



**COMHAIRLE NAN EILEAN SIAR**  
Department of Education & Children's Services

*Ag Amas air Adhartas - Aiming for Advancement*

**PROFESSIONAL REVIEW  
AND  
DEVELOPMENT PROCEDURES  
FOR TEACHING STAFF**

August 2011

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## 1. Aims of Professional Review and Development

The main aims of Professional Review and Development (PRD) are:

- to identify and agree the development and training needs of all staff in relation to current practice, the requirements of the school or the authority improvement plan, the wider and longer term needs of the education service and national priorities;
- to identify suitable opportunities, and make arrangements, for meeting the identified needs of staff.

Professional Review and Development is a part of the quality improvement process used in schools. Successful PRD will benefit pupils and teachers by:

- improving the effectiveness of teaching and learning;
- raising achievement;
- providing a systematic approach to training and development;
- enhancing job satisfaction.

The following principles should apply to PRD:

- there is a professional commitment to building excellence at every stage of a teacher's career;
- the process should be supportive, responsive to teachers' needs and have positive impact on morale
- all job remits to be written in line with Annex B 'A Teaching Profession for the 21<sup>st</sup> Century';
- evaluation should include considering how far identified professional needs have been met and the impact on effective teaching and learning.

### a. Rationale

All teachers have a commitment to maintain their professional expertise through an agreed programme of Continuing Professional Development (CPD).

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 evolving role of schools in our society together mean that a teacher's competencies and knowledge need frequent review and development.

Good professional review supports and challenges individual teachers empowering them to seek out and engage in meaningful and transformative CPD experiences.

The national agreement 'A Teaching Profession for the 21<sup>st</sup> Century' requires that:

- 'teachers shall have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development (CPD)'
- 'teachers will be expected to meet the full commitment of an additional 35 hours per annum for CPD'
- 'every teacher will have an annual CPD plan agreed with his/her immediate manager'
- 'every teacher will be required to maintain an individual CPD record'
- 'Head Teachers have a responsibility to ensure that staff have an annual review of their development needs'.

## **b. Continuing Professional Development**

*'Continuing professional development (CPD) is the process which ensures that all educational staff can, at all stages of their careers, develop their knowledge, improve their skills and enhance their confidence and motivation to affect pupil learning positively'. (SEED 2002)*

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 2**) 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 an event. Such activities 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*' (SEED 2003), provides illustrations of school-based activities for teachers, no matter what their stage or experience, to develop or maintain their skills.

Professional Review and Development should:

- Be a simple process which keeps bureaucracy to a minimum
- Identify and provide for the professional requirements of teachers, and consequently assist schools to take forward improvement plans;
- Improve the professional knowledge, skills and confidence of teachers, and thus enhance school effectiveness;
- Deliver informed feedback to teachers;
- Recognise good performance, thus making teachers feel valued and appreciated;
- Integrate with the existing arrangements for quality assurance and school development planning;
- Be sufficiently flexible to accommodate any unanticipated development(s) arising.

## **2. The Professional Review and Development Process**

### **a. Self Review**

Professional development needs are best identified when staff regularly review their performance and needs against national standards.

There are three national standards that apply to teaching staff:

Standard for Full Registration  
Standard for Chartered Teacher  
Standard for Headship

Before the annual PRD meeting staff must complete a self review against the relevant standard as follows:

- Standard for Full Registration - All teaching staff
- Standard for Chartered Teacher - Chartered Teachers and those aspiring to Chartered Teacher status
- Standard for Headship - Headteachers, Depute Headteachers and those aspiring to be HTs

There is no national standard for middle managers. The identification of the development needs of Principal Teachers, and those aspiring to this post, can be assisted by referring to the booklet "*Continuing Professional Development for Educational Leaders*" (SEED). The description of the functions and qualities required for Team or School Leadership may be useful in the identification of learning goals for middle managers.

Self review forms for Standards for Full Registration, Chartered Teacher and Headship, and a review form for Team Leadership can be obtained from the Comhairle's intranet site.

### **b. Chartered Teachers**

The Standard for Chartered Teachers was issued in June 2009. The standard clarifies the leadership role of Chartered Teachers in leading learning or supporting colleagues. In September 2009, the SNCT issued a Code of Practice on the Role of the Chartered Teacher (SNCT 09 /14). This code lists the activities which might be expected of Chartered Teachers so that they can make a 'distinctive contribution' to the school and education communities. This enhanced contribution to be made by Chartered Teachers will be identified and agreed mainly through the PRD process. It is therefore expected that reviewers and reviewees will be aware of both the revised Standard and the SNCT Code of Practice.

There is now an obligation on teachers embarking on the Chartered Teacher Scheme to inform the headteacher. This will allow them to link the requirements of their Chartered Teacher programme with their annual maximum 35 hour CPD activities and also with school and authority plans. The PRD process will identify both the contribution to be made and the time and resources required to facilitate the contribution.

