

ANGUS JOINT NEGOTIATING COMMITTEE FOR TEACHERS
GUIDELINES ON CAREER LONG PROFESSIONAL LEARNING

1 PURPOSE

Teachers engage in professional learning to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and current.

When a wide range of high-quality, sustained professional learning experiences are undertaken, teachers are more likely to inspire pupils and provide high-quality teaching and learning experiences, enabling learners to achieve their best.

It is important that professional learning provides rich opportunities for teachers to develop and enhance their professional knowledge and practice, in order to progress the quality of learning and teaching and school improvement.

Critical self-evaluation is an important part of the professional learning and PRD process. The GTCS Professional Standards offer constructive support for teachers as they consider how they might develop their professional values and dispositions, their knowledge, skills and understanding through on-going critical self-evaluation and professional learning.

2 BACKGROUND

The teachers' agreement "A Teaching Profession for the 21st Century" (TP21) provides a commitment to enhance the professional role of teachers. A key part of teachers' professionalism is the **contractual requirement** over and above the 35-hour week **to complete up to an additional maximum of 35 hours of Continuous Professional Development (CPD) per annum** on a pro rata basis.

In recent years across Scottish Education the focus has been on empowering teachers and ensuring adequate time for teaching. Curriculum for Excellence (CfE) is about increasing professional autonomy and empowering teachers to improve the outcomes for pupils. The importance of professional learning is a fundamental aspect of this empowerment agenda: the recognition that teachers have individual professional responsibility for CLPL; it is not something 'done to them'.

3 PRINCIPLES

This guidance aligns with the National Model of Professional Learning (Appendix 1) and is underpinned by the following principles:

- CLPL encompasses continuing professional development (CPD) and is the continuous process in which teachers engage throughout their careers
- the national commitment of all teachers to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice as stated in the General Teaching Council Scotland (GTCS) Professional Standards
- Angus Council's vision that Angus is a great place to live, work and visit

- the Education & Lifelong Learning Service aims: excellent schools; strong families; healthy communities
- CLPL promotes teacher agency which is defined as *the belief and commitment to deliver alone and through collaboration, a measurable, positive impact on learners*
- A coaching approach promotes high quality professional dialogue about CLPL needs as part of the Professional Review and Development (PRD) process. (Appendix 2)

4 WHAT; WHEN; HOW

4.1 CLPL encompasses a wide range of professional learning activities:

- professional reading
- professional enquiry
- attendance at training courses, including webinars/online courses
- participation in working groups: school; regional; national
- moderation activities
- development work, e.g. relating to the school/department improvement plan
- sharing effective practice with colleagues
- participation in teacher learning communities
- professional dialogue, including collegiate meetings

These activities must be of professional benefit to teachers and schools. The overarching aim is to improve outcomes for children and young people.

4.2 It is recognised that CLPL will also take place during the 35-hour working week (e.g. collegiate meetings) and will be informed by priorities outlined in the school or departmental improvement plan. These activities are planned in advance and the time allocated is itemised in the school's Working Time Agreement (WTA). However, some flexibility in the WTA is advisable to recognise teachers' individual areas of interest and responsibility. The WTA is agreed by the School Consultative Committee.

