

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS



Professional Update Phase 1 Evaluation: Teachers/Reviewees & Managers/Reviewers

September 2013

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1 Introduction

The first phase of the pilot of a system of Professional Update has been in operation since August 2012. Teachers from East Renfrewshire, North Lanarkshire and Perth and Kinross Councils have been participating in this pilot process, along with teachers from the Erskine Stewart's Melville Schools in the independent sector. The General Teaching Council for Scotland wishes to evaluate all aspects of the pilot of Professional Update. As part of this we sought to gather the views of all those who participated in phase 1.

To assist GTC Scotland in the evaluation, a survey was sent to all participating teachers and their line managers towards the end of June 2013, with a request to complete the survey by mid July. In each local authority, two school clusters were involved, totalling six secondary schools and their associated primary, special and early years establishments. This was 42 schools altogether. With the inclusion of Erskine Stewart's Melville Schools, approximately 20% of staff from all these schools participated and thus were invited to participate/contribute to this evaluation.

This document presents the findings of the survey outcomes and data from related focus groups.

2 Survey Methodology

An online survey was chosen as an effective way of collating the views of participants. The aim being to evaluate their experience of taking part in the Professional Update process:

- ❖ Some brief details to determine the respondent population
- ❖ Details relating to their MyGTCS account
- ❖ Details relating to the PRD processes, including use of the Professional Standards
- ❖ Details concerning experiences of professional learning
- ❖ Matters relating to the Professional Update processes

Participants were invited to specify their level of agreement with a set of statements. They were also given the opportunity to comment after each section of the survey, should they wish to do so.

In addition to the online survey a series of focus groups were held with participating teachers. One focus group was held with each local authority. This provided participants with an opportunity to discuss their experiences in more depth.

It is important to be mindful of the relatively small numbers of participants involved in this survey.

3 Respondent Population

The following tables illustrate the overall response rates and include a comparison against the original number of invited participants. For ease of reference, throughout this report, all teachers/reviewees are referred to as 'teachers' and all line managers/reviewers are referred to as 'managers'. It is also important to note at this point, whilst all teachers and managers were sent a link to the survey there is no way of knowing whether there is any direct relationship between the managers and teachers who responded.

Table 1a: Comparison of teacher respondent population versus invited participants

Employer	No. of respondents	% respondent population	No. of invited participants	% of respondents 'v' invited participants
East Renfrewshire Council	10	21.3	88	11.4
North Lanarkshire Council	11	23.4	76	14.5
Perth and Kinross Council	11	23.4	47	23.4
Erskine Stewart's Melville School	15	31.9	36	41.7
Total	47	100.0	247	19.0

Table 1b: Comparison of manager respondent population versus invited participants

Employer	No. of respondents	% respondent population	No. of invited participants	% of respondents 'v' invited participants
East Renfrewshire Council	7	50.0	22	31.8
North Lanarkshire Council	3	21.4	41	7.3
Perth and Kinross Council	2	14.3	31	6.5
Erskine Stewart's Melville School	2	14.3	4	50.0
Total	14	100.0	98	14.3

Although the survey was anonymous, participants were requested to supply some brief details to enable us to differentiate between the responses of different groups i.e. employer, sector, type of post/contract, gender and age-range. The following tables illustrate the demographics of the respondent populations.

Table 2a: Teacher respondent population by gender and age

Gender	Age-range					Total	%
	21-30	31-40	41-50	51-60	(blank)		
Female	4	8	14	11		37	78.7
Male		5	4			9	19.1
(blank)					1	1	2.1
Total	4	13	18	11	1	47	
%	8.5	27.7	38.3	23.4	2.1		

Table 2b: Manager respondent population by gender and age

Gender	Age-range				Total	%
	21-30	31-40	41-50	51-60		
Female		2	4	3	9	64.3
Male		2	1	2	5	35.7
Total		4	5	5	14	
%	0.0	28.6	35.7	35.7		

Table 3a: Teacher respondent population by employer, post and sector

Employer	Post	Sector				Grand Total	%
		Early Years	Primary	Secondary	Centrally based		
East Renfrewshire Council							
	Classroom Teacher		1	2		3	21.3
	Principal Teacher			4		4	
	Other		2	1		3	
	Total		3	7		10	
North Lanarkshire Council							
	Classroom Teacher		1	5		6	23.4
	Principal Teacher		2	3		5	
	Total		3	8		11	
Perth and Kinross Council							
	Classroom Teacher		3	4		7	23.4
	Principal Teacher			2		2	
	Head Teacher		1			1	
	Centrally Based Officer				1	1	
	Total		4	6	1	11	
Erskine Stewart's Melville School							
	Classroom Teacher			7		7	31.9
	Principal Teacher	1	2	2	1	6	
	Depute Head Teacher			1		1	
	Other			1		1	
	Total	1	2	11	1	15	
Grand Total		1	12	32	2	47	
%		2.1	25.5	68.1	4.3		

In addition to the above percentage breakdowns it may be noted that 48.9% (n=23) of respondents were Classroom Teachers and 36.2% (n=17) were Principal Teachers. The 'Other' posts as per above were identified as; Acting Principal Teacher of English / ASN Teacher / Primary Music Specialist / SQA Coordinator and Timetabler. One teacher stated they were 'centrally based' but later stated that they worked as a teacher across primary/secondary.

The majority of teachers held a 'permanent contract' (89.4%, n=42) with the remaining having 'temporary/supply - mostly long-term in at least 1 school' (8.5%, n=4). 1 respondent chose not to answer.

40% of these respondents had participated in the Teacher Induction Scheme.

Table 3b: Manager respondent population by employer, post and sector

Employer	Post	Sector			Grand Total	%
		Primary	Secondary	Centrally based		
East Renfrewshire Council						
	Principal Teacher	1	2		3	50.0
	Depute Head Teacher	1	2		3	
	Head Teacher	1			1	
	Total	3	4		7	
North Lanarkshire Council						
	Principal Teacher		1		1	21.4
	Head Teacher	1			1	
	Centrally Based Officer			1	1	
	Total	1	1	1	3	
Perth and Kinross Council						
	Principal Teacher		2		2	14.3
	Total		2		2	
Erskin Stewart's Melville School						
	Depute Head Teacher		1		1	14.3
	Other		1		1	
	Total		2		2	
Grand Total		4	9	1	14	
%		28.6	64.3	7.1		

Again, in addition to the above percentage breakdowns it may be noted that 42.9% (n=6) of respondents were Principal Teachers, 28.6% (n=4) were Depute Head Teachers, 14.3% (n=2) were Head Teachers and 7.1% (n=1) was a Centrally based Officer. The one 'Other' post as per above was identified as an Assistant Head Teacher

All managers held a 'permanent contract' and 21.4% (n=3) of these respondents had participated in the Teacher Induction Scheme.

4 Annual Update of Personal Details on GTC Scotland's Register of Teachers

It is currently a condition of the register that teachers keep their personal details on the register up-to-date, this is also a requirement for Professional Update. We know that in practice this is patchy. However, it is important for GTC Scotland to have an accurate register.

Table 4: Teacher respondent population - Question 10/11 - Keeping details on the GTCS register of teachers up-to-date

		Q11: Have you updated your personal details on the GTCS register of teachers within the past year?			Total	%
		Yes	No	(blank)		
Q10: Do you have a MyGTCS account?						
Yes		34	9		43	91.5
No		1	2		3	6.4
(blank)				1	1	2.1
Total		35	11	1	47	
%		74.5	23.4	2.1		

91% of teachers had a MyGTCS account, but only 74.5% had updated their details with GTC Scotland as part of their engagement in the pilot process. 68% of the teachers responding updated their details through My GTCS. Whereas 100% of managers who had updated their personal details, did so using MyGTCS.

Again an opportunity was given for respondents to add comment at the end of this section. Largely, individuals commented on the ease of this process with only minor technical issues being reported.

5 The PRD Process

The Professional Review and Development process underpins Professional Update and it is therefore essential that an understanding of individuals' experience of and engagement with this process is developed.

Teachers were asked if they had a PRD with their line manager within the last year. A number of questions related to the PRD process and respondents were given the option of answering any that may be appropriate for them whether or not they had participated in a PRD.

Table 5: Teacher respondent population - Question 15 - Staff review / PRD meeting

Q15: Did you have a staff review / PRD meeting with your line manager within the past year?		No. of respondents	% respondent population
Yes		34	72.3
No		10	21.3
(blank)		3	6.4
Total		47	100.0

85% of managers stated they had facilitated a staff review/PRD meeting.

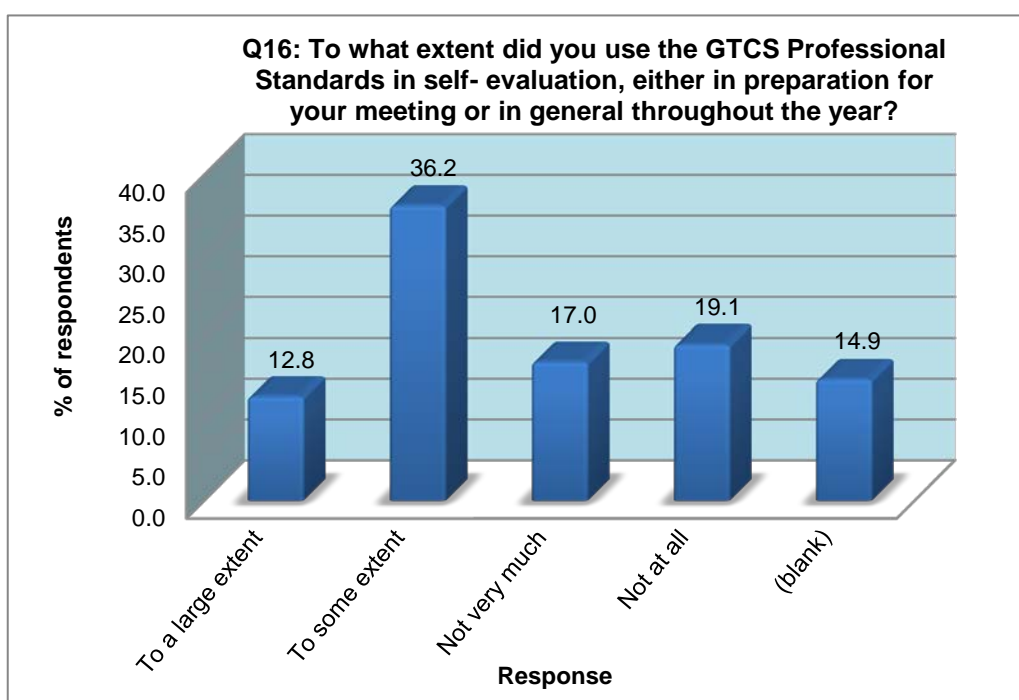
GTCS Professional Standards

Use of the Professional Standards is a key aspect of the Professional Update process. Teachers will be required to self evaluate against the Standards and use them to plan their professional learning. Therefore it was important to ascertain the extent to which individuals used the Standards and how useful they believed they were.