### **c. 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 3).

#### **Procedures for Review Meetings**

##### **Time Required**

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

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

- Confirm 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 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 copy of the appropriate self review form(s) and CPD profile to the reviewer.

**At the review meeting** the reviewer and reviewee will:

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

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

- taking into account the reviewee’s self review and job description, and school, local and national priorities, identify and agree development needs;
- translate these needs into learning goals;
- 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:**
1. It is the reviewer’s responsibility to ensure the agreed CPD plan satisfies all school, local and national requirements.
  2. All copies of the self review forms are returned to the reviewee.

**After the review meeting** the reviewer will:

- place a copy of the agreed documentation in the School Professional Development File;
- collate all CPD issues which require whole-school or authority attention.

#### **d. Monitoring Meetings**

All staff are required to continue to review their progress towards meeting their learning goals and to discuss these informally with their reviewer as the need arises. It is recommended that schools adopt a pattern of mid-session reviews to ensure professional development 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 prioritised requirements for authority-led CPD for the following session.

#### **e. Quality Assurance**

The procedures for the annual review of professional needs and the professional development of staff should be included in the school's quality assurance programme.

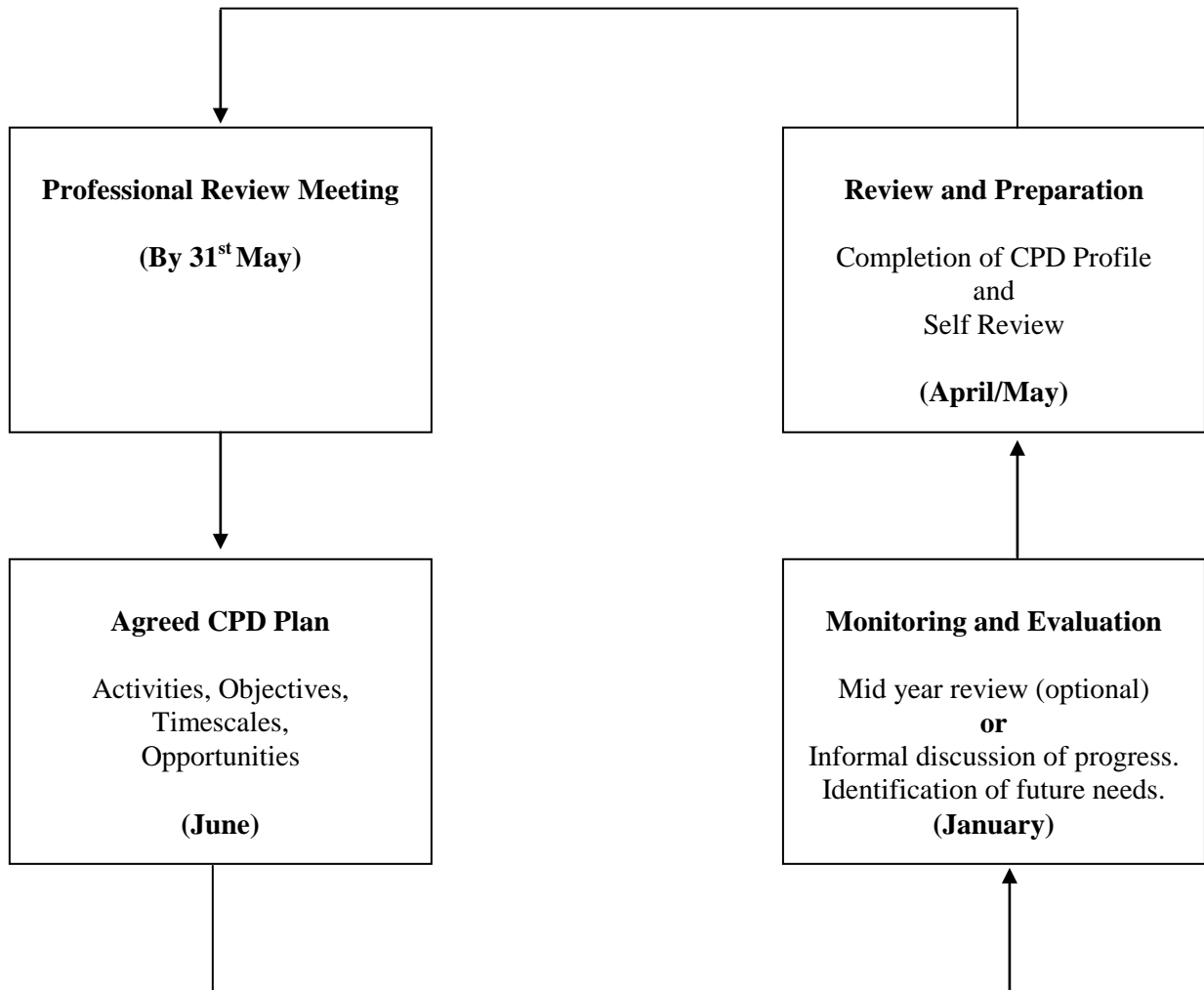
The dates for the annual review meetings should be notified to staff at the start of session. These dates should then be communicated to the Senior Administrative Assistant in the EDC by **31<sup>st</sup> August each year**.

