

Supporting and Developing the Skills of Teachers

(Further Guidance on Professional Review & Development)

A Teaching Profession for the 21st Century states that ‘CPD is an essential opportunity for staff and should be accessible and applicable to every teacher’, the maintenance of a personal record of CPD should also be a condition of service.

Professional Review and Development meetings for staff outwith single school posts

Highland Council’s “**Framework for CPD and PRD for Teachers**” sets out the current policy on professional review and development for all teachers. While most staff are permanently employed in a single school and have a clearly designated line manager, there are staff for whom this is not the case. Teachers undertaking supply work should be familiar with the council’s policy on professional review and development and should have a copy of the relevant SEED publications on CPD. Teachers on a temporary contract are required to maintain a CPD record as outlined in the policy document. The number of hours of CPD undertaken outwith their contractual hours should be in proportion to the full-time equivalent of 35 hours.

Headteachers are required to ensure that clear information on CPD provision and arrangements is available to all staff and should endeavour to enable staff doing supply work to participate in organised training events.

Where there has been significant contact with schools, staff on a temporary contract should request that the headteacher arranges an annual professional review with the appropriate line manager. Professional review meetings should be conducted in the same manner for all staff.

Visiting Teachers and Additional Teachers in Primary Schools

Visiting teachers will have their annual professional review with the headteacher of their designated ‘base school’. Base schools will have their CPD funding enhanced to reflect the extra FTE of the visiting teacher’s employment in the area. Area Education Managers will review the significant increase in responsibility that this may entail for some headteachers and will also incorporate into these arrangements the additional staff being recruited in primary schools in connection with the reduction in primary teachers’ hours.

Support for Learning Staff

ALSTL - Area Learning Support Team Leaders as part of the Support for Learning Team will have their annual professional review with the Support for Learning Manager. [They may in turn conduct the APR for staff in their area]. Other Support for Learning staff employed outwith schools, such as peripatetic teachers of the deaf and visually impaired, autism outreach, IT/SEN staff and development officers will have their annual review either with the Support for Learning Manager or with the member of staff designated by the Support for Learning Manager to act in this capacity.

QDO and PMSO

Quality Development Officers and Primary Management Support Officers will have their annual professional review with the Quality Development Manager.

The Professional Review Meeting

The professional review meeting is an annual meeting held at a time when both the reviewee and reviewer can reflect on the previous year’s work, future commitments and the necessary development activities that would enable the reviewee to contribute best to future plans for the school. Arrangements for the review meeting should be such that there is no disruption to the proper conduct of school activities. Preparation and time for the review are part of the development process and can count towards the agreed 35 hours for both the reviewee and reviewer. This is as part of a balanced plan which has been agreed with the appropriate line manager.

Background to the review meeting

The professional review is one of a wide range of quality assurance strategies used in schools. The professional review is based on reflective practice and on self-evaluation. Prior to the review both the reviewee and the reviewer should ensure that they are familiar with issues relating to national and local priorities. An effective review process will:

- ✓ *have a clear purpose to all those involved*
- ✓ *begin with self-evaluation*
- ✓ *encourage reflection on good practice*
- ✓ *encourage the sharing of good practice*
- ✓ *encourage engagement with school and service priorities*
- ✓ *be supportive and responsive to needs*
- ✓ *recognise good performance*
- ✓ *have a positive impact on morale*
- ✓ *contribute to a sustainable development plan for the reviewee*
- ✓ *be evaluated effectively*

Recording and Collating CPD Needs

Review meetings can be held at any time in the school year. The review process is part of ongoing Continuing Professional Development and is one element in a coherent and progressive development cycle. **Appendix IX – The Annual Planning Cycle** gives one suggestion for integrating the APR into an annual cycle of school development. There will be a summative point at the time when information is required to inform the council’s CPD programme. At that time school CPD co-ordinators will need to have an overview of development needs and *to be able to identify those that are best met by central organisation*. Once a year, by 31st January, the school’s CPD co-ordinator should forward to the authority’s CPD co-ordinator a summary report highlighting those issues identified, and dealt with, as whole-school issues and in addition identifying issues for future authority-led CPD. The school CPD co-ordinator will therefore require to receive summary information from each reviewer about the professional reviews they have undertaken to identify CPD issues. **Appendix VIII - The School CPD / APR Report** gives a proforma for summarising and reporting on the school’s CPD plan, while **Appendices X a and Xb** give exemplar school reports.

