management. • Self-evaluation on classroom organisation and management. • Photographs of classroom displays. • Examples of rewards/sanctions systems.</td>
</tr>
<tr>
<td>3.2.2 Registered teachers develop positive relationships and positive behaviour strategies.</td>
<td>• 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.</td>
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</table>
## 3.3 Pupil Assessment

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Registered teachers use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning.</td>
<td>• 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.</td>
<td>• Assessment folders/records. • Classroom observation/feedback on assessment of pupils, self-evaluation on assessment of pupils. • Copy of report sent home to parent. • Cross marking with colleagues. • Agenda/action plan from meetings. discussing/analysing test/ exam results. • Classroom observation/feedback on assessment of pupils. • Self-evaluation on assessment of pupils. • Pupils' work showing assessment feedback. • Notes on shadowing/meetings with ASN staff. • Pupils’ work showing target setting/personal learning plans. • Pupil profiling.</td>
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</tbody>
</table>
### 3.4 Professional Reflection and Communication

<table>
<thead>
<tr>
<th>Professional Standard</th>
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<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| 3.4.1 Registered teachers read and critically engage with professional literature, educational research and policy. | • 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. | • Forward Plan evaluations.  
• Reflective reports on Professional Learning activities with impact.  
• Evidence of planning Professional Learning activities based on self evaluation and educational research.  
• Agenda/action plan of meetings.  
• Records of professional development, self-evaluations and impact.  
• Member of curriculum working groups.  
• Piece of development work carried out.  
• Evidence of self evaluation exercise.  
• Evidence of leading Professional Learning for others across school/authority.  
• Self-evaluations against SFR.  
• Interim profile: maintenance of Professional Learning records and portfolio. |
| 3.4.2 Registered teachers engage in reflective practice to develop and advance career-long professional learning and expertise. | • 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 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. |  |

If you wish, you may self-evaluate against the Standard for Career-Long Professional Learning. See next page.
### Extract from Standard for Career-Long Professional Learning

#### The Professional Actions in Career-Long Professional Learning

If you wish to self-evaluate against the Standard for Career-Long Professional Learning, you could use this extract from the GTCS Standard to consider and reflect on evidence of your professional learning, and the impact of it.

<table>
<thead>
<tr>
<th>Professional Standard</th>
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</thead>
</table>
| Pedagogy, Learning and Subject Knowledge | • demonstrate deep subject knowledge and pedagogical leadership;  
• lead curriculum development with a deep understanding of the place of subject knowledge and the wider purposes of education;  
• demonstrate a critical understanding of approaches to teaching and learning, pedagogy and practice;  
• deploy an enhanced understanding of pedagogy and how constructive relationships with learners can be developed;  
• demonstrate a critical understanding of digital technologies and how these can be used to support learning;  
• understand and develop the most appropriate contexts and environments for learning including outdoor learning, and be able to apply appropriate pedagogies for these environments. |
| Curriculum and Assessment | • understand and apply the principles of curriculum and assessment design to address changing educational needs;  
• lead and collaborate with others to plan innovative curricular programmes;  
• lead and work with others to ensure effective practice in the assessment of learning, including a deep knowledge and understanding of the policies and practices of assessment as required by awarding bodies. |
| Enquiry and Research | • develop and apply expertise, knowledge and understanding of research and impact on education;  
• develop and apply expertise, knowledge, understanding and skills to engage in practitioner enquiry to inform pedagogy, learning and subject knowledge; lead and participate in collaborative practitioner enquiry. |
| Educational contexts and current debates in policy, education and practice | • understand and explore the contexts and complexity in which teachers operate and the dynamic and complex role(s) of professionals within the educational community;  
• actively consider and critically question the development(s) of policy in education;  
• develop culture where learners meaningfully participate in decisions related to their learning and school;  
• develop and apply political literacy and political insight in relation to professional practice, educational change and policy development. |
| Sustaining and Developing Professional Learning | • develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice;  
• commit to on-going career-long professional learning, including postgraduate study as appropriate;  
• lead and contribute to the professional learning of all colleagues, including students and probationers. |
| Learning for Sustainability | • understand the environmental, social and economic conditions of learners to inform teaching and learning;  
• have a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems function and are interconnected;  
• develop the knowledge, skills and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world;  
• connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community. |
### Self-Evaluation Template - Standards for Registration

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</table>

- Using the GTCS Standard for Registration, consider and reflect on the Professional Standards to identify strengths and development needs in relation to your Professional Learning. If you wish, you may also use the GTCS Standard for Career-Long Professional Learning.
- Consider and reflect on the impact of your professional learning.
- Further information is available in South Ayrshire’s Professional Review and Development Support Pack, which includes extracts from the Standards, and examples of evidence which may be helpful.

#### 1. Professional Values and Personal Commitment

Elements of development activity in this Section will be evidenced and described more fully in Section 2 Professional Knowledge and Understanding, and in Section 3, Professional Skills and Abilities.

<table>
<thead>
<tr>
<th>Reflective Comment, including strengths and development needs</th>
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#### 2. Professional Knowledge and Understanding

<table>
<thead>
<tr>
<th>2.1 Curriculum</th>
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<tr>
<th>2.2 Education Systems and Professional Responsibilities</th>
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<table>
<thead>
<tr>
<th>2.3 Pedagogical Theories and Practice</th>
</tr>
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</table>
### Reflective Comment, including strengths and development needs

<table>
<thead>
<tr>
<th>3. Professional Skills and Abilities</th>
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</thead>
<tbody>
<tr>
<td>3.1 Teaching and Learning</td>
<td></td>
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<tr>
<td>3.2 Classroom Organisation and Management</td>
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<td>3.3 Pupil Assessment</td>
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<tr>
<td>3.4 Professional Reflection and Communication</td>
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</table>

**Main Points for Discussion at PRD Meeting**
This page is for teachers who wish to self-evaluate against
The Standard for Career-Long Professional Learning

- Using the GTCS Standard for Registration, consider and reflect on the Professional Standards to identify strengths and development needs in relation to your Professional Learning. If you wish, you may also use the GTCS Standard for Career-Long Professional Learning on this page.
- Consider and reflect on the impact of your professional learning.
- Further information is available in South Ayrshire’s Professional Review and Development Support Pack, which includes extracts from the Standard.

<table>
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</tr>
<tr>
<td>Curriculum and Assessment</td>
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<tr>
<td>Educational contexts and current debates in policy, education and practice</td>
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<tr>
<td>Sustaining and Developing Professional Learning</td>
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<tr>
<td>Learning for Sustainability</td>
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Main Points for Discussion at PRD Meeting

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Self-Evaluation Template - Standards for Career-Long Professional Learning
The Standards for Leadership and Management — Middle Leaders
Guidelines for Self-Evaluation

The Standards for Leadership and Management include both the Standard for Middle Leadership and the Standard for Headship. The Standards are part of the suite of GTC Scotland’s Professional Standards which also include the Standards for Registration and the Standards for Career-Long Professional Learning.

The Standards for Leadership and Management have been developed to support the self-evaluation and professional learning of those in, or aspiring to, formal leadership roles in schools.

The Professional Actions of Middle Leaders: The Key Purpose of Middle Leaders

Middle leaders, within their areas of responsibility, lead and collaborate with team(s) to establish, enhance and ensure high quality learning experiences and outcomes for all learners. In the context of middle leadership, ‘team’ is used widely and refers to colleagues for whom middle leaders have line management responsibility, as well as those with whom they may work, in and across departments or project teams.

In line with the visions and values of the school, and within the school and departmental improvement agendas, middle leaders:

- develop a range of strategies for individual and collective self-evaluation which contribute to the school’s improvement;
- develop coherent approaches to professional learning which build and sustain teachers’ practice;
- lead and work collaboratively to enhance teaching which leads to high quality learning experiences;
- build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners;
- manage allocated resources proactively and effectively to meet learning and development priorities.

The purpose of Professional Review and Development (PRD) is to reflect on your current practice, strengths and development needs, and to plan appropriate Professional Learning — previously referred to as Continuing Professional Development or CPD - based on strong self-evaluation that will lead to: impact on yourself as a professional, impact on the staff for whom you have leadership responsibility, and impact on the outcomes for the young people of South Ayrshire. You are required to assess yourself against the Standard for Leadership and Management but may also use information gained from 360 degree evaluations. The development priorities in your Professional Learning Plan will be finalised in discussion with your line manager during the process of professional review and development.
Professional Learning is a cyclical process that allows teachers to reflect on what they have learned and then consider what skills or qualities they want or need to develop next. It’s not ad-hoc, rather something that is thoughtful and planned from a career long perspective. A Professional Learning activity should focus on developing the qualities and capabilities that define what it is to be a teacher and, for some staff, a leader. As well as enhancing these qualities and capabilities, as professionals it’s also important for all within the teaching profession to maintain their knowledge of policy developments at a local and national level. Professional Learning shouldn’t be seen as a box-ticking exercise that shows that a set of requirements have been met. To be effective it should be about refreshing and enhancing your professional practice.

**Types of Professional Learning experience**

*Please refer to Education Scotland guidelines Career-long Professional Learning which can be downloaded from www.educationscotland.gov.uk/clpl* This booklet was issued at the training.

Professional Learning is more than 'going on a course'. There are many innovative and exciting approaches, both formal and informal, that can contribute to your professional development. It is important that there is a purpose to every Professional Learning activity you undertake, and you should identify in advance what it is you want to gain from the experience. Some examples given by the GTCS include:

- **Learning from others.** Learning from others can be as simple as working together with another leader who has more experience, or who has particular expertise in an area you want to develop. Have you thought about team teaching or observing a colleague then getting together afterwards to discuss what you've learned? This could even be done in another school or centre. More lengthy experiences could include going on a teacher exchange (international or other) or carrying out a placement or study visit in another school or work setting. Within South Ayrshire you may have several opportunities for Professional Learning. Some examples are: taking part in Learning Rounds; visiting schools in the same sector or another sector; peer observation; in-house training; opportunities to lead working groups or initiatives; shadowing of promoted members of staff.