All annual reviews must be completed between the start of session and **31<sup>st</sup> May each year**.

Headteachers are required to confirm the dates and times that all review meetings were held to the Senior Administrative Assistant in the EDC by **7<sup>th</sup> June each year**.

## f. Professional Review and Development Cycle

Suggested dates are given. Schools may wish to vary these to dovetail with other quality assurance procedures.



### **3. Appendices**

- 1 Preparation Checklist
- 2 CPD Activities
- 3 The Process of Professional Review and Development
- 4 PRD Documentation
- 5 Example of Completed Continuing Professional Development Profile
  - 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 relevant Self Review forms |  |
| 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 improvement plan available  |  |
| Authority CPD calendar 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, where possible, and is not generic to the post.

**Examples of all documentation 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.

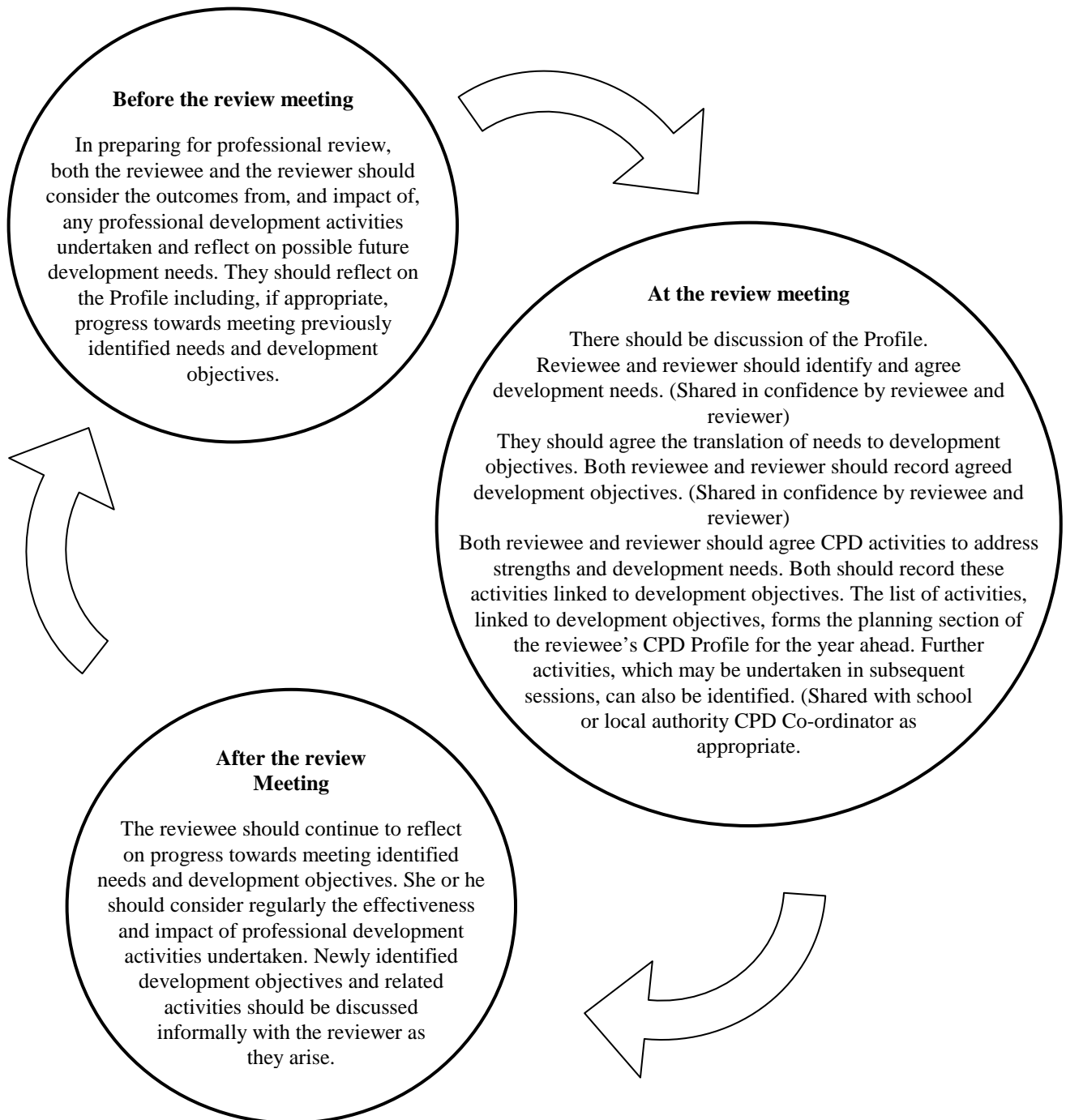
**A CPD activity is anything that has progressed a teacher’s existing skills or enhanced her or his professionalism.**

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;
- working with parents/ carers;
- reading academic and educational literature.

