

COMHAIRLE NAN EILEAN SIAR

Department of Education

Local Negotiating Committee Agreement

Title:	B) PROFESSIONAL REVIEW AND DEVELOPMENT PROCEDURES FOR TEACHING STAFF
Date:	9 FEBRUARY 2004



COMHAIRLE NAN EILEAN SIAR

Roinn an Fhoghlaim
Department of Education

Ag Amas air Adhartas - Aiming for Advancement

PROFESSIONAL REVIEW AND DEVELOPMENT PROCEDURES FOR TEACHING STAFF

Produced March 2004

Aims of Professional Review and Development (PRD)

The main aims of PRD are:

- to identify the training and future development needs of members of staff taking into account the teacher's current practice and aspirations, and school, local and national priorities;
- to identify suitable opportunities, and make arrangements, for meeting the identified needs of staff.

Rationale

All teachers have a commitment to maintain their professional expertise through an agreed programme of continuing professional development. Professional Review and Development is the process whereby all teachers agree annual CPD plans with their line managers. The process also involves making suitable arrangements to meet identified developmental needs, so far as possible, within available resources.

Professional Review and Development is not about identifying incompetent teachers and forms no part of competency or disciplinary procedures. It is rather a main means of ensuring that teachers are thoroughly prepared for their duties.

The national agreement *A Teaching Profession for the 21st Century* sets the contractual context for professional review and development.

Continuing Professional Development (CPD)

CPD consists of a range of activities undertaken by teachers to progress, assist or enhance their professionalism. The list of activities given on page 7 of "*Professional Review and Development 2002*" (see **appendix 3**) exemplifies the diverse nature of activities, on the job training and small-scale, school-based projects that constitute professional development but do not involve enrolment on a course or attendance at inset. Such activities should lie at the heart of CPD and form the core of an individual's CPD programme. Teachers should take as broad a view of professional development as possible.

The booklet *Continuing Professional Development For Educational Leaders* issued by SEED in 2003 provides illustrations of school-based activities for teachers, no matter what their stage or experience, to develop or maintain leadership skills.

Annual Professional Review Meetings

Annual professional review procedures are based on, and will be conducted in accordance with the guidance contained in “*Professional Review and Development (2002)*”, page 8, from SEED (see appendix 2).

Timing

Professional Review meetings should be part of the school development planning and quality assurance processes and **must be completed by 31st May each year.**

Time Required

As a guide, one hour should be allocated for preparation and one hour for the review meeting.

Procedures For Review Meetings

At least **three weeks before** the review meeting is due to take place the Reviewer must:

- Agree the date, time and venue and all other arrangements for the meeting;
- Issue all relevant documentation;
- Clarify all procedures that will be followed.

At least **one week before** the review meeting the reviewee must:

- ensure her / his CPD profile (PRD2) is current and up-to-date;
- ensure that the date and duration of each activity for the current session is recorded on the profile;
- forward the a copy of the self review (PRD1) and CPD profile to the Reviewer.

At the review meeting the reviewer and reviewee will:

- discuss progress made in meeting previously agreed development objectives;
- consider the outcomes from, and impact of, all professional development activities undertaken;

*(the above to be recorded on the **current** CPD Profile)*

- identify and agree development needs and translate these into development objectives;
- identify suitable CPD activities to address strengths and development needs;

*(the above to be recorded on a **new** CPD Profile)*

- agree the timescale required to complete the documentation and how and when this will be passed on to the reviewee for comment before it is finalised.

NOTE: It is the reviewer’s responsibility to ensure the agreed CPD plan satisfies all school, local and national requirements.

After the review meeting the reviewer will:

- complete the Summary Of Continuing Professional Development Profile (PRD3) collating all CPD issues which require whole-school or authority attention.

