

Professional Review and Development



Documents produced in this series:

1. Continuing Professional Development
2. Standard for Chartered Teacher
3. Chartered Teacher Status: Frequently Asked Questions
4. Professional Review and Development
5. Professional Review and Development: Frequently Asked Questions
6. Continuing Professional Development for Educational Leaders



SCOTTISH EXECUTIVE

Professional Review and Development



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This document was first published in 2002
and is reprinted with amendments

ISBN 0 7559 0961 5

Published by
Scottish Executive
St Andrew's House
Edinburgh

Produced for the Scottish Executive by Astron B32319 12-03

Further copies are available from
The Stationery Office Bookshop
71 Lothian Road
Edinburgh EH3 9AZ

Tel: 0870 606 55 66

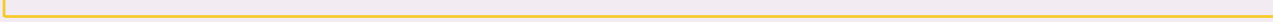
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A Framework for Professional Review and Development

Context

This document sets out a framework for professional review and development and a checklist for the operation of local authority systems. The framework addresses the outcome for National Priority 2; “to support and develop the skills of teachers”.

The national agreement *A Teaching Profession for the 21st Century* sets the contractual context for professional review and development. It requires that “teachers shall have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development”. It states that “every teacher will have an annual Continuing Professional Development (CPD) plan agreed with her/his immediate manager and every teacher will be required to maintain an individual CPD record”. In addition “teachers [will be] expected to meet the full commitment of an additional 35 hours per annum for CPD”.

The agreement confirms that CPD activity should be “based on an assessment of individual need, taking account of school, local and national priorities”. The list of headteacher duties in Annex B of the agreement includes a responsibility “to promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs”.

Introduction

The need for continuing development of knowledge and skills is well recognised in education. Rapid changes have taken place in the curriculum and in approaches to teaching and learning. Developments in technology, particularly information and communications technology and the constantly evolving role of schools in our society, together mean that a teacher's competences and knowledge need frequent review and development.

Professional review and development is the process whereby the development and training needs of all staff are identified and agreed in relation to their current practice, the requirements of the school or authority development plan, the wider and longer-term needs of the education service, and national priorities. The process also includes making suitable arrangements to meet professional development needs, so far as possible, within available resources. It is a means of supporting teachers by ensuring that they are thoroughly prepared for their duties, in particular for their key role in teaching and learning.

Professional review and development should involve all teachers in schools, including headteachers and senior managers. The framework makes references throughout to teachers, but this term should be interpreted as all-inclusive. During the Professional Review and Development process, use should be made of the recently published guidance CPD for Educational Leaders if it is appropriate.

Professional review and development is one of a wide range of quality assurance strategies used in schools. As such, it is central to raising achievement and improving the effectiveness of teaching and learning. It offers a systematic approach to training and development, which leads to enhanced job satisfaction and better leadership and management of the teaching process. Successful professional review and development brings about practical improvements in the classroom and directly benefits pupils by raising the quality of their learning experience. It is therefore a crucial part of the quality improvement process which benefits the whole of the education service.

Professional review and development will be most effective if there is a generally supportive climate within schools and the following principles apply:

- ★ there is a professional commitment to building excellence at every stage of a teacher's career;
- ★ arrangements are simple, with minimal bureaucracy;
- ★ the purpose is clear to all participants;
- ★ it starts with self-evaluation and involves on-going personal reflection;
- ★ it is integrated with existing arrangements for quality assurance;
- ★ it identifies and supports the professional needs of each teacher;
- ★ it balances individual and personal development priorities with those relating to the effective fulfilment of the school development plan;
- ★ professional development is coherent and progressive;
- ★ it is undertaken with line managers; and
- ★ the process is evaluated effectively.