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

# The Process of Professional Review and Development



## Appendix 4

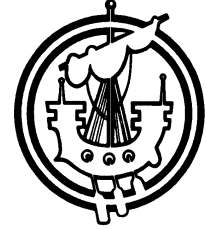
### Documentation for Professional Review and Development

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:

|   |   |
|---|---|
| <b>Self review Forms</b><br><br>Standard for Full Registration<br><br>Standard for Chartered Teacher<br><br>Standard for Headship | Used by Reviewee to: <ul style="list-style-type: none"><li>• assist with self evaluation;</li><li>• establish an agenda for the review meeting.</li></ul><br><ul style="list-style-type: none"><li>• All teachers</li><li>• Chartered Teachers and those teachers working towards Chartered Teacher status;</li><li>• Headteachers, Depute Headteachers and those aspiring to be Headteachers</li></ul> |
| <b>Continuing Professional Development Profile</b>  | Used by the Reviewer / Reviewee to record: <ul style="list-style-type: none"><li>• the progress made in meeting previously identified learning goals;</li><li>• agreed development needs and objectives;</li><li>• agreed CPD activities linked to learning goals</li></ul>   |
| <b>Administration</b><br><br>Notification of proposed dates<br><br>Confirmation of Interviews                                     | <ul style="list-style-type: none"><li>• to inform the Senior Administrative Assistant in the EDC of dates for annual reviews of staff</li><li>• to confirm interviews have been completed to Senior Administrative Assistant in the EDC</li></ul>   |

All written information is confidential to the reviewer, and the reviewee.

**Comhairle nan Eilean Siar  
Education Department  
Annual PRD Meetings - Proposed Dates**



**School:** \_\_\_\_\_

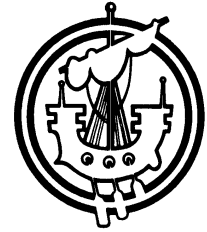
Annual PRD meetings will be held as indicated below:

| Member of Staff | Date | Time |
|-----------------|------|------|
|                 |      |      |
|                 |      |      |
|                 |      |      |
|                 |      |      |
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|                 |      |      |
|                 |      |      |
|                 |      |      |
|                 |      |      |

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

To be returned to the Senior Administrative Assistant, Education Development Centre by 31<sup>st</sup> August.

**Comhairle nan Eilean Siar  
Education Department  
Annual PRD Meetings Confirmation**



**School:** \_\_\_\_\_

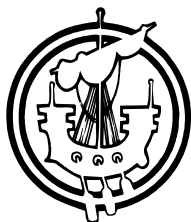
Annual PRD meetings were completed as listed below:

| Member of Staff | Date | Time | Signature |
|-----------------|------|------|-----------|
|                 |      |      |           |
|                 |      |      |           |
|                 |      |      |           |
|                 |      |      |           |
|                 |      |      |           |
|                 |      |      |           |
|                 |      |      |           |
|                 |      |      |           |
|                 |      |      |           |
|                 |      |      |           |

I confirm that PRD interviews were conducted as detailed above and that a copy of the CPD profile for each member of staff has been placed in the School Professional Development File.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

To be returned to the Senior Administrative Assistant, Education Development Centre by 7<sup>th</sup> June.



## COMHAIRLE NAN EILEAN SIAR

### SELF EVALUATION FORM - STANDARD FOR HEADSHIP

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

*“The key purpose of headship is to provide the leadership and management which enables a school to give every pupil high quality education and which promotes the highest possible standards of achievement.”*

(6-Excellent, 5-Very good, 4-Good, 3-Adequate, 2-Weak, 1-Unsatisfactory)

| THEMES  | 6 | 5 | 4 | 3 | 2 | 1 | Comments / evidence |
|---|---|---|---|---|---|---|---------------------|
| <b>PROFESSIONAL VALUES</b>  |   |   |   |   |   |   |                     |
| • Hold, articulate and argue for professionally defensible educational values   |   |   |   |   |   |   |                     |
| • Act as a model of a leading professional within the school, committed to their own learning and developing their practice |   |   |   |   |   |   |                     |
| • Have up-to-date knowledge and understanding of educational development and management issues relevant to that             |   |   |   |   |   |   |                     |
| <b>MANAGEMENT FUNCTIONS</b>   |   |   |   |   |   |   |                     |
| <b>Managing Learning and Teaching</b>   |   |   |   |   |   |   |                     |
| • Develop systems for the management and evaluation of effective learning and teaching                                      |   |   |   |   |   |   |                     |
| • Establish processes to create and maintain the conditions for effective learning and teaching                             |   |   |   |   |   |   |                     |
| <b>Managing People</b>  |   |   |   |   |   |   |                     |
| • Recruit and select teaching and support staff   |   |   |   |   |   |   |                     |
| • Develop teams and individuals to enhance their performance and that of the school   |   |   |   |   |   |   |                     |
| • Plan, delegate and evaluate the work carried out by teams and individuals   |   |   |   |   |   |   |                     |
| • Create, maintain and enhance effective working relationships with staff   |   |   |   |   |   |   |                     |