The CPD Profile

Every teacher is required to maintain a CPD Profile. The outline format for this is contained in appendix III of the Highland Council’s “**Framework for CPD and PRD for Teachers**” policy. The profile should be used to record all CPD activities – some of which may take place during the school day or during school inset closure days. In general, events during the normal week and closure days would not count towards the contractual 35 hours for CPD, unless agreed by the reviewer for specific reasons. One such reason may be that the reviewee is contributing to the training event and will be undertaking development work in preparation. There is no prescriptive list of activities which may be counted towards the contractual 35 hours. ***Activities which count towards the contractual time are those which lead to professional development for the reviewee and therefore a change in professional action by the reviewee.*** There is a clear expectation that staff must agree these 35 hours with their line manager and that the line manager is assured that the commitment has been met. The reviewer should also be confident that the overall CPD plan reflects a proper balance of the needs of the service, the school and the reviewee. Provided the basic format of the CPD profile is maintained schools may wish to agree the addition of columns to illustrate links to self-evaluation processes, school/departmental plans and/or to the contractual 35 hours.

One important aspect of the review process is the agreement of reviewee and reviewer on CPD development objectives. In line with objectives in any context it is important that these are clear objectives which in total provide for individual development in the context of local and national priorities and cover the total time available for CPD including the contractual 35 hours. Most staff will be familiar with the acronym SMART.

S - specific - is the description specific and clear?

- M* - *measurable* - *is there a reliable way for the reviewee and reviewer to know that progress is being made*
- A* - *achievable* - *is it likely that development activities can be identified within budget, to achieve this?*
- R* - *relevant* - *is this likely to have an effect on classroom practice?*
- T* - *time-based* - *can a timescale for achievement be identified?*

In general the reviewee will set their own development objectives however these must be agreed by the reviewer. For those who wish to develop their use and understanding of setting development objectives there is further help available at

http://www.plymouthtutors.org/PLP%20stuff%20for%20region/setting_objectives.htm

The most fundamental aspect of all development objectives is their effect on the professional development of the individual. The basic question when setting objectives, and agreeing their contribution to the 35 hours, is ‘*Will this enhance the professional abilities of the individual?*’

Having agreed development objectives the review meeting should agree related development activities. Clearly it may not be possible to identify specific activities in each case. However there should be general agreement about the type of activity which is likely to overtake the objectives. Further development activities should be identified and agreed by informal discussion throughout the year. The reviewee must maintain a CPD record of all CPD activities. *This is adequately covered by the CPD Profile in the “**Framework for CPD and PRD for Teachers**” policy.*

At the following Annual Professional Review meeting the reviewer should discuss the overall impact of the year’s activities. At this point the discussion will be informed by both the reviewee’s CPD profile and by the informal discussion which will have taken place throughout the year. While each individual has responsibility for their own CPD plan and record they should, by informal discussion, involve their reviewer in the ongoing progress of their development by enlisting support and agreement for additional activities and agreeing alternative activities where necessary. The reviewee should record the date and duration of activities, the impact on their professional practice and obtain the reviewers agreement that this fulfils the contractual obligation of the 35 hours.

Preparing for the Annual Professional Review

A crucial aspect of preparation for the APR is that the reviewer should be familiar with the reviewee's work and be in a position to help identify future strategies for further development. Discussion in the APR should focus on identifying the impact of previous development work on the reviewee and on teaching and learning in the school. It would be helpful for the reviewee to undertake some form of self-evaluation prior to the review. This evaluation could be based on aspects of the HGIOS Q.I.s, or on the Standards associated with the CPD Framework, viz the Standard for Full Registration, the Standard for Chartered Teachers or the Standard for Leadership (Headship).

A number of self-evaluation checklists have been suggested for use prior to the APR.

- The SEED booklet Professional Review & Development 2003 (page 13)
- The CPD Framework in the same booklet (pages 16 and 17)
- The Q.I.s cover all aspects of school life and could be used as the basis for a self-evaluation exercise. *The Highland Guide to School Development Planning contains a self-evaluation checklist which relates to the Q.I.s. A copy of this can be found at*

http://www.highlandschools-virtualib.org.uk/school_dp/Secondary/SecGuidance/Planning%20framework.doc

In addition we now have three national Standards relating to the work of teachers in schools – the SFR, the SCT and the Standard for Leadership (Headship). These Standards generally relate to the key components of Professional Knowledge and Understanding, Professional Skills and Abilities (Attributes) and Professional Values and Personal Commitments and should therefore provide a sound basis for reflective practice.

The Highland Learning and Teaching Toolkit provides further guidance on teacher self-evaluation and can be accessed from the following link.

http://www.highlandschools-virtualib.org.uk/ltt/lifelong/teacher_self.htm

The exemplar checklist provided in *Appendix XI – Preparing for The Annual Professional Review* is derived from the nine forms of Professional Action identified in the Standard for Chartered Teacher. While it is important to note that this Standard “would denote the level of professional accomplishment teachers might seek to achieve, after completing the Standard for Full Registration and once established in the profession” nevertheless the areas identified in the checklist give a balanced view of the role of the teacher and should therefore be useful in identifying subjects for future development.

“The Standard for Chartered Teacher may be seen, therefore, as part of a culture of self-evaluation that has developed in Scotland, and to represent for the individual teacher the same standard of critical self-evaluation and reflection that *How good is our school?* does for schools.”

(Standard for Chartered Teacher).