

ANGUS JOINT NEGOTIATING COMMITTEE FOR TEACHERS

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4 June 2009

CMH/CB

Dear Colleague

AJNCT/15 (AMENDED) PROFESSIONAL REVIEW AND DEVELOPMENT

The nationally agreed package of pay and conditions of service for Scottish teachers "A Teaching Profession for the 21st Century" included provision for staff development arrangements to be a devolved matter. Accordingly, the Angus Joint Negotiating Committee for Teachers has considered how professional review and development should be implemented for Angus Council's teaching staff.

As you know, AJNCT/15 setting out the Policy Statement and Operational/Procedural Guidelines was issued on 1 October 2004 and amended on 23 October 2008. These Guidelines have been further amended and are attached as an **Appendix** to this Circular.

This amendment was approved by the Angus Joint Negotiating Committee for Teachers at its meeting on 27 May and subsequently ratified by the Education Committee on 3 June 2009.

Yours sincerely

**SHEONA C HUNTER
PHILIP JACKSON**

Joint Secretaries

Enc.

cc Chief Executive
Director of Education
Head of Finance
Personnel Services

Angus Council Education Department



Professional Review and Development For Teaching Staff

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NB The 'Guidance for Teaching Staff' provided on pages 5 and 6 has been reproduced as a separate information sheet. This sheet and the 'Personal Action Plan and Review Record' should be given to teachers annually in June/August to enable them to draft their Personal Action Plans and to inform them about the review process.

June 2009

ANGUS COUNCIL – EDUCATION DEPARTMENT

PROFESSIONAL REVIEW AND DEVELOPMENT FOR TEACHING STAFF POLICY STATEMENT

1.1 PURPOSE

Professional Review and Development is one of a range of quality improvement strategies used in schools. As such, it is central to raising achievement and improving the effectiveness of learning and teaching. Effective Professional Review and Development brings about practical improvements in the classroom and directly benefits pupils by raising the quality of their learning experiences. It is a process which involves colleagues in reflecting upon and evaluating their practice in relation to key standards and thereafter in making specific commitments to develop their professional practice.

1.2 PRINCIPLES

The undernoted principles underpin this policy:

- The vision statement for the education service in Angus emphasises a strong commitment to realising the potential of children and young people by:
 - putting people at the heart of all that we do
 - nurturing an ethos of achievement
 - striving for sustainable improvement
 - working co-operatively
- Angus Council:
 - recognises the importance of ensuring effective communication among staff
 - wishes to promote and support the right and responsibility of all staff to contribute to the development of a quality education service
 - recognises the importance of supporting, valuing and investing in its staff, not least through the provision of high quality continuing professional development opportunities
 - will strive to identify and celebrate the achievements of pupils and staff.

1.3 POLICY STATEMENT

Professional Review and Development involves supporting **all** staff to develop their skills and competences and is a process which:

- begins with self-evaluation undertaken in relation to relevant national standards ie the Standard for Full Registration, the Standard for Chartered Teacher or the Standard for Headship (GTCS) and the Council's Management Competency Framework
- encourages staff to reflect on performance on a regular basis
- is designed to allow staff and their managers to acknowledge achievements/strengths, to identify areas for professional development and to agree related plans of CPD activity
- offers an opportunity to formally recognise and share good performance and achievements and thereby make clear to teaching staff that they are valued and appreciated.
- is undertaken annually
- incorporates the preparation of personal action plans and CPD plans, processes which are informed by previously identified school improvement priorities
- is an integral part of the Council's commitment to continuous improvement.

1.4 WHO SHOULD IMPLEMENT THIS POLICY?

- All teaching staff (specific roles and responsibilities are spelt out in detail in the accompanying Policy Guidelines).

1.5 GENESIS OF POLICY

- This policy, which effectively replaces the previous policy for the triennial review of teaching staff, has been developed by an Education Department Working Group.

1.6 REFERENCES TO OTHER COUNCIL OR NATIONAL POLICIES

This policy:

- aims to implement commitments, made by Angus Council in Sections 2 and 3 of the Education Service Quality Improvement Policy Guidelines, for self-evaluation to lie at the heart of planning for improvement
- takes account of, and is entirely consistent with, the Council's policies in relation to Induction and Performance Appraisal
- takes account of "A Framework for Professional Review and Development", "Continuing Professional Development" (both published by the Scottish Executive, 2002) and CPD for Educational Leaders (Scottish Executive, 2003)

TEACHER PROFESSIONAL REVIEW AND DEVELOPMENT OPERATIONAL/PROCEDURAL GUIDELINES

2.1 INTRODUCTION

The success of any organisation is ultimately dependent on the effectiveness of its staff. For staff to contribute to the best of their abilities they must clearly understand what is expected of them and be given the opportunity, assistance and encouragement necessary to succeed. These guidelines refer to the induction of new staff, CPD planning, recording and evaluation and the professional review and development process.