The revised Professional Standards only launched in August 2013 and those engaging in Phase 1 of the Professional Update pilot were only required to engage with the previous Standards. However, it is possible that individuals may have chosen to evaluate against both old and new Standards and this option was provided in the survey. It is worth noting that all teachers in Phase 2 of the pilot will use the revised Professional Standards. Individuals were also invited to select more than one Standard as appropriate to their current professional context and role.

Use of the Professional Standards as part of the Professional Update process was variable, as can be seen in the tables below.

Graph 1: Teacher respondent population - Question 16 - Use of the Standards in self-evaluation



The managers perception of teachers' use of the Standards broadly mirrored the teachers responses with one exception. 19% of teachers did not use the Standards at all. No manager believed this to be the case for their teachers.

Table 6a: Teacher respondent population - Question 17 - Standards used

Q17 Which Standards did you use? Please select as many as apply.				
Standard:				Total
Full Registration (current)				26
Full Registration (current)	+	Full Registration (new)		1
Full Registration (current)	+	Full Registration (new)	+ Leadership and Management (new)	1
Full Registration (current)	+	Headship (current)		3
Full Registration (current)	+	Leadership and Management (new)		1
Full Registration (new)				1
Leadership and Management (new)				1
Total				34

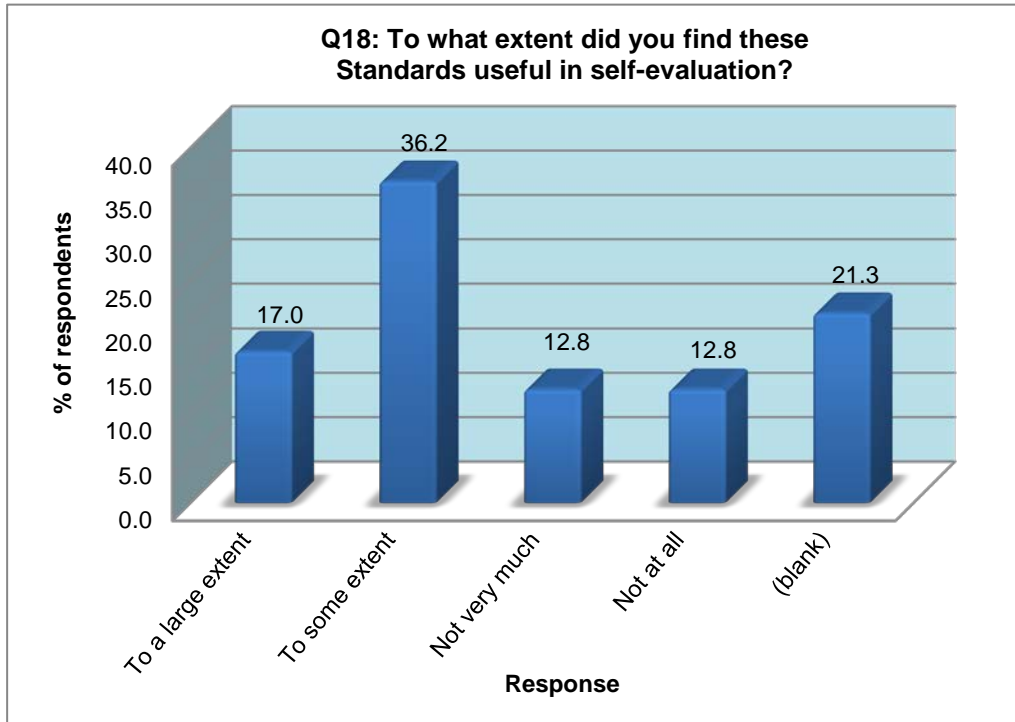
Table 6b: Manager respondent population - Question 17 - Standards used

Q17 Which Standards did your staff use? Please select as many as apply.				
Standard:				Total
Full Registration (current)				10
Full Registration (current)	+	Full Registration (new)		2
Headship (current)				1
Blank				1
Total				14

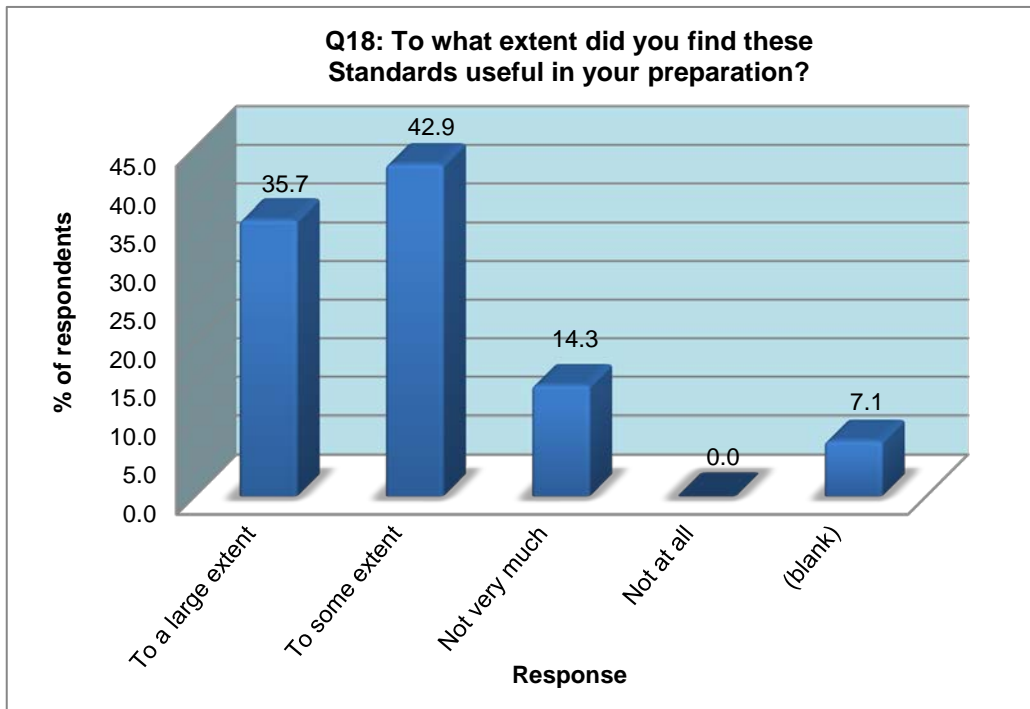
It is worth noting that the 34 teachers who answered question 17 do not directly correspond with the 34 individuals who stated they had a PRD. Of the 34 people who had a PRD, 3 did not provide information relating to the Standards they chose to reflect against. However, 3 individuals stated they reflected against a standard although they had not yet had a PRD, but were evidently in process of preparing for this.

As can be seen in the table below, a little over 50% of teachers stated that the Standards were useful to a large or some extent. It is unknown in what ways they found these useful, or not and this is an area for further consideration and exploration. When broken down per Standard the SfR and new SfR were largely considered to be useful to some extent. The SfH and new SfL&M were, in the majority, considered to be useful to a large extent.

Graph 2a: Teacher respondent population - Question 18 - Extent to which the Standards were useful in self-evaluation



Graph 2b: Manager respondent population - Question 18 - Extent to which the Standards were useful in self-evaluation



The managers appeared to have a slightly more positive perception of the use of the Standards.

The focus group data showed a generally positive reaction to the use of the Standards. Self-evaluating against these was believed to be an 'accepted practice' and recognised as a useful part of the PRD process. One focus group commented that they were now more aware of the Professional Standards and making the relevant links to their professional learning and development because of the Professional Update process.

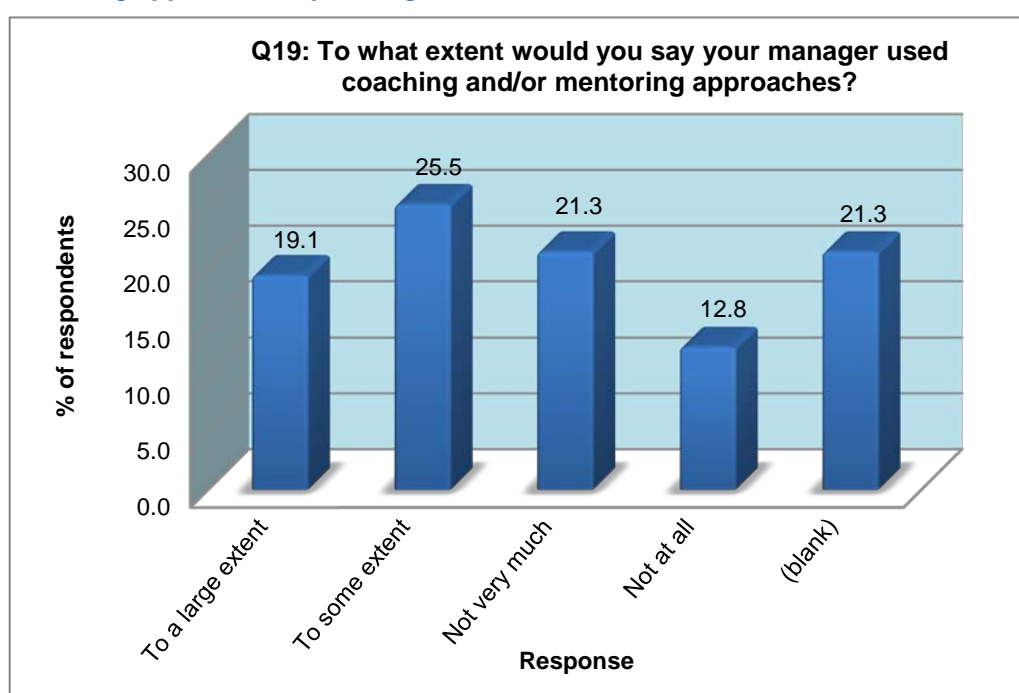
One point relating to the Standards concerned the interpretation and way in which the Standards were used. Some of the focus group data indicated a deficit model understanding of the Standards, with comments relating to “identifying gaps” to be addressed rather than forming the self-evaluation in terms of ongoing development and deepening/enhancing professional learning. One focus group raised this same concern in terms of the Standards being interpreted “too literally” and whether teachers have to do everything every year.