| <b>THEMES</b>  | <b>6</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>Comments / evidence</b> |
|--|----------|----------|----------|----------|----------|----------|----------------------------|
| <b>MANAGEMENT FUNCTIONS (continued)</b>  |          |          |          |          |          |          |                            |
| <b>Managing Policy and Planning</b>  |          |          |          |          |          |          |                            |
| • Develop and communicate school values, aims, policies and plans  |          |          |          |          |          |          |                            |
| • Develop and maintain partnerships with parents, pupils, School Board, outside agencies and the community |          |          |          |          |          |          |                            |
| <b>Managing Resources and Finance</b>  |          |          |          |          |          |          |                            |
| • Manage available resources and allocate them to support effective learning and teaching                  |          |          |          |          |          |          |                            |
| • Monitor and control the use of resources   |          |          |          |          |          |          |                            |
| <b>PROFESSIONAL ABILITIES</b>  |          |          |          |          |          |          |                            |
| <b>Interpersonal Abilities</b>   |          |          |          |          |          |          |                            |
| • Demonstrates confidence and courage  |          |          |          |          |          |          |                            |
| • Creates and maintains a positive atmosphere  |          |          |          |          |          |          |                            |
| • Inspires and motivates others  |          |          |          |          |          |          |                            |
| • Communicates effectively   |          |          |          |          |          |          |                            |
| • Empathises with others   |          |          |          |          |          |          |                            |
| • Values and works through teams   |          |          |          |          |          |          |                            |
| <b>Intellectual Abilities</b>  |          |          |          |          |          |          |                            |
| • Seeks and uses information   |          |          |          |          |          |          |                            |
| • Thinks strategically   |          |          |          |          |          |          |                            |
| • Judges wisely and decides appropriately  |          |          |          |          |          |          |                            |
| • Identifies and solves problems   |          |          |          |          |          |          |                            |
| • Shows political insight  |          |          |          |          |          |          |                            |

**SIGNED:** \_\_\_\_\_

**DATE:** \_\_\_\_\_



## COMHAIRLE NAN EILEAN SIAR

### SELF EVALUATION FORM - STANDARD FOR FULL REGISTRATION (TEACHING STAFF)

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

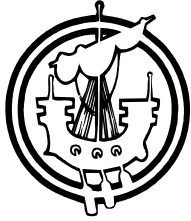
(6-Excellent, 5-Very good, 4-Good, 3-Adequate, 2-Weak, 1-Unsatisfactory)

| THEMES   | 6 | 5 | 4 | 3 | 2 | 1 | Comments / evidence |
|--|---|---|---|---|---|---|---------------------|
| <b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>  |   |   |   |   |   |   |                     |
| <b>Curriculum</b>  |   |   |   |   |   |   |                     |
| <ul style="list-style-type: none"> <li>Have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum</li> </ul>  |   |   |   |   |   |   |                     |
| <ul style="list-style-type: none"> <li>Have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)</li> </ul> |   |   |   |   |   |   |                     |
| <ul style="list-style-type: none"> <li>Understand the nature of the curriculum and its development</li> </ul>  |   |   |   |   |   |   |                     |
| <ul style="list-style-type: none"> <li>Have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects</li> </ul>   |   |   |   |   |   |   |                     |
| <b>Education Systems and Professional Responsibilities</b>   |   |   |   |   |   |   |                     |
| <ul style="list-style-type: none"> <li>Have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it</li> </ul>   |   |   |   |   |   |   |                     |
| <ul style="list-style-type: none"> <li>Have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them</li> </ul>  |   |   |   |   |   |   |                     |
| <b>Principles and Perspectives</b>   |   |   |   |   |   |   |                     |
| <ul style="list-style-type: none"> <li>Can articulate their professional values and practices and relate them to theoretical principles and perspectives</li> </ul>  |   |   |   |   |   |   |                     |
| <ul style="list-style-type: none"> <li>Have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general</li> </ul>  |   |   |   |   |   |   |                     |
| <b>PROFESSIONAL VALUES AND PERSONAL COMMITMENT</b>   |   |   |   |   |   |   |                     |
| <ul style="list-style-type: none"> <li>Should show in their day-to-day practice a commitment to social justice and inclusion</li> </ul>  |   |   |   |   |   |   |                     |
| <ul style="list-style-type: none"> <li>Take responsibility for their professional learning and development</li> </ul>  |   |   |   |   |   |   |                     |
| <ul style="list-style-type: none"> <li>Value, respect and are active partners in the communities in which they work</li> </ul>   |   |   |   |   |   |   |                     |

