

School Readiness for Professional Review and Development



School Readiness

High Quality PRD Experiences for All



**ARE WE READY FOR
PRD?**

This resource should be used alongside the Culture and Climate of Trust resources, all accessed on: [Professional Review and Development - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk)

Are we ready for PRD?



See information in the PRD Guidelines 2019, page 5: [professional-review-development-guidance-2020.pdf](https://www.gtcs.org.uk/wp-content/uploads/2021/10/are-we-ready-for-prd-schools.pdf) ([gtcs.org.uk](https://www.gtcs.org.uk))

<https://www.gtcs.org.uk/wp-content/uploads/2021/10/are-we-ready-for-prd-schools.pdf>

By the end of this presentation, you will have:

- Access to signposts for future development: Culture and Climate of Trust
- An understanding of the purpose of PRD
- Explored the Route Map to identify any gaps in your procedures
- Knowledge of the 10 key features of high-quality PRD
- Awareness of potential barriers to high-quality PRD
- An opportunity to reflect on your school community readiness for high-quality PRD and plan for any next steps
- An opportunity to explore the benefits of PRD
- An opportunity to access resources to help prepare for PRD

Culture and Climate of Trust



Before changes (however minor) can be made, trust must be engendered between the members of the team that will enact the change.

For more information please read page 4 of the Revised PRD Guidelines:


[professional-review-development-guidance-2020.pdf](https://www.gtcs.org.uk/professional-review-development-guidance-2020.pdf)
([gtcs.org.uk](https://www.gtcs.org.uk))

Or a suite of Culture and Climate of Trust Resources can be found at:

[Professional Review and Development - The General Teaching Council for Scotland](https://www.gtcs.org.uk/professional-review-development) ([gtcs.org.uk](https://www.gtcs.org.uk))

Shared Understanding of the Purpose of PRD

- The **reviewee** should feel empowered through reflection of their professional learning and its impact, embracing Professional Values, which are core to GTCS Professional Standards.
- The **reviewer** should offer support and challenge through coaching conversations, in a culture and climate of trust.
- The **reviewee** and **reviewer** should work in collaboration to identify the next steps in individual professional learning journeys, 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.