2.2 INDUCTION PROCEDURES FOR NEW STAFF

In accordance with Angus Council's corporate induction policy line managers should arrange to meet formally with new staff on day 1 and during weeks 2 and 6 to establish immediate and medium term priorities. Further meetings should be held at regular intervals to establish longer term priorities. After 3-4 months all new staff should have personal action and CPD plans in place. Checklists, available on the Departmental Intranet, should be used to ensure that all relevant information is communicated to new staff. Induction programmes will, of course, also involve other activities such as 'buddying' and observing colleagues.

School managers should note that there are separate arrangements for the induction and review of probationer teachers.

2.3 ANNUAL PERSONAL ACTION AND CPD PLANNING, RECORDING AND EVALUATION

All teaching staff should have annual personal action plans outlining priority development tasks and CPD needs. An electronic record of all CPD undertaken should be maintained through Angus CPD Online.

- Personal action plans, CPD needs and related activities should be agreed with line managers as soon as practicable after the start of the new session. All meetings should be planned within the context of the 35 hour working week as part of the annual working time agreement.
- The process of agreeing priority tasks and CPD needs for inclusion in the Personal Action Plan should take account of priorities in the school improvement plan as well as the professional learning needs of individual teachers. Agreed priority tasks and CPD needs should be noted in the relevant section of the 'Personal Action Plan and Review Record'.
- Members of staff should record their CPD commitments through CPD Online. All proposed CPD activities must be discussed and agreed with line managers. Where there are budgetary/class cover implications, approval should also be sought from CPD Co-ordinators.
- Members of staff should ensure that they record, through CPD Online, the time spent on CPD activities in accordance with local agreements reached in relation to "A Teaching Profession for the 21st Century".

2.4 GUIDANCE FOR TEACHING STAFF

The Professional Review and Development Process:

- encourages staff to reflect regularly on their practice
- involves self-evaluation in relation to professional standards
- acknowledges achievements and strengths
- identifies areas for professional development
- promotes a commitment to continuous improvement

Personal Action and CPD Plans

- A Personal Action Plan, informed by school improvement priorities and personal development needs including CPD needs, should be entered into the 'Personal Action Plan and CPD Needs' section on page 3 of the 'Personal Action Plan and Review Record' at the start of each school session and agreed with the line manager.
- The recording of CPD commitments in CPD Online should include collaborative school-based activities and personal study as well as in-service courses.

Professional Review

- Professional Review and Development should be an evidence-based process undertaken annually
- Prior to the Review Meeting the reviewee should study page 1 of the 'Personal Action Plan and Review Record' and carry out a self-evaluation of his/her professional practice in relation to the questions listed in Section A, the key aspects of professional practice listed in section B and the management competency framework set out in section C. The main outcomes of this self-evaluation should be noted on page 2 of the 'Personal Action Plan and Review Record' and passed to the reviewer prior to the meeting. Reviewees may find the following headings helpful when recording the outcomes of their self-evaluation – strengths/achievements, areas for further development and professional aspirations.
- As part of the self-evaluation process reviewees may also wish to annotate their personal action plans in the 'Personal Action Plan and CPD Needs' section on page 3 of the 'Personal Action Plan and Review Record'.
- The Review Meeting discussion should focus on the reviewee's self-evaluation and Personal Action and CPD Plans. It will also normally include the outcomes of class observation and any other evaluations of practice which either party might wish to table.
- Any action points or CPD needs arising from the Review Meeting should be noted on page 3 of the 'Personal Action Plan and Review Record'.
- The Reviewer should complete the Reviewer's Comments section on page 2 of the 'Personal Action Plan and Review Record' and give the Reviewee the opportunity to add any comments he/she may wish to make.

2.5 NATIONAL PROFESSIONAL STANDARDS

Three national standards have been designed to promote best practice in the teaching profession and to provide coherence and progression in relation to professional development.

- *The Standard for Full Registration* provides a baseline of professional competence for all teaching staff. Probationer teachers undertake a one-year training programme designed to enable them to achieve this Standard.
- *The Standard for Chartered Teacher* provides an opportunity for career enhancement through the further development of pedagogical skills.
- *The Standard for Headship* offers opportunities for staff to enhance their careers through the development of Management and Leadership skills.

As part of the professional review process teachers may wish to seek support to progress or enhance their professional skills and abilities through activities related to the *Standard for Chartered Teacher* or the *Standard for Headship*. 'Professional Review and Development' (SEED, 2003) contains a 'Framework for Continuing Professional Development' which teachers may find helpful during the review process particularly when considering "next steps" in their professional development. Progressive CPD frameworks are also available in the Angus publication, 'Managing Continuing Professional Development: Advice for Teaching Staff'.