- **Additional reading, scholarly activity, or study.** You can choose to study a particular aspect of teaching more thoroughly by yourself to:
  - enhance your subject expertise;
  - deepen your understanding of a particular learning theory;
  - learn more about different teaching methodologies.
• **Research.** What about identifying an issue that you’d like to know more about and carrying out a piece of research? This could involve extending your own reflective process by asking your pupils or colleagues about their responses to a particular approach you are trying as a leader. Or you could analyse the changes in pupil attainment after introducing a new teaching resource or method to evaluate what impact it has made.

• **Taking on an additional role or duty.** Another way of obtaining valuable Professional Learning is to initiate or become involved in specific project or groups, whether at school, local authority or national level. This could involve you in curriculum development or policy development, or taking forward a particular issue such as literacy or the Eco School initiative. In South Ayrshire we encourage all staff to take on a role to further develop their skills and expertise in a particular area.

**Evaluating the Impact of Your Professional Learning**

An essential element of the process is evaluating the impact of professional learning on the experiences and achievements of learners. Reflect on every Professional Learning experience, immediately upon its completion and also after a period of time. Record conclusions about impact. When assessing the impact of Professional Learning you could:

- look for improvements in measures of attainment;
- look for improvements in feedback from observed lessons;
- look at pupil feedback in the form of questionnaires and focus groups;
- look at feedback from discussions with staff, pupils, parents and other stakeholders;
- look at evidence from self-evaluation data;
- look at evidence from self-evaluation against the Standard for Leadership and Management.

Be aware what constitutes effective and excellent practice and be proactive in identifying this and in sharing practice with others. Consult the Education Scotland website regularly and consider joining the PRDShare community on GLOW to share developments, issues, ideas and solutions with colleagues across Scotland.

**EIS Learning Reps**

We are also looking to develop our partnership with EIS Learning Reps who can offer advice to members about professional learning. You can read about the role of Learning Reps here [http://www.eis.org.uk/LR_Handbook/What_is_an_LR.htm](http://www.eis.org.uk/LR_Handbook/What_is_an_LR.htm)
A Model of Professional Learning

Go here to read about this model of professional learning
http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/clpl/modelforclpl.asp

Preparing for your Professional Review and Development Meeting and Developing your Professional Learning Plan

As preparation for your annual Professional Review and Development Meeting, consider the impact of your professional learning over the past year (examples above), and take some time to assess your skills and knowledge against the Standard for Leadership and Management.

On the separate form (Self-Evaluation Template - Standards for Middle Leaders) note down any evidence of strength under the standards and identify relevant development needs. Focus on two or three areas for development for this session and identify appropriate Professional Learning activities that will be undertaken over this session as a focus.

At your Professional Review and Development meeting with your line manager, you will also be asked about areas of your work and professional learning which have given the greatest professional satisfaction, and the impact of your professional learning throughout the previous year. Priorities for your Professional Learning Plan will be discussed, and your line manager may identify Professional Learning activities. You may wish to use the coaching process ‘GROW’ to explore one or more priorities. Your Professional Learning Plan will then be finalised. It is important you have ownership of the Professional Learning Plan and evaluate progress throughout the year.
### Extract from the Standards for Leadership and Management

#### 3. The Professional Actions of Middle Leaders

**3.1 Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement.**

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<thead>
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<tbody>
<tr>
<td>3.1.1 Middle leaders foster an ethos to support self-evaluation and plan specific opportunities for this to take place.</td>
<td>• model good practice in personal self-evaluation against the relevant Professional Standard and appropriate benchmarks; • promote an open, honest and critical stance in examining practice, within their area of responsibility; • lead and influence others to critically analyse and evaluate their own practice in relation to relevant policies and procedures.</td>
<td>• Evidence of involvement in relevant recent Professional Learning. • Use Standard for Leadership and Management for self-evaluation. • Knowledge of own strengths, development needs and points for action. • Self-evaluation activities, pupil focus groups, questionnaires, 360 evals etc. • Lesson observations, feedback, target setting staff. • Use of using HGIOS/Child at Centre. • Experience of coaching and mentoring to influence others and evidence of impact. • Self-evaluation procedures within improvement planning, Standards and Quality and/or STACs analysis inform improvement planning. Self-evaluation procedures are practice-based not just paper-based. • Involvement in self-evaluation, evidence of peer observations, learning rounds etc, and impact. • Staff in dept/school have knowledge of HGIOS/CatC and take an active role in self-evaluation evidenced through minutes or recorded activities, Standards and Quality Reports, improvement plan updates. • Self-evaluation calendar. • Evidence from monitoring and evaluating the work of the department or school. • Engagement with current national and local policy on Self-Evaluation including: o HGIOS and Child at the Centre, o Improving our Curriculum through Self-Evaluation, o Improving Outcomes for Learners through Self-Evaluation, o Learning Together Series, o Journey to Excellence. • HMIE briefing notes.</td>
</tr>
<tr>
<td>3.1.2 Middle leaders enable staff individually and collectively to engage in regular and rigorous self-evaluation.</td>
<td>• systematically use established self-evaluation practices, gathering information from appropriate stakeholders and apply the information gathered to the planning of next steps and actions; • develop colleagues’ skills and confidence in using the established self-evaluation processes and deriving a range of processes.</td>
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<tr>
<td>3.1.3 Middle leaders use established systems to monitor progress of the team’s improvement agenda.</td>
<td>• undertake regular and systematic review of progress towards the team’s priorities; • adopt a range of approaches to sustain and improve the work of the team.</td>
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<tr>
<td>3.1.4 Middle leaders critically engage with literature, research and policy, in relation to all of the above.</td>
<td>• develop and use knowledge from literature, research and policy sources to support the process of self-evaluation for the enhancement of professional practice and decision making, within their areas of responsibility.</td>
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3.2 Develop coherent approaches to professional learning which build and sustain teachers’ practice.

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<tr>
<th>Professional Standard</th>
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</table>
| 3.2.1 Middle leaders work within school policies with regard to staffing and personnel issues. | • take due account of school policy and local authority guidelines in all aspects of human resource management. | • Recruitment and selection procedures.  
• Absence management procedures.  
• Professional learning of all staff within your team.  
• Health and safety at work.  
• ASN, Equalities and all other relevant legislation impacts on, and is reflected in practice. |
| 3.2.2 Middle leaders establish and use strategies to identify individual and team professional learning needs to support the school’s improvement agenda. | • take responsibility for, and engage actively in, on-going professional learning to enhance their personal and professional skills and knowledge base;  
• promote ambition and set high expectations of continuing professional learning for the team and ensure opportunities which deliver this;  
• use coaching and mentoring skills to support the PRD process;  
• ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to professional practice. | • Evidence of ongoing professional learning through PRD process and reflective self-evaluation.  
• Evidence of Professional Learning Plan that has impacted on practice and on learners.  
• Ability to create a culture and ethos of continued professional learning within the team/school.  
• Evidence of providing opportunities and funding where appropriate to support the team in their own professional learning.  
• Evidence of a coaching and mentoring approach to staff PRD.  
• Evidence that rigorous PRD takes place for all staff within the team.  
• Ensure that staff development opportunities are well planned within improvement targets and have impact on learners.  
• Evidence of distributive leadership and collegiate ethos within the team.  
• Evidence of planned opportunities for collaborative learning within the team including; Learning rounds peer observations, action research projects, co-op teaching, work shadowing, focused professional reading.  
• Development of coaching and mentoring skills in supporting colleagues. |
| 3.2.3 Middle leaders create coherent opportunities for collaborative development activities. | • create opportunities for colleagues to take on leadership roles;  
• lead team participation in professional learning community processes;  
• build constructive relationships that foster commitment and collegiality;  
• use coaching and mentoring to support colleagues and build these skills to develop peer support. |  |

3.2.4 and 3.2.5 - SEE NEXT PAGE
### 3.2 Develop coherent approaches to professional learning which build and sustain teachers’ practice.

Continued

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.4 Middle leaders evaluate the impact of professional learning on teachers’ practice and understanding, in relation to outcomes for learners.</td>
<td>• work with the team to critically reflect on individual and collective professional learning; • plan and evaluate professional learning provision directly on its intended impact on learning, within their areas of responsibility.</td>
<td>• When evaluating impact of professional learning do you consider how effectively the participant uses new knowledge and skills and what impact the teacher’s learning has on the learning experience of young people? • Evidence could be generated from: o Direct observation – your own lessons or others. o Written material – pupils work, reports, teachers planning, course materials, minutes. o Quantitative data – tracking data, value-added measures, AfE data and STACs, leaver destinations. o Stakeholder and partner views – discussions, focus groups, questionnaires, minutes.</td>
</tr>
<tr>
<td>3.2.5 Middle leaders critically engage with literature, research and policy in relation to all of the above.</td>
<td>• develop and use knowledge from literature, research and policy sources to support the processes of leading and developing staff and creating school cultures for the enhancement of practice and decision making, within their areas of responsibility.</td>
<td>• Evidence of professional reading. • Education Scotland publications. • GTCS - Professional Standards.</td>
</tr>
</tbody>
</table>
3.3 Lead and work collaboratively to enhance teaching which leads to high quality learning experiences.

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Middle leaders support the improvement of teaching and learning and set consistent high expectations for all in the school community.</td>
<td>• work with the team to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning; • set clear standards in their practice, in relation to enacting the principles of inclusion, sustainability, equality and social justice; • model and develop, within and beyond their area of responsibility, a culture of mutual respect and accountability.</td>
<td>• School/Centre/Dept/Faculty values and vision. • Evidence gathered from self-evaluation lesson observations, and evaluations of learner experiences (eg HGIOS QI 2.1 and CatC QI 2.1). • Evidence of an inclusive ethos within school/department/faculty. • Evidence relating to the impact of Rights Respecting Schools or Dyslexia Friendly Schools. • Evaluation of trends in attendance, exclusions, behaviour referrals/incidents.</td>
</tr>
<tr>
<td>3.3.2 Middle leaders work with teams to design coherent and progressive programmes which address learning needs.</td>
<td>• develop and plan curricular, cross-curricular and pastoral programmes to ensure appropriate personalisation and choice; • ensure that learners are consulted in the development and planning of all learning programmes; • ensure the principles of good curriculum design underpin all learning programmes.</td>
<td>• Evidence of leading a coherent, planned curriculum within the department/school that meets the principles of curricular design. • Evidence of provision of stimulating learning experiences for all learners. • Evidence of range of learning opportunities and experiences for all learners. • Evidence that courses and programmes meet local and national guidelines. • Evidence of inclusion of pupil views when planning new courses and programmes.</td>
</tr>
</tbody>
</table>

3.3.3 to 3.3.6 – SEE NEXT PAGE
3.3 Lead and work collaboratively to enhance teaching which leads to high quality learning experiences.