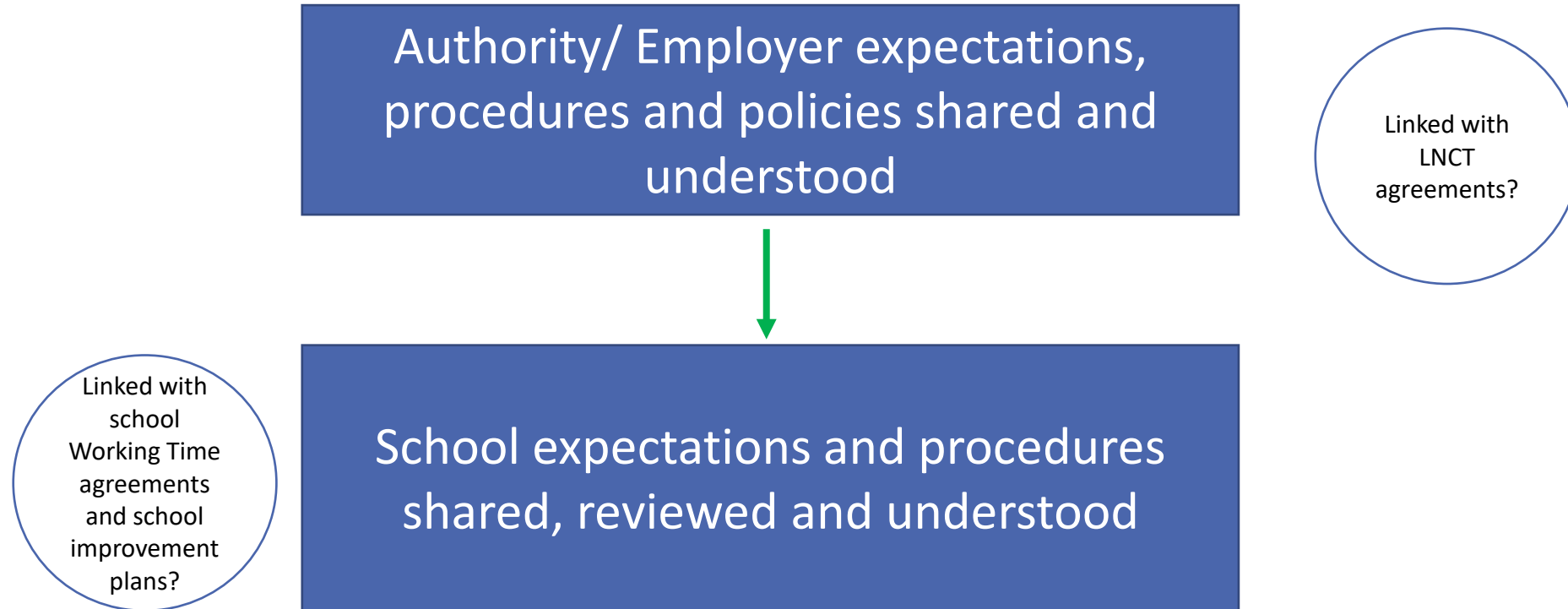
Route Map



Reflect as a school team what happens in your school – identify any actions to take forward to improve Readiness.

- **Please give consideration to your own context when looking at the requirements within this Route Map to Readiness.**
- The Route Map to Readiness needs actioned **early in the school year, and revisited annually**, to ensure that quality coaching training has been undertaken for all reviewers.
- Staff should know who their reviewer is and like wise who they will be reviewing from the outset and not just matched prior to a diarised meeting to allow professional relationships to grow throughout the year.
- Discussions about best fit of pairings should take place rather than assumptions being made. Why are reviewer and reviewee being matched? Is there a process in place if either the reviewee or reviewer consider there a relationship issue – how can a request to change be made? Is this covered in your LNCT agreement?

Route Map



Reflect as a school team what happens in your school – identify any actions to take forward to improve Readiness (see slide 27)

- Everyone has to be aware of the expectations from the authority/ employer and timings and paperwork shared and understood. This should be made clear as part of any induction and reminders given at the start of a new year.
- Staff involvement in the Working Time Agreement should ensure that the school expectations and procedures are shared and understood and should be part of any induction.

Route Map



Calendar of PRDs discussed,
identified and shared

*Remember PRD can happen at any
point throughout the year*

*‘There are no set guidelines on the time of year for formal PRD meetings. These should be managed to best fit the needs of the school community, taking into consideration any influencing factors from within their own contexts, or those set by their local authority or employer. **The arrangements for formal PRD meetings may be affected by the personal circumstances of the teacher, or their protected characteristics. These should be considered in the PRD planning process.**’*

PRD guidelines 2019

Please note that across Scotland PRD happens at different times.

- Some schools undertake their formal PRD discussions in the summer term when the school year is coming to a close and when exams are happening and timetables are more flexible.
- Other schools undertake PRD in the early Autumn term, using the professional learning needs identified in PRD to influence professional learning planning/ opportunities and influencing wider school improvement plans, building a bottom up model with buy-in from all.
- It may be timely to have discussions to see what would work best for your school. Local authorities and employers will normally identify timings of PRD/ submission of school improvement plans etc, but perhaps timings of these should be reviewed to best meet the needs of all.
- The PU 5-yearly sign off would usually align with the timing of the PRD, however some local authorities may have their PRDs at the start of the school year, with the PU sign off happening at the end of the year. Again, LNCT agreements will direct schools accordingly.

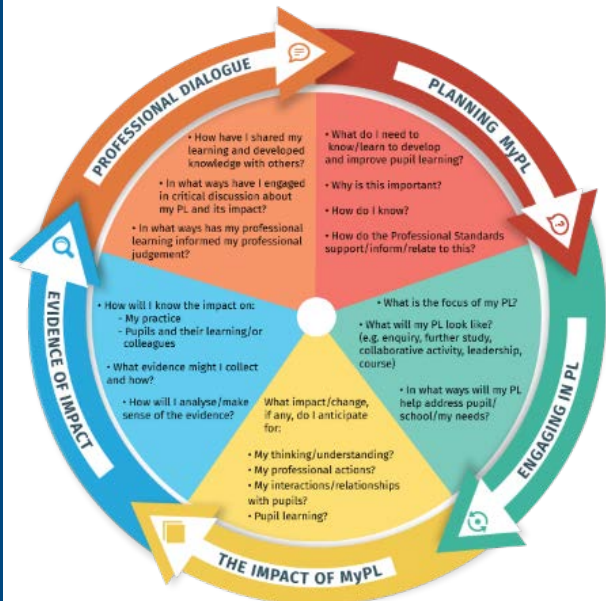
Reflect as a school team what happens in your school – identify any actions to take forward to improve Readiness (see slide 27).