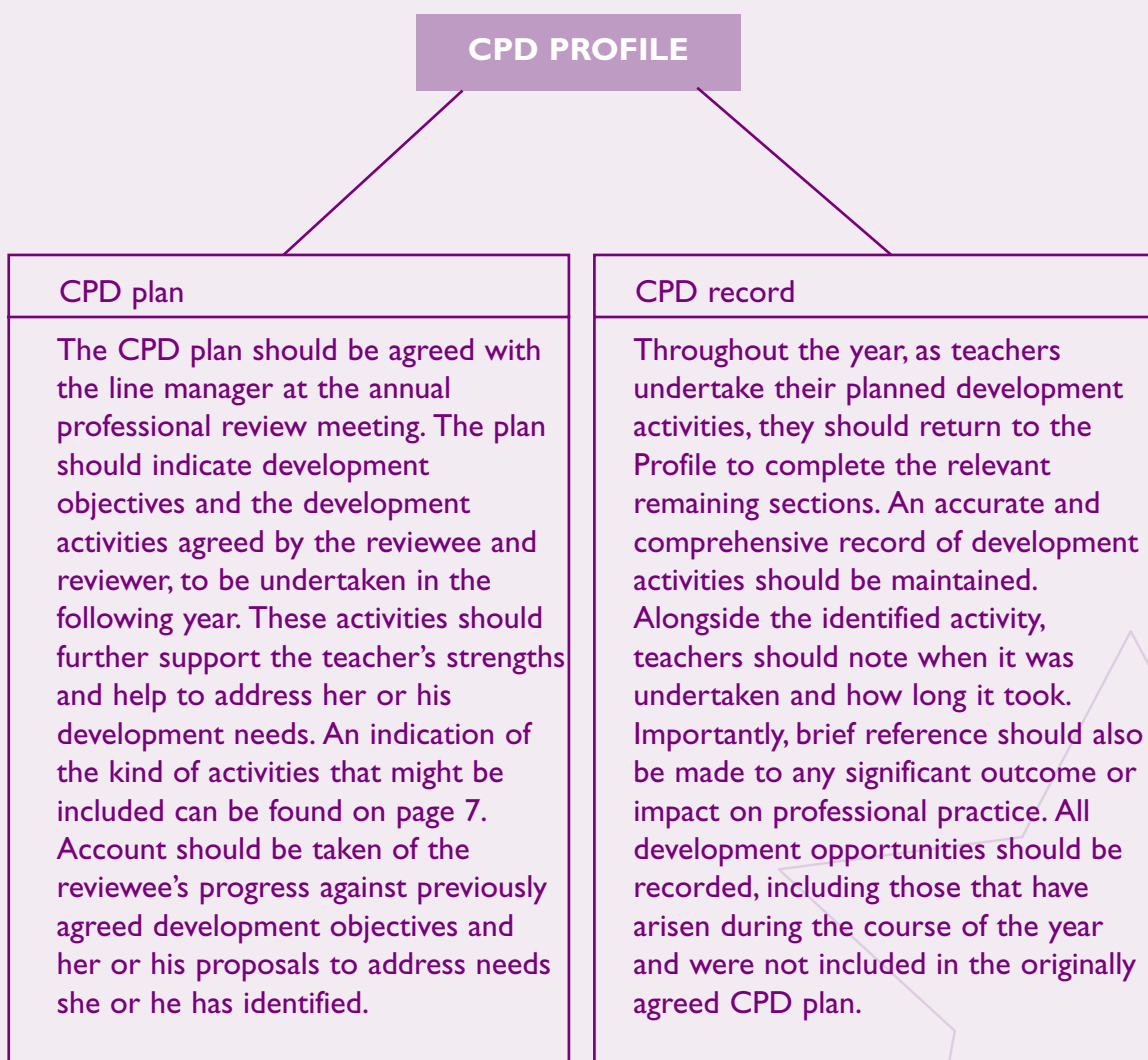
It follows from this that the review and development process must be a high quality experience which is supportive and responsive to teachers' needs. Teachers should be confident in a process that is easy to understand and operate. Professional review and development should be clearly integrated into the normal life and management of the school and result in minimum disruption for pupils.

Professional review offers an opportunity for recognising good performance and making clear to teachers that they are valued and appreciated. The process should have a positive impact on morale. It should encourage teachers to reflect on their good practice and to share this with colleagues.

As with other activities, there is a need for schools and local authorities to evaluate the outcomes of the professional review and development process to ensure that it is effective in improving teaching and learning. Evaluation may include considering how far identified professional needs have been met and the impact on effective teaching and learning.

