

newstruan school

Included, confident learners in the community

TEACHER PROFESSIONAL REVIEW AND DEVELOPMENT & PROFESSIONAL UPDATE POLICY

AUGUST 2015 - JUNE 2017

Director Responsible:	Principal
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DOCUMENT HISTORY

Date	Author/Editor	Summary of Changes	Version No.
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CONSULTATION AND RATIFICATION SCHEDULE

Name of Consultative Body	Date of Approval
Senior Management Team	August 2016
Policy Sub Group	July 2016
Regional Managers Forum	July 2016

CROSS REFERENCE TO OTHER POLICIES / STRATEGIES

This policy should be read in conjunction with:	Detail
Policy 1	
Policy 2	
Strategy 1	

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1. NATIONAL CONTEXT

On 17 March 2011, the Scottish Parliament approved the Public Services Reform (General Teaching Council For Scotland) Order 2011. Core to this legislation the Government placed the GTCS under a duty to introduce a duty of re-accreditation for teachers. GTCS adopted the term “**Professional Update**” for the process prescribed by Government as “re-accreditation”.

Key Purposes

- *To maintain and improve the quality of our teachers as outlined in the relevant professional standards and to enhance the impact that they have on pupils’ learning:*
- *To support, maintain and enhance teachers’ continued professionalism and the reputation of the teaching profession in Scotland.*

Key Principles

Professional Update will ensure that teachers have

- A responsibility to consider their development needs
- An entitlement to a system of supportive Professional Review and Development which can
 - Assist them to identify constructive ways to update their skills;*
 - Provide access to opportunities which can address those areas identified as requiring support;*
 - Help them to manage change;*
 - Offer a focus in ways which they can enhance their careers.*
- Confirmation that they have maintained the high standards required of a teacher in Scotland’s educational establishments

2. EDUCATING THROUGH CARE SCOTLAND (ETCS)

Educating Through Care Scotland (EtCS) is a voluntary body whose membership is drawn from independent schools offering day and residential education for children and young people with a range of significant and often complex additional support needs aged 5 – 18 years old. Pupils are placed by their residential local authorities and can attend from periods of a few months to years.

New Struan is a member of EtCS and has adopted the comprehensive policy which was validated by the General Teaching Council Scotland in May 2014. This policy customises the parent policy to the context of New Struan.

3. PRINCIPLES

Professional Learning

The policy adopts the term **professional learning** as a comprehensive definition of the wide range of experiences which teachers undertake on both an informal and formal basis to enhance their practice and knowledge. This learning will take place at individual, collegiate and Establishment level: on and off campus. Given the nature of the provision it

will regularly involve a range of collaborative activities with colleagues from within education, support teams and care and external partners: associated health professionals, educational and clinical psychology: all of which are recognised as rich avenues of professional learning.

While the focus of professional learning is determined through a process of self-evaluation and reflection with a line manager, the intended impact must always relate to the learning needs of the children and young people, the aims of New Struan and related national legislation and policy.

4. POLICY FRAMEWORK

Professional Update

New Struan welcomes the introduction of Professional Update as providing an opportunity for teachers to have their professional learning systematically recognised and as a further benchmark against which the organisation can continue to evidence its commitment to high quality learning and teaching within the school and the collaborative nature of inter-disciplinary working which supports the learning of all staff.

Professional Standards

The GTCS Professional Standards will be the key reference tool for teachers to use in the self-evaluation process. Depending on an individual's career stage and aspirations they will engage with The Standard for Full Registration; The Standard for Career-long Professional Learning or The Standard for Leadership and Management. The New Struan Improvement Plan and the overall aims of the organisation are also key in determining individual priorities.

5. NEW STRUAN PROFILE

This policy document reflects the particular context of New Struan in terms of the implementation of Professional Update and Professional Review and Development. The policy takes full cognisance of the recommendations in Teaching Scotland's Future¹ and Advancing Professionalism in Teaching². At its core is a balance between teacher self-evaluation, linked directly to the GTCS Professional Standards and Professional Update guidance and requirements, and the needs of the organisation in terms of its teachers' skills profile to meet the additional support needs of the children and young people in attendance at New Struan

¹ Donaldson, G 2010, Teaching Scotland's Future: Report of a review of teacher education in Scotland, Scottish Government, Edinburgh,

<http://www.scotland.gov.uk/Resource/Doc/337626/0110852.pdf>

² McCormac, G 2011, Advancing Professionalism in Teaching: The report of the review of teacher employment in Scotland, Scottish Government, Edinburgh,

<http://www.scotland.gov.uk/Resource/Doc/920/0120759.pdf>

Professional Values and Personal Commitment are at the core of and are the same across all Standards: Social Justice, Integrity, Trust and Respect, Professional Commitment. These values are also integral to the vision and objectives of New Struan

At New Struan School, our vision is to enable our pupils to become included, confident learners in the community.