| <b>THEMES</b>   | <b>6</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>Comments / evidence</b> |
|---|----------|----------|----------|----------|----------|----------|----------------------------|
| <b>PROFESSIONAL SKILLS AND ABILITIES</b>  |          |          |          |          |          |          |                            |
| <b>Teaching and Learning</b>  |          |          |          |          |          |          |                            |
| • Are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach   |          |          |          |          |          |          |                            |
| • Communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively  |          |          |          |          |          |          |                            |
| • Use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils                           |          |          |          |          |          |          |                            |
| • Set and maintain expectations and pace of work for all pupils   |          |          |          |          |          |          |                            |
| • Work co-operatively with other professionals and adults   |          |          |          |          |          |          |                            |
| <b>Classroom Organisation and Management</b>  |          |          |          |          |          |          |                            |
| • Organise and manage classes and resources to achieve safe, orderly and purposeful activity.   |          |          |          |          |          |          |                            |
| • Manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary. |          |          |          |          |          |          |                            |
| <b>Assessment of Pupils</b>   |          |          |          |          |          |          |                            |
| • Understand and apply the principles of assessment, recording and reporting  |          |          |          |          |          |          |                            |
| • Use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach  |          |          |          |          |          |          |                            |
| <b>Professional Reflection and Communication</b>  |          |          |          |          |          |          |                            |
| • Learn from their experience of practice and from critical evaluation of relevant literature in their professional development   |          |          |          |          |          |          |                            |
| • Convey an understanding of practice and general educational matters in their professional dialogue and communication  |          |          |          |          |          |          |                            |
| • Reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development                              |          |          |          |          |          |          |                            |

**SIGNED** \_\_\_\_\_

**DATE** \_\_\_\_\_



## COMHAIRLE NAN EILEAN SIAR

### SELF EVALUATION FORM - STANDARD FOR CHARTERED TEACHER

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

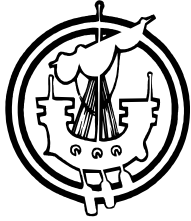
(6-Excellent, 5-Very good, 4-Good, 3-Adequate, 2-Weak, 1-Unsatisfactory)

| THEMES  | 6 | 5 | 4 | 3 | 2 | 1 | Comments / evidence |
|---|---|---|---|---|---|---|---------------------|
| <b>PROFESSIONAL VALUES AND PERSONAL COMMITMENT</b>  |   |   |   |   |   |   |                     |
| • Effectiveness in promoting learning in the classroom  |   |   |   |   |   |   |                     |
| • Critical self-evaluation and development  |   |   |   |   |   |   |                     |
| • Collaboration and influence   |   |   |   |   |   |   |                     |
| • Educational and social values   |   |   |   |   |   |   |                     |
| <b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>   |   |   |   |   |   |   |                     |
| • Current approaches to teaching and learning   |   |   |   |   |   |   |                     |
| • Current research on teaching and learning   |   |   |   |   |   |   |                     |
| • Changing social and cultural contexts of education  |   |   |   |   |   |   |                     |
| • The school curriculum, its knowledge base, and how the curriculum relates to life in the community, including citizenship and the world of work |   |   |   |   |   |   |                     |
| • Educational assessment and its interpretation   |   |   |   |   |   |   |                     |
| • Responses to pupil differences and to pupils experiencing barriers to learning  |   |   |   |   |   |   |                     |
| • Principles and practices of social justice, inclusion, equality and democracy, and strategies to counter discrimination                         |   |   |   |   |   |   |                     |
| • Education and the promotion of personal well-being, and community and environmental development   |   |   |   |   |   |   |                     |
| • Teachers as co-educators with parents and other professionals   |   |   |   |   |   |   |                     |
| • The nature of professionalism   |   |   |   |   |   |   |                     |
| • Current policy debates  |   |   |   |   |   |   |                     |
| • ICT and its importance in teaching and learning   |   |   |   |   |   |   |                     |

