What is Professional Update?

Key purposes

• To maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact that they have on pupils’ learning.

• To support, maintain and enhance teachers’ continued professionalism and the reputation of the teaching profession in Scotland.
Key principles of Professional Update: Teachers will ...

- have a responsibility to consider their own development needs
- have an *entitlement* to a system of supportive PRD
- be able to confirm that they are maintaining the high standards required of a teacher
What do you need to do?
The key features of PU

- On an **ongoing basis**: engage in the staff review (PRD) scheme, engage in ongoing professional learning, Maintain a reflective record of PL and evidence of impact on thinking and actions, reflect and plan using the Standards

- On an **annual basis**: update registration details

- On a **5-yearly basis**: sign off to confirm engagement in the process every 5 years with GTC Scotland (teacher and line manager)
6 features of effective PRD

- Entitlement & responsibility of all as part of commitment to PL
- Positive impact on planning & engagement in PL and practice within ethos of collegiality
- Ongoing process that is supportive & challenging
- Founded on robust, evidence-based self-evaluation
- Focused professional dialogue, based on coaching approaches
- Maintained reflective record of PL and associated evidence of impact

NB: competence has separate procedures from PU
Preparing for my PRD…

• What do you view as the purpose of your PRD?

• What do you hope to get from your PRD?

• What do you need to do to make this happen?
How has my PL deepened my knowledge and developed my practice?

What changes in my practice this year?

How do I know?
Professional Standards have significant potential to provide the necessary provocation for teachers to think about their work, practice and professional identity in quite fundamentally, different and generative ways.

(Sachs J 2010)

If Standards are to become the basis for promoting high quality professional learning, they need to be regarded as a series of signposts to guide an integrated professional learning agenda, rather than a series of discrete accomplishments to be ticked off.

(Timperley, 2011)
Using the GTC Scotland Standards

• The Standards for Registration (mandatory, comprising the SPR and the SFR)

• The Standard for Career-long Professional Learning

• The Standards for Leadership and Management (for middle leaders and Head Teachers)
Features of robust self evaluation...

It involves:
• Asking deep and searching questions about your knowledge, understanding, skills and professional practice
• Using the GTCS Standards to inform and guide your reflections
• Using other influencing factors, such as School/Dept Improvement Plan; HEA
• Evidence from your practice should inform and support your self evaluation

Self evaluation should enable you to:
• Identify strengths and areas for development
• Focus on areas for developing expertise
• Plan your PL
• Consider career planning

Self evaluation as part of PRD within the PU process is not about proving competence against each aspect of the Standard; showing you ‘meet’ the Standard or addressing every element within a fixed period of time.
Considerations for using the Standards

• Time:
  – professional dialogue
  – negotiate meaning
  – reflection

• Dedicated staff development focusing on Standards

• Help to see coherence across all developments/initiatives

• Deciding which Standards to work with and when

• Moving across and between Standards
The Standards are a useful starting point for exploring my development needs by helping me identify the areas I should target as a priority. I can then decide whether personal reading and research would be most helpful, whether I need advice from colleagues, whether I need to apply for a course or ask to work with/observe someone with proven expertise in that area or seek advice from my mentor.

Engaging with the Standards has ensured that I actually do what I intend to do. I now take time to self-evaluate and carefully plan in the light of being involved in the pilot year. This has been good for me and undoubtedly the young people I teach.
Where can I get support materials for the Standards?

Online Standards Support Materials:

www.gtcs.org.uk
Professional Learning Process

Impact on professional practice and improved quality of learning and teaching

Teachers as enquiring professionals

School improvement

Professional review and development and professional update processes

Professional learning opportunities

SELF-EVALUATION PROCESSES
Some important starting points about Professional Learning...

A model of Professional Learning:
The Professional Learning Process

This visual illustrates the Professional Learning process. It reflects the key stages of enquiry and sits at the heart of the Professional Learning model, described on page 41.
Thinking about the impact of your Professional Learning...

• **Impact on:**
  – you, your thinking & practice
  – your colleagues, your learners, the system, etc

• **Evidence should be:**
  – drawn from range of sources
  – Relevant & meaningful
  – analysed and reflected on
  – Key messages shared as part of professional dialogue

• **Evidence helps to make explicit the processes of thinking and learning about practice**
Keeping a reflective record of Professional Learning

- Reflect on PL and consider its impact
- Recording systems exist to support the process, not drive it
- Each employer decides which system to use – could be MyGTCS, Gateway (CPD Manager), or other online system
- Not expected to record every detail or count hours/minutes
What do you need to do
On a 5-yearly basis?

Sign off to confirm engagement in the process every 5 years with GTC Scotland:

Teacher (also confirmed by line manager):

• *I confirm that I have engaged in ongoing professional learning and reflected against the appropriate GTCS Professional Standards. I have maintained a reflective record of professional learning and evidence of its impact on my thinking and professional actions. I have discussed this with my line manager as part of my Professional Review and Development process.*

• Automated message sent to GTC Scotland and registration record updated

• Deferral process in place for situations where sign-off is not possible; request to line manager or other designated person
Allocated PU Sign-Off Years

• As of August 2014 **all** teachers will engage in the Professional Update process

• Teachers will sign off in the following years confirming their engagement

• Teachers with registration years ending in:
  - 9 and 4 = 2014/15
  - 0 and 5 = 2015/16
  - 1 and 6 = 2016/17
  - 2 and 7 = 2017/18
  - 3 and 8 = 2018/19

**For example:** GTC Reg No. **123456**
Year of Registration is **2012**
Year of PU sign-off is **2017/18**
• Normally granted for the period of a year and then completed the next session

• Where a teacher knows in advance that the deferral period is greater than one year – discuss with the employer – notify GTCS of the planned period and reasons
  professional.update@gtcs.org.uk

• If unable to instigate a request for a deferral- line manager can notify GTCS directly - professional.update@gtcs.org.uk
What has been done about Professional Update for supply teachers?

Supply Teachers:

- Engagement in PU is required but proportionate
- Specific advice on our website
- Local information from employers
- Discussions during validations to clarify links to line managers, access to PL opportunities, how to facilitate contact, inclusion in IT systems
- Special arrangements for retired teachers engaging in supply – modified process
- Very occasional supply work and no line manager – direct submission possible to GTC Scotland
How does Professional Update affect retired teachers?

Retired Teachers:

- **Not intending to do supply:**
  - can opt for Associate status

- **Intending to do supply:**
  - must retain General status
  - can seek PU sign-off in final year and do supply work for up to 5 years
  - Supply teaching for more than 5 years –PU process applies
  - similar arrangement for teachers who retired prior to August 2014 when PU sign-off was not available
Where can I get more information about Professional Update?

[Link to GTCS website: www.gtcs.org.uk]
“Sustainable development can never be done to or even for teachers. It can only ever be achieved *by* and *with* them.”

Hargreaves and Fullan (2012)
Getting in touch

E-mail: Professional-Update@gtcs.org.uk

Web: www.gtcs.org.uk/professional-update

Twitter: #gtcsPU   #gtcsPL