Included:

- We enable our pupils to feel part of something and be actively participating members of their family, school and community.
- We enable our pupils to be included in the decisions that affect their lives.

Confident

- We want our pupils to feel confident that they are in a safe environment with the support of people that understand them.
- By recognising achievements, we want our pupils to feel confident in their abilities and optimistic about what they can achieve.
- We want our pupils to feel comfortable and confident when expressing themselves to others.

Learners

- We know that young people with autism can be successful learners and we strive to provide the structured and supportive environment which enables them to reach their full potential.
- We enable young people to develop the skills that allow them to access the same opportunities and experiences as their peers.

Pupil Profile

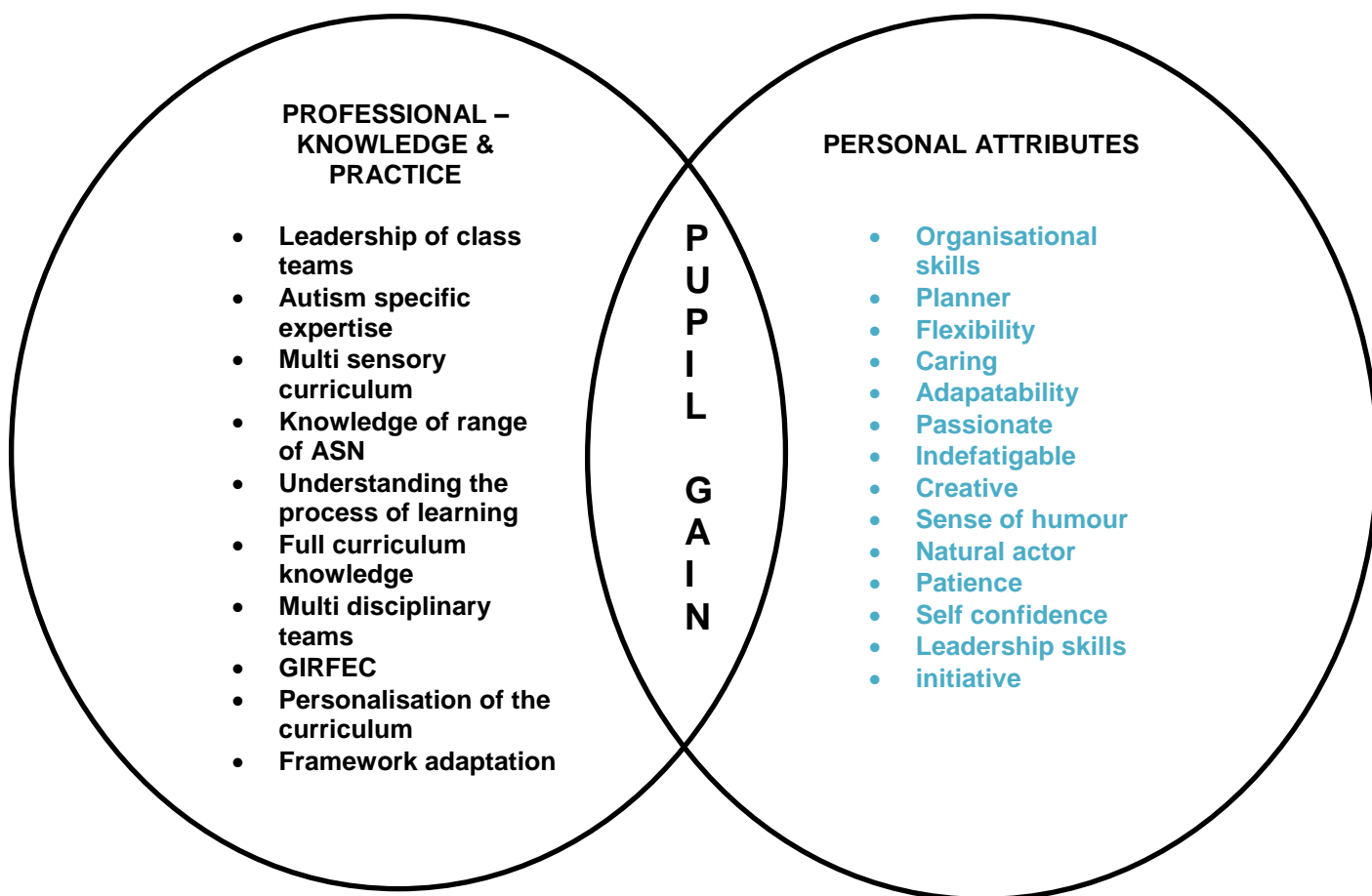
New Struan School is an independent residential and day school for young people with an Autism Spectrum Disorder (ASD). We cater for children and young people aged 5-18years, some of whom have additional support needs including learning disability.