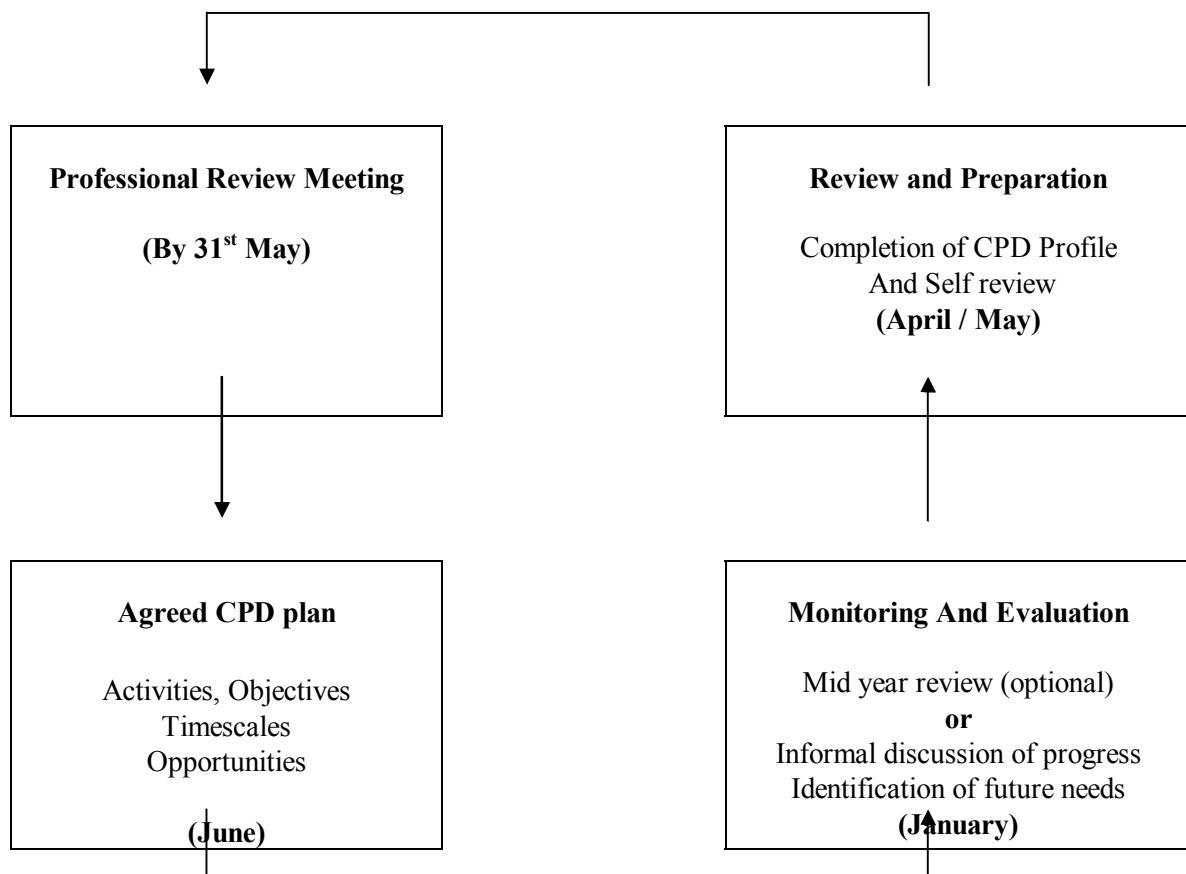
Form PRD3 should be retained in the School Professional Development File with a copy being forwarded to Rona MacDonald, Education Development Centre, Stornoway, HS1 2DR.

Monitoring Meetings

All staff are required to continue to review their progress towards meeting their developmental objectives and to discuss these informally with the reviewer as the need arises. It is recommended that schools adopt a pattern of mid-session reviews to ensure staff needs are being fully addressed. This is not a requirement of the professional review and development process. However, interim monitoring could result in increased motivation of staff and a better match between development needs and CPD opportunities.

In January each year schools will be asked to identify requirements for authority-led CPD for the following session.

Professional Review And Development Cycle



Appendices

- 1 Preparation Checklist
- 2 CPD Activities
- 3 The Process of Professional Review
- 4 P.R.D. Documentation
- 5 Example of Completed PRD2
 - a. At annual review meeting
 - b. After review of progress the following year

Appendix 1

Preparation Checklist

Date, time and place of the review meeting agreed	
Room or area arranged where a confidential discussion can be held without interruption	
Reviewee issued with the relevant Notes of Guidance and the Personal Preparation Document (PRD1).	
Reviewee has previous CPD Profile (where applicable)	
Reviewer has a copy of the previous CPD Profile (where applicable)	
Own notes prepared for the review meeting	
Current job description for the reviewee available	
School development plan available	
Authority CPD brochure available	

The job description for the post is used to confirm the duties and responsibilities of the reviewee as an aid to identifying developmental needs. Where necessary, this must be updated, particularly where new or changed duties have been agreed during the past 12 months.

Note: It is important that the job description has been individualised and is not generic to the post e.g. phrases such as “any other duties as delegated by the headteacher” must not be included but replaced by any specific duties that have been delegated.

Examples of forms PRD1, PRD2 and PRD3 are given in Appendix 4.

Appendix 2

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.

A CPD activity is anything that has progressed a teacher’s existing skills or enhanced her or his professionalism.

