

Professional Recognition and the key role of the Professional Review and Development (PRD)

The award of GTC Scotland's Professional Recognition recognises the expertise and accomplishment of a teacher as a result of the enhanced, significant and sustained enquiry they have undertaken in developing their professional learning in a particular area. This is fully supported by the ongoing PRD dialogue with their line manager, from discussing potential or current areas of professional learning and development, to acknowledging the impact and depth of this learning and encouraging the teacher to think about shaping this as part of a claim for Professional Recognition. The discussion would include a critical reflection upon how the professional learning has impacted on professional practice, learners and colleagues, as well as planning next steps for the future. This reflection and ongoing discussion with the line manager is part of the submission for Professional Recognition which is agreed and signed off by the line manager.

Professional Update talks about Professional Review and Development (PRD) as not just a meeting, but part of a *supportive process* which places an emphasis on coaching and mentoring support (*GTCS 2012*). Adopting a coaching approach allows the teacher to genuinely consider and identify their professional development for themselves and consequently to develop a greater sense of confidence and empowerment.

The skills and knowledge of the PRD reviewer play a critical role in supporting the teacher throughout the sustained and significant professional enquiry they undertake for Professional Recognition.

Possible questions to consider when supporting Professional Recognition as part of a PRD discussion:

- How is your work in this area of expertise/accomplishment enabling you to develop as a practitioner?
- How have you applied what you have learned in this area of expertise?
- How is this influencing and enhancing your professional practice?
- What reading and research has challenged and critically informed this learning and development?
- What is the impact on learners and their learning experiences?
- What is the impact on your colleagues' professional learning?
- What evidence do you have to demonstrate the impact on your practice, colleagues and learners?
- How will you take this forward? What are your next steps for development?
- In what ways will you be able to make a contribution to the school/wider educational community?

As the teacher builds their expertise and accomplishment they will also be developing a Professional Portfolio which includes evidence of how they have developed and shared their knowledge, understanding and pedagogical expertise within the area(s) of professional practice in which they are seeking Professional Recognition. This includes a critical discussion and analysis of evidence of the impact of this work on their professional practice, and their learners and colleagues. This Professional Recognition portfolio is discussed with the line manager as part of

the ongoing PRD processes which support the teacher as they develop their expertise and eventually come forward to make their application for Professional Recognition.

[Further information on Professional Recognition](#)

[Making an individual PR application](#)

[Coaching and mentoring](#)

[Professional Review and Development](#)