Curriculum Model

New Struan promotes access for all pupils to a broad and balanced curriculum in line with the principles of the Curriculum for Excellence and reflecting wider developments in education. This is promoted through a 24 hour curriculum which takes into account all aspects of a young person's learning opportunities across school and residences.

Teacher Profile

To ensure that New Struan continues to meet the additional support needs of the children and young people in attendance at New Struan, colleagues have identified the undernoted skills, competencies and knowledge required by teachers which will inform the professional learning undertaken by the teachers:



Pupil Gain

New Struan defines pupil gain on both an individual and systemic level.

Teacher professional learning and associated practice will impact both on the progress of individual children and young people and on the organisation's overall capacity to meet the range of complex needs which are addressed by the organisation.

The spectrum of need and the related teaching and learning strategies will in turn be part of the audit process to inform the ongoing professional development priorities for teachers and the organisation as a whole.

6. PROFESSIONAL REVIEW AND DEVELOPMENT (PRD)

PRD should be seen as an inclusive process, led by the teacher but owned jointly by the reviewer and reviewee and based on thorough self-evaluation.

Its focus should be on:

- (a) recognising and recording developing practice and the related impact on the quality of the learning experiences of the children and young people and
- (b) identifying and facilitating ongoing professional learning opportunities, related to the relevant Standards.

Professional Review and Development meetings are recognised as a rich source of professional learning for both the reviewer and the reviewee and not just as a task to be timetabled on an annual basis.

Professional Review and Development meetings will be between the teacher and their line manager. In the case of the Depute Headteacher this will be the Principal. The Principal will be reviewed by the Chief Executive of Scottish Autism.

Ongoing training will be provided to all teachers to optimise the potential of PRD interviews and the credibility of the Professional Update process.

An annual review of the requirements and related duties will be core business for the Education Team and SMT.

The PRD interview is one aspect of ongoing professional dialogue. Although the emphasis is on teacher self-determination, it is not an isolated activity. It is expected that there will be ongoing dialogue between teachers and line managers to ensure there is compatibility between individual aspirations and the objectives of New Struan as outlined in the School Improvement Plan. This will ensure that the teacher's professional development contributes to the professional capital of New Struan to meet the additional support needs of all the children and young people. Colleagues will share their professional development journey in peer to peer discussions and at collegiate meetings: underpinning again the collaborative nature of learning within the organisation.

7. PROFESSIONAL LEARNING PLANS

PLPs will be the focus of discussion at the annual PRD meetings. This will support the view expressed by Donaldson Teaching Scotland's Future 2011:

“Professional dialogue within PRD is most effective when it is both supportive and challenging and signals practical steps toward improved practice. It can help stimulate and sustain the development of individual teachers as well as helping them to manage the demands of the dynamic context in which they work”.

8. RECORDS OF EVIDENCE – PROFESSIONAL LEARNING LOGS

Learning Logs will record the professional actions and impact, over the school session, which the professional learning experiences have had on the teacher's own thinking, development of practice, delivery of their leadership role, influence on colleagues and systems relative to the focus of their professional standards: with the ultimate impact being on pupil gain. The Professional Learning Logs should also reflect criticality rather than a general compilation of materials. As working documents they will provide both a running commentary for teachers but also a source for specific inclusions in the annual PLP.