Route Map to Readiness

Professional dialogue part of school culture

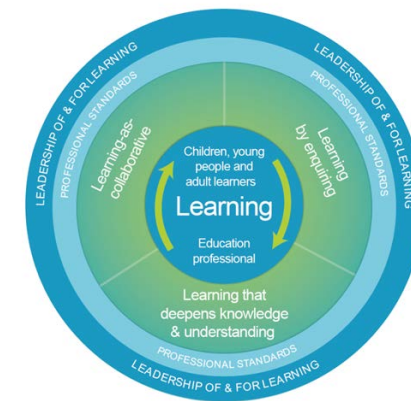
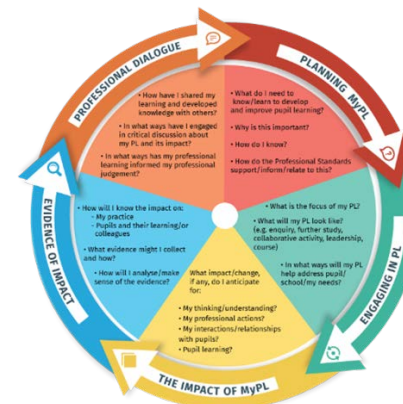


The Professional Standards are interwoven into school and personal development



‘While no single conversation is guaranteed to change the trajectory of a career, a company, a relationship or a life – any single conversation can.’
Fierce Conversations, Susan Scott

- As the culture is developed within school the link between the **ongoing professional dialogue** and the transparency of purpose through knowledge of the standards, professional review and development should **aspire to be much more than a once a year formal discussion**. Relationships and opportunities should support in joining the dots and having the biggest impact on all learners in a school community.



For further information about the use of the Professional Learning Planning Cycle and the National Model of Professional Learning, see page 11 [professional-review-development-guidance-2020.pdf](https://www.gtcs.org.uk/professional-development-guidance-2020.pdf) ([gtcs.org.uk](https://www.gtcs.org.uk)) or via the resources and hyperlinks website page on: <https://www.gtcs.org.uk/professional-update/professional-review-and-development/>

The 10 Key features of high quality PRD...

...when set within a ***culture and climate of trust***, with ***school readiness*** for PRD in place, and ***ongoing professional dialogue*** between colleagues happening regularly, together ensuring a ***positive experience for all***.

The ten key features are...



- **self-evaluation across the Professional Standards;**
- **ongoing engagement in meaningful professional learning and reflection;**
- **explore leadership opportunities;**
- **support strategic development;**
- **career conversations and next steps;**
- **coaching conversations to support and challenge;**
- **offer a reflective, safe space to explore successes and challenges;**
- **celebrations of success and planning for future next steps;**
- **enhance empowerment and develop teachers as agents of change; and**
- **nurture teacher professionalism, building professional capital.**



Key Features wheel



<https://www.gtcs.org.uk/wp-content/uploads/2021/10/ten-key-features-of-prd.pdf>

The central wheel is divided into three sections, which may support ways in which considerations are given as teachers re-engage with PRD:

- **Ethos –**

- Nurture teacher professionalism, building professional capital
- Enable empowerment and develop teachers as agents of change
- Celebrations of success and planning for future next steps
- Offer a reflective space to explore successes and challenges

- **Professional Learning –**

- Self-evaluation across the professional standards
- Ongoing engagement in meaningful professional learning and reflection
- Explore leadership opportunities
- Support strategic development

- **Process and practice –**

- Career conversations
- Coaching conversations



Challenges to be considered by the *Reviewee* (1 of 2)

- 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

Are any of these challenges current for you?

Challenges to be considered by the *Reviewee* (2 of 2)

- 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

*Are any of these challenges current for
you?*

Reflect on these points for your school.

(It may be beneficial to review the statements on this slide and the next one as a management team and separately as a rest of the staff team before coming together to honestly reflect on the similarities or differences in opinion on perception of current status.)

Challenges to be considered by the *Reviewer (1 of 2)*

- 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
- Negotiating with reviewee appropriate and meaningful areas for development

Are any of these challenges current for you?

Challenges to be considered for the *Reviewer (2 of 2)*

- 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

*Are any of these challenges current for
you?*

(Using these slides as a reflection with all staff involved as reviewers would allow for open dialogue about challenges for them and potentially the sharing of solutions as opinions may differ dependent on experiences. The need for people to openly and honestly reflect on their challenges is key and **can only be successful in a climate of trust and support.**)

How do we ensure we head for **box 1** and tackle **boxes 2 and 3** as we prepare for PRD?

When set within a ***culture and climate of trust***, with ***school readiness*** for PRD in place, and ***ongoing professional dialogue*** between colleagues happening regularly, together ensuring a ***positive experience for all***. The ten key features are.....