Continued

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3.3.3 Middle leaders establish and develop pedagogic practices to meet the learning and pastoral needs of all learners.</td>
<td>• model high quality teaching; • set high expectations of the quality of teaching and learning across the team; • provide systematic opportunities to enhance and refresh teachers’ pedagogic practices, including assessment practices.</td>
<td>• Evidence of high quality teaching within the dept/school. • Evidence of opportunities for regular professional dialogue on teaching and learning. • Evidence of setting and sharing consistently high expectations of all teaching and learning. • Evidence of interventions and strategies that have impact on underachievement. • Evidence of opportunities for all staff to refresh their skills through professional learning opportunities.</td>
</tr>
<tr>
<td>3.3.4 Middle leaders use collaborative processes to monitor and review pedagogic practice, working across the team.</td>
<td>• implement a range of peer learning approaches which enable the team to work collaboratively; • work regularly with individual teachers to review teaching and learning approaches in the classroom; • draw upon self-evaluation activities to promote on-going review of pedagogy.</td>
<td>• Evidence of a consistent approach to formative and summative assessment across the dept/school/centre. • Evidence of rigorous tracking procedures in place to monitor consistent practice and pupil progress. • Evidence of use of assessment data to inform future planning (AFE data, transition information)</td>
</tr>
<tr>
<td>3.3.5 Middle leaders systematically gather and use assessment feedback and learners’ progress data to evaluate and plan future learning.</td>
<td>• establish processes for the systematic use of formative and summative assessment; • establish processes for the tracking and monitoring of individual learning and pastoral needs; • use assessment and progress data to inform and plan learning programmes.</td>
<td>Professional reading • Improving Our Curriculum Through Self-Evaluation (HMIE) • Building the Curriculum series • Education Scotland website and publications • National Assessment Resource (NAR) • Benchmarking information e.g. SSLN, PISA OECD etc.</td>
</tr>
</tbody>
</table>
3.4 Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners.

<table>
<thead>
<tr>
<th>Professional Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.4.1 Middle leaders establish and use processes for the regular review of learners in order to identify learners’ needs.</td>
<td>• use appropriate diagnostic tools to review learners’ progress; • communicate outcomes with all relevant partners; • ensure planning and provision for learning is underpinned by the principles of equality and social justice.</td>
<td>• Evidence of taking account of all information available for learners when planning for progression (AfE data – including from previous school(s), assessment data etc). • Evidence of opportunities for all learners taking into account additional support needs. • Evidence of robust and accurate reporting procedures. • Evidence of quality assurance in relation to reporting and communication with parents. • Evidence that that high quality dialogue with learners is a strong feature within the department/school/centre.</td>
</tr>
<tr>
<td>3.4.2 Middle leaders establish and enhance the opportunities for learners to contribute to the planning and enhancement of their own learning programmes</td>
<td>• ensure opportunities for personalisation and choice; • provide opportunities for learners and teachers to plan and discuss learning strategies; • provide opportunities for learners to review their learning and progress</td>
<td>• Evidence of effective pupil profiles and effective feedback which allows learners to reflect on their learning and plan next steps.</td>
</tr>
<tr>
<td>3.4.3 Middle leaders build partnerships with parents and carers to support the learner’s needs</td>
<td>• provide parents and carers with regular information about their child’s progress • seek regular opportunities to keep parents and carers informed about developments in the curriculum and teaching and learning approaches</td>
<td>• Sample progress reports for learners. • Evidence of engagement with parents regarding their own child’s progress and learning needs. • Evidence of engagement with parents regarding the curriculum. • Evidence of engagement with parents regarding learning and teaching approaches.</td>
</tr>
</tbody>
</table>

3.4.4 and 3.4.5 – SEE NEXT PAGE
3.4 Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners.

Continued

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| 3.4.4 Middle leaders work collaboratively with other professions and agencies to support the learning, pastoral and emotional needs of learners | • adhere to and implement child protection policies and procedures to ensure the wellbeing of learners;  
• recognise and encourage the wide and diverse range of partnerships which contribute to the learning, pastoral and emotional needs of all learners;  
• ensure appropriate information is shared with partners to inform decision making;  
• draw upon knowledge and expertise from other professional partners to enhance programmes for learners. | • Evidence that the needs of all learners are addressed within the department/school/centre.  
• Evidence that you and your staff understand and work within the GIRFEC guidelines.  
• Evidence of links with partners to support learning  
• Evidence that learning with and from partners is planned in a coherent way to enhance programmes for learners. |
| 3.4.5 Middle leaders critically engage with literature, research and policy in relation to the above | • develop and use knowledge from literature, research and policy sources to support the processes of collaborative working for the enhancement of professional practice and decision making, within their area of responsibility | Professional reading;  
• GIRFEC  
• HGIOS and Child at the Centre  
• Building the Curriculum series  
• Education Scotland website and publications |
### 3.5 Manage allocated resources proactively and effectively to meet learning and development priorities.

<table>
<thead>
<tr>
<th>Professional Standard</th>
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<th>Examples of Evidence</th>
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</thead>
<tbody>
<tr>
<td>3.5.1 Middle leaders identify priorities within their area and allocate resources to achieve these.</td>
<td>• work with teams to agree and deliver appropriate resourcing decisions; • use data and evaluations of previous planning priorities and learning programmes to inform future resourcing decisions.</td>
<td>Evidence of the following: • Resourcing decisions are made in collaboration with the team • Resourcing decisions are prioritised by improvement planning priorities • The use of additional funding is effectively used to support learning and teaching. • Allocation of resources is fair and transparent • Monitor the use of resources and revise approaches accordingly • Resourcing supports the health and safety and inclusion of all learners.</td>
</tr>
<tr>
<td>3.5.2 Middle leaders set expectations and ensure resources are allocated and used in fair and effective ways.</td>
<td>• make best operational use of available resources to create, maintain and enhance an appropriate learning environment for effective teaching and learning and to support improvement; • demonstrate transparent and equitable allocation of resources which takes account of identified need, within their areas of responsibility; • foster collective responsibility across the team for the sustainable, transparent, fair and effective use of resources.</td>
<td></td>
</tr>
<tr>
<td>3.5.3 Middle leaders establish and use systems to monitor the use of resources within their areas of responsibility.</td>
<td>• ensure efficient and effective use of resources to support the learning needs of all learners; • give due regard to health and safety legislation to ensure safety and welfare of all.</td>
<td></td>
</tr>
<tr>
<td>3.5.4 Middle leaders critically engage with literature, research and policy texts.</td>
<td>• develop and use knowledge from literature, research and policy sources in the area of resource management to inform professional practice and decision making, within their areas of responsibility.</td>
<td></td>
</tr>
</tbody>
</table>
### Self-Evaluation Template - Standards for Middle Leaders

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</thead>
</table>

- Using the GTCS Standard for Leadership and Management, consider and reflect on the Professional Standards to identify strengths and development needs in relation to your Professional Learning.
- Consider and reflect on the impact of your professional learning.
- Further information is available in South Ayrshire’s Professional Review and Development Support Pack, which includes extracts from the Standards, and examples of evidence which may be helpful when reflecting on Section 3.

#### 1. Professional Values and Personal Commitment

Elements of development activity in this Section will be evidenced and described more fully in Section 2 Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills and Abilities and in Section 3, The Professional Actions of Middle Leaders.

<table>
<thead>
<tr>
<th>Reflective Comment, including strengths and development needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills and Abilities</strong></td>
</tr>
<tr>
<td>2.1 Strategic Vision</td>
</tr>
<tr>
<td>2.2 Professional Knowledge and Understanding</td>
</tr>
<tr>
<td>2.3 Interpersonal Skills and Abilities</td>
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</tbody>
</table>
### Reflective Comment, including strengths and development needs

#### 3. The Professional Actions of Middle Leaders

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3.1</td>
<td>I develop a range of strategies for individual and collective self-evaluation which contribute to school improvement.</td>
</tr>
<tr>
<td>3.2</td>
<td>I develop coherent approaches to professional learning which build and sustain teachers’ practice.</td>
</tr>
<tr>
<td>3.3</td>
<td>I lead and work collaboratively to enhance teaching which leads to high quality learning experiences.</td>
</tr>
<tr>
<td>3.4</td>
<td>I build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners.</td>
</tr>
<tr>
<td>3.5</td>
<td>I manage allocated resources proactively and effectively to meet learning and development priorities.</td>
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</tbody>
</table>

### Main Points for Discussion at PRD Meeting

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**Self-Evaluation Template – Standards for Middle Leaders**
The Standards for Leadership and Management – Head Teachers
Guidelines for Self-Evaluation

The Standards for Leadership and Management include both the Standard for Middle Leadership and the Standard for Headship. The Standards are part of the suite of GTC Scotland’s Professional Standards which also include the Standards for Registration and the Standards for Career-Long Professional Learning.

The Standards for Leadership and Management have been developed to support the self-evaluation and professional learning of those in, or aspiring to, formal leadership roles in schools.

The Professional Actions of Head Teachers: The Key Purpose of Head Teachers

The Head Teacher acts as the leading professional in a school and as an officer of South Ayrshire. The Head Teacher also plays a pivotal role within the broader children’s services network.

Head Teachers lead the whole school community in order to establish, sustain and enhance a positive ethos and culture of learning through which every learner is able to learn effectively and achieve their potential.

In line with the vision and values of the school, Head Teachers, working with others:

- establish, sustain and enhance the culture of self-evaluation for school improvement;
- develop staff capability, capacity and leadership to support the culture and practice of learning;
- ensure consistent high quality teaching and learning for all learners;
- build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners;
- allocate resources effectively in line with identified strategic and operational priorities.