9. AVENUES OF PROFESSIONAL LEARNING

In balancing the requirements of Professional Update in terms of the emphasis on self-evaluation and the core skills and knowledge required to address the additional support needs of children and young people at New Struan, the policy also recognises the need to incorporate annual training into professional development activities in respect of, for example, Child Protection, CALM, Administration of Medicines and other required areas of knowledge and practice which are fundamental to the health and wellbeing of all children and young people in attendance at New Struan.

Access to professional learning opportunities will be facilitated in a range of ways, some within the direct control of the teacher (eg personal reading, peer to peer discussion); some in the collegiate management of time (eg inset days, collegiate time, case conferences); some at the discretion of New Struan senior leadership particularly where there are cost implications (e.g. attendance at courses/seminars etc.).

In terms of the latter, agreement for attendance will be influenced by the relationship between the proposed opportunity, the teacher's stated priorities in their PLP and the overall development needs of New Struan.

10. PROFESSIONAL REVIEW & DEVELOPMENT



11. PRACTICE FRAMEWORK

Professional Learning Plans

The drawing up of Professional Learning Plans is the responsibility of each teacher and has the undernoted features

- The Professional Learning Plan is not a static document. It should be seen as a working document which is open to change and review over the year – prompted by a clear rationale which is shared during the school session and confirmed at the scheduled PRD meeting.
- Within a culture of collegiate professional learning, the Professional Learning Plan also provides a focus for reflective discussion with colleagues over the year. Teachers will be encouraged to establish peer contacts to develop these skills. New Struan will also facilitate opportunities for colleagues to develop peer review sessions, outwith their annual PRD meeting.
- The Professional Learning Plan and supporting Learning Log will be the focus for the annual PRD meeting between the teacher and line manager.

Professional Learning Plans will offer a succinct record of

- 2 Professional Standards from the relevant suite: Full Registration, Career Long Progression, Leadership and Management
- Key priorities for professional learning over the coming session linked to the relevant Professional Standard(s) and the SIP.
- Anticipated timescale: some standards will be overtaken within a session others may have a longer timeframe, it will be determined by the nature of the learning and the anticipated outcome re impact on pupil gain
- The activities/experiences undertaken to support the professional learning (some of these may be anticipated, others will materialise over the year)
- The related impact on individual knowledge/skills development
- The anticipated and actual outcomes in relation to pupil gain

Records of Evidence – Professional Learning Logs

Records of Evidence – Professional Learning Logs will be maintained by all teachers. **The emphasis will be on identifying key pieces of evidence which relate directly to the agreed Professional Standard(s) and related themes being addressed during the school session.** The Learning Log should reflect criticality on the behalf of the teacher. Evidence should be compiled on an ongoing basis and will include, as appropriate: signposting to materials / information in the classroom, pupil portfolios, case review minutes, lesson planning notes; adoption of new practice or implementation of a new system – rather than a compilation of photocopies of documentation. **All of which should be reflected on in the context of an analysis of pupil gain and personal/professional development.**

It is also anticipated that the line manager will be familiar with the teacher's work and the contribution they make on an ongoing basis and not be solely reliant on an annual production of evidence. The discussion at the Professional Review and Development meeting should be on the rationale of the evidence selected and its related impact rather than the product ie courses attended, literature read etc.

Avenues of Professional Learning

The value of spontaneous “organic” professional learning which can occur on a daily basis in immediate response to a presenting situation, or a recommendation from a colleague re a piece of research or literature is recognised and valued. This may or may not be recorded in

the teacher's Professional Learning Plan or record of evidence/learning log - depending on its relevance to the specific Standard identified in the PLP.

The policy recognises a wide range of professional learning opportunities which it is expected will be reflected, **over time**, as teachers address relevant standards. New Struan will provide and facilitate centralised opportunities for professional learning and support access to differential learning options as agreed through the PRD process.