2.6 REFERENCES

Achieving the Standard for Chartered Teacher	- General Teaching Council Scotland (2002)
Achieving the Standard for Full Registration	-General Teaching Council Scotland (2007)
The Code for Professionalism and Conduct	-General Teaching Council Scotland (2008)
Chartered Teacher Status: Frequently Asked Questions	-Scottish Executive Education Department (2002)
Continuing Professional Development for Educational Leaders	-Scottish Office Education Department (2003)
Continuing Professional Development	-Scottish Executive Education Department (2002)
Managing Continuing Professional Development : Advice for Teaching Staff	- Angus Council (2007)
Performance Appraisal and Development	-Angus Council
Professional Review and Development	-Scottish Executive Education Department (2002)
Professional Review and Development: Frequently Asked Questions	-Scottish Executive Education Department (2002)
Standard for Chartered Teacher	-Scottish Executive Education Department (2002)

2.7 WEBSITES

Angus CPD Online (<https://cpd.angus.gov.uk>) is a source of a number of useful websites

GTCS documentation may be accessed at www.gtcs.org

Scottish Executive documentation may be accessed at www.scotland.gov.uk

Angus Council Education Department



**Professional
Review and Development for Teaching Staff**

**Personal Action Plan
and Review Record**

Session _____

Name: _____

School: _____

Date of Review: _____

Prior to your review meeting please provide your reviewer with a copy of your self-evaluation.

Section A: Questions for Consideration

- Did I achieve the targets in my personal action plan?
- What impact did my development activities have on my performance?
- Overall how do I feel I have fulfilled my duties?
- Which aspects of the job provided me with the most satisfaction?
- Which aspects of the job provided me with the least satisfaction?
- Are there any matters agreed at my last meeting which I feel have not been addressed?
- What could be done for me to give me more satisfaction from my job?
- How do I see my future personal/job development?
- What would I like to achieve in my work during the next year?
- What development needs do I have?

Section B: Key Aspects of Professional Practice [based on the Standard for Full Registration]

Please note that there is no need to comment on every aspect

- **Curriculum** - curricular knowledge, matching curricular level to pupil needs and designing/adapting materials to stimulate/challenge pupils
- **Cross-curricular responsibilities** - literacy, numeracy, ICT, personal, social, vocational and health
- **Planning** - coherent and progressive programmes for effective learning
- **Approaches** - range of teaching styles, strategies to sustain pupil interest; purposeful homework
- **Interaction with pupils** - clear lesson aims, effective questioning and stimulating explanations
- **Pace of work** - high expectations and realistic challenges; differentiated learning tasks; appropriate responses to learning difficulties
- **Classroom organisation** - safe, attractive, stimulating environment with displays of work; organisation of resources and support staff
- **Management of pupil behaviour** – consistency and promotion of positive behaviour
- **Assessment** - range of instruments and evidence; accurate records; informative reports; use of assessment information; communication with parents
- **Pastoral support** - treating pupils as individuals; promotion of social skills and appropriate attitudes; tracking of progress and target setting
- **Reflection on and improvement of practice** - systematic evaluation of impact on pupils; self-evaluation and professional development
- **Participation in whole-school activities** - extra-curricular activities; working groups; additional responsibilities or interests

Section C: Angus Council Management Competency Framework

Please refer to aspects of leadership and management as appropriate to your role

- **Leadership** – vision, consistency, role model, decisive, inspiring, focused, promoting teamwork, approachable, empowering, responsible for team actions
- **Achieving results** – creating definable objectives, prioritising, planning, monitoring, reviewing
- **Collaborative working** – valuing collaborative working, maintaining relationships, influencing others
- **Communication** – clear expression, ensuring mutual understanding, listening actively
- **Creativity** – questioning established practice, encouraging new approaches, implementing new ideas
- **Customer focus** – high quality service, consultation, seeking feedback, prompt response to needs
- **Managing change** – reacting positively, coping with uncertainty, flexibility, anticipating barriers
- **Managing people** – clarifying individual targets, performance feedback, managing underperformance
- **Managing self** – well organised, assertive, professional, identifying strengths & development needs

Review Record

Outcomes of Self-evaluation Please refer to Professional Review and Development: Guidance for Staff

Reviewer's Comments - Key Observations. Any agreed actions should be noted in the Personal Action Plan

Reviewee's Comments – The reviewee should be given an opportunity to respond to the Reviewer's comments.

Signed _____ [Reviewer] Date _____

Signed _____ [Reviewee] Date _____

Personal Action Plan and CPD Needs

Session _____

Action Points	Progress
CPD Needs	Progress

Signed _____ [Reviewee]

Date _____

Signed _____ [Reviewer]

Date _____

Matters Arising from the Review Meeting

Action Points	Progress
CPD Needs	Progress