

Professional Review and Development sits at the heart of teacher professionalism. It provides a planned opportunity for a meaningful discussion and allows an opportunity for:

- ❖ **the reviewee** to feel empowered through reflection of their professional learning and its impact, embracing the Standards of Professional Values and Personal Commitment, core to the GTCS Professional Standards
- ❖ **the reviewer** to offer support, challenge and advice through coaching and mentoring conversations, in a culture of trust and respect
- ❖ **both** to work in collaboration to identify the next steps in professional learning journey, affording opportunities to act as agents of change.

It is essential that the PRD process is also clearly linked to high quality professional learning that has an impact on the **teacher as a learner**, and the young people they support.

Current themes, emerging from data analysis, which may challenge PRD for the Reviewee (including Head Teacher experiences as reviewees) are:

- ❖ Lack of ownership of their PRD
- ❖ Lack of line manager engagement and support
- ❖ Lack of opportunity to lead PRD
- ❖ Lack of understanding about roles and responsibilities within the context of PRD
- ❖ Lack of professional relationships set within a culture and climate of trust
- ❖ Timing of PRD
- ❖ Dedicated, focused time to carry out PRD
- ❖ Overly bureaucratic-processes
- ❖ Challenge of meaningful self-evaluation against the Professional Standards
- ❖ Need for high quality professional dialogue, coaching and mentoring experience
- ❖ Challenges of providing and achieving equity of experience for all
- ❖ Clarity on the purpose of PRD.

Current themes, emerging from data analysis, which may challenge PRD for the Reviewer are:

- ❖ Time for preparation, for on-going meetings and follow-up
- ❖ Lack of understanding about roles and responsibilities
- ❖ Timing of the PRD
- ❖ Staffing shortages and teaching commitment and demands
- ❖ Knowledge of/ engagement with GTCS Standards
- ❖ Lack of knowledge and capacity to offer professional and career development and advice
- ❖ Lack of quality professional relationships set within in a culture and climate of trust
- ❖ Need for high quality coaching and mentoring training and experience
- ❖ Challenges of providing and achieving equity of experience for all
- ❖ Clarity on the purpose of PRD

Two further areas of concern and challenge were identified in relation to the provision of and support for PRDs for Head Teachers and supply teachers; firstly, the structure and organisation within local authorities to support these staff and, secondly, capacity issues within the system.

GTCS has identified the following **key features** that contribute to a **high quality PRD** experience, when carried out through a **coaching** and **mentoring** approach, should:

- ❖ promote self-evaluation against the GTCS Professional Standards
- ❖ support ongoing professional learning
- ❖ support strategic development and improvement in school, locally and nationally
- ❖ nurture teacher professionalism
- ❖ offer a reflective space where teachers can explore/discuss their successes and challenges
- ❖ plan for success and improved outcomes for all
- ❖ offer validation of teacher professionalism and impact
- ❖ promote and support professional dialogue
- ❖ include career conversations and identify learning for next steps
- ❖ explore leadership opportunities
- ❖ develop teacher agency and empowerment;
- ❖ build 'human capital', and

- ❖ be a positive experience for both reviewer and reviewee.

The following approach may be useful in supporting and framing a PRD discussion:

Select the appropriate coaching wheel to support self-evaluation and reflection against the Professional Standards prior to the PRD discussion. <http://www.gtcs.org.uk/professional-standards/using-a-coaching-wheel.aspx>

Consider your role and responsibilities as part of the PRD meeting. <http://www.gtcs.org.uk/professional-update/professional-review-development.aspx>

Focus the discussion around the Professional Learning Planning Cycle and the National Model of Professional Learning.

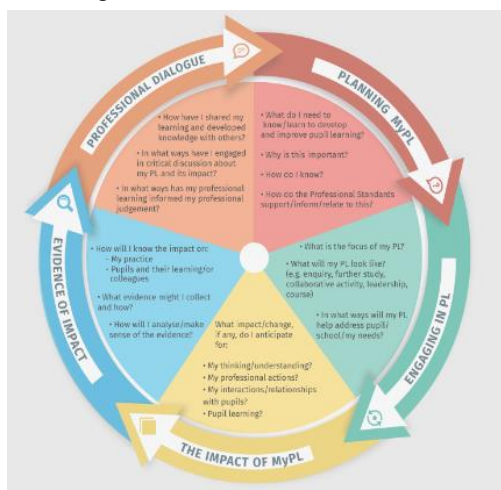


Figure 1: The Professional Learning Planning Cycle

<http://www.gtcs.org.uk/web/FILES/PUFiles/professional-learning-cycle.pdf>

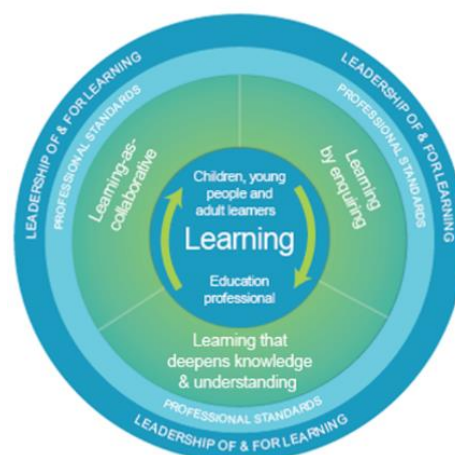


Figure 2 National Model of Professional Learning

<http://www.gtcs.org.uk/professional-update/what-is-professional-learning.aspx>

Having identified the reviewee's next steps in professional learning, take time to reflect against the Professional Learning Model and consider in what ways will the planned professional learning:

- ❖ reflect the Professional Standards
- ❖ adopt an enquiring approach
- ❖ involve collaboration with others
- ❖ deepen professional knowledge and understanding
- ❖ empower the reviewee as a professional and a learner?

To support Head Teachers and senior leaders deliver high quality PRD, and to empower all teachers to take greater ownership, GTCS is preparing updated advice and guidance on the following which will be available from August 2019:

- ❖ Challenge schools to see the extent to which they are ready for high quality PRD
- ❖ Provide self-evaluation tools to use against the Professional Standards
- ❖ Clarify what are significant pieces of professional learning
- ❖ Share coaching and mentoring suggestions to support reviewers in their approach to PRD
- ❖ Clearly identify the roles and responsibilities of reviewers and reviewees
- ❖ Create a visual for PRD
- ❖ Produce draft guidance on PRD for teachers and Head Teachers
- ❖ Signpost supports to help with time management and bureaucracy
- ❖ Establish what is meant by 'career conversations'
- ❖ Create a PRD guidance pack

For further information on teacher professionalism, please see GTCS paper at <http://www.gtcs.org.uk/web/FILES/professional-development/Teacher-Professionalism-Paper.pdf>

This paper is a summarised form of the GTCS Professional Review and Development Update Note, November 2018, found at <http://www.gtcs.org.uk/web/files/professional-development/SBTE-PRD-Review.pdf>