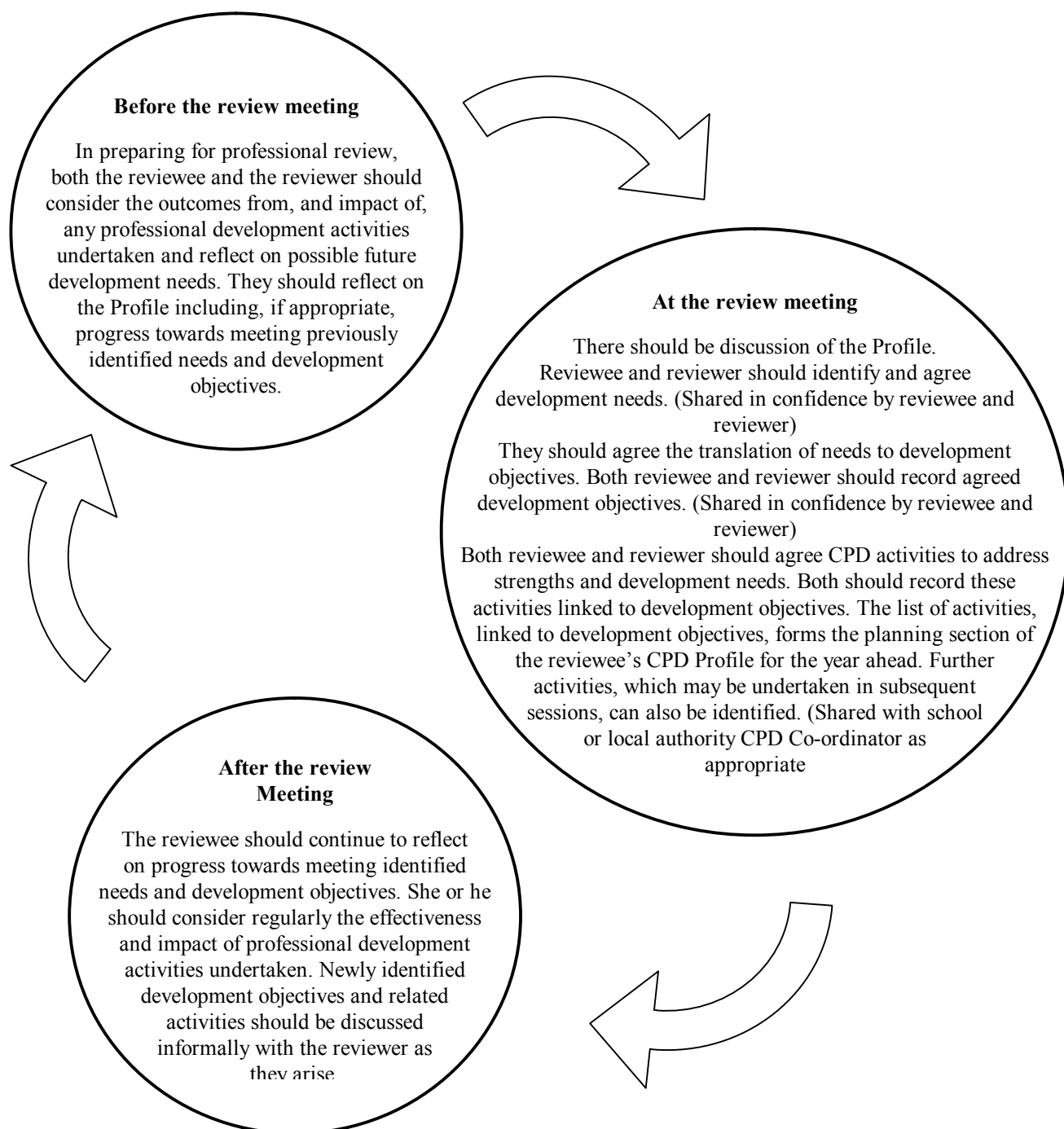
The list that follows is intended to be illustrative rather than exhaustive:

- 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.

Source: “Professional Review and Development 2002”, page 7, SEED

Appendix 3

The Process of Professional Review and Development



Appendix 4

Documentation for Professional Review and Development

The documentation for the scheme has been kept to a minimum and is there to provide the framework for a successful meeting. It consists of 3 documents:

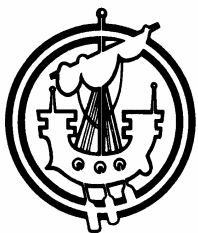
PRD1	Personal Preparation Document	Used by Reviewee to: <ul style="list-style-type: none">• assist with self evaluation;• establish an agenda for the review meeting.
PRD2	Continuing Professional Development Profile	Used by the Reviewer / Reviewee to record: <ul style="list-style-type: none">• the progress made in meeting previously identified needs and development objectives;• agreed development needs and objectives; and• agreed CPD activities linked to development objectives
PRD3	Summary of Continuing Professional Development Profile	<p>This summarises the agreed development objectives and agreed development activities and is the only part of the process which is non-confidential.</p> <p>The Reviewer should place the completed report in the School Professional Development File and return a copy of completed report to the Rona Macdonald at the EDC, Kenneth Street, Stornoway.</p> <p>This information will help inform staff development activities and in-service training plans at school and regional level.</p>

All written information other than sheet PRD3 is confidential to the reviewer and the reviewee.