Professional Review and Development Profile

All teachers should maintain a CPD Profile for the current year and for two previous years where this is appropriate.



A suggested format for the CPD Profile is included in the exemplars provided at the back of this booklet.

CPD Activities

The range of experiences which contribute to teacher development is very wide and includes activities that can be undertaken during the 35-hour week as well as those that contribute to the “additional contractual” 35 hours of CPD per annum (see Context on page 3). A CPD activity is anything that has progressed a teacher’s existing skills or enhanced her or his professionalism.

The list that follows is intended to be illustrative rather than exhaustive:

- ★ activity related to achieving national standards (Standard for Full Registration, Standard for Chartered Teacher, Standard for Headship);
- ★ self-evaluation and personal reflection including preparation for the professional review and development meeting;
- ★ subject-based activities including involvement with professional bodies and associations;
- ★ attendance at in-service;
- ★ membership of school committees and task groups;
- ★ developing school, local authority and national policies;
- ★ visits to and from colleagues in other schools;
- ★ co-operative teaching;
- ★ lesson observation and analysis;
- ★ secondments;
- ★ professional reading and research;
- ★ mentoring/supporting colleagues;
- ★ curricular planning/development;
- ★ management and leadership development opportunities;
- ★ teacher placement;
- ★ working with others, including as part of inter-agency teams involving colleagues from social work, health service, etc.; and
- ★ working with parents/carers.

As part of the professional review and development process, the teacher and line manager should agree which activities will be considered as contributing to the additional contractual CPD requirement.

The Process of Professional Review and Development

Before the review meeting

In preparing for professional review, both the reviewee and the reviewer should consider the outcomes from, and impact of, any professional development activities undertaken and reflect on possible future development needs. They should reflect on the Profile including, if appropriate, progress towards meeting previously identified needs and development objectives.

At the review meeting

There should be discussion of the Profile. Reviewee and reviewer should identify and agree development needs. (Shared in confidence by reviewee and reviewer)

They should agree the translation of needs to development objectives. Both reviewee and reviewer should record agreed development objectives. (Shared in confidence by reviewee and reviewer)

Both reviewee and reviewer should agree CPD activities to address strengths and development needs. Both should record these activities linked to development objectives. The list of activities, linked to development objectives, forms the planning section of the reviewee's CPD Profile for the year ahead. Further activities, which may be undertaken in subsequent sessions, can also be identified. (Shared with school or local authority CPD Co-ordinator as appropriate)

After the review meeting

The reviewee should continue to reflect on progress towards meeting identified needs and development objectives. She or he should consider regularly the effectiveness and impact of professional development activities undertaken. Newly identified development objectives and related activities should be discussed informally with the reviewer as they arise.

The CPD Portfolio

The maintenance of a CPD Portfolio is good practice for all teachers, regardless of their experience or aspirations. It can offer a systematic method for recording professional analysis and development throughout a teacher's career. New teachers entering the profession will maintain a professional development portfolio and profile for the duration of their induction post and should be encouraged to continue this practice once fully registered. Teachers who wish to enter the Chartered Teacher Programme will be required to have maintained a Portfolio.

The CPD Portfolio would remain the personal property of the individual teacher but could be used to:

- ★ present an analysis of personal and professional development;
- ★ present illustrations of current skills and abilities;
- ★ provide additional support in preparing for professional review;
- ★ provide a basis for discussion with key colleagues;
- ★ plan future professional development;
- ★ self-evaluate professional competence; and
- ★ assist in recording activities which may lead to accreditation.

The contents of a CPD Portfolio will vary but might include:

- ★ personal details;
- ★ qualifications;
- ★ employment history;
- ★ job descriptions of current and previous posts;
- ★ CPD Profile;
- ★ an analysis of professional experiences;
- ★ self-evaluation of professional competence;
- ★ reflective commentaries on CPD activities undertaken;
- ★ information relating to preparation for national standards;
- ★ personal development plan;
- ★ certificates; and
- ★ CV.