Across all of these areas, Head Teachers contribute to leadership for improvement at school and system level.

The purpose of Professional Review and Development (PRD) is to reflect on your current practice, strengths and development needs, and to plan appropriate Professional Learning – previously referred to as Continuing Professional Development or CPD - based on strong self-evaluation that will lead to: impact on yourself as a professional, impact on the staff for whom you have leadership responsibility, and impact on the outcomes for the young people of South Ayrshire. You are required to assess yourself against the Standard for Leadership and Management but may also use information you may have gained from 360 degree evaluations. The development priorities in your Professional Learning Plan will be finalised in discussion with your reviewer during the process of professional review and development.

Professional Learning is a cyclical process that allows teachers to reflect on what they have learned and then consider what skills or qualities they want or need to develop next. It’s not ad-hoc, rather something that is thoughtful and planned from a career long perspective. A Professional Learning activity should focus on developing the qualities and capabilities that define what it is to be a teacher and, for some staff, a leader. As well as enhancing these qualities and capabilities, as professionals it’s also important for all
within the teaching profession to maintain their knowledge of policy developments at a local and national level. Professional Learning shouldn’t be seen as a box-ticking exercise that shows that a set of requirements have been met. To be effective it should be about refreshing and enhancing your professional practice.

**Types of Professional Learning experience**

*Please refer to Education Scotland guidelines Career-long Professional Learning which can be downloaded from www.educationscotland.gov.uk/clpl! This booklet was issued at the training.*

Professional Learning is more than ‘going on a course’. There are many innovative and exciting approaches, both formal and informal, that can contribute to professional development. It is important that there is a purpose to every Professional Learning activity undertaken, and you should identify in advance what it is you want to gain from the experience. Some examples given by the GTCS include:

- **Learning from others.** Learning from others can be as simple as working together with a colleague who has more experience, or who has particular expertise in an area you want to develop. More lengthy experiences could include going on a teacher exchange (international or other) or carrying out a placement or study visit in another school or work setting. Within South Ayrshire you may have several opportunities for Professional Learning. Some examples are: taking part in Learning Rounds; visiting schools in the same sector or another sector; peer observation; in-house training; opportunities to lead working groups or initiatives; shadowing colleagues.

- **Additional reading, scholarly activity, or study.** You can choose to study a particular aspect more thoroughly to:
  - enhance your leadership expertise;
  - deepen your understanding of a particular learning theory or leadership theory.

- **Research.** What about identifying an issue that you’d like to know more about and carrying out a piece of research? This could involve extending your own reflective process by surveying pupils or colleagues about a particular approach you are trying as a leader. Or you could analyse changes in pupil attainment or staff feedback after introducing a new resource or system and evaluate what impact it has made.

- **Taking on an additional role or duty.** Another way of obtaining valuable Professional Learning is to initiate or become involved in specific project or groups, whether at school, local authority or national level. This could involve you in policy development, or taking forward a particular issue in which you have an interest.
Evaluating the Impact of Your Professional Learning

An essential element of the process is for all staff to evaluate the impact of professional learning on the experiences and achievements of learners. Staff should reflect on every Professional Learning experience, immediately upon its completion and also after a period of time, should record conclusions about impact. When assessing the impact of Professional Learning you could:

- look for improvements in measures of attainment;
- look at pupil feedback in the form of questionnaires and focus groups;
- look at feedback from discussions with staff, parents and other stakeholders;
- look at evidence from self-evaluation data;
- look at evidence from self-evaluation against the Standard for Leadership and Management.

Be aware what constitutes effective and excellent practice and be proactive in identifying this and in sharing practice with others. Consult the Education Scotland website regularly and consider joining the PRDShare community on GLOW to share developments, issues, ideas and solutions with colleagues across Scotland.

EIS Learning Reps

We are also looking to develop our partnership with EIS Learning Reps who can offer advice to members about professional learning. You can read about the role of Learning Reps here http://www.eis.org.uk/LR_Handbook/What_is_an_LR.htm

A Model of Professional Learning

Go here to read about this model of professional learning
http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/clpl/modelforclpl.asp
### Preparing for your Professional Review and Development Meeting

and Developing your Professional Learning Plan

As preparation for your annual Professional Review and Development Meeting, consider the impact of your professional learning over the past year (examples above), and take some time to assess your skills and knowledge against the Standard for Leadership and Management (Head Teachers).

On the separate form (Self-Evaluation Template - Standards for Head Teachers) note down any evidence of strength under the standards and identify relevant development needs. Focus on two or three areas for development for this session and identify appropriate Professional Learning activities that will be undertaken over this session as a focus.

At your Professional Review and Development meeting, you will also talk about areas of your work and professional learning which have given the greatest professional satisfaction, and the impact of your professional learning throughout the previous year. Priorities for your Professional Learning Plan will be discussed, and Professional Learning activities identified. You may wish to use the coaching process ‘GROW’ to explore one or more priorities. Your Professional Learning Plan will then be finalised. It is important you have ownership of the Professional Learning Plan and evaluate progress throughout the year.

### PRD Model for Head Teachers

Following a consultation exercise with Head Teachers in January 2014, a 3 year model for HT PRD will be implemented from August 2014. Head Teachers will be involved in ongoing evaluation of this model.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>HTs requiring PU in 2014 and 2017 registration year ending</th>
<th>Year 2</th>
<th>HTs requiring PU in 2015 and 2018 registration year ending</th>
<th>Year 3</th>
<th>HTs requiring PU in 2016 registration year ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>9 or 4 – 2014&lt;br&gt;2 or 7 - 2017</td>
<td>2015-16</td>
<td>0 or 5 – 2015&lt;br&gt;3 or 8 - 2018</td>
<td>2016-17</td>
<td>1 or 6 – 2016</td>
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<tr>
<td></td>
<td>PRD/PU with Head of Education or QIM</td>
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<td>PRD with QIO</td>
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<td>PRD with peer HT</td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td>When?</td>
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</table>
| At least 4 weeks   | If your PRD is with HoE,  | Arrange the date and time for the PRD meeting.  
| before              | contact his/her PA or QIO or Peer HT |  
|                     |                           | Reviewer has the option to add to the agenda before it is sent to HT (ie under ‘Other Items for Discussion’).  
|                     |                           | Reviewer sends the following documents to HT by email:  
|                     |                           | • Guidelines for Self-Evaluation  
|                     |                           | • Template for Self-Evaluation  
|                     |                           | • Guidelines for PRD  
|                     |                           | • Template for PRD Agenda (including any addition)  
|                     |                           | • Template for PRD Record of Meeting  
|                     |                           | • Template for Professional Learning Plan  
|                     |                           | Reviewer asks HT to do the following by one week before the meeting:  
|                     |                           | • return the completed Self-Evaluation template  
|                     |                           | • if wished, add anything to the agenda, under ‘Other Items for discussion’  
| One week before     | HT                        | HT sends the completed self-evaluation form to reviewer.  
|                    |                           | HT tells reviewer if s/he wishes to add anything to agenda.  
| On the day of the  | Reviewer                  | Reviewer ensures that they have the following documents for the meeting:  
| meeting             |                           | • HT’s completed self-evaluation form  
|                     |                           | • PRD Agenda, with additional items if these have been added  
|                     |                           | • Blank PRD Record of Meeting (this will be completed by the HT)  
|                     |                           | • HT’s previous Professional Learning Plan (from 2015 only)  
|                     | HT                        | HT takes the following to the meeting:  
|                     |                           | • Completed self-evaluation form  
|                     |                           | • Previous Professional Learning Plan (from 2015 only)  
|                     |                           | If s/he wishes or if requested — evidence of impact of professional learning.  
|                     |                           | • PRD Agenda  
|                     |                           | • PRD Record of Meeting form (which s/he will complete during or after the meeting)  
|                     |                           | • Next year’s Professional Learning Plan – possibly still blank, or possibly part-completed  
| During the meeting  | Reviewer and HT           | • Both follow the agenda, referring to other documents as required.  
|                    |                           | • Reviewer uses a coaching approach (listening, asking open questions, etc).  
|                    |                           | • If HT wishes at item 5 – reviewer can use GROW process to support HT with one or more priorities.  
|                    |                           | • HT completes the ‘Record of Review Meeting’ form  
|                    |                           | • HT is responsible for recording Professional Learning Plan  
| After meeting      | HT                        | HT sends completed Record of Meeting and Professional Learning Plan to reviewer.  
|                    | Reviewer                  | If required, reviewer liaises with HT to finalise Record of Meeting and Professional Learning Plan.  
|                    |                           | Gives Record of Meeting and Professional Learning Plan to HoE’s PA.  
|                    | HoE’s PA                  | Stores the Record of Meeting and Professional Learning Plan.  