**PROFESSIONAL REVIEW AND DEVELOPMENT
(TEACHING STAFF)
Personal Preparation Document**

How are things going at the moment?				
ASPECTS OF WORK	Very Well	Well	Some problems	Badly
TEACHING				
Classroom climate/general atmosphere				
Preparation and Planning				
Classroom Management				
Teaching / Methodology				
OTHER ASPECTS OF WORK				
Training and skills development				
Whole school / Department of Educational involvement				
Administration				
Pastoral Duties				
What improvements could be made?				
Are there any things which might prevent you making these improvements?				
What professional development do you feel would help you to do your job more effectively?				
How do you see your future career developing?				
How can we help you get there?				



COMHAIRLE NAN EILEAN SIAR

Department of Education

Continuing Professional Development Profile

Reviewee's Name		Review Date	
School		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	

PRD2



COMHAIRLE NAN EILEAN SIAR

Department of Education

Professional Review And Development (Teaching Staff)

Summary Of Personal Development Action

NAME:	
SCHOOL/LOCATION:	
POST:	SESSION:
LAST INTERVIEW DATE:	THIS INTERVIEW DATE:

PERSONAL DEVELOPMENT ACTION	
Agreed Development Objective	Agreed Development Activity

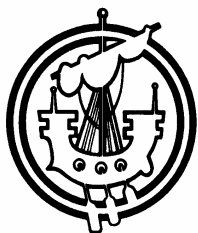
Original: To the school professional development co-ordinator for inclusion in School Professional Development File.

Copy: For inclusion in Department of Education Professional Development File. **Please send a copy of this page (PRD3) to Rona Macdonald at the Education Development Centre, Kenneth Street, Stornoway immediately after the review interview.**

Copy: Reviewer/Reviewee.

NB This information will help to inform staff development activities and in-service training plans at school and regional level.

PRD3



COMHAIRLE NAN EILEAN SIAR

Appendix 5

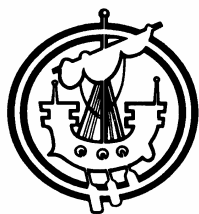
Department of Education

Continuing Professional Development Profile

Reviewee's Name	Mary MacDonald	Review Date	May 2004
School	Uist High School	Session	2003 - 2004

Agreed Development Objective	Agreed Development Activity	Date of Activity	Duration of Activity	Outcome/Impact of Activity
Support for professional development	Professional review meeting	12 May 03	2 hours	Agreed development objectives and activities
Review and develop assessment and recording procedures	Attend "Formative Assessment" in-service Review current practice Attend cluster group meetings			
Develop group approaches in S1/2	Develop resources Co-operative teaching Lesson Observation			
First Aid training	Attend refresher course to update first aid certificate			

Development Objectives and Activities agreed by	Reviewer	Anna MacLeod	Date	12 May 2003
	Reviewee	Mary MacDonald	Date	12 May 2003



COMHAIRLE NAN EILEAN SIAR

Appendix 5

Department of Education

Continuing Professional Development Profile

Reviewee's Name	Mary MacDonald	Review Date	15 May 2004
School	Uist High School	Session	2003 - 2004

Agreed Development Objective	Agreed Development Activity	Date of Activity	Duration of Activity	Outcome/Impact of Activity
Support for professional development	Professional review meeting	12 May 03	2 hours	Agreed development objectives and activities
Review and develop assessment and recording procedures	Attend "Formative Assessment" in-service Review current practice Attend cluster group meetings	22 Oct 03 Aug-Nov Monthly	5.5 hours 10 hours 14 hours	New assessment procedures developed and tested in English Motivation of pupils better.
Develop group approaches in S1/2	Develop resources Co-operative teaching Lesson Observation	Jan-March Feb 12 Jan 30 Jan	12 hours 4 hours 2 hours	Materials and approaches better suited to a wider range of pupils. On-going review of pupil progress and teaching methodologies
First Aid training	Attend refresher course to update first aid certificate	12 Aug 03	5.5 hours	Successfully completed. Updated first aid advice in school handbook.
Chartered Teacher Programme	Attended briefing session Portfolio preparation	September Oct - Dec	3 hours 6 hours	Portfolio completed and application submitted to provider

Development Objectives and Activities agreed by	Reviewer	Anna MacLeod	Date	12 May 2003
	Reviewee	Mary MacDonald	Date	12 May 2003