It was stated in one focus group that there was a need for further exemplification of the Standards to help encourage a deeper focus. The recent launch of the support materials for the new Standards may well help to begin to address the above points.

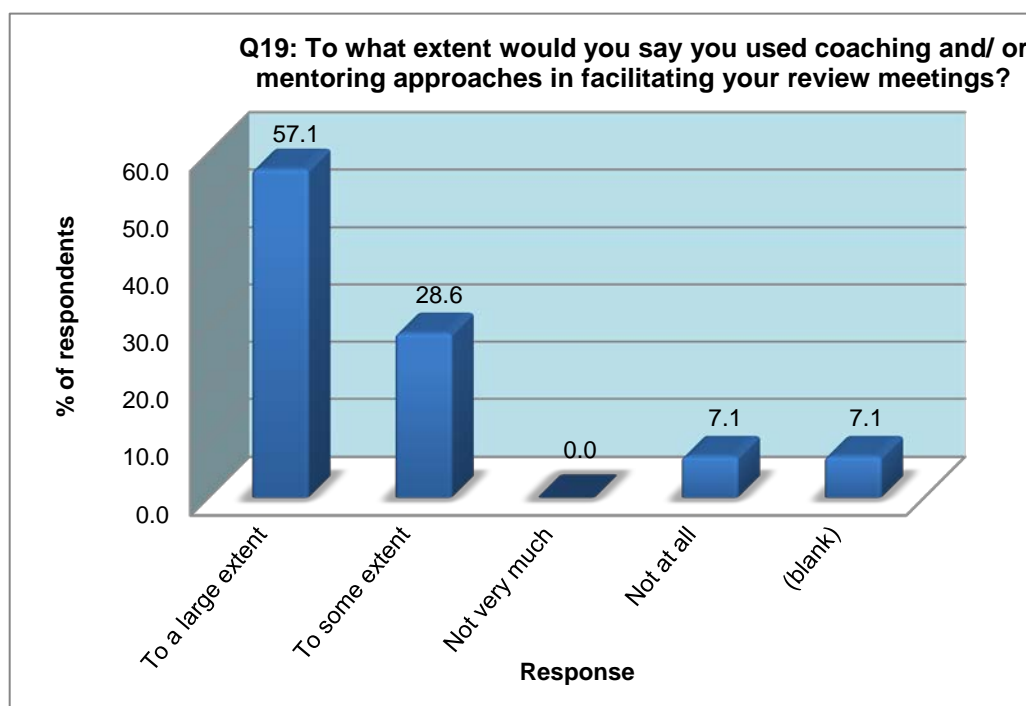
The PRD meeting

Coaching and mentoring are recognised as effective models of practice for facilitating productive PRD meetings and enabling effective dialogue.

Graph 3a: Teacher respondent population - Question 19 - Extent of use of coaching and/or mentoring approaches by managers



Graph 3b: Manager respondent population - Question 19 - Extent of use of coaching and/or mentoring approaches in facilitating review meetings



As can be seen in the tables above, around 85% of managers believed they used coaching and mentoring approaches to some or large extent. Only around 45% of teachers believed this to be the case. It must be noted that there is no direct relationships between the managers and teachers who have responded. However, this data could indicate a potential difference of perception of the use of coaching and/or mentoring approaches. The focus group discussions also indicated a perception that there was a greater use of coaching and mentoring approaches as part of PRD.

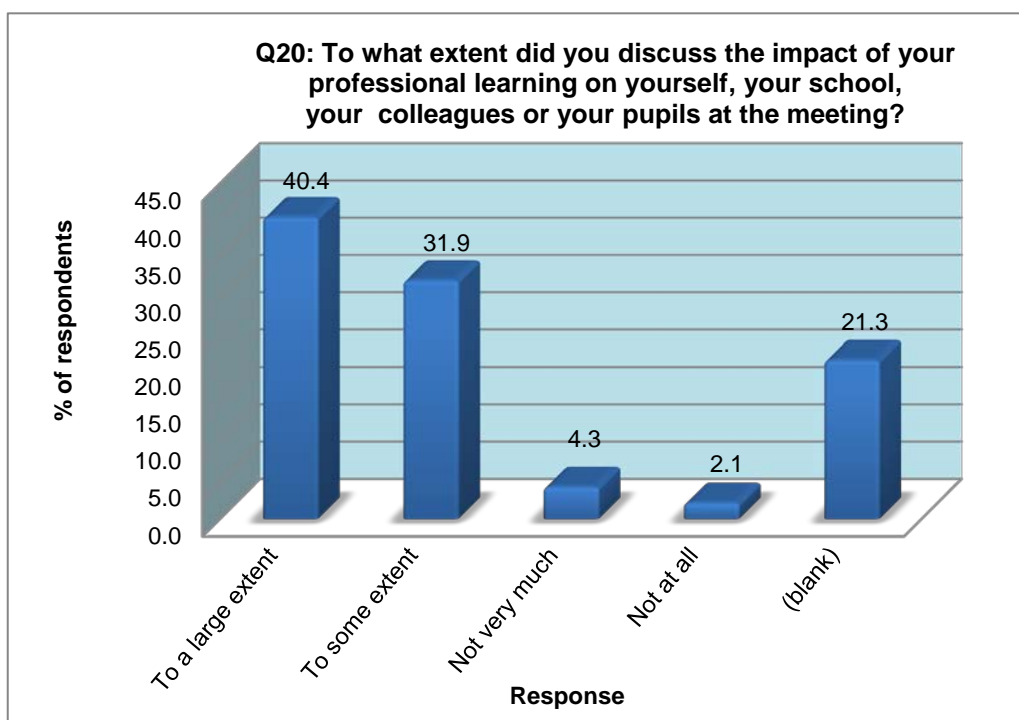
The focus group data highlighted a number of concerns relating to the capacity of individuals' skill and knowledge of the use of coaching and mentoring approaches. It was stated that coaching approaches have helped to encourage a greater focus on impact of professional learning during the PRD discussion. Coaching was also regarded as a way to enable deeper reflective processes. It was noted in one focus group that the coaching approach has changed the process of PRD.

Whilst there was only a positive reaction towards the use of coaching and mentoring as an approach, a dominant concern was related to the training and professional development of reviewers in the use of these. Some general concerns and issues in relation to the management of the process were raised:

- ❖ High quality professional learning and development for reviewers to ensure high quality PRD processes. Coaching conversations are believed to be fundamental to practice.
- ❖ All reviewers to be appropriately trained before undertaking any PRD process for Professional Update. A number of comments were made relating to individuals not believing they had had full/any training prior to being required to facilitate PRDs.
- ❖ Training and development on how to have difficult conversations is required.
- ❖ Ensuring managers understand the distinctions between Professional Update and competence procedures.
- ❖ Issues around developing positive relationships and ensuring genuine dialogue rather than superficial discussions.
- ❖ Achieving the balance of challenge and support.
- ❖ A cascade model had been adopted in places and the value of this was not clear.
- ❖ Workload issues and number of staff PRDs a single reviewer may be responsible for. This also related to issues of capacity building within schools.
- ❖ The importance of effective management of the process.

There were no comments to suggest that coaching and mentoring were not appropriate approaches for the PRD process. However, ensuring ongoing and high quality professional learning for all reviewers is clearly an important and significant issue.

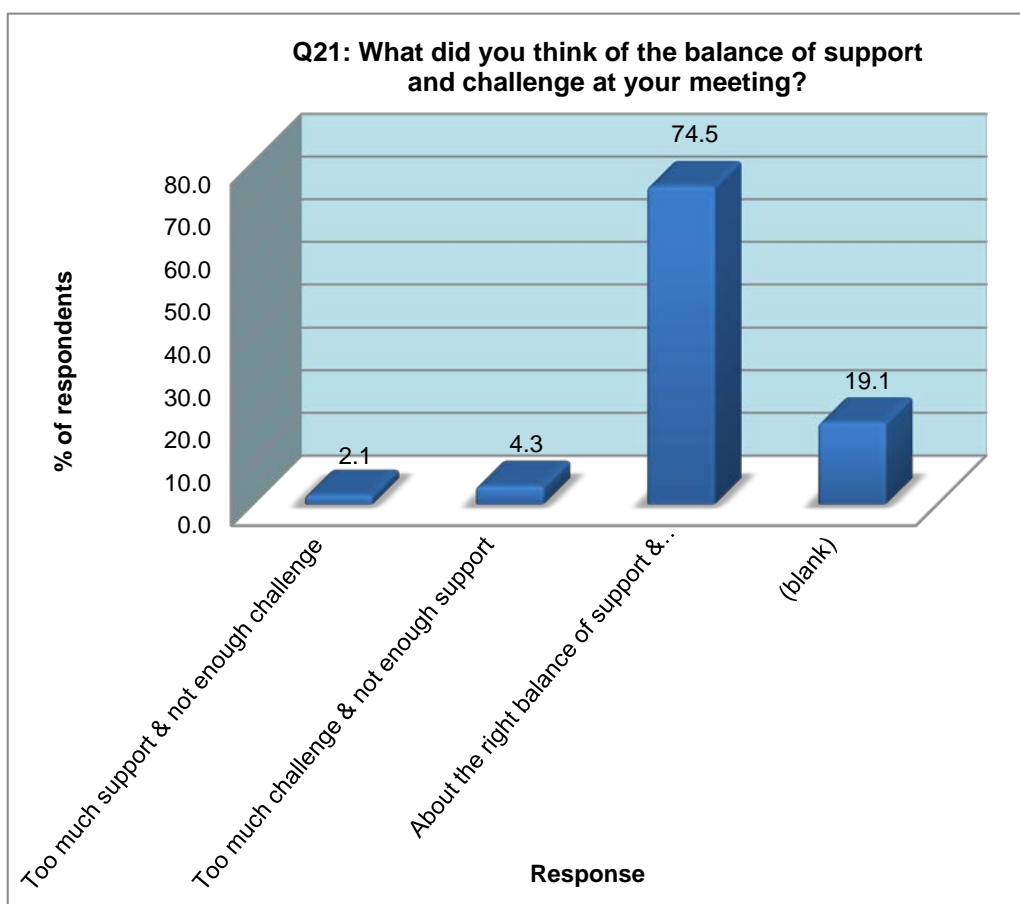
Graph 4: Teacher respondent population - Question 20 - Extent of discussion about impact of professional learning



The managers' response was reflective of the teacher responses with 42.9% (n=6) stating 'to a large extent', 42.9% (n=6) 'to some extent', with only 7.1% (n=1) stating 'not at all'.