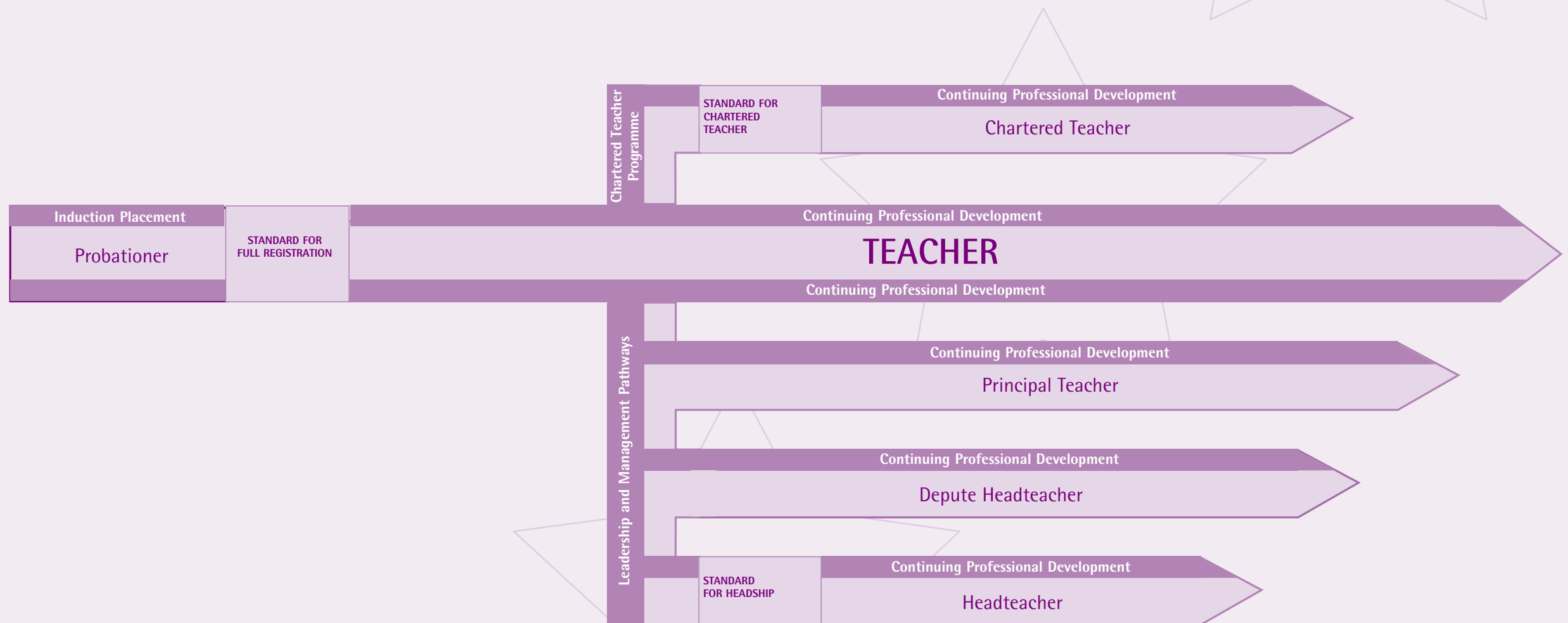
In reflecting on the impact or outcome of development experiences in the short or longer term, teachers may record the following:

- ★ developments in attitude;
- ★ developments in behaviour;
- ★ increase in knowledge;
- ★ increase in skills; and
- ★ impact on practice.

The Relationship of Professional Review with National Standards

Three national teaching standards are being designed to provide coherence and progression within CPD. As part of the professional review and development process, teachers can seek support to progress or enhance their professional skills and abilities through activity related to these national standards.

The diagram below highlights some of the ways by which a teacher's career might progress.



Note: As the diagram demonstrates, the Chartered Teacher is entirely distinct from promoted posts in school leadership and management. Separate development provision will be designed to support teachers in pursuit of either career path. There should, however, be sufficient flexibility to enable a teacher who has started to pursue one development route, to change her or his mind and move onto the other route. Such teachers would be able to claim credit for relevant prior learning and experience.

Exemplars

The following exemplars suggest ways in which teachers and schools might wish to approach the professional review and development process. There is no obligation to adopt any of the models here outlined. The exemplars are simply provided as optional aids to self-evaluation, reflection and recording.