- Post graduate studies will be supported where the focus relates directly to the benefit of the organisation in terms of meeting pupil needs. Colleagues undertaking post graduate qualifications will be expected to demonstrate a clear correlation between the avenue of study and the impact on the professional capital of New Struan. New Struan will consider contributions to the financial cost and facilitate study time as agreed through the PRD process
- New Struan will actively promote Professional Recognition and Practitioner Enquiry as vehicles by which teachers can gain recognition for innovative developments in, for example, curriculum design, teaching approaches, collaborative working in terms of delivery of pupil outcomes.
- Training and support in mentoring and coaching will be provided to all staff and will feature in induction professional development programmes
- Teachers will continue to develop customised learning pathways at both individual and collegiate level. These will recognise the value of distributed leadership and respond to recommendation 33 in Teaching Scotland's Future:

“the balance of CPD activities should continue to shift from set-piece events to more local, team based approaches which centre around self-evaluation and professional collaboration, and achieve an appropriate blend of tailored individual development and school improvement”

- To support the delivery of recommendation 33, New Struan will take a systematic overview of collegiate time and in-service days to ensure that opportunities for colleagues to participate in and, as appropriate, lead on professional learning are equably managed. The focus of the professional learning sessions will be determined by a balance between organisational requirements and the themes identified in PRD discussions for the coming session. The Depute Headteacher will collate the calendar of activities
- Colleagues will be encouraged to optimise opportunities for on line learning in terms of, for example, internal reference documents, GTCS guidance and research literature
- New Struan recognises the mutually beneficial contribution that colleagues from a range of disciplines makes to professional learning. The input on both an informal and formal basis from colleagues can be used as evidence within teacher Learning Logs where the advice etc. relates directly to the Professional Standard being addressed.
- New Struan is committed to developing strategies to further support and recognise inter-disciplinary learning.

12. PROFESSIONAL REVIEW AND DEVELOPMENT: KEY ELEMENTS

New Struan's commitment to Professional Review and Development will reflect a culture where all colleagues are:

- *Encouraged and supported to engage in self-evaluation*
- *Committed to life-long learning*
- *Engage critically with research, national legislation and policy*
- *Fully involved in school improvement planning*
- *Fully consulted in the approach to professional learning and review*

New Struan is keenly aware of the significance of the Professional Review and Development Meeting both in its own right and as the critical evidence to support the final sign off of Professional Update, thereby allowing the teacher to retain GTCS status. The organisation is therefore committed to supporting participants to secure the required actions to fulfil the declarations to be made by reviewees and reviewers:

“I confirm that I have engaged in ongoing professional learning and reflected against the appropriate GTCS Professional Standards. I have maintained a reflective record of professional learning and evidence of its impact on my thinking and professional actions. I have discussed this with my line manager as part of my Professional Review and Development process.”

Process

- The meeting will be scheduled on an annual basis for one hour
- If the meeting has to be cancelled for reasons of unexpected absence or child protection issues, it will be rescheduled within one week
- The PLP will be shared with the reviewer a week prior to the scheduled PRD
- The reviewer will be familiar with the PLP to ensure there is a productive dialogue
- The reviewee will lead the conversation by reference to their Professional Learning Plan
- The reviewer will act as mentor in terms of developing discussion on specific themes or illustrations of evidence.
- In anticipation of next steps, the reviewee will have already determined the next set of Standards to be addressed or a rationale for maintaining the same focus for a further session. Dependent on the discussions at the PRD these may be modified or changed.
- A brief summary of the meeting will be agreed by the teacher and reviewer: preferably at the end of the meeting.
- The summary should inform the full Professional Learning Plan for the coming school session which the teacher will complete within one week of the PRD meeting. The Professional Learning Plan should then be shared with the reviewer for final ratification. This process provides the documentation which informs the Professional Update sign off by the current line manager at the end of the 5 year period.
- If there is an issue at the Professional Update stage (i.e. 5 year sign off), the organisation's standard appeals procedures will be initiated

13. GUIDANCE

National Guidance on Professional Review and Development

<http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/prd/index.asp>

Career-Long Professional Learning: Guidance for Teachers on Approaches to Professional Learning

www.educationscotland.gov.uk/resources/c/clp/introduction

14. PROFESSIONAL UPDATE: GOVERNING PRINCIPLES & PRACTICE

Principles

The principles and practice guidelines which inform this policy provide a positive context in which teachers and senior managers can meet their obligations in relation to Professional Update and New Struan as the employing body can discharge their duties by promoting and supporting

- A clear understanding on the part of all teachers of their personal responsibility, every 5 years, to declare their ongoing engagement in the process of Professional Update to GTC Scotland and to secure their line manager's confirmation, thus maintaining their place on the GTC Scotland Register of Teachers for a further 5 years.
- A focus on professional learning as an ongoing, integrated feature of daily practice
- A culture of individual and collegiate self-evaluation
- Opportunities for planning professional learning on an individual and whole school basis
- Regular opportunities for dialogue over the year between peer teachers and at the annual PRD meetings between teachers and line managers
- The balance between contractual obligations and entitlement to quality professional learning
- An active interest by the School Board in the overall process, including feedback from participants

Although related to a 5 year submission cycle, Professional Update is seen as an integral part of a formative rather than a summative process which maintains a high profile focus on professional learning and related pupil gain.