- ❖ self-evaluation across the Professional Standards;
- ❖ ongoing engagement in meaningful professional learning and reflection;
- ❖ explore leadership opportunities;
- ❖ support strategic development;
- ❖ career conversations and next steps;
- ❖ coaching conversations to support and challenge;
- ❖ offer a reflective, safe space to explore successes and challenges;
- ❖ celebrations of success and planning for future next steps;
- ❖ enhance empowerment and develop teachers as agents of change; and
- ❖ nurture teacher professionalism, building professional capital.

Themes which may present as challenges in PRD for the ***Reviewee*** 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.

Themes which may present as challenges in PRD for the ***Reviewer*** are:

- ❖ Time for preparation, for on-going meetings and follow-up
- ❖ Lack of understanding about roles responsibilities
- ❖ Timing of the PRD
- ❖ Staffing shortages and teaching commitment and demands
- ❖ Knowledge of/ engagement with GTCS Standards
- ❖ Negotiating with reviewee appropriate and meaningful areas for development
- ❖ 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

Overview of the previous six reflection slides.

This could be used as an interactive slide when working with the whole staff team with the statements being traffic lighted showing the current position of the school. Collate any identified gaps in the action plan on **slide 27**.

Why wouldn't you embrace PRD?

E N T I T L E M E N T

After reflecting on the previous slides this **could** provide an opportunity to take part in an activity to reflect on **benefits** through developing an acrostic. An example of which is shown in the next slide.



Why wouldn't you embrace PRD?

Empower

Navigate

Train

Innovate

Teach

Learn

Enthuse

Motivate

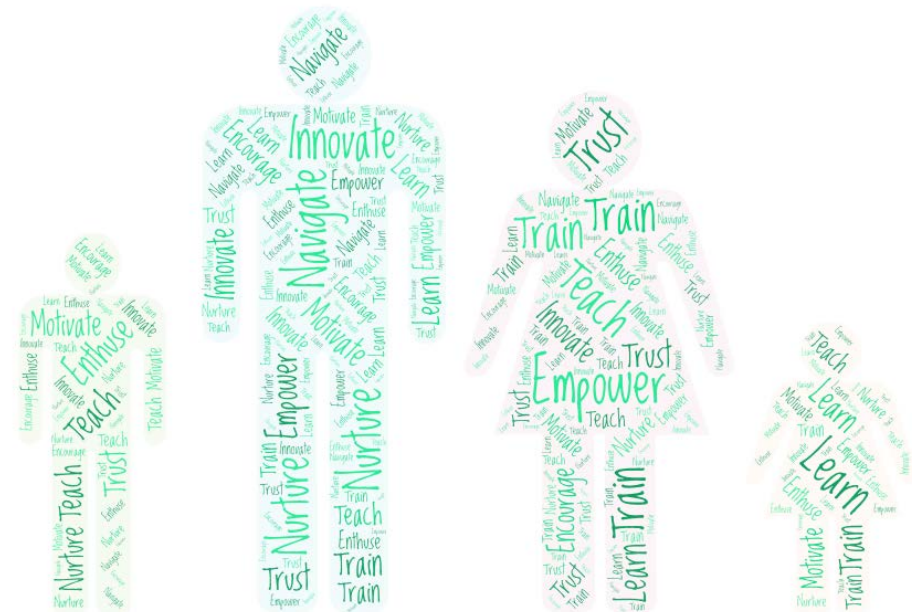
Encourage

Nurture

Trust

EXAMPLE

The advantages of using this slide is to focus on the positives of PRD and what can be achieved when all staff engage with this process - **Please see the 'roles and responsibilities' and Culture and Climate of Trust found on: [Professional Review and Development - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk)**



Our Plan of Action to Improve Readiness for PRD

Plan of Action for School Readiness			
What will we do?	Who will do it?	When will it be done?	What will success look like?

Based on the discussions had over previous slides, pull together a plan of action that will help support your school going forward to meet the needs of School Readiness for PRD.

How to best prepare for your PRD

Our GTCS Website contains a number of other resources to help with this:

Coaching and Mentoring

[Coaching and Mentoring - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk/coaching-mentoring)

Self-evaluation

[Self-evaluation - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk/self-evaluation)

Professional Learning

[Professional Learning - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk/professional-learning)

Tools to support self-evaluation

[Tools to support self-evaluation - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk/tools-to-support-self-evaluation)

There is also a very useful [Professional Standards & Professional Learning PowerPoint](#) and associated [Professional Standards & Professional Learning Workbook](#) to help support your learning and reflection.