

Roles and Responsibilities for all for PRD

Contents

Reviewee.....	2
Before PRD	2
During PRD	2
After PRD.....	2
Ongoing throughout PRD.....	2
Reviewer	3
Before PRD	3
During PRD	3
After PRD.....	3
Ongoing throughout PRD.....	3
School Leadership Team	4
Before PRD	4
After PRD.....	4
Ongoing throughout PRD.....	4
Local Authority & Employers	5
Before PRD	5
After PRD.....	5
Ongoing throughout PRD.....	5
GTCS.....	6
Before PRD	6
Ongoing throughout PRD.....	6

Reviewee

Before PRD

- ...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
- ...be familiar with expectations of the locally agreed PRD policy
- ...have an understanding and appreciation of the value, purpose and process of coaching conversations and be aware when a coaching conversation is happening
- ...be familiar with current and new career structures and consider own next steps
- ...allow the reviewer sufficient time to prepare for a high-quality PRD session by submitting any preparatory work in a timely fashion
- ...engage in self-evaluation across GTCS Professional Standards, and other appropriate reference points, as an integral part of the PRD process, and share those reflections with the reviewer, using the preferred tool/ process eg coaching wheel etc
- ... make associations with reviewer if it is your PU sign off year

During PRD

- ...consider unconscious bias during all PRD discussions to ensure there is an equity of experience for all
- ...share through professional dialogue how professional learning has impacted on practice supported through appropriate evidence-avoid solely talking about what was done

After PRD

- ...review their part in the PRD conversation and reflect on their ownership, self-reflections and general professionalism in their own approach to Professional Learning and the potential of PRD
- ...plan and undertake professional learning once areas of development have been identified and have opportunities to adapt during the course of the year if the need or opportunity dictates

Ongoing throughout PRD

- ...play their part in ensuring the Reviewee/ Reviewer relationship is one of trust and respect
- ...have some knowledge of varying different sources where professional learning can be sought, such as LA directories, practitioner enquiry, EdScot, RICs, Professional Recognition etc
- ...maintain a reflective professional learning record with associated evidence of impact, recording only significant pieces of professional learning, linking them to the professional standards
- ...regularly seek-out professional learning conversations with peers/ Reviewer to discuss ongoing learning experiences
- ...embrace a culture of professional learning and engage in life-long learning opportunities for improved outcomes for our children and young people

Reviewer

Before PRD

- ...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
- ...be familiar with expectations of the locally agreed PRD policy
- ...be trained in coaching and/or have significant experience in coaching. They should make reviewees aware of the coaching conversation taking place
- ...be knowledgeable of current and new career options to support career conversations, whether about potential promotional opportunities or developing and deepening the knowledge and skills within the classroom
- ...take time to prepare and familiarise themselves in advance with shared information from the reviewee for a PRD discussion, and consider a coaching approach to help identify next steps in learning
- ...be familiar with the professional standards to support the professional dialogue around recent professional learning experiences and identification of future areas of development
- ...familiarise themselves with the self-evaluation of the reviewee prior to the PRD and be prepared to ask relevant questions with a coaching approach of challenge and support.

During PRD

- ...consider unconscious bias during all PRD discussions to ensure there is an equity of experience for all
- ...be clear to focus the professional discussion around the impact of professional learning on the reviewee as well as the learners and community, and not solely on what was done. Ask coaching questions to explore

After PRD

- ...review their part in the PRD conversation and consider the experience the reviewee has received
- ...consider the reviewee's identified areas for development and consider how these might relate/ contribute to priorities, and offer support in this area where necessary

Ongoing throughout PRD

- ...develop a trusting relationship with the reviewee so the reviewee feels 'safe' and comfortable with both challenging and supportive PRD discussions
- ...where appropriate, recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities
- ..have current knowledge of varying sources where professional learning can be sought, such as LA directories, practitioner enquiry, EdScot, RICs, Professional Recognition etc
- ...whenever possible engage in ongoing professional learning conversations with reviewee to discuss ongoing learning experiences
- ...promote a culture of professional learning linked explicitly to improved outcomes for children and young people, encouraging reviewees to identify themselves as life-long learners

School Leadership Team

Before PRD

- ...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
- ...be familiar with expectations of the locally agreed PRD policy
- ...ensure all reviewers access coaching skills development opportunities prior to taking on the role
- ...support all reviewers in having a relevant and current knowledge of current and new career options, and a knowledge of professional learning opportunities available locally and nationally
- ...allow both reviewer and reviewee sufficient time to prepare for a high-quality PRD session through the working time agreement
- ...endeavour to make links between professional standards and collegiate activities undertaken in school to support staff in making these connections
- ...ensure all staff are proficient in self-evaluation against GTCS Professional Standards and have access to appropriate sources of support, in line with local policies