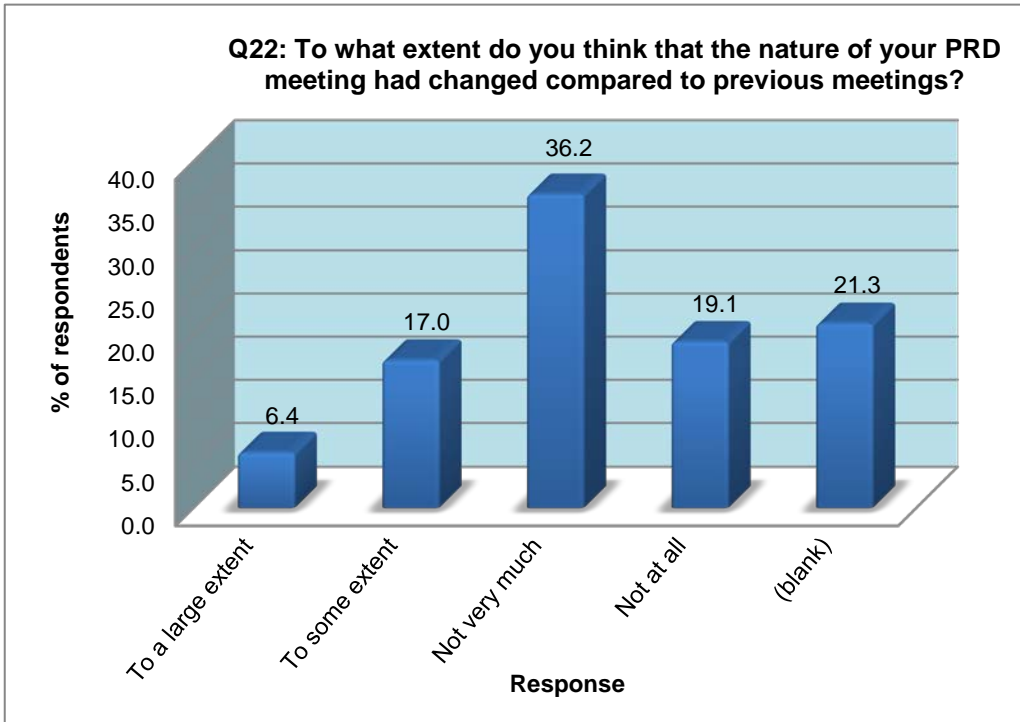
The focus group data raised a number of points in relation to discussions about impact of professional learning. It was recognised that Professional Update will encourage stronger dialogue about impact and this also related to evidencing impact. Thinking about the impact of professional learning was regarded as a positive part of the PRD process. However, the nature and extent of these discussions is less clear. These issues also relate to the portfolio of evidence.

Graph 5: Teacher respondent population - Question 21 – Balance of support and challenge at meeting

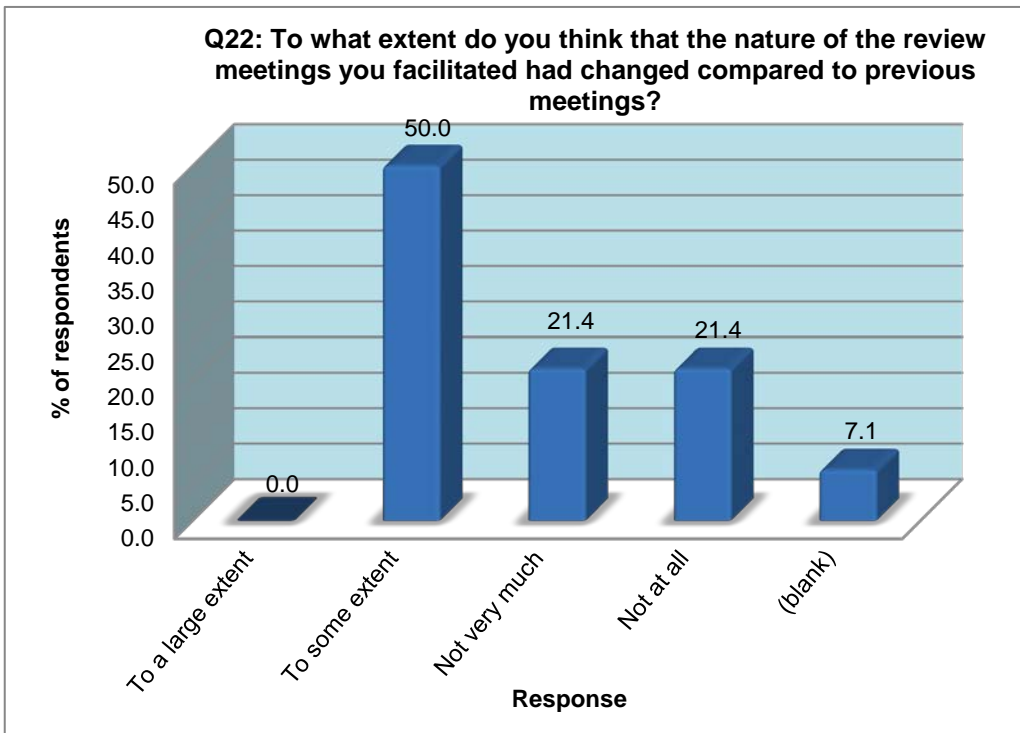


Again, the managers' responses were similar to that of the teachers, although they were slightly skewed towards believing there was not enough challenge. 71.4% (n=10) stated about the right balance of support and challenge, with 21.4% (n=3) stating too much support and not enough challenge. One manager commented that the guidance relating to Professional Update was a "soft approach" and did not offer "enough opportunity for me as a manager to prompt or challenge staff who might select CPD which doesn't address their real needs".

Graph 6a: Teacher respondent population - Question 22 - Extent of change in nature of PRD meeting compared to previous meetings



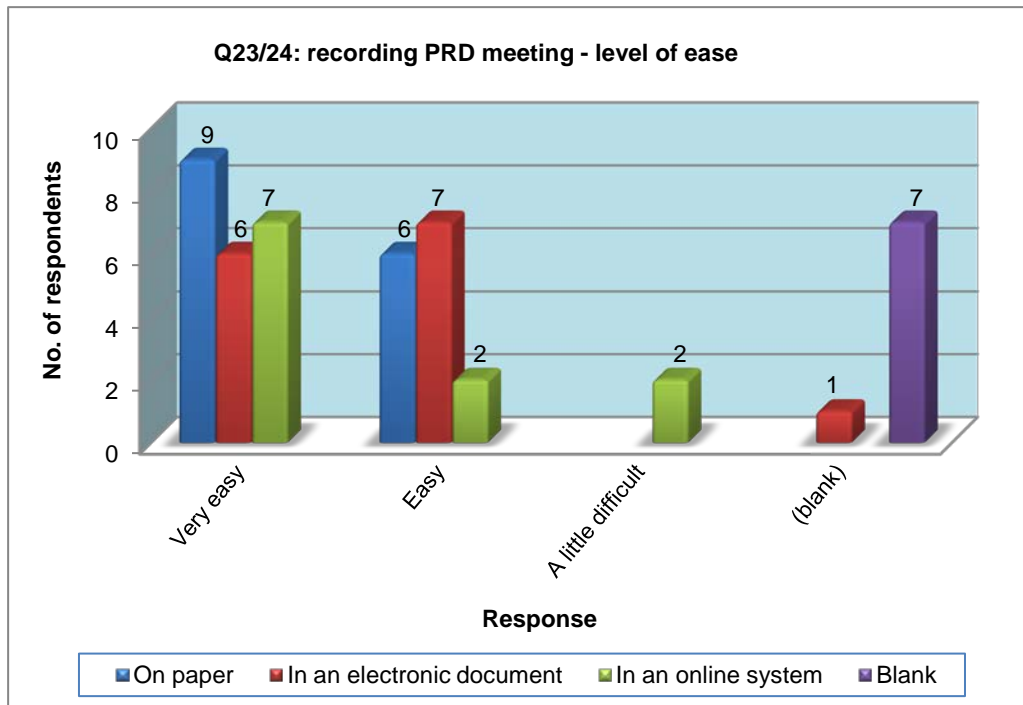
Graph 6b: Manager respondent population - Question 22 - Extent of change in nature of PRD meeting compared to previous meetings



Managers appeared to believe there had been a greater change in PRD meetings, compared to those they had facilitated previously. Again it must be noted that a direct comparison should not be made between this group of teachers and this group of managers. However, it does highlight potential differences in perception about the PRD process.