| <b>THEMES</b>   | <b>6</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>Comments / evidence</b> |
|---|----------|----------|----------|----------|----------|----------|----------------------------|
| <b>PROFESSIONAL AND PERSONAL ATTRIBUTES</b>   |          |          |          |          |          |          |                            |
| • Having enthusiasm and the capacity to motivate  |          |          |          |          |          |          |                            |
| • Communicating effectively   |          |          |          |          |          |          |                            |
| • Being resourceful and positive, and adopting a problem-solving approach   |          |          |          |          |          |          |                            |
| • Being creative and imaginative, and having an open attitude to change   |          |          |          |          |          |          |                            |
| • Being systematic and well organized, focused, determined and hardworking  |          |          |          |          |          |          |                            |
| • Demonstrating empathy and fairness, being caring and approachable   |          |          |          |          |          |          |                            |
| • Showing consistent performance across all professional areas  |          |          |          |          |          |          |                            |
| <b>PROFESSIONAL ACTION</b>  |          |          |          |          |          |          |                            |
| <b>Effectiveness in Promoting Learning in the Classroom</b>   |          |          |          |          |          |          |                            |
| • Effect further progress in pupils' learning and development   |          |          |          |          |          |          |                            |
| • Create and sustain a positive climate for learning  |          |          |          |          |          |          |                            |
| • Use strategies which increase pupils' learning  |          |          |          |          |          |          |                            |
| <b>Critical Self-evaluation and Development</b>   |          |          |          |          |          |          |                            |
| • Evaluate practice and reflect critically on it  |          |          |          |          |          |          |                            |
| • Improve professional performance  |          |          |          |          |          |          |                            |
| • Ensure that teaching is informed by reading and research  |          |          |          |          |          |          |                            |
| <b>Collaboration with, and influence on, colleagues</b>   |          |          |          |          |          |          |                            |
| • Contribute to enhancing the quality of the educational experience provided by the school and to the wider professional context of teaching        |          |          |          |          |          |          |                            |
| <b>Educational and Social Values</b>  |          |          |          |          |          |          |                            |
| • Relating to wider school aims and social values   |          |          |          |          |          |          |                            |
| • Articulating a personal, independent and critical stance in relation to contrasting perspectives on educational issues, policies and developments |          |          |          |          |          |          |                            |

**SIGNED** \_\_\_\_\_

**DATE** \_\_\_\_\_



**COMHAIRLE NAN EILEAN SIAR**  
**SELF EVALUATION FORM – TEAM LEADER**

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

(6-Excellent, 5-Very good, 4-Good, 3-Adequate, 2-Weak, 1-Unsatisfactory)

| THEMES  | 6 | 5 | 4 | 3 | 2 | 1 | Comments / evidence |
|---|---|---|---|---|---|---|---------------------|
| <b>COMMITMENT AND ABILITIES OF EFFECTIVE LEADERS</b>  |   |   |   |   |   |   |                     |
| • Inspires and motivates the team   |   |   |   |   |   |   |                     |
| • Ensures that educational values and purposes are discussed and understood   |   |   |   |   |   |   |                     |
| • Demonstrates a commitment to critical self-evaluation and encourages and supports it in the team  |   |   |   |   |   |   |                     |
| • Works to discover and enhance the professional capabilities of team members   |   |   |   |   |   |   |                     |
| • Shows good judgement and the capacity to think strategically in identifying priorities, setting targets and using resources imaginatively |   |   |   |   |   |   |                     |
| • Shows confidence and courage in ensuring good practice is maintained  |   |   |   |   |   |   |                     |
| <b>LEARNING AND TEACHING</b>  |   |   |   |   |   |   |                     |
| • Communicates a clear view of team's role in enhancing pupil achievement   |   |   |   |   |   |   |                     |
| • Establishes, promotes and inspires innovative approaches to improving management of learning and teaching                                 |   |   |   |   |   |   |                     |
| • Establishes processes to create, maintain and enhance conditions for maximizing pupils' achievements                                      |   |   |   |   |   |   |                     |

| <b>THEMES</b>  | <b>6</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>Comments / evidence</b> |
|--|----------|----------|----------|----------|----------|----------|----------------------------|
| <b>PEOPLE</b>  |          |          |          |          |          |          |                            |
| • Contributes to recruitment and selection of teaching and support staff at team level                                     |          |          |          |          |          |          |                            |
| • Develops and supports team and individuals within it to enhance their performance and that of learning community         |          |          |          |          |          |          |                            |
| • Plans, delegates and evaluates work carried out by team and individuals within it  |          |          |          |          |          |          |                            |
| • Creates, maintains and enhances effective working relationships within team and between team and colleagues              |          |          |          |          |          |          |                            |
| <b>POLICY AND PLANNING</b>   |          |          |          |          |          |          |                            |
| • Works collaboratively to establish departmental policies and plans in context of school's aims, values and plans         |          |          |          |          |          |          |                            |
| • Expresses and communicates school values, aims, policies and plans through plans and work of team                        |          |          |          |          |          |          |                            |
| • Develop and maintains partnerships with pupils, parents and outside agencies as appropriate to team's agreed remit       |          |          |          |          |          |          |                            |
| <b>RESOURCES</b>   |          |          |          |          |          |          |                            |
| • Manages available resources and allocates them at team and individual level to support effective teaching and learning   |          |          |          |          |          |          |                            |
| • Monitors and controls use of resources and facilities at team level efficiently and with due regard to health and safety |          |          |          |          |          |          |                            |