After PRD

- ...provide opportunities for reviewers to moderate their approaches to PRD and share their understanding, being mindful of confidentiality
- ...consider all staff's identified areas for development and consider how these might relate/ contribute to priorities/ influence the School Improvement Plan, and offer support in these areas where necessary

Ongoing throughout PRD

- ...use self-evaluation tools to measure their culture of trust and seek to improve if required
- ...support reviewers to challenge the unconscious bias during all PRD discussions to ensure there is an equity of experience for all
- ...acknowledge that protected characteristics may create barriers to accessing professional learning, and should take steps to remove such barriers to allow equal access
- ...recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities
- ...stay abreast of local and national professional learning opportunities and share across school community
- ...provide opportunities for ongoing professional dialogue eg. as an item on departmental meeting agendas
- ...monitor participation in PRD to ensure the entitlement of all, including any associated supply teachers. Ensure reviewees due sign off make associations via MyGTCS/ other platform with their reviewer
- ...promote a culture of professional learning in the school linked explicitly to improved outcomes for children and young people, ensuring teachers see themselves as learners

Local Authority & Employers

Before PRD

- ...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
- ... review the expectations of the locally agreed PRD policy in line with revised national PRD Guidelines
- ...ensure all reviewers access coaching skills development opportunities from early in their career, by providing training
- ...ensure that time for the formal PRD process is recognised within LNCT agreements
- ...provide a way of teachers maintaining a professional learning record, with clear, non-bureaucratic policies
- ...review the materials available to schools to support self-evaluation against the standards, and provide training in self-evaluation if and when required
- ...engage with professional associations locally through LNCT to ensure that local policies and procedures for PRD, and support materials, reflect the revised national PRD guidelines

After PRD

- ...take opportunities to seek feedback from reviewees and reviewers, through quality assurance processes
- ...consider all staff's identified areas for development and consider how these might relate/ contribute to priorities/ influence opportunities for professional learning being offered across the LA and beyond.

Ongoing throughout PRD

- ...through self-evaluation, encourage an organisation-wide ethos and culture, built on the foundations of trust and respect
- ...provide training in awareness of unconscious bias, to support and challenge our thinking during PRD conversations to ensure there is an equity of experience for all
- ...acknowledge that protected characteristics may create barriers to accessing professional learning, and should take steps to remove such barriers to allow equal access
- ...share current information re career options and professional learning opportunities with all schools/teachers through local communication channels
- ...recognise the valuable professional learning experience of those undertaking 'acting headteacher' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities
- ...keep all schools informed through regular communication of local, regional and national professional learning opportunities available to teachers
- ... provide opportunities to share and reflect on developments across school communities
- ...monitor participation in PRD to ensure the entitlement of all, including supply teachers and Headteachers. Alert schools of those teachers due their PU sign off that year
- ...support schools by identifying, exemplifying, sharing and disseminating good practice
- ...promote a culture of professional learning across the organisation linked explicitly to improved outcomes for children and young people, encouraging all teachers to see themselves as learners

GTCS

Before PRD

- ...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
- ...train LA Professional Update Leads and identified staff in coaching, encouraging LAs to pursue Professional Recognition for their roll-out coaching programmes

Ongoing throughout PRD

- ...should provide resources to support a culture of trust, professionalism and growth
- ...ensure LAs have engaged with revised PRD Guidelines through the revalidation process
- ...should provide signposts to support awareness, knowledge and understanding of unconscious bias, protected characteristics and equality and inclusion
- ...share any GTCS related professional learning opportunities with LA leads and employers
- ...seek feedback from professional update registrants to capture the general consensus of impact through annual evaluations and include in ongoing review of the process
- ...provide a National E-portfolio for all teachers to maintain their record of professional learning, seeking feedback to review and refresh where necessary
- ... continue to refresh the self-evaluation materials and coaching wheels in line with the revised Professional Standards
- ...monitor participation in PU sign off and alert LAs as to relevant registrants
- ...ensure LAs have engaged with revised PRD Guidelines through the revalidation process
- ...through the platform of MyPL provide an avenue to record and reflect on professional learning
- ...promote a culture of professional learning ensuring teachers continue to see themselves as learners as committed professionals