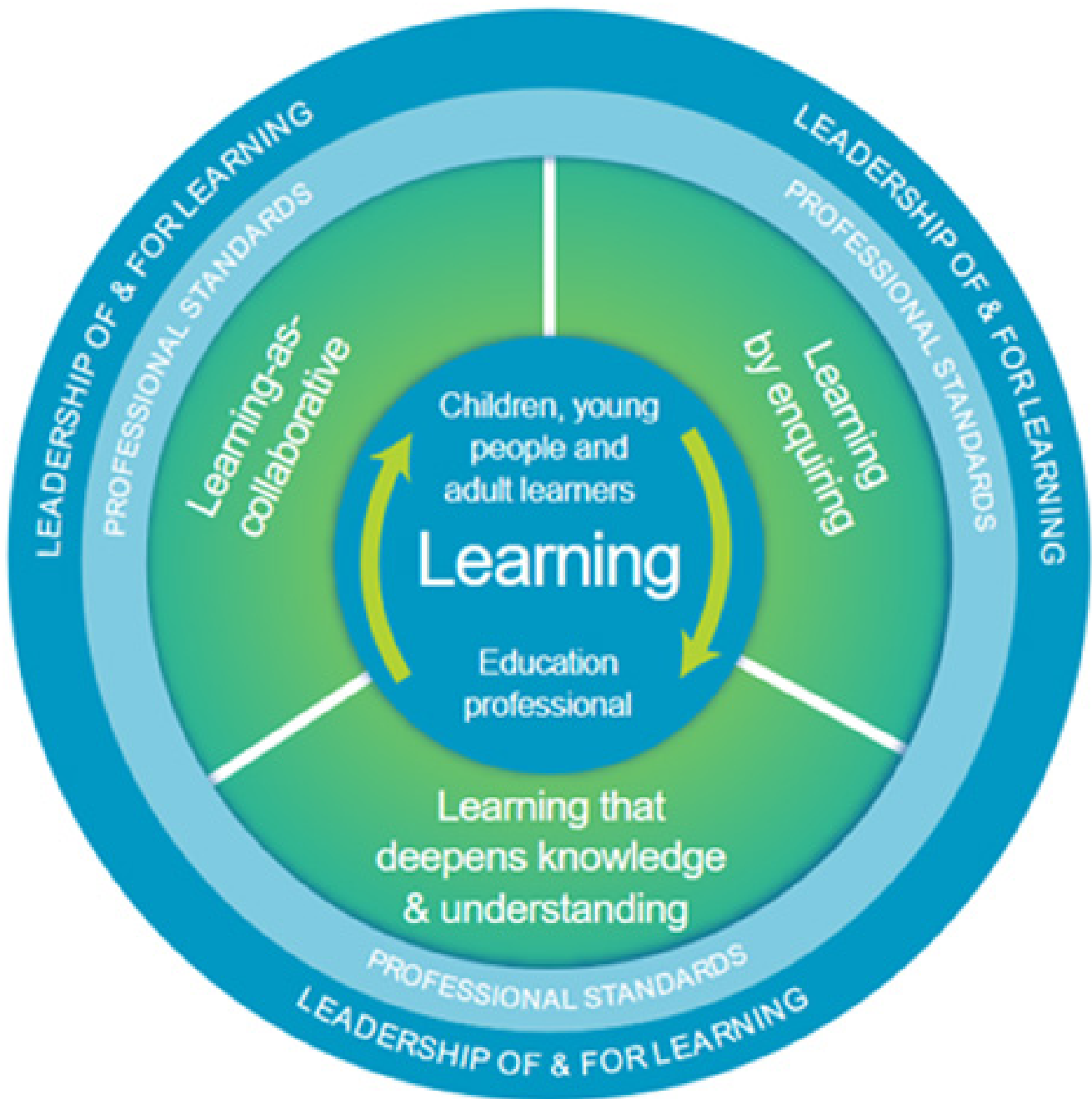
4.3 It is important to ensure that all teachers participate in the CLPL described in section 4.2 above and also set their own individual professional learning needs through self-reflection and discussion as part of the Professional Review and Development process. CLPL may, therefore, be a combination of activities related to improvement plans and individual professional needs.

5 MONITORING AND EVALUATION

5.1 School calendars and WTAs will provide timetabled opportunities for teachers to participate in CLPL. These opportunities will be largely informed by the School's Improvement Plan priorities. In order to identify Angus wide professional learning needs, School Improvement Plans will be reviewed annually by Angus Virtual School (AVS) and used to inform the AVS Improvement Plan and Angus wide professional learning activities.

- 5.2 Teachers are expected to take responsibility for researching, identifying and organising appropriate CLPL associated with their personal learning needs, e.g. using sources such as the *Angus Always Learning* portal; the AVS Professional Learning Bulletin; Education Scotland and partners such as Social Work, the NHS; Police Scotland and third sector organisations.
- 5.3 There is a General Teaching Council Scotland (GTCS) statutory requirement for teachers to maintain a reflective record of professional learning. This can be done by creating a MyGTCS account. MyGTCS is a personalised and secure web portal which is maintained by GTCS and is only available to GTCS registrants who are either provisionally or fully registered.
- 5.4 Teachers should use either MyPL/PU within MyGTCS, or the Angus Professional Review and Development Record (Appendix 3) to record only the important, **significant pieces of CLPL** undertaken. This record should also focus on evaluating the **impact** of CLPL on learning and teaching or leadership.
- 5.5 The Professional review and Development process is the means by which teachers are expected to discuss their CLPL and identify future professional learning needs. Teachers are responsible for requesting an annual PRD meeting.