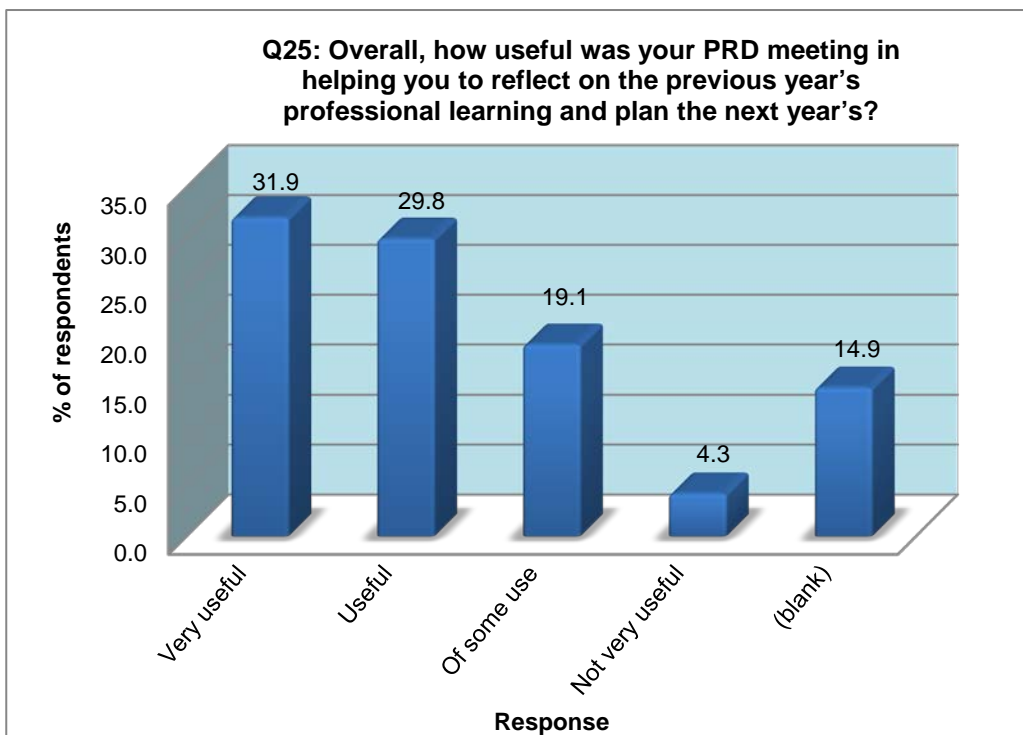
At this point in the survey managers were asked 'In your system, who records the PRD meeting' whereas the teachers were asked 'How did you record your PRD meeting'. 57.1% (n=8) of the managers stated that they, as line manager, recorded the PRD meeting whereas 35.7% (n=5) stated the teachers being reviewed did.

Graph 7: Teacher respondent population - Question 23/24 - Method of recording PRD meeting & level of ease in doing so



Of the 8 managers who stated they recorded the PRD meeting, 62.5% (n=5) used an *electronic document* and 25.0% (n=2) used a *paper document*. They followed this up by stating this was *very easy / easy*.

Graph 8: Teacher respondent population - Question 25 – How useful was the PRD meeting to help reflect on and plan for professional learning



Of the managers, 42.9% (n=6) did not respond. 50% (n=7) found the PRDs to be very useful /useful in helping them to understand their staff's professional learning and planning for the year to come. Managers commented on the use of coaching and mentoring approaches (see section above for issues raised).

For some respondents this was their first PRD in a number of years. Keeping the PRD appropriately focused was also noted as a challenge. This was either related to the specific focus and skill of the individual reviewer as well as some contextual factors and influences (such as urgent matters taking precedence during a PRD discussion).

6 Professional Learning

Teachers were asked about the kind of professional learning they had engaged in, over the past year. They were given the option of selecting as many as appropriate. The table below shows the range of activities individuals engaged in.

Table 7: Teacher respondent population - Question 27 - Types of professional learning

Q27 What kinds of professional learning have you engaged in over the past year? Please select as many as apply.														Total no. of occurrences per PL activity
Professional Learning:														
I did some further professional reading, enquiry, research, online training or study not leading to an award	■	■	■	■	■	■	■	■	■					36
I did further study or research for a certificate, diploma, degree, GTC Scotland Professional Recognition or other award	■	■	■											4
I attended some professional learning events (e.g. workshops, courses, conferences, seminars, etc)	■	■	■	■	■	■	■			■	■	■		42
I learned from others (e.g. visiting other classrooms / schools, joined group / committee / learning community, did work shadowing, etc)	■	■		■	■			■		■	■			37
I took on a leadership activity (e.g. in relation to the curriculum, management, mentoring others, delivering staff development, etc)	■		■	■		■				■		■		29
Other									■					1
Total no. of respondents engaging in multiple PL activities	1	2	1	18	6	2	3	2	1	6	2	1	45	149

The focus group data also reinforced the perception that professional learning was wide-ranging. Some specific examples include participation in TLCs (Teacher Learning Communities), learning rounds, courses, distributed leadership tasks and other projects/initiatives. It was noted in one discussion that the local authority in-house CPD activity is very strong.

Connecting professional learning to the Standards appeared to be a less common practice with comments stating that they were now making connections between Standards and professional learning as a result of the Professional Update process. Questions were raised amongst focus group participants regarding what counts as CPD. One focus group suggested that the Professional Update process would help to encourage a stronger learning purpose and deeper professional learning and the process would be more systematic in approach rather than “quick fixes” and series of courses.

Much of the professional learning identified was related to Curriculum for Excellence activity. Courses still appear to be a dominant model of professional learning with some teachers commenting that their attendance at courses is sometimes restricted. Supply teachers consider that they have little choice in their CPD and therefore attend what they can, whenever they can. This reinforces the perception that professional learning is centred on attendance at a course or training event.

One teacher believed that Professional Update benefited everyone and as a supply teacher she now had more opportunity for professional learning.

There is still much unknown about the nature and extent of professional learning and the impact of this on professional knowledge and actions.

Graph 9: Teacher respondent population - Question 28/29 - Recording professional learning & level of ease in doing so

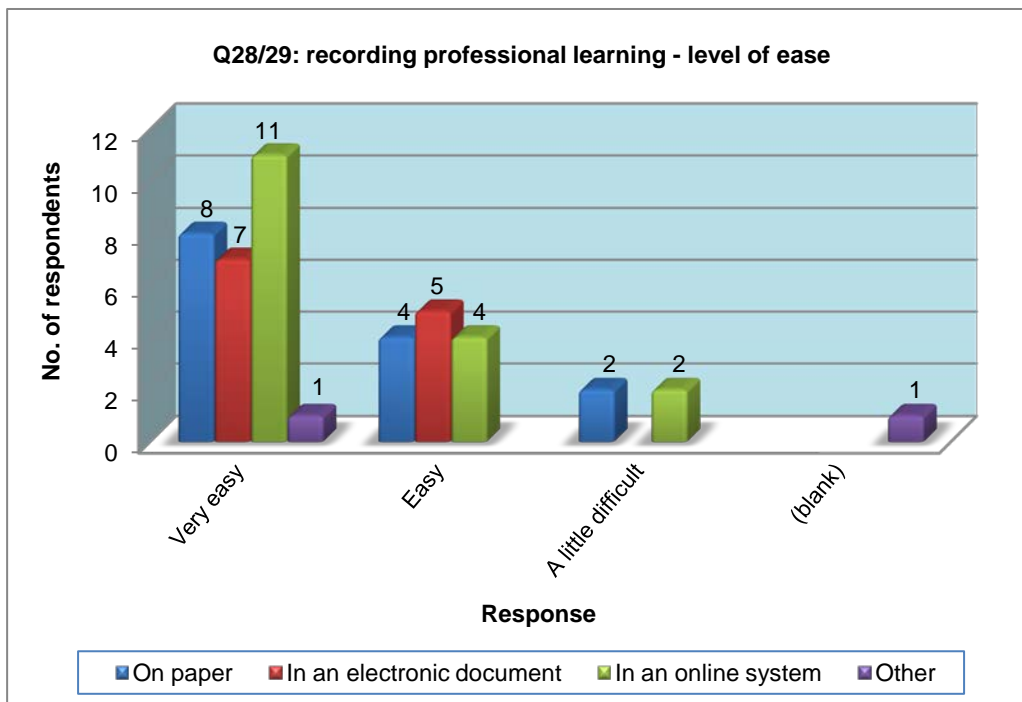


Table 8: Teacher respondent population - Question 30 - Portfolio of evidence

Q30: Did you keep a portfolio of evidence?		
	No. of respondents	% respondent population
Yes	33	70.2
No	12	25.5
(blank)	2	4.3
Total	47	100.0

85% (n=12) of managers saw and discussed the teachers' **professional learning record**, however only 50% of managers saw and discussed the teachers' **portfolio of evidence** of professional learning.

Managers and teachers were asked to describe the kind of evidence included in the portfolios. The table below summarises this.