Exemplar 1: Process of Self-Evaluation for CPD

The diagram on the next page indicates how an individual might plan her or his continuing professional development with reference to the main qualities expected of the developing teacher. The questions posed aim to provide prompts for self-evaluation. They help individuals to identify where their strengths lie and those areas in which they would benefit from further development.



Personal Values & Professional Commitment

Ethos

- How can I better contribute to the ethos of the school?
- How can I better contribute to team effectiveness?
- How can I promote a greater sense of identity with the school (among staff, pupils, parents and the wider community)?

How is my CPD developing and enhancing:

- the pupils and their learning in the school?
- me as a professional?

Personal Values & Professional Commitment

Learning and Teaching

- What changes will improve pupils' learning?
- What changes will improve my teaching?

Support for Pupils (SfP)

- How can I better use ICT outside the classroom?
- How can I work better with SfP staff?

Attainment

- How can I set appropriately challenging targets?
- How can I track pupils to identify those "at risk"?

Professional Knowledge & Understanding

School Development Planning

- What greater contribution can I make to the school plan?
- How can I make better use of evidence from evaluation?

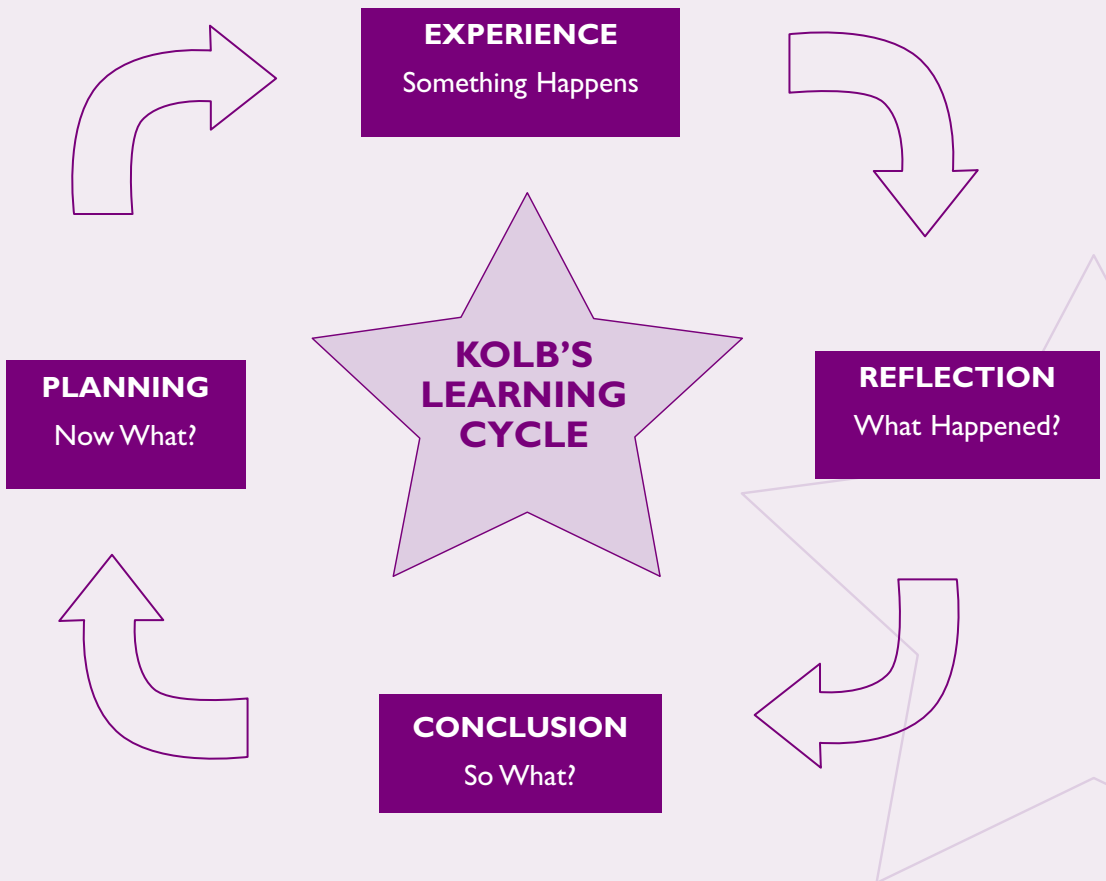
Curriculum

- How can I help to improve cross-curricular links?
- How can the timetable be changed to improve learning and teaching?
- How can I help to improve the motivation of students?