**SIGNED:** \_\_\_\_\_

**DATE:** \_\_\_\_\_



**COMHAIRLE NAN EILEAN SIAR**

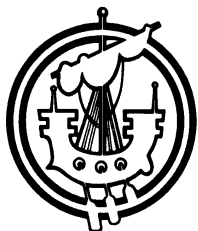
**Department of Education**

**Continuing Professional Development Profile**

|                        |  |                    |  |
|------------------------|--|--------------------|--|
| <b>Reviewee's Name</b> |  | <b>Review Date</b> |  |
| <b>School</b>          |  | <b>Session</b>     |  |

| <b>Agreed Learning Goal</b> | <b>Agreed Activity</b> | <b>Date of Activity</b> | <b>Duration of Activity</b> | <b>Outcome/Impact of Activity</b> |
|-----------------------------|------------------------|-------------------------|-----------------------------|-----------------------------------|
|                             |                        |                         |                             |                                   |

|  |                 |  |             |  |
|--|-----------------|--|-------------|--|
| <b>Learning Goals and Activities agreed by</b> | <b>Reviewer</b> |  | <b>Date</b> |  |
|  | <b>Reviewee</b> |  | <b>Date</b> |  |



# COMHAIRLE NAN EILEAN SIAR

Appendix 5(a)

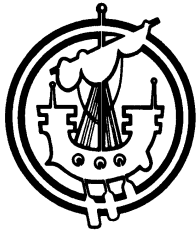
## Department of Education

### Continuing Professional Development Profile

|                        |                  |                    |             |
|------------------------|------------------|--------------------|-------------|
| <b>Reviewee's Name</b> | Mary MacDonald   | <b>Review Date</b> | 15 May 2010 |
| <b>School</b>          | Uist High School | <b>Session</b>     | 2009-2010   |

| <b>Agreed Learning Goal</b>                            | <b>Agreed Activity</b>   | <b>Date of Activity</b> | <b>Duration of Activity</b> | <b>Outcome/Impact of Activity</b>            |
|--|--|-------------------------|-----------------------------|--|
| Support for professional development                   | Professional review meeting  | 12 May 09               | 2 hours                     | Agreed development objectives and activities |
| Review and develop assessment and recording procedures | Attend "Formative Assessment" in-service<br>Review current practice<br>Attend cluster group meetings |                         |                             |  |
| Develop group approaches in S1/2                       | Develop resources<br>Co-operative teaching<br>Lesson Observation                                     |                         |                             |  |
| First Aid training                                     | Attend refresher course to update first aid certificate  |                         |                             |  |

|  |                 |                |             |             |
|--|-----------------|----------------|-------------|-------------|
| <b>Learning Goals and Activities agreed by</b> | <b>Reviewer</b> | Anna MacLeod   | <b>Date</b> | 12 May 2009 |
|  | <b>Reviewee</b> | Mary MacDonald | <b>Date</b> | 12 May 2009 |



# COMHAIRLE NAN EILEAN SIAR

Appendix 5(b)

## Department of Education

### Continuing Professional Development Profile

|                        |                  |                    |             |
|------------------------|------------------|--------------------|-------------|
| <b>Reviewee's Name</b> | Mary MacDonald   | <b>Review Date</b> | 15 May 2010 |
| <b>School</b>          | Uist High School | <b>Session</b>     | 2009-2010   |

| <b>Agreed Learning Goal</b>                            | <b>Agreed Activity</b>   | <b>Date of Activity</b>                | <b>Duration of Activity</b>       | <b>Outcome/Impact of Activity</b>   |
|--|--|--|-----------------------------------|---|
| Support for professional development                   | Professional review meeting  | 12 May 09                              | 2 hours                           | Agreed development objectives and activities  |
| Review and develop assessment and recording procedures | Attend "Formative Assessment" in-service<br>Review current practice<br>Attend cluster group meetings | 22 Oct 09<br>Aug – Nov<br>Monthly      | 5.5 hours<br>10 hours<br>14 hours | New assessment procedures developed and tested in English.<br>Motivation of pupils better.  |
| Develop group approaches in S1/2                       | Develop resources<br>Co-operative teaching<br>Lesson Observation                                     | Jan – March<br>Feb<br>12 Jan<br>30 Jan | 12 hours<br>4 hours<br>2 hours    | Materials and approaches better suited to a wider range of pupils.<br>On-going review of pupil progress and teaching methodologies. |
| First Aid training                                     | Attend refresher course to update first aid certificate  | 12 Aug 09                              | 5.5 hours                         | Successfully completed. Updated first aid advice in school handbook.  |
| Chartered Teacher Programme                            | Attend briefing session<br>Portfolio preparation   | September<br>Oct - Dec                 | 3 hours<br>6 hours                | Portfolio completed and application submitted to provider.  |

|  |                 |                |             |             |
|--|-----------------|----------------|-------------|-------------|
| <b>Learning Goals and Activities agreed by</b> | <b>Reviewer</b> | Anna MacLeod   | <b>Date</b> | 12 May 2009 |
|  | <b>Reviewee</b> | Mary MacDonald | <b>Date</b> | 12 May 2009 |

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## 4. References

‘A Teaching Profession for the 21<sup>st</sup> Century’

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