Practice

ROLES AND RESPONSIBILITIES

New Struan recognises the differential and collective responsibility of teachers, senior managers and the Board as the employing body. In summary these are outlined below and reflect the expectations of GTCS guidance :

Teachers will

- Keep a personal record of all significant professional learning opportunities they have undertaken and the related impact on self and others (colleagues and pupils) in accordance with policy guidance
- Contribute to collegiate professional learning
- Actively engage in the Professional Update Scheme and related PRD process as relevant to their role in the organisation
- Seek and respond to support and guidance as required

Senior Education Managers will

- Actively engage in PRD and Professional Update and ensure that all team members have access to the appropriate process
- Orchestrate pairings between reviewer and reviewee
- Ensure continuity in the event of staff changes
- Offer support and guidance as required
- Undertake training in mentoring and dispute resolution as appropriate
- Seek external support and mentoring as required
- Ensure that the professional learning undertaken benefits pupils and meets the aspiration of the organisation

The Principal will

- Ensure that the PRD process is facilitated
- Ensure that colleagues due to submit their Professional Update will be adequately supported during that year
- Ensure through the PRD scheme that colleagues are actively engaging in the required process and that additional support and guidance is provided as appropriate
- Ensure that professional learning is relevant to the stated aims and objectives of the organisation and meets the needs of the children and young people in attendance at New Struan

New Struan Board (as the employing body) will

- Maintain an annual overview of the implementation of Professional Update – including feedback from colleagues on the process
- Request, as required, interim updates from the Principal on any revised national guidance

15. APPEALS: PROFESSIONAL UPDATE SIGN OFF

It is anticipated that there will be few, if any, instances where a line manager feels unable to sign off a Professional Update declaration. This is premised on the expectation that the PU submission is the natural conclusion to an ongoing collaborative process over the previous 5 years.

However, should a line manager decline to sign off on Professional Update, teachers in the employ of New Struan can invoke the undernoted appeals procedure.

- If the registrant is unhappy with the decision, they should set out their argument in writing, within 5 days, with any support documents to the line manager of the colleague who conducted the PRD
- If, following further discussion, the matter cannot be resolved the matter should be forwarded to the Principal for consideration

- In the case of the appeal being on the behalf of the Principal, the Board will consider the appeal
- The Board may also consider appeals on behalf of other registrants if the matter has not been satisfactorily resolved in previous discussions with the appropriate line managers
- The decision of the Board is final and binding
- Appeals will be dealt with timeously

16. DEFERRALS PROCESS: PROFESSIONAL UPDATE SIGN OFF

GTCS recognises that there are a number of circumstances which may make completion of the Professional Update process within the designated year difficult.

Circumstances acknowledged by New Struan include, extended illness, maternity / paternity / adoption leave, for which extensions to the 5 year sign-off period may be required. New Struan will also consider individual cases which reflect exceptional circumstances.

In compliance with the GTCS guidance, deferrals will normally be granted for a period of one year. If a deferral request is successful, the teacher will normally be expected to complete the Professional Update sign off process during the following academic session. Only in exceptional circumstances, and where there is just cause, will more than one application for deferral be granted. If a subsequent deferral is required, the teacher must submit a fresh deferral request, detailing the reason for the second request.

Process

- Teacher applies for deferral on the stated grounds to their immediate line manager
- If the decision is YES, the Depute Head Teacher advises the Principal who in turn advises the New Struan Board.
- If the decision is NO, the teacher has the right of appeal in accordance with the stated appeal procedures
- The line manager also has the discretion of sign off should the applicant provide evidence, through a PRD interview, that they have undertaken adequate professional learning during the current session.
The Depute Head Teacher, or the Principal will advise GTCS of the registrant's status in terms of deferral

17. COLLEGIATE ENGAGEMENT

Although the emphasis is on personal responsibility and self-evaluation on the part of teachers, New Struan recognises the most productive professional learning context is one which recognises and evidences a collegiate commitment. This is already a hallmark of all professional learning at New Struan.