Standards for Leadership and Management – Head Teachers

Guidelines for Self-Evaluation
Extract from the Standards for Leadership and Management

4. The Professional Actions of Head Teachers: The Standards

4.1 Establish, sustain and enhance the culture of self-evaluation for school improvement

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| 4.1.1 Head Teachers establish a range of relationships and practices to foster self-evaluation at every level in the school. | • model good practice in personal self-evaluation against the relevant Professional Standard and appropriate benchmarks;  
• promote an open, honest and critical stance in examining practice;  
• encourage and support others to critically analyse and evaluate their own practice in relation to relevant policies and procedures. | • Feedback from staff, pupils, parents and other stakeholders that the school has a culture of self-evaluation for school improvement.  
• Focus groups, parent newsletters, surveys, questionnaires.  
• Quality Assurance and Improvement documents, minutes of meetings, agendas of staff meetings and professional training programmes.  
• Analysis of pupil attainment and achievement.  
• Analysis of pupil progress.  
• Evidence of impact of school improvement priorities, which is clearly examined, shared and acted upon.  
• Evidence of use of unambiguous and evaluative language to indicate strengths and aspects for development.  
• Evidence that Professional Standards are used for professional dialogue (eg staff self-evaluation as part of process of professional review and development).  
• Evidence of engagement with a wide range of stakeholders in the systematic gathering and analysis of data.  
• Minutes of meetings of school improvement groups. |
| 4.1.2 Head Teachers establish and use systems to collect evidence with which to inform decision making. | • develop a culture of evidence-informed practice;  
• ensure systematic evidence collection and analysis against national and international benchmarks;  
• use collated evidence to inform decision-making;  
• encourage and enable staff to use data to plan teaching, learning, reporting and assessment, with a focus on improving outcomes for all learners. |                                                                                                           |
| 4.1.3 Head Teachers establish and use processes to gather valid information from stakeholders to inform improvement strategies. | • ensure that data is gathered systematically from a wide range of stakeholders;  
• develop innovative approaches to engage all groups;  
• share data to inform decision making and to identify priorities. |                                                                                                           |

4.1.4 onwards – SEE NEXT PAGE

Continued on next page
4.1 Establish, sustain and enhance the culture of self-evaluation for school improvement

continued

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| 4.1.4 Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities. | • create regular opportunities to engage with staff, learners and the wider school community to identify priorities;  
• identify key areas for improvement using the evidence gathered;  
• establish, sustain and enhance a culture where all learners are involved in meaningful decision-making about the planning and enhancement of learning and in wider school improvement;  
• establish processes and facilitate opportunities for groups to work collaboratively to take forward improvement priorities. | Continued from prev. page  
• Staff report that they engage with literature, research and policy.  
• Evidence that sufficient time is devoted to self-evaluation.  
• Self-evaluation activities, pupil focus groups, questionnaires, 360 evals etc.  
• Lesson observations, feedback, target setting staff.  
• Evidence of using HGIOS/Child at Centre.  
• Experience of coaching and mentoring to influence others and evidence of impact.  
• Staff in dept/school have knowledge of HGIOS/CatC and take an active role in self-evaluation evidenced through minutes or recorded activities, Standards and Quality Reports, improvement plan updates. |
| 4.1.5 Head Teachers develop systems for ongoing monitoring and review of the school’s improvement agenda. | • undertake regular and systematic review of progress towards the school’s priorities;  
• establish a range of processes which enable staff to contribute to the overall monitoring and review of the school improvement plan. | • Self-evaluation procedures within improvement planning, Standards and Quality and/or STACs analysis inform improvement planning. Self-evaluation procedures are practice-based not just paper-based.  
• Involvement in self-evaluation, evidence of peer observations, learning rounds etc, and impact.  
• Staff in dept/school have knowledge of HGIOS/CatC and take an active role in self-evaluation evidenced through minutes or recorded activities, Standards and Quality Reports, improvement plan updates. |
| 4.1.6 Head Teachers critically engage with literature, research and policy, in relation to all of the above. | • develop and use knowledge from literature, research and policy sources to support the processes of self-evaluation for the enhancement of professional practice and decision-making. |  
• Evidence from self-evaluation procedures, literature, research and policy supports decision-making and improvement planning.  
• Staff in dept/school have knowledge of HGIOS/CatC and take an active role in self-evaluation evidenced through minutes or recorded activities, Standards and Quality Reports, improvement plan updates. |
### 4.2 Develop staff capability, capacity and leadership to support the culture and practice of learning

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 Head Teachers work within the structure of employment legislation, national and local agreements and policies governing employment.</td>
<td>• take due account of legislation and national and local agreements in all aspects of human resource management; • take due account of the legislative framework related to equality and social inclusion to promote an inclusive community which values diversity and challenges discrimination.</td>
<td>• Recruitment and selection procedures. • Absence management procedures. • ASN, Equalities and all other relevant legislation impacts on, and is reflected in practice. • Feedback from staff, pupils, parents and other stakeholders that the school culture aims to enhance the learning of everyone in the school community. • Evidence of well-planned Professional Learning and leadership opportunities, linked to improvement priorities, and evaluation of their impact. • Feedback from staff and others that HT models ongoing professional learning.</td>
</tr>
<tr>
<td>4.2.2 Head Teachers establish and promote collaborative practice to support a culture of learning within and beyond the school.</td>
<td>• take responsibility for, and engage actively in, ongoing professional learning to deepen their personal and professional skills and knowledge base; • promote ambition and set high expectations of continuing professional learning for all staff and ensure opportunities which deliver this; • create and utilise opportunities for staff to take on leadership roles across and beyond the school; • build constructive relationships that engender commitment and collegiality.</td>
<td>• Evidence of well-planned Professional Learning and leadership opportunities, linked to improvement priorities, and evaluation of their impact. • Feedback from staff and others that HT models ongoing professional learning. • Feedback from staff that a coaching approach is taken in the professional review and development process. • Evidence of staff training in coaching and mentoring, in the context of the professional review and development process. • Dates of PRD meetings and evidence of examining impact.</td>
</tr>
<tr>
<td>4.2.3 Head Teachers establish and ensure the consistent use of PRD processes to identify strengths and development needs.</td>
<td>• use and develop in colleagues, coaching and mentoring skills to support the PRD process; • foster the personal commitment of staff to, and personal responsibility for, PRD using relevant professional standards to support self-evaluation and reflection; • ensure that meaningful and rigorous PRD takes place regularly and that the outcomes of the process contribute to improvement of professional practice.</td>
<td>• Evidence of staff training in coaching and mentoring, in the context of the professional review and development process. • Dates of PRD meetings and evidence of examining impact.</td>
</tr>
</tbody>
</table>

4.2.4 onwards – SEE NEXT PAGE

Continued on next page.
4.2 Develop staff capability, capacity and leadership to support the culture and practice of learning

continued

<table>
<thead>
<tr>
<th>Professional Standard</th>
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<tbody>
<tr>
<td>4.2.4 Head Teachers ensure a systematic approach to support the culture of professional learning.</td>
<td>• ensure staff use relevant professional standards to support self-evaluation as part of continuous professional learning; • encourage an extended understanding of the nature and depth of professional learning and promote relevant systematic and progressive professional learning opportunities; • ensure an appropriate balance between collaborative and personal professional learning; • ensure an appropriate balance between personal and professional goals and school and local authority priorities.</td>
<td>Continued from previous page. • Evidence of distributive leadership and collegiate ethos within the team. • Evidence of planned opportunities for collaborative learning including; Learning rounds peer observations, action research projects, co-op teaching, work shadowing, focused professional reading. • Development of coaching and mentoring skills in supporting colleagues.</td>
</tr>
<tr>
<td>4.2.5 Head Teachers build systems to monitor the impact of professional learning on the culture of learning.</td>
<td>• build staff capability to self-evaluate individual and collegiate professional learning and reflect on their development; • plan and evaluate professional learning in relation to both its direct and indirect impact on outcomes for learners.</td>
<td>• Views of others, eg peer HTs. • Evidence of HT’s involvement in cluster, local and national developments.</td>
</tr>
<tr>
<td>4.2.6 Head Teachers contribute to systems level leadership of education in their context and beyond.</td>
<td>• contribute to the development of others, including peer Head Teachers, through coaching and mentoring, and networking opportunities; • support cross-sector working at cluster, local authority and national levels; • contribute to cluster, local and national developments and discussions to support and enhance the policy making process.</td>
<td></td>
</tr>
<tr>
<td>4.2.7 Head Teachers critically engage with literature, research and policy in relation to all of the above.</td>
<td>• develop and use knowledge from literature, research and policy sources to support the processes of leading and developing staff and creating school cultures for the enhancement of professional practice and decision making.</td>
<td></td>
</tr>
</tbody>
</table>
4.3 Ensure consistent, high quality teaching and learning for all learners

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| 4.3.1 Head Teachers build a shared vision to support the improvement of teaching and learning and set consistently high expectations for all in the school community. | • work with whole school community to identify and articulate a shared vision, values and aims in relation to teaching and learning;  
• set clear standards in relation to enacting the principles of inclusion, sustainability, equality and social justice in the teaching and learning processes;  
• model and develop a culture of mutual trust, respect and accountability. | • School values and vision. Evidence of how they were agreed by all stakeholders and shared.  
• Feedback from pupils, staff, parents and other stakeholders.  
• School policy documents which reflect the vision and expectations.  
• Curriculum and assessment meets local and national guidelines.  
• Records of staff discussions on moderation of CfE levels.  
• Pupil surveys when planning new courses and programmes.  
• Evidence of opportunities for regular professional dialogue on teaching and learning.  
• Evidence of setting and sharing consistently high expectations of all teaching and learning.  
• Evidence of interventions and strategies that have impact on underachievement.  
• Evidence of opportunities for all staff to refresh their skills through professional learning opportunities. |
| 4.3.2 Head Teachers ensure appropriate curriculum design and planning are developed to meet the learning and pastoral needs of all learners. | • take a strategic overview of the planning, delivery and assessment of learning to ensure that school-based decisions are in accordance with the principles of good curriculum design and planning;  
• agree and develop curricular frameworks to ensure appropriate personalisation and choice;  
• collaborate with partners to facilitate access to appropriate learning opportunities and resources. |                                                                                                               |
| 4.3.3 Head Teachers establish and sustain processes to develop pedagogic practices across the school. | • set, and communicate clearly, high expectations of the quality of teaching and assessment;  
• develop a culture which supports and ensures high quality teaching and assessment;  
• provide systematic opportunities to enhance and refresh teachers’ pedagogic practice. |                                                                                                               |
| 4.3.4 Head Teachers build collaborative processes to review and enhance pedagogic practice. | • promote a culture of critical reflection and self-evaluation and establish approaches to review and teaching which gathers from the views and experience of learners, staff, parents and partners;  
• establish and sustain teacher leadership and collaborative working to support the enhancement of teaching and learning;  
• establish systems to validate the quality of teaching, learning and assessment. |                                                                                                               |
| 4.3.5 Head Teachers critically engage with literature, research and policy in relation to all of the above. | • engage with educational literature, research and policy sources in leading and developing the curriculum, including taking account of international benchmarking to inform their thinking and support the enhancement of professional practice and decision-making. |                                                                                                               |
### 4.4 Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners

<table>
<thead>
<tr>
<th>Professional Standard</th>
<th>Illustration of Professional Actions</th>
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</tr>
</thead>
</table>
| **4.4.1 Head Teachers build and communicate the vision, values, ethos and aims of the school with partners.** | • co-create an aspirational vision, values, ethos and aims, agreed in partnership with all stakeholders;  
• communicate and model the vision, values, ethos and aims regularly to all learners and the wider school community. | • School values and vision. Evidence of how they were agreed by all stakeholders and shared.  
• Feedback from pupils, staff, parents and other stakeholders.  
• School policy documents which reflect the vision and expectations.  
• Evidence of effective pupil profiles and effective feedback which allows learners to reflect on their learning and plan next steps.  
• Feedback from parents  
• Evidence of quality assurance in relation to reporting and engagement with parents.  
• Sample progress reports for learners.  
• Evidence of engagement with parents regarding their own child’s progress and learning needs.  
• Evidence of engagement with parents regarding the curriculum, and learning and teaching approaches.  
• Parent surveys, questionnaires, focus groups. Evidence of attempts to engage hard-to-reach parents.  
• GIRFEC training and evaluation of impact.  
• Evidence that staff work within the GIRFEC guidelines.  
• Minutes of meetings showing routine discussion of GIRFEC matters.  
• Staff feedback about awareness and implementation of GIRFEC. |
| **4.4.2 Head Teachers embed processes to ensure learners contribute to planning and enhancement of their own learning programmes.** | • establish a culture where learners participate meaningfully in decisions related to their learning and their school;  
• ensure all learners have genuine opportunities to participate in these decision-making processes. | • Evidence of engagement with parents regarding their own child’s progress and learning needs.  
• Evidence of quality assurance in relation to reporting and engagement with parents.  
• Sample progress reports for learners.  
• Evidence of engagement with parents regarding their own child’s progress and learning needs.  
• Evidence of engagement with parents regarding the curriculum, and learning and teaching approaches.  
| **4.4.3 Head Teachers develop strategies to foster parental involvement.** | • establish a culture to build and facilitate the partnership between parents and carers, learners and the school;  
• ensure all parents and carers have genuine opportunities to participate in these partnership activities and processes. | • Evidence of engagement with parents regarding their own child’s progress and learning needs.  
• Evidence of engagement with parents regarding the curriculum, and learning and teaching approaches.  
• Parent surveys, questionnaires, focus groups. Evidence of attempts to engage hard-to-reach parents.  
• GIRFEC training and evaluation of impact.  
• Evidence that staff work within the GIRFEC guidelines.  
• Minutes of meetings showing routine discussion of GIRFEC matters.  
• Staff feedback about awareness and implementation of GIRFEC. |
| **4.4.4 Head Teachers build, maintain and review partnerships with other professions and agencies to support the learning, pastoral and emotional needs of learners.** | • adhere to and implement child protection policies and procedures to ensure the care and welfare of all learners;  
• understand the National Practice Model within GIRFEC, and develop this understanding in colleagues;  
• recognise and encourage the wide and diverse range of partnerships which contribute to the well-being of all learners;  
• ensure that systems are in place which enable all partners to contribute to, and support the diverse needs of all learners in line with local and national policy and legislation. | • Parent surveys, questionnaires, focus groups. Evidence of attempts to engage hard-to-reach parents.  
• GIRFEC training and evaluation of impact.  
• Evidence that staff work within the GIRFEC guidelines.  
• Minutes of meetings showing routine discussion of GIRFEC matters.  
• Staff feedback about awareness and implementation of GIRFEC. |
| **4.4.5 Head Teachers critically engage with literature, research and policy in relation to the above.** | • develop and use knowledge from literature, research and policy sources to support the processes of collaborative working for the enhancement of professional practice and decision making. | • Evidence of attempts to engage hard-to-reach parents.  
• GIRFEC training and evaluation of impact.  
• Evidence that staff work within the GIRFEC guidelines.  
• Minutes of meetings showing routine discussion of GIRFEC matters.  
• Staff feedback about awareness and implementation of GIRFEC. |
### 4.5 Allocate resources effectively in line with identified strategic and operational priorities

<table>
<thead>
<tr>
<th>Professional Standard</th>
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<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| **4.5.1** Head Teachers use the review and improvement planning processes to identify priorities and inform resourcing decisions. | • consult with relevant stakeholders to inform appropriate resourcing decisions;  
• use data and evaluations of previous planning priorities to inform future resourcing decisions;  
• consider the sustainability implications of resourcing decisions. | • Evidence of engagement with staff, parents, pupils and other stakeholders as appropriate to the resourcing decision.  
• Evidence of a focus on learning when making resource decisions.  
• School budget information.  
• Minutes of meetings of DMR group.  
• Policy on resource allocation.  
• Feedback from stakeholders. |
| **4.5.2** Head Teachers allocate resources in a fair and equitable manner in line with priorities to support learning. | • make best strategic and operational use of available resources to create, maintain and enhance an appropriate learning environment for effective teaching and learning and to support improvement;  
• delegate appropriate tasks and responsibilities to other staff, including promoted staff;  
• demonstrate transparent and equitable allocation of resources which takes account of identified need;  
• foster collective responsibility for the sustainable, transparent, fair and effective use of resources. | |
| **4.5.3** Head Teachers ensure systems are established and used to monitor, evaluate and review the use of resources. | • ensure best value and appropriate devolved accountability to support effective teaching and learning;  
• show a strategic awareness when engaging with resource management to ensure continuous improvement;  
• give due regard to health and safety legislation to ensure safety and welfare of all;  
• utilise all available support in budget and resource management. | |
| **4.5.4** Head Teachers critically engage with literature, research and policy texts. | • develop and use knowledge from literature, research and policy sources in the area of resource management to inform professional practice and decision-making. | |
Self-Evaluation Template - Standards for Head Teachers

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

- Using the GTCS Standard for Leadership and Management, consider and reflect on the Professional Standards to identify strengths and development needs in relation to your Professional Learning.
- Consider and reflect on the impact of your professional learning.
- Further information is available in South Ayshire’s Professional Review and Development Support Pack, which includes extracts from the Standards, and examples of evidence which may be helpful when reflecting on Section 4.

1. **Professional Values and Personal Commitment**

Elements of development activity in this Section will be evidenced and described more fully in Section 2 *Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills* and in Section 4, *The Professional Actions of Head Teachers*.

<table>
<thead>
<tr>
<th>Reflective Comment, including strengths and development needs</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. <strong>Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills and Abilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Strategic Vision</td>
</tr>
<tr>
<td>2.2 Professional Knowledge and Understanding</td>
</tr>
<tr>
<td>2.3 Interpersonal Skills and Abilities</td>
</tr>
<tr>
<td>Reflective Comment, including strengths and development needs</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>4. The Professional Actions of Head Teachers</strong></td>
</tr>
<tr>
<td><strong>4.1</strong> I establish, sustain and enhance the culture of self-evaluation for school improvement</td>
</tr>
<tr>
<td><strong>4.2</strong> I develop staff capability, capacity and leadership to support the culture and practice of learning</td>
</tr>
<tr>
<td><strong>4.3</strong> I ensure consistent, high quality teaching and learning for all learners</td>
</tr>
<tr>
<td><strong>4.4</strong> I build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners</td>
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<td><strong>4.5</strong> I allocate resources effectively in line with identified strategic and operational priorities</td>
</tr>
</tbody>
</table>

**Main Points for Discussion at PRD Meeting**
Professional Review and Development Meeting
Guidelines for Reviewers and Reviewees

Professional Learning is an ongoing process, taking place throughout the year.

The annual Professional Review and Development Meeting is an opportunity for the reviewee to reflect on the previous year’s professional learning and its impact, and to make plans for the following year’s professional learning. It is also an opportunity to recognise the strengths and achievements of the reviewee, and to discuss development needs, and how they might be met.

The Process for the PRD Meeting

- The reviewer sets the date of the meeting, in consultation with the reviewee.
- Both agree the Agenda, eg is anything being added under ‘Other Items for Discussion’?
- Referring to the relevant section of this support pack (Standards for Registration, Career-Long Professional Learning, Middle Leaders or Head Teacher), the reviewee completes the self-evaluation template and gives a copy to the reviewer in advance of the meeting. This document belongs to the reviewee and will be returned.
- In advance, if wished, reviewee and/or reviewer may use the ‘Notes’ column of the Agenda as an aide-memoire for the discussion.
- The reviewee will take last year’s Professional Learning Plan to the meeting. If they wish, or if requested, they will also take evidence of impact of professional learning.
- The reviewee will go to the meeting having thought about each of the agenda items.
- The meeting is conducted using a coaching approach (see next section). An important component is discussion about the impact of professional learning.
- The reviewee completes the Record of PRD meeting (handwritten or typed) and the Professional Learning Plan and gives to the reviewer for comment.
- Both sign the agreed Record of PRD Meeting and Professional Learning Plan.

A Coaching Approach to PRD Meetings

The GTCS Standards for Leadership and Management require coaching and mentoring skills to be used to support the PRD process. These skills are beneficial in a range of educational situations with staff and pupils, and the terms ‘coaching’ and ‘mentoring’ are sometimes used interchangeably. However, a mentor is someone with greater expertise than the person being mentored, while a coach need not have greater expertise than the person being coached because coaching is more non-directive. A coaching approach to mentoring and other professional conversations involves:

- Listening:
  - I am listening with interest in what you are saying now
  - I am listening expectantly about what you might say next
    (NOT – I am half-listening so that I can decide what to say)
- Asking open questions
- Acknowledging and appreciating strengths and achievements
- Giving time to think about options, development needs, actions to be taken
- Only giving suggestions if the reviewee has exhausted their own ideas.
- Recognising that both people in the coaching conversation are equal.

When finalising the Professional Learning Plan for next year – priorities, development needs, actions and intended impact – the coaching model ‘GROW’ (next page) may be used if the reviewee wishes.
A Coaching Approach to Professional Conversations

USE OF ‘GROW’ TO WORK TOWARDS A GOAL

If the reviewee wishes, this process can be used to explore any or all of the elements of the Professional Learning Plan. Below are some questions to ask during each of the stages - Goal, Reality, Options and Way forward. In each section, the first question is the most important. Some of the others may be helpful.

The reviewer can ask the questions which are printed in bold. Ask the other questions, or something similar, if appropriate. During the process, the reviewee could also choose questions, if this would be helpful.