Table 9: Evidence included in portfolios

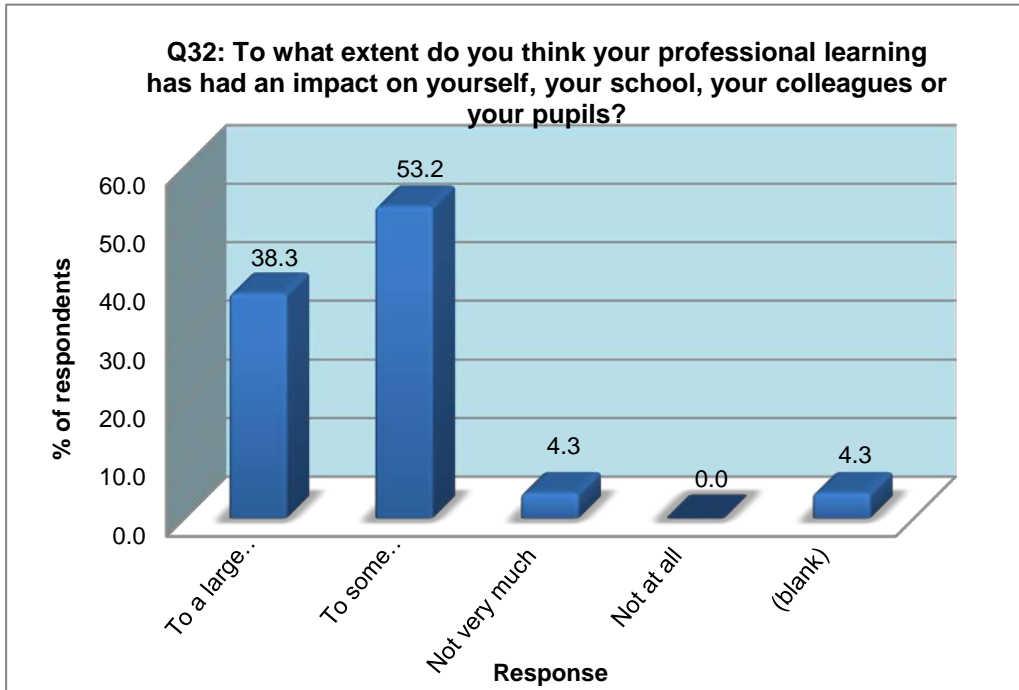
Kind of evidence:	Number of inclusions
Course notes/handouts and evaluations (for courses, conferences, in-service); reports or write-ups of course	21
Copies of readings/reading lists	4
Learning log of courses attended	1
Probationer reports/mentoring notes or minutes	1
Log of courses (incl. certificates and hours involved)	9
Record of working groups/focus groups	1
Copies of lesson observations and other feedback	3
Learning journal/self-evaluation folder	2
Notes re impact of courses on learning	1
Mind map of thinking (after a course)	1
Personal study	1

As can be seen from the table above, the majority of evidence included in the portfolio relates more to 'record keeping' of courses/professional learning activities. There is very little evidence of evaluation of impact on individuals' knowledge and practice. Professional Update will require individuals to keep a portfolio of evidence of impact as well as a record of professional learning.

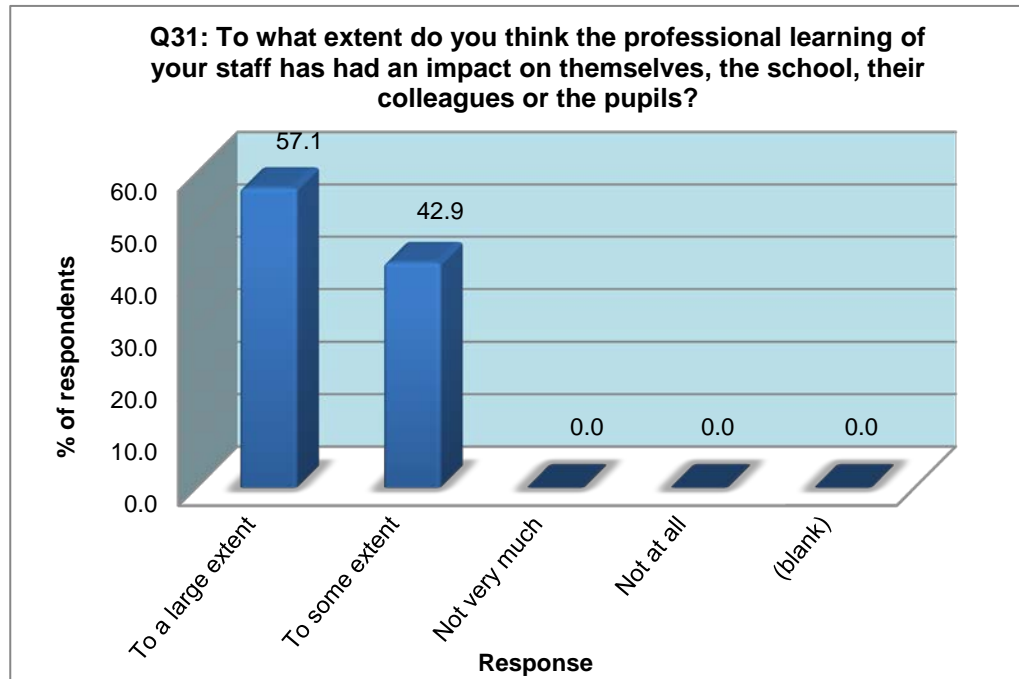
It was noted in one focus group discussion that Professional Update will require stronger evidence to justify claims made in PRD discussions. However, concerns were also raised that the portfolio of evidence was 'overkill' and ongoing contact between managers and teachers should be sufficient, as evidence is "seen all the time". Some teachers commented that the portfolio of evidence would be time consuming and had workload implications. From the comments received it was evident that there were multiple understandings of what might count as evidence/portfolio of evidence of impact.

There is perhaps a need for further discussion and clarity regarding the nature and purpose of a portfolio of evidence and guidance developed relating to what might count as appropriate evidence. This issue of evidence and portfolios is discussed further in section 7 below (see page 22).

Graph 10a: Teacher respondent population - Question 32 - Extent of impact of professional learning

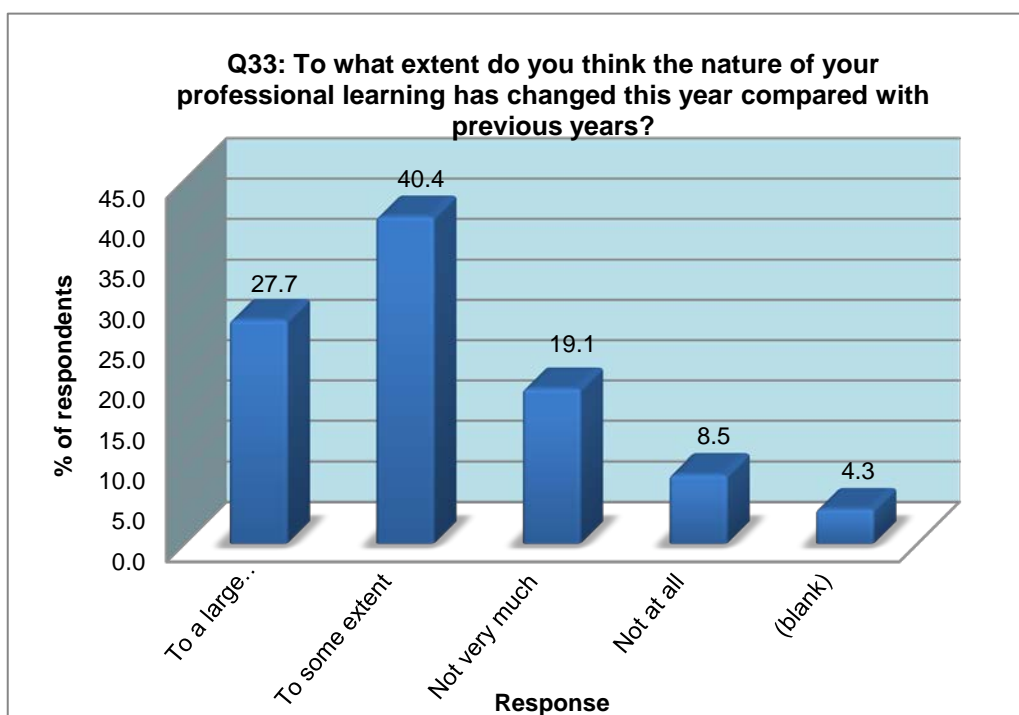


Graph 10b: Manager respondent population - Question 31 - Extent of impact of professional learning on staff

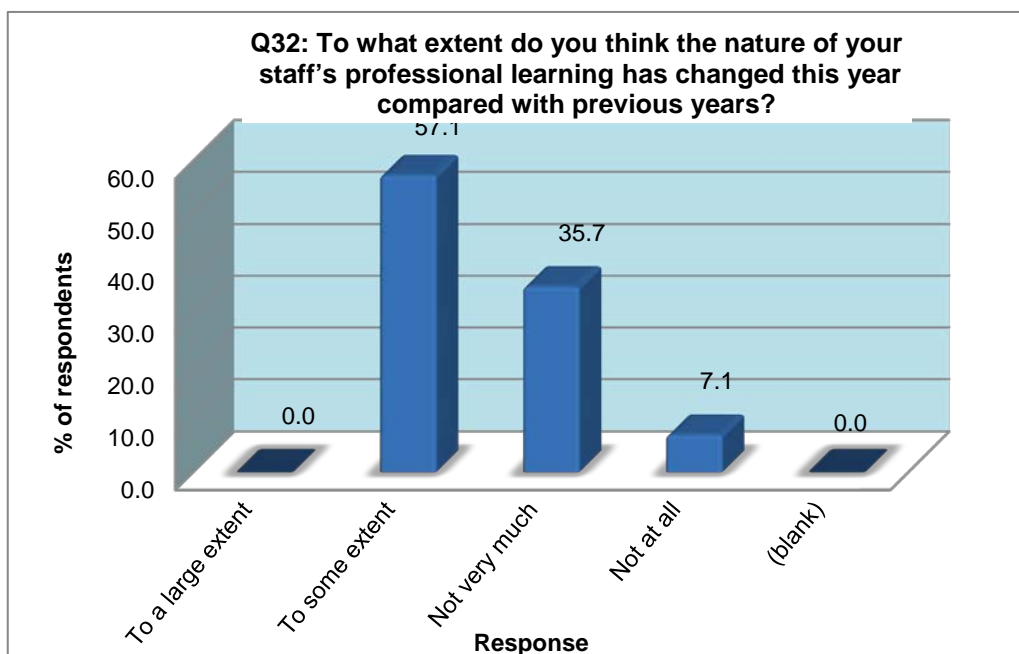


Again, it would appear that the managers' perception was very slightly more positive in outlook than the teachers' responses.

Graph 11a: Teacher respondent population - Question 33 - Extent of change to the nature of your professional learning



Graph 11b: Manager respondent population - Question 32 - Extent of change to the nature of your staff's professional learning



It would appear that the teachers perceived a slightly greater change in the nature of their professional learning. One respondent stated that they believed they were now “*more involved*” in their own CPD and it was helpful to view this as “*part of a continuum rather than a series of one-off events*”.

Teachers were asked if they had shared any of their professional learning activities with other teachers through the relevant Education Scotland GLOW pages. Only 10.6% (n=5) stated ‘yes’, with 83% (n=39) stating ‘no’. 3 respondents chose not to comment.