Exemplar 2: Learning Cycle

If CPD is to be meaningful, teachers must be able to relate their learning to their personal experience and practice. Kolb's Learning Cycle below, outlines the four stages involved in any successful learning experience. Learning is defined as a process in which experience is changed into knowledge. In turn, knowledge creates a foundation and opportunity for learning. In Kolb's four-staged cycle, the individual reflects on experience and draws theoretical conclusions, which can be used to influence future action. In this way, practice, reflection, theory and action become essential parts of professional development.

When reflecting on a development experience, teachers might find it helpful to consider the stages highlighted in Kolb's learning cycle. An examination of these stages might provide a useful basis for discussion at the annual professional review. The cycle could also be used as a structure to follow when describing learning experiences in the CPD Portfolio.



Exemplar 3: CPD Framework

This framework provides one option for describing progressive professionalism. It contains themes organised around each of the seven key areas from *How good is our school?* These themes are intended to reflect progressive development opportunities as teachers gain experience. The lists are not meant to be exhaustive. Teachers, schools or local authorities may wish to extend or revise them or to develop alternative models to assist the professional review and development process.

The suggested CPD framework assumes that there are six stages in professional development/career progression, starting with “Beginnings” for probationers and ending with “Ongoing Development” for teachers at all levels.

This framework could form a basis for teachers’ professional review and for their development planning.

Teachers might use the framework in the following ways:

- ★ as a self-evaluation tool to aid reflection when preparing for professional review;
- ★ to track their own professional development or to advise others;
- ★ to map next steps in development for themselves or with other individuals or teams; and
- ★ to monitor and support progress in meeting development objectives.

Managers might also wish to use the framework:

- ★ as a basis for discussion during review; and
- ★ to inform planning of continuing professional development opportunities for teachers.

Note: The diagram on the next page is not suggesting an inevitable progression from excellence in learning and teaching into management and, ultimately, headship. Career paths in learning and teaching and in leading and managing are distinct and equally valid and challenging. There is no hierarchy between the two.