APPENDIX 1 THE NATIONAL MODEL FOR PROFESSIONAL LEARNING



APPENDIX 2

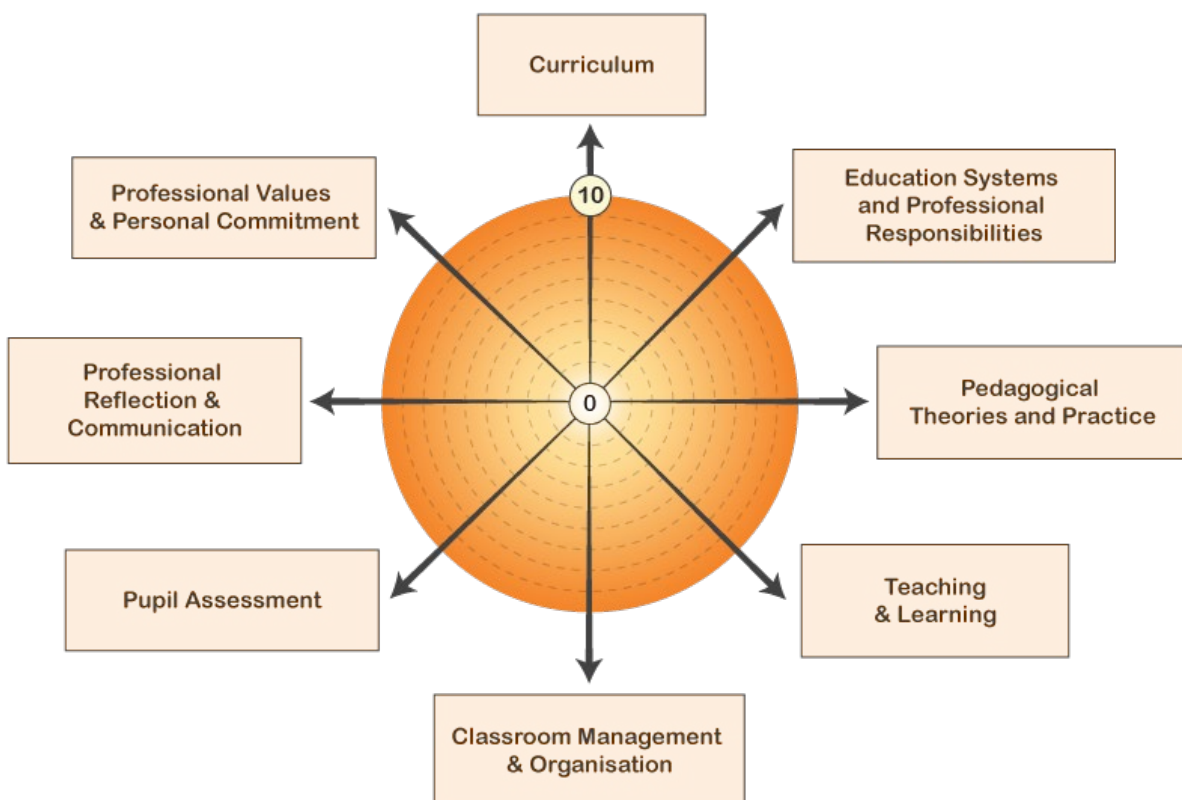
Coaching wheels relating to each of the GTCS Professional Standards can be found on the GTCS website www.gtcs.org.uk

Example of a coaching wheel

Consider each point on the wheel in turn:

- Think about where you might gauge yourself on the wheel: 0 = really not confident/lots of areas to develop or work on; 10 = feel very confident/accomplished in this area. Think about 'why' you place yourself on that point
- Looking at areas you have identified, what should/could be your next steps to help take PU forward?

The Standard for Registration Wheel



APPENDIX 3



Comhairle Aonghais

CLICK BELOW FOR ACCESS TO:
[GTCS Professional Standards 2021](#)

PROFESSIONAL REVIEW AND DEVELOPMENT SESSION -----

DATE
REVIEWER
REVIEWEE

REVIEW OF PROFESSIONAL LEARNING AND IMPACT SESSION 2018/19

- Brief summary of PL and impact. No need to record every PL activity, especially if it is already documented on MyPL; instead, focus on highlights/agreed actions from last PRD meeting
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AREA FOR DEVELOPMENT	PROFESSIONAL LEARNING ACTIVITY	LINK TO APPROPRIATE GTCS STANDARD
Will tend to be generic needs	Specific activity related to need	The most relevant key area

CAREER ASPIRATIONS

Not solely about promotion but also developing skills and knowledge

COMMENTS:

Reviewee

Reviewer

SIGNED (REVIEWER)

SIGNED (REVIEWEE)