When asked if there were any aspects of their professional learning that they would like to share with other teachers, 27.7% (n=13) stated 'yes', 63.8% (n=30) stating 'no' and 4 respondents chose not to comment.

The nature of the professional learning, teachers stated they wished to share, related mainly to:

- ❖ The sharing of outcomes of a project/development of curricular resources/courses designed
- ❖ Tips, techniques and strategies
- ❖ Sharing of information/cascading information
- ❖ Sharing impact of a piece of work

7 The GTC Scotland Professional Update Sign Off Procedure

In general, positive comments were received in relation to the MyGTCS online system and the procedures as a whole. It was noted by one focus group that the process was not onerous and complemented online systems already in place.

Table 10a: Teacher respondent population - Question 37 - Completion of sign-off procedure

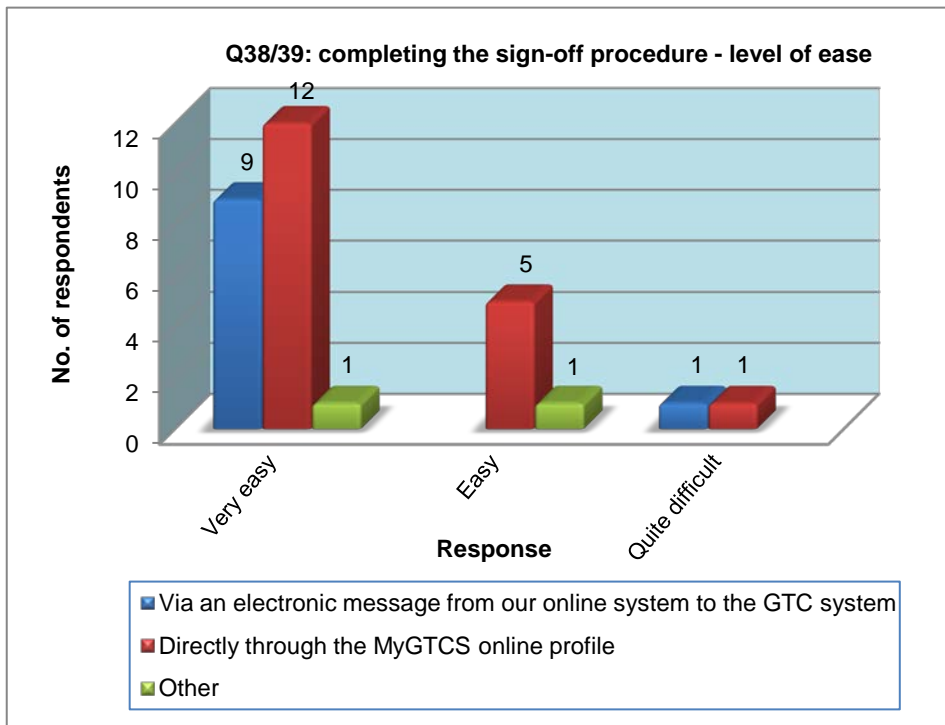
Q37: Have you by this stage completed the sign off procedure for the GTC Scotland Professional Update scheme?		
	No. of respondents	% respondent population
Yes	30	63.8
No	14	29.8
(blank)	3	6.4
Total	47	100.0

Table 10b: Manager respondent population - Question 34 - Completion of sign-off procedure

Q34: Have you by this stage completed the sign off procedure for the GTC Scotland Professional Update scheme by confirming the statements made by your staff?		
	No. of respondents	% respondent population
Yes	6	42.9
No	8	57.1
Total	14	100.0

The respondents who had answered yes to completing the sign off procedure, identified how this was done and the level of ease in doing so. The results are illustrated in the following graphs.

Graph 12a: Teacher respondent population - Question 38/39 - Method of completing the sign-off procedure & level of ease in doing so



Graph 12b: Manager respondent population - Question 35/36 - Method of completing the sign-off procedure & level of ease in doing so

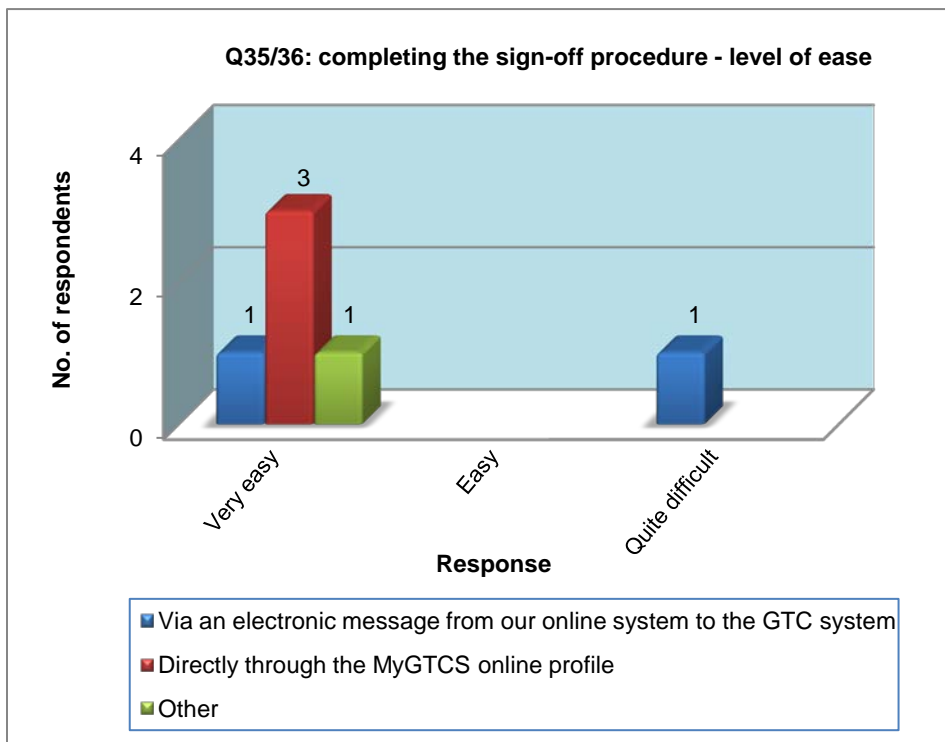


Table 11a: Teacher respondent population - Question 40 - Confirmation of statement

Q40: What did you think of the statement that you were asked to confirm?		
<i>Statement: 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.</i>		
	No. of respondents	% respondent population
It was relevant & meaningful	24	51.1
It had some relevance & meaning but needs to be changed	8	17.0
It was irrelevant & meaningless & should be changed	0	0.0
(blank)	15	31.9
Total	47	100.0

Table 11b: Manager respondent population - Question 37 - Confirmation of statement

Q37: What did you think of the statement that you were asked to confirm?		
<i>Statement: I confirm that [Teacher Name] has engaged in ongoing professional development in line with the GTCS Professional Standards, maintained a CPD record and portfolio of evidence and has discussed the impact of this as part of the Professional Review and Development process.</i>		
	No. of respondents	% respondent population
It was relevant & meaningful	6	42.9
It had some relevance & meaning but needs to be changed	5	35.7
It was irrelevant & meaningless & should be changed	0	0.0
(blank)	3	21.4
Total	14	100.0

Generally comments made by respondents suggested that the actual sign-off procedure was straightforward with only minor technical glitches. One manager commented that it was “a little frustrating constantly logging on to check people’s status – for the more tardy people”.

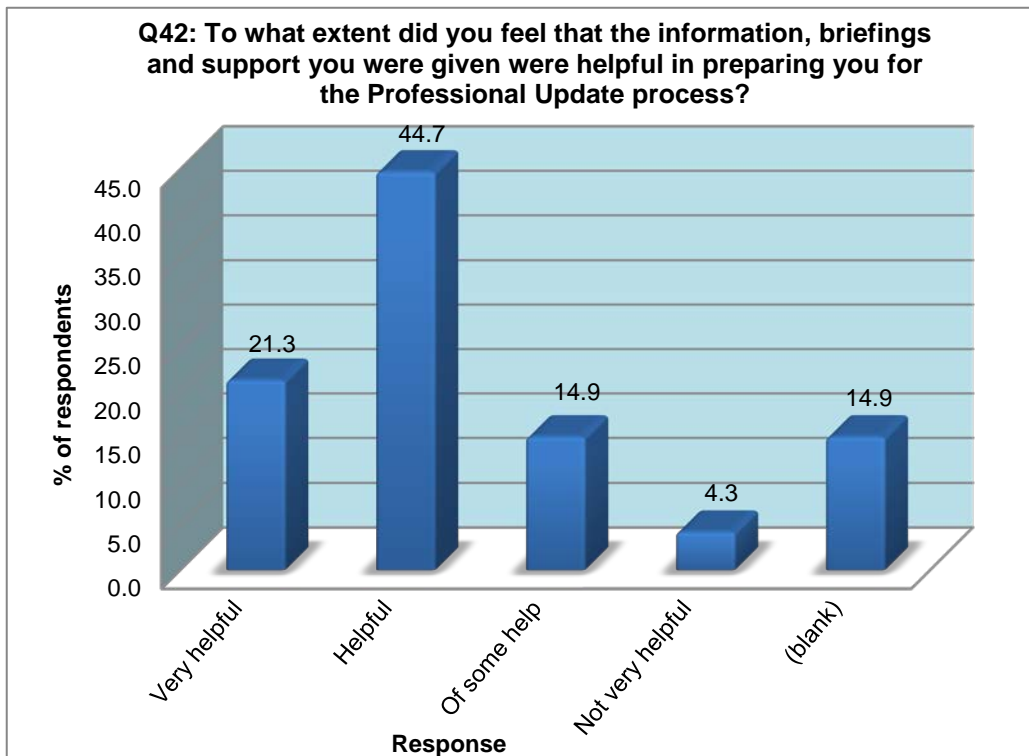
One respondent did suggest that this sign-off could be seen as a “paper exercise” and believed that “some form of evidence needs to be checked – not as a means to check up on teachers they are doing things but for peace of mind that you are doing something and it is ‘correct’”.