**GOAL – What do you need to achieve?**

- We’ve spoken about your aspirations for professional learning. Choose one to explore further, and express that in the form of a goal that you want to achieve. My goal is …
- When you achieve the goal, what will it look like?
- What would be the impact of achieving that goal?
- What would be the benefits of achieving it? What would be the cost of not achieving it?
- Is it realistic? Can it be done in the time available?

**REALITY – What is happening now?**

- What action have you taken on this so far?
- What were the effects of that action?
- What other factors are relevant?
- What have you tried so far? What is working?

**OPTIONS – What could you do?**

- What options do you have? What possibilities for action? (At this stage, don’t worry about whether they are realistic)
- What have you already done, or seen others do, in similar circumstances?
- What advice would you give to someone else who was in a similar position to you?
- What else could you do to reach this goal?
- Would you like any suggestions from me? *Ask this only if necessary.*

**WAY FORWARD – What will you do and when?**

- You’ve explored your options. What specific actions will you take?
- When will you take these actions?
- What is it that most encourages you to take these actions?
- What obstacles might prevent you? How can we deal with that?
- Do you need support? How will you get that support?
- What are your next steps?
## Professional Review and Development

<table>
<thead>
<tr>
<th>Reviewee:</th>
<th>Reviewer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Meeting:</td>
<td>Establishment:</td>
</tr>
</tbody>
</table>

- The meeting is conducted using a coaching approach, with open questions and time to reflect on strengths, achievements, development needs and actions to be taken. You will also be asked to reflect on the impact of your professional learning. The coaching model ‘GROW’ (attached) may be used to explore elements of the Professional Learning Plan for next year.
- At the beginning of the meeting, the reviewee should confirm that they have checked their personal details on their MyGTCS account, and if necessary have updated them.

### Agenda – Agreed in Advance of the Meeting

<table>
<thead>
<tr>
<th>Agenda</th>
<th>If you wish, before the meeting you can use this space for notes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Which areas of your work and professional learning have given you the greatest personal/professional satisfaction during the last year? (You can consider: progress in meeting your priorities from your previous review meeting; your self-evaluation; your other achievements)</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> What has been the impact of your professional learning?</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> What are your personal and professional learning aspirations for next year? (These can cover your personal priorities, and school/department priorities.) This is a general discussion about the next steps in your professional learning. At the end of the meeting, the final plans will be recorded on the Professional Learning Plan for next year.</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Other items for discussion (reviewee and/or reviewer)</td>
<td></td>
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<td>-</td>
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<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Now finalise your Professional Learning Plan for next year. What are your priorities/targets? What professional learning activities will help meet these priorities/targets? What impact do you intend or expect? <em>If wished, the coaching structure ‘GROW’ (attached) can be used to explore these.</em></td>
<td></td>
</tr>
</tbody>
</table>
A Coaching Approach to Professional Review and Development Meetings
(page 2 of PRD Agenda)

AGENDA ITEMS 1 AND 2 - SUPPLEMENTARY OPEN QUESTIONS WHICH MIGHT BE HELPFUL

- What do you really enjoy about your work?
- Think about your strengths – when are you at your best?
- Can you think about recent professional reading, or observed practice that has made a difference to your own practice?
- What inspires you?
- What do your colleagues value about you at work?

AGENDA ITEM 4 – POSSIBLE USE OF ‘GROW’ TO EXPLORE ELEMENTS OF PROFESSIONAL LEARNING PLAN

If wished, this process can be used to explore any or all of the elements of the Professional Learning Plan. Below are some questions to ask during each of the stages - Goal, Reality, Options and Way forward. In each section, the first question is the most important. Some of the others may be helpful.

GOAL
- We’ve spoken about your aspirations for professional learning. Choose one to explore further, and express that in the form of a goal that you want to achieve. My goal is ...
- When you achieve the goal, what will it look like?
- What would be the impact of achieving that goal?
- What would be the benefits of achieving it? What would be the cost of not achieving it?

REALITY
- What action have you taken on this so far?
- What were the effects of that action?
- What other factors are relevant?
- What have you tried so far? What is working?

OPTIONS
- What options do you have? What possibilities for action? (At this stage, don’t worry about whether they are realistic)
- What have you already done, or seen others do, in similar circumstances?
- What advice would you give to someone else who was in a similar position to you?
- What else could you do to reach this goal?
- Would you like any suggestions from me? Ask this only if necessary.

WAY FORWARD
- You’ve explored your options. What specific actions will you take?
- When will you take these actions?
- What is it that most encourages you to take these actions?
- What obstacles might prevent you? How can we deal with that?
- Do you need support? How will you get that support?
- What are your next steps?
## Professional Review and Development

<table>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

- This brief record of the meeting complements the Professional Learning Plan for next year, and does not duplicate it.
- Personal details on MyGTCS have been checked and are up-to-date

### Record of Review Meeting

1. Which areas of your work and professional learning have given you the greatest personal/professional satisfaction during the last year? (You can consider: progress in meeting your priorities from your previous review meeting; your self-evaluation; your other achievements)

2. What has been the impact of your recent professional learning?
3. What are your personal and professional learning aspirations for next year? (These can cover your personal priorities, and school/department priorities.)

This is a general discussion about the next steps in your professional learning. At the end of the meeting, the final plans will be recorded on the Professional Learning Plan for next year.

4. Other items for discussion (reviewee and/or reviewer)

5. Now finalise your Professional Learning Plan for next year. What are your priorities/targets? What professional learning activities will help meet these priorities/targets? What impact do you intend or expect?

*If the reviewee wishes, the coaching structure ‘GROW’ (attached) can be used to explore these.*

- Please see the completed Professional Learning Plan for next year, which is attached.
- If any part of the discussion is not reflected in the Professional Learning Plan, please record it briefly below:
  - 
  - 

Signature of Reviewee:  
Signature of Reviewer:  
Date:  
Date:
## Professional Learning Plan

**Name:**

**School Session:**

**Establishment**

- This Professional Learning Plan is completed following the teacher’s annual Professional Review and Development meeting.
- Throughout the year, professional learning activities can be recorded in the MyGTCS Professional Learning Record.

**Please indicate which Standard is being used**

|---------------------------|-----------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|

<table>
<thead>
<tr>
<th>Standard No.</th>
<th>Key Focus (eg 3.1.1)</th>
<th>Key Priorities/Targets</th>
<th>Professional Learning Activity to meet the Priority</th>
<th>Notes (eg Intended Impact)</th>
</tr>
</thead>
</table>

**Signature of Reviewee:**

**Date:**

**Signature of Reviewer:**

**Date:**

A copy of this Professional Learning Plan is given to the Professional Learning co-ordinator.

---

**Template for Professional Learning Plan**
Appendices

From GTC Scotland:

- Professional Update System – Submission process – guidance for teachers (November 2013)

- Professional Update System – Submission process – guidance for line managers (November 2013)


From South Ayrshire:

- GTC Scotland Professional Update – South Ayrshire’s Policy Statement
DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS

Professional Update System

Submission process – guidance for teachers

November 2013

Professional Learning and Development Department
GTC Scotland
T: 0131 314 6000
E: pld@gtcs.org.uk
Contents

1.0 INTRODUCTION ........................................................................................................... 3
2.0 ACCESSING THE SYSTEM ......................................................................................... 3
3.0 OVERVIEW OF THE SUBMISSION PROCESS ...................................................... 3
4.0 SUBMITTING YOUR PROFESSIONAL LEARNING RECORD FOR PROFESSIONAL UPDATE ........ 4
5.0 FEEDBACK .................................................................................................................. 6
6.0 GTCS CONTACTS ....................................................................................................... 6
1.0 INTRODUCTION
This document provides guidance on the GTC Scotland on-line system of Professional Update and is aimed at teachers using the system.

2.0 ACCESSING THE SYSTEM
The Professional Update system sits behind MyGTCS.

MyGTCS can be accessed via this link: https://www.gtcs.org.uk/GTCS-login.aspx

If you do not have a MyGTCS account, you can apply for one here: http://www.gtcs.org.uk/mygtcs-application-form.aspx.

Once logged in to MyGTCS, you can access the Professional Update system using the ‘Professional Update’ icon in the top level navigation.

The Professional Update system includes the following sections:

- Professional Update landing page and submission screen
- Professional Learning Record
- PRD Meetings
- Reflective Journal

3.0 OVERVIEW OF THE SUBMISSION PROCESS
The following steps outline the basic submission process. More specific detail for each type of user is available in section 4.0.

1. Teacher completes Professional Learning Record in MyGTCS (ongoing)

2. Reviewer associates themselves with the teacher they are confirming Professional Update for by entering the registration number of the teacher into the box in the My Associations section of the Professional Update landing page

3. Teacher submits their Professional Learning Record as part of Professional Update

4. Reviewer logs in to MyGTCS, confirms the teacher’s engagement in the Professional Update process, following the discussion with the teacher, which takes place as part of the process

5. GTCS is notified of the the date of Professional Update sign-off and the information recorded against the teacher’s Register record.
4.0 SUBMITTING YOUR PROFESSIONAL RECORD FOR PROFESSIONAL UPDATE

You can submit your Professional Learning record for Professional Update at any point during your Professional Update year. In practice this will likely take place around the time of the annual Professional Review and Development meeting. The year of your Professional Update together with the year of the last Professional Update (if applicable) is displayed in the Registration Details section of your MyGTCS homepage.

Once you have completed your Professional Learning Record you can choose to submit it to your line manager/reviewer for confirmation, as part of the ongoing PRD process.

**Note:**

Your line manager or the person responsible for confirming your Professional Update must link themselves to you before you are able to submit your Professional Learning Record. They can do this through the ‘My Associations’ section of their own Professional Update screen.

The landing page of Professional Update allows you to submit for Professional Update (see Fig 1).

**Fig 1: Teacher’s landing page**

![Teacher’s landing page](image)

This section asks you to confirm if you wish to submit for Professional Update using the Professional Learning Record that is part of this system, or using another Professional Learning Record. Once you have confirmed this, you will have the option to submit for Professional Update using the ‘Submit my record for Professional Update’ button. Please note that this button will only be available during your year of Professional Update.