CPD Framework

HGIOS	Beginnings	Next Steps	Building Excellence in Learning and Teaching	Into Management	Aspiring Headship	Ongoing Development for All
Curriculum	Establish knowledge Deliver appropriately Contribute to planning Work with colleagues	Develop materials Develop cross-curricular links	Develop experience in timetabling Write/manage materials Support and guide other teachers	Manage curriculum timetable effectively		Individually planned activity, which could include: Attendance at conferences Planning conferences Secondments Mentoring Management modules Fellowships Involvement in Management Development Programme Involvement with parallel programmes offered by business Mentoring newly-appointed Heads Business placements Research projects Sabbaticals National/international comparison studies and visits Induction Counselling skills
Attainment	Achieve course work outcomes	Raise attainment: effective tracking Seek continuous improvement	Set targets Understand and Implement Improvement Strategies	Monitor and evaluate attainment across school Lead initiatives		
Learning and Teaching	Understand teaching methodologies Question clearly and purposefully Assess and record Use ICT to support learning Plan day-to-day activities Report to parents, using school formats	Employ teaching methodologies to improve the quality of the teaching process Use ICT to support L&T Use assessment techniques to progress learning Plan programmes Provide for different abilities and aptitudes Respond appropriately to parents	Evaluate teaching and learning policy Assure quality Support colleagues in making judgements Design and implement effective assessment and recording systems Monitor reports to parents	Manage change Monitor and evaluate Support colleagues Manage learning and teaching Propose and lead appropriate strategies	Provide leadership. e.g. SQH Unit 2: Manage Core Operations	
Support for Pupils	Show awareness of inclusion issues Understand importance of building self-esteem Show awareness of PSD issues Work collaboratively with Learning Support, auxiliaries, etc.	Focus on pupil self-esteem/confidence Implement programmes to support pupil learning Establish strategies for inclusion within classroom Guide and develop support staff Contribute to extra-curricular activities	Share good practice in support strategies. Promote same. Plan and support whole school strategies for PSD/inclusion Plan and deliver individual support programmes	Monitor and evaluate strategies Lead new initiatives	Evaluate and improve Provide leadership	
Ethos	Establish positive classroom atmosphere; fairness and equality Work positively with parents Expect and promote achievement Manage classroom behaviour to promote learning Show pride in school	Value relationships Establish positive atmosphere – whole school/class Encourage parental involvement in learning Ensure appropriate learning environment Promote pride and a sense of identity in school	Demonstrate people skills Manage conflict Work with external agencies, school board, school community Support and guide colleagues in developing positive behaviour strategies	Maintain and where necessary improve and develop positive ethos Manage people effectively Build effective teams	Lead by example in maintaining positive ethos Develop whole school strategies to raise morale and ensure an ethos of achievement	
Resources	Use classroom resources Employ ICT skills Engage positively in professional review and development	Use resources effectively Communicate effectively Employ ICT skills Seek/use information and solve problems	Participate in Recruitment and selection Use ICT effectively Understand Health and safety issues Undertake reviewer training Review colleagues	Encourage team working and effective use of resources Manage resources and finance Lead/co-ordinate CPD for colleagues Monitor effectiveness of teachers and teams	Provide good leadership and effective use of ICT e.g. SQH Unit 3: Manage School Improvement Budgets: Devolved School Management Interview Skills e.g. SQH Unit 1: The Standard e.g. SQH Unit 4: Leadership Comparative Study	
ML&QA	Plan and record CPD activities Self-evaluate regularly and effectively Contribute to development planning	Contribute to school development plan Self-evaluate and progress CPD	Lead effectively at team/group level Carry out Development planning at team/group level Contribute to policy making Implement the development plan Contribute to S&Q reports Support colleagues including new teachers	Manage policy and planning Deliver aspects of development plan Intro to school management		

* Framework based on system developed and used by teachers in Edinburgh – 2001

Exemplar 4: CPD Profile

Reviewee's Name: _____

School: _____

Review Date: _____

Session: _____

Agreed Development Objective	Agreed Development Activity	Date of Activity	Duration of Activity	Outcome/Impact of Activity

Development Objectives and Activities agreed by

Reviewer: _____

Date: _____

Reviewee: _____

Date: _____

Implementation at Local Authority and School Level

These guidelines are intended to be sufficiently flexible to enable schools and local authorities to set the national recommendations within the context of their own local systems. The checklist on page 21 aims to assist schools and local authorities to develop their processes in line with national recommendations.

The authority and its schools should have a policy and strategy on professional review and development which encompasses the features outlined in the checklist on page 21.



CHECKLIST

Professional Review and Development:

- aims to improve the professional knowledge, skills and confidence of teachers and enhance school effectiveness;
- celebrates success, recognises good performance and makes clear to teachers that they are valued and appreciated;
- identifies and provides for the professional development needs of teachers and consequently assists the school to take forward the development plan;
- is integrated with the existing arrangements for school development planning;
- bases annual review of teachers' work on self-evaluation, personal reflection and achievement of the previous CPD plan, while taking account of wider and longer-term professional development issues;
- recognises the strengths and needs of individual teachers and their priorities for professional development;
- is straightforward and simple and links into the regular monitoring and evaluation of the work of the school;
- keeps records to a minimum, while ensuring that:
 - the teacher has a clear set of agreed development objectives;
 - agreed development objectives and activities are recorded;
 - the professional development co-ordinator has an overview of the implications individual needs might have for the overall planning process;
- includes all teachers;
- ensures that each teacher is given annual feedback;
- ensures that reviewees and reviewers are well prepared for the professional review and development process by:
 - setting and agreeing development objectives;
 - setting and agreeing development activities; and
 - monitoring and supporting progress;
- includes evaluating the process; and
- accommodates unanticipated development objectives and related activities as they arise through the year.

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Astron B32319 12/03

ISBN 0-7559-0961-5



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