There does appear to be mixed perceptions regarding evidencing impact of professional learning and the use of a portfolio of evidence. Some managers and teachers stated that greater accountability was needed and they would need to see/share and discuss the portfolio of evidence before completing any sign-off. Others, however, believed that this was not necessary and was time consuming and a “written/online list of tasks completed” should be sufficient. One respondent cautioned against a “Big Brother” system or one that was “ticky box” and meaningless. Again, this perception is directly related to individuals’ understandings of the nature and purpose of evidence of impact.

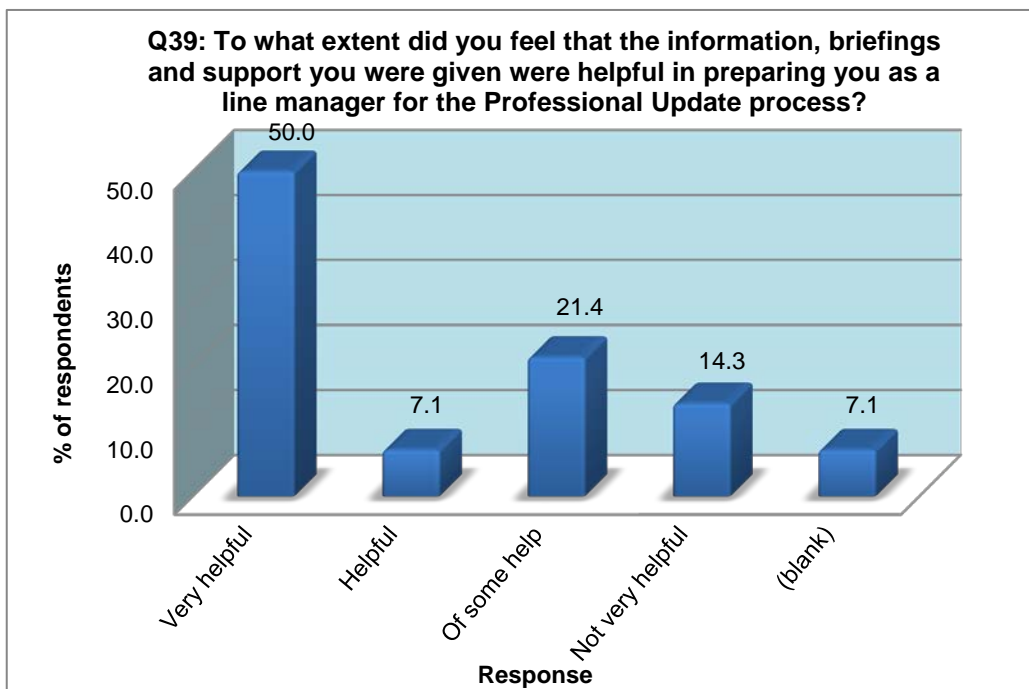
The majority of comments pertaining to the statement to confirm Professional Update were related to the points noted above regarding the portfolio of evidence and issues of accountability. One teacher noted that the PRD system in their school was on a rolling 3 year basis and formal discussions with a line manager were infrequent, however informal discussions were regular. They were unsure how the Professional Update process would account for this.

Whilst there is a need to continue to develop guidance for the profession about various aspects of Professional Update it is worth noting that, in general the briefings and support offered so far was considered to be helpful/very helpful by the majority of respondents (66% of teachers and 57% of managers – as shown in the graphs below). One respondent did request that the instructions are made more concise as they found it “stressful being handed 6 booklets to read”.

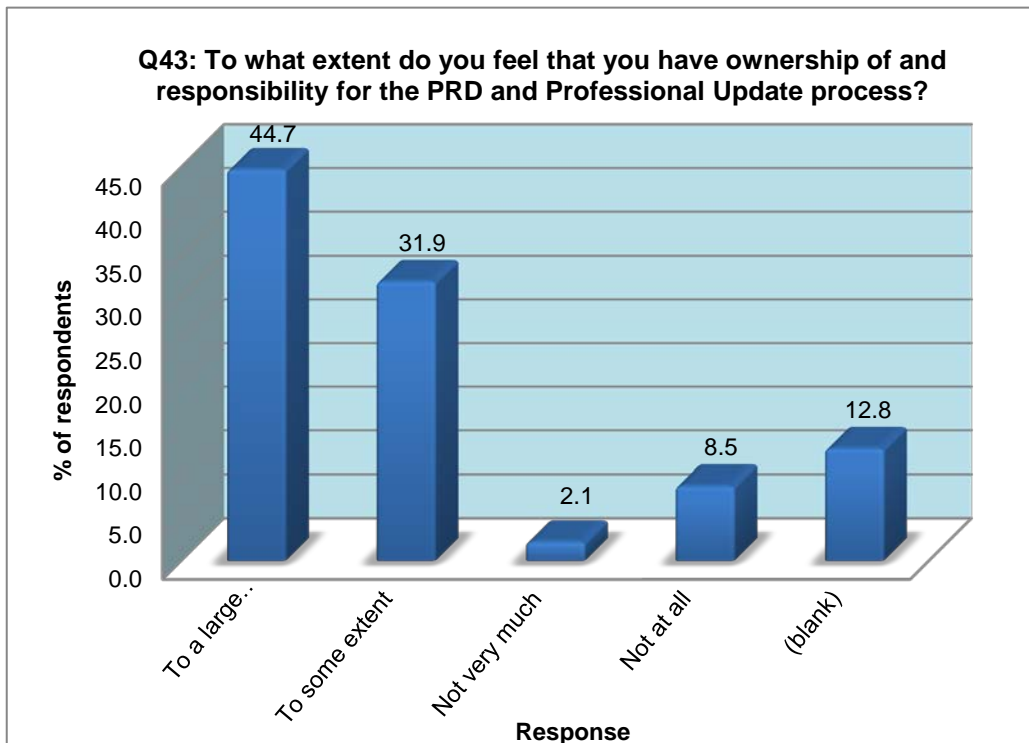
Graph 13a: Teacher respondent population - Question 42 - How helpful the info/briefings/support were in preparation for the Professional Update process



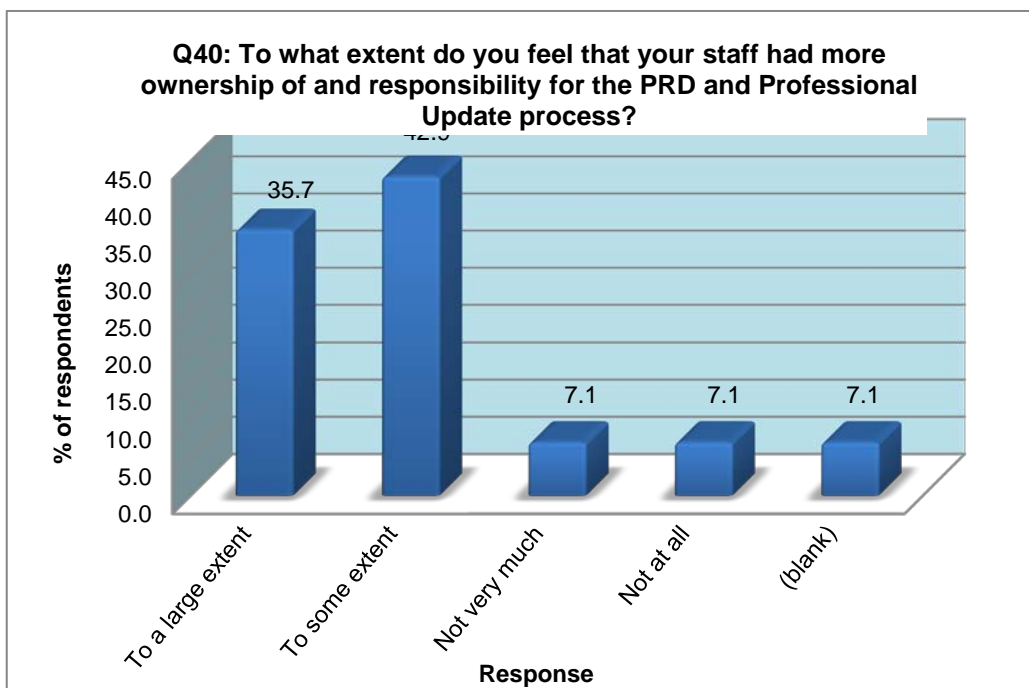
Graph 13b: Manager respondent population - Question 39 - How helpful the info/briefings/support were in preparation for the Professional Update process



Graph 14a: Teacher respondent population - Question 43 - Extent of ownership and responsibility for the PRD and Professional Update process



Graph 14b: Manager respondent population - Question 40 - Extent of your staff having more ownership and responsibility for the PRD and Professional Update process



It would appear from the data that the majority of both teachers and managers believe staff have an ownership and responsibility for their own PRD. One focus group commented that the Professional Update process appeared to be quite “bottom-up” in its approach.

8 Concluding remarks

Overall the data has shown a positive response to the Professional Update process. There were no significant distinctions between the managers and the teachers data. The focus group data broadly mirrored the issues emerging from the survey and offered some further insights into the experiences of individuals' engagement in phase 1 of the pilot.

The MyGTCS system was viewed favourably. Some suggestions for development of the MyGTCS system were offered, including: allowing word documents (and other files) to be uploaded as part of evidence; ensuring the online forms that record professional learning and impact are not too restrictive and can be modified to suit individual need/context; be more comprehensive in terms of the types of professional learning undertaken.

There were a number of comments that suggested current local authority/school systems were not too dissimilar to what was being required and in general people saw the benefit of the Professional Update process.

The importance of high quality and skilled reviewers who valued the process of PRD and Professional Update was a dominant issue raised throughout.

Next steps for development:

- ❖ It is important to continue to advertise MyGTCS as a means for teachers to update their details to GTC Scotland on a regular basis.
- ❖ GTC Scotland should continue to engage with the profession to ensure teachers are informed about the revised Professional Standards, their significance in the Professional Update process and ways in which they can meaningfully engage with them.
- ❖ Further work will be required to ensure that teachers are familiar with models and types of professional learning. The guidelines for Professional Update which are currently being developed should include examples of the wide range of professional learning opportunities.
- ❖ Further guidance about maintaining a professional learning record and what might count as evidence of impact of professional learning is required.

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GTC Scotland aims to promote equality and diversity in all its activities

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