New Struan will therefore ensure

- that all teachers are fully briefed on the requirements of Professional Update and related Professional Learning on an annual basis – including regularly updated Teacher Guidance Notes
- that scheduled opportunities are provided to reflect on the implications for individual and collegiate learning

- that specific training is given to colleagues to support effective PRD meetings – including training in mentoring
- that collegiate discussions and PRD meetings reflect the expectations of Teaching Scotland’s Future in relation to professional enquiry and reference to research
- that a culture of whole school responsibility to support the development of practice and sustained learner outcomes is developed through peer and collegiate observation approaches, collegiate discussion, distributed leadership and shared planning
- that all staff at New Struan are advised of the requirements of Professional Update and their contribution to teacher professional development

18. SUPPORT FOR SUPPLY/ SHORT TERM CONTRACT/ PERIPATETIC TEACHERS

It is not the policy in New Struan to employ supply teachers given the complex needs of the children and young people. However should exceptional circumstances necessitate the use of supply staff they will be supported in their Professional Learning.

Where, to cover for long term absence, the organisation employs short term contract teachers they will be afforded the same opportunities as permanent staff in terms of support in the Professional Update process.

In relation to visiting specialist teachers, New Struan will negotiate with the teacher in terms of their preferred reviewing establishment and any related professional learning experiences which may be pertinent to their achieving Professional Update

19. GTCS SUITE OF PROFESSIONAL STANDARDS

The full Standards can be downloaded at www.gtcs.org.uk/standards .

The Standards for Registration are made up of the Standard for Provisional Registration and the Standard for Full Registration, both mandatory requirements for registration with GTCS.

The Standard for Provisional Registration specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with GTCS.

The Standard for Full Registration is the gateway to the profession and the benchmark of teacher competence for all teachers.

The key areas in the Standards for Registration are:

- ❑ Curriculum
- ❑ Education System and Professional Responsibilities
- ❑ Pedagogical Theories and Practice
- ❑ Teaching and Learning

The Standard for Career-Long Professional Learning has been developed to support teachers who have attained the Standard for Full Registration, to help them continue to develop their expertise and experience across all areas of their professional practice.

Within the Standard for Career-Long Professional Learning the six key areas are:

- ❑ Pedagogy, learning and subject knowledge

- ❑ Curriculum and assessment
- ❑ Enquiry and research
- ❑ Educational contexts and current debates in policy, education and practice
- ❑ Sustaining and developing professional learning
- ❑ Learning for sustainability

The Standards for Leadership and Management include both the Standard for Middle Leadership and the Standard for Headship. These have been developed to support the self-evaluation and professional learning of those in, or aspiring to, formal leadership roles in schools. The Standards for Leadership and Management are designed to be used in conjunction with the Framework for Educational Leadership (Education Scotland, 2012).

The Key Purpose of Middle Leaders:

- ❑ Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement
- ❑ Develop coherent approaches to professional learning which build and sustain teachers' practice
- ❑ Lead and work collaboratively to enhance teaching which leads to high quality learning experiences
- ❑ Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners
- ❑ Manage allocated resources proactively and effectively to meet learning and development priorities

The Key Purpose of Head Teachers:

- ❑ Establish, sustain and enhance the culture of self-evaluation for school improvement
- ❑ Develop staff capability, capacity and leadership to support the culture and practice of learning
- ❑ Ensure consistent, high quality teaching and learning for all learners
- ❑ Build and sustain partnerships with learners, families and relevant partners to meet the identified needs of all learners
- ❑ Allocate resources effectively in line with identified strategic and operational priorities

20. POLICY REVIEW STATEMENT

This policy will be kept under regular review during sessions 2015-2016 and 2016 – 2017 and amended as appropriate in light of feedback from colleagues and any updated national guidance.

**PROFESSIONAL REVIEW AND DEVELOPMENT
ANNUAL MEETING SUMMARY**

Date: _____

Reviewee: _____ **Reviewer:** _____

Following a reflective discussion on the PLP for session X and an outline of the focus for session Y the undernoted was agreed:

Reviewee to address Standards and

Specific focus in Standard

-
-
-

Specific focus in Standard

-
-
-

Signed: _____ Reviewee

Signed: _____ Reviewer