This section also shows you the name of the person confirming your Professional Update. This may be your head teacher or line manager. Please note that this name will only display once the association has been made by your Reviewer.
If there are no reviewer details then the association has not been made and the following message will display:

Fig 2: Landing page where no association has been made

If the association has not been made, you can either contact GTCS or, if you know your reviewer you could ask them to make the association from their MyGTCS Professional Update screen.

Once you have submitted your Professional Learning Record you will notice a status bar along the bottom of the screen indicating that your records have been submitted and the date this was done (see Fig 5). You can resubmit your Professional Learning Record at any time up to when it is approved by your reviewer.

Fig 5: Submission screen showing status and date of submission
5.0 FEEDBACK

As we move through the pilot phase of Professional Update we’ll be looking for feedback on how you’ve found the system, what issues you’ve experienced and where you think it could be improved. Please email PLD@gtcs.org.uk with any comments you have.

6.0 GTCS CONTACTS

For enquiries regarding the Professional Update process please contact:

GTCS Professional Learning and Development Department
E: pld@gtcs.org.uk

For technical enquiries, e.g. system unavailable, technical errors etc please contact:

GTCS Web Services
E: webservices@gtcs.org.uk
Professional Update System

Submission process – guidance for line managers

November 2013

Professional Learning and Development Department
GTC Scotland
T: 0131 314 6000
E: pld@gtcs.org.uk
Contents

1.0 INTRODUCTION .........................................................................................................................
2.0 ACCESSING THE SYSTEM ...................................................................................................... 3
3.0 OVERVIEW OF THE SUBMISSION PROCESS .......................................................................... 3
4.0 APPROVING A PROFESSIONAL LEARNING RECORD FOR PROFESSIONAL UPDATE .......... 4
   4.1 People I am reviewing ........................................................................................................... 5
   4.2 Create a new association ....................................................................................................... 5
5.0 FEEDBACK .................................................................................................................................. 6
6.0 GTCS CONTACTS ...................................................................................................................... 6
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4.0 APPROVING A PROFESSIONAL LEARNING RECORD FOR PROFESSIONAL UPDATE

 Teachers, line managers or others responsible for confirming a teacher’s engagement in the Professional Update process have access to the same screens as teachers, although the content and functionality of these screens differ.

**Note:**
If you are a teacher with responsibility for confirming Professional Update for others, you may also be in the process of confirming your own engagement in Professional Update. In this case you will be able to submit your own Professional Learning Record whilst also reviewing others.

The landing page of Professional Update allows you to submit for Professional Update (Fig 1).

**Fig 1: Reviewer’s landing page (for a reviewer who is also completing the Professional Update sign-off process)**

The screen is split into several sections:

1. This section provides information about the Professional Update process.
2. This section asks you to confirm if you wish to confirm your engagement in Professional Update using the Professional Learning Record that is part of this system, or using another Professional Learning Record. Once you have confirmed this, you will have the option to submit your Professional Learning Record using the ‘Submit my record for Professional Update’ button. Please note that this button will only be available during your year of Professional Update.
3. This section shows you the name of the person confirming your engagement in the Professional Update process (if applicable). This may be your head teacher or line manager.
4. This section shows you the names of the teachers whose engagement in the Professional Update process you are confirming.
5. This section allows you to create associations with other teachers you are confirming Professional Update for.
4.1 People I am reviewing

This section shows the name, status and any action required by you in respect of the teacher(s) whose engagement in the Professional Update process you are confirming.

It is your responsibility to ensure the teacher’s Professional Learning Record has been shared with you as part of the Professional Update process, before you confirm Professional Update.

A status can either be:

- Ongoing – no action required by you
- Confirmed – no action required by you
- Submitted – you are required to confirm the teacher’s engagement in the Professional Update process

To view a Professional Learning Record, click the name of the teacher. To return to your Professional Update screen use your browser’s ‘back’ button.

To confirm a teacher’s Professional Update submission, click the ‘Confirm’ link in the third column.

4.2 Create a new association

- Click on the ‘Create new association’ link:

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Action</th>
<th>Remove Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing – no action required by you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirmed – no action required by you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitted – you are required to confirm the teacher’s engagement in the Professional Update process</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Enter the registration number of the teacher whose engagement in the Professional Update process you are confirming.

- Click the ‘Find’ button
The name of the teacher associated with that registration number will display as follows:

Hit the ‘Confirm’ button to make the association. This person will now appear in your ‘People I am reviewing’ list.

5.0 FEEDBACK

As we move through the pilot phase of Professional Update we’ll be looking for feedback on how you’ve found the system, what issues you’ve experienced and where you think it could be improved. Please email PLD@gtcs.org.uk with any comments you have.

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GTCS Web Services

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Professional Update, your Professional Learning

Teacher education and professional learning is a key priority of the new Professional Standards. Educators are expected to engage with and embrace Professional Update to ensure that young people in Scotland continue to receive the highest quality teaching.
Teacher quality is the single biggest influence on the standard of education that young people receive. That’s why high-quality teacher education and professional learning are regarded as paramount within Scotland and beyond.

In recent times, significant policy developments, such as Teaching Scotland’s Future (2010), have changed the landscape for teacher education and professional learning.

Dr Zoë Robertson, Education Adviser (Research and Professional Learning) at GTC Scotland, said: “The new Professional Standards, launched in August 2013, help to redefine, re-emphasise and re-conceptualise teacher professional learning and what it means to be a teacher in the 21st century. The Standards were developed in light of changes within education and society; professional values are central, and teachers’ professional actions should ensure a positive impact on learners and learning.

“Professional learning is at the heart of Professional Update. It promotes the importance of teachers undertaking effective learning that has a sharper focus on the impact on their practice for the benefit of their learners.”

Professional Update can be seen as a two-stage process. The first is ongoing engagement with professional learning, reflection against the GTC Scotland Professional Standards, continuous dialogue with a line manager as part of a PDR (professional development and review) system, and keeping a record of professional learning and evidence of its impact. The second is the ‘completion’ of this process with a five-yearly sign-off by the teacher and line manager.

In addition, teachers are expected to update their details on the GTC Scotland register every year.

*The term ‘teacher’ includes all GTC Scotland registered teachers, regardless of post.

WHAT PROFESSIONAL LEARNING MEANS FOR YOU

Many things influence professional learning and what’s expected of individual teachers as they start to engage with the Standards and prepare for the national roll-out of Professional Update.

“Throughout this process, GTC Scotland is committed to supporting and promoting teacher professional learning,” said Dr Zoë Robertson. “The aim is to ensure high standards and quality, and develop deeper insight and understanding into the factors that influence and affect teacher professional learning.”

The following provides an overview of the landscape of teacher professional learning and key considerations as teachers start to engage with the Standards and prepare for the national roll-out of Professional Update.

At the heart of the new model, the teacher is seen as an enquiring professional, someone who:

- Thinks critically about practice and policy
- Critically questions beliefs, assumptions, practices, and values
- Is an adaptive expert
- Creates knowledge to enhance, progress and lead learning and practice
- Develops advanced professional knowledge
- Questions, develops and accounts for their practice
- Systematically investigates and analyses impact
- Critically engages with theory, research and policy.
There are many ways for you to engage in professional learning and you are most likely to take a multi-layered approach. Here is a brief overview to help you choose and pursue the path that’s right for you.

For you as a teacher/education professional, your professional learning should:
- Enable you to progress, enrich, develop and enhance your practice and knowledge
- Be about advancing professional knowledge
- Develop your pedagogical expertise
- Allow you to develop a critical and informed understanding of educational contexts and current debates in policy, education and practice
- Allow you to develop your career pathways through planned, sustained and significant professional learning.

The focus of professional learning will be informed by a number of factors unique to you, including:
- Your own reflection against the professional standards to help you identify and plan appropriate learning
- Your own school/local context and priorities
- Your experience, expertise and areas of interest
- Needs of your learners/colleagues
- Your ongoing iterative reflections on and enquiry into practice
- Systematic analysis of evidence of impact of professional learning on you
- Ongoing focused, critically reflective dialogue (see article from Bróna on reflective discourse)

- Analysis of evidence of impact on learners and their learning.

Professional learning will likely focus on (but not be limited to):
- Pedagogy, learning and subject knowledge
- Curriculum and assessment
- Professional skills and

The focus of professional learning will be informed by a number of factors unique to you

abilities and knowledge and understanding relevant to your role/phase (SFR; SCPL; SLM)
- Learning for sustainability
- Developing knowledge and skills in enquiry and research, as well as taking an enquiring approach to professional learning
- Policy and other development.

There are many ways in which you might choose to engage in and pursue your professional learning and it is most likely that you will engage in a multi-layered approach to your professional learning.

GTC Scotland has broadly categorised types of professional learning as follows:
- Further academic study
- Practitioner enquiry and research
- Leadership activity (see table)
Collaborative learning with or from others

<table>
<thead>
<tr>
<th>Learning Rounds</th>
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<tbody>
<tr>
<td>Teacher/Professional Learning Community</td>
</tr>
<tr>
<td>School based working group</td>
</tr>
<tr>
<td>Local authority/external working group</td>
</tr>
<tr>
<td>Cooperative/Team teaching</td>
</tr>
<tr>
<td>Mentoring/supporting a colleague</td>
</tr>
<tr>
<td>Lesson Study – Lesson observation &amp; analysis (of self/other)</td>
</tr>
<tr>
<td>Online learning community/discussion/blog</td>
</tr>
<tr>
<td>Professional/Academic Conference</td>
</tr>
<tr>
<td>Reading group</td>
</tr>
<tr>
<td>Classroom/school visits (with follow up professional dialogue)</td>
</tr>
<tr>
<td>SQA Assessor development/meetings</td>
</tr>
</tbody>
</table>

Leadership Activity

| Leading a working group (internally/externally) Leading the development of new intuitive/curriculum/development/programme |
| Leading an enquiry                                                                                     |

So what now? Here are some reflective questions that might help you when considering your professional learning:

- What is the focus of my professional learning and why is that important for me? For my pupils? For my school?
- How will I know the impact of my professional learning in short term? Medium term? Long term?

In what ways is my planned professional learning:

- Advancing my professional knowledge?
- Helping me to develop my pedagogical expertise?
- Helping me develop my professional values in action?
- Progressing, enriching, developing and enhancing practice/knowledge?
South Ayrshire Policy inserted here.