

REPORT TO: Education Committee

MEETING DATE: 30 September 2014

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Professional Review & Development (PRD) Professional Update
Validation of processes by the General Teaching Council of
Scotland (GTCS)

1. PURPOSE

- 1.1 The purpose of this report is to inform the Committee of the recent validation of the Professional Review & Development (PRD) Professional Update processes that apply to teaching staff registered with the General Teaching Council of Scotland (GTCS).

2. RECOMMENDATIONS

- 2.1 The Committee is asked to note the positive report received from the GTCS panel that validated our processes unconditionally and made a number of recommendations which are being addressed.

3. BACKGROUND

- 3.1 On 17 March 2011, the Scottish Parliament approved the Public Services Reform (General Teaching Council for Scotland) Order 2011 which set out the Government's plans for the granting of independent status to GTC Scotland from April 2012. As part of this legislation (Article 31), the Government placed the GTC Scotland under **a duty** to introduce a scheme "setting out measures to be undertaken for the purposes of allowing it to keep itself informed about the standards of education and training of registered teachers".
- 3.2 In its response to the consultation on the future of GTC Scotland, the Scottish Government had anticipated that the above scheme would "build on those aspects of current good practice which can help teachers to keep their skills up-to-date as their careers develop and school curriculum and learning patterns change". In addition, the Government recognised that a "supportive but rigorous system of professional review and development" can help to confirm that teachers have maintained high standards and to ensure the

future quality of professional teaching skills across Scotland's schools, colleges and more widely across the education profession.

- 3.3 Following a consultation exercise, and in discussions with national partners, GTC Scotland has adopted the title "Professional Update" for this process. GTC Scotland believes that Professional Update, which is premised on "supportive and rigorous professional review and development" and sustained professional learning, will contribute to the future quality of the education profession.
- 3.4 Engagement in the Professional Update process is a requirement of registration for fully registered teachers from August 2014.
- 3.5 East Lothian's PRD Professional Update process was validated on the 2 July 2014 with no conditions and a small number of recommendations (Appendix 1).
- 3.6 The Training and Development Officer, Education is working with Head Teacher's, Staff Development Co-ordinators and Trade Union representatives in drawing up and agreeing procedures for taking the recommendations forward.

4 POLICY IMPLICATIONS

- 4.1 None

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – None
- 6.2 Personnel – None
- 6.3 Other – None

7 BACKGROUND PAPERS

- 7.1 Summary Report of Professional Update Validation Event (Appendix 1)

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DATE	29 August 2014



**Summary Report of Professional
Update Validation Event –
National Rollout**

East Lothian Council

Tuesday 2 July 2014

1 Members of the Validation Panel

- David Mitchell, Education Committee, GTC Scotland (Chair)
- Tara Lillis, Member of the Professional Update Working Group (PUWG)
- Donald A Macleod, Comhairle nan Eilean Siar
- Rosa Murray, Education Adviser, GTC Scotland

Representatives from East Lothian Council

- Darrin Nightingale, Head of Education
- Richard Parker, Education Services Manager
- Margo Cunningham, Training and Development Officer

2 Event

The validation event comprised:

- (a) Discussion with the members of the validation panel to identify areas for discussion based on the analysis of the documentation submitted to the GTCS from East Lothian Council.
- (b) Presentation from East Lothian Council focused on their revised Professional Review and Development (PRD) policies, Professional Learning (PL) and Professional Update (PU) processes, followed by discussion with central staff, including questions and issues raised by the Panel from the presentation and the documents submitted which included:
 - Professional Update Briefing Paper
 - Initial Report on PRD Implications
 - Policy Document
 - Examples of PRD documentation
 - CLPL Policy for Teaching Staff
 - PRD Policy for Teaching Staff
 - Workforce Development Plan
 - Learning at Work Policy
 - CLPL Update

3 Discussion with four Focus Groups

- Group 1 - Promoted staff

- Group 2 - Non-Promoted staff
- Group 3 - Centrally based staff
- Group 4 - Peripatetic staff.

The Panel reflected on and discussed the findings from the Focus Groups and the documentation and made the following conclusions which were then communicated through an oral report to Richard Parker and Margo Cunningham.

4 Conclusion

The panel concluded that the materials presented to the panel for validation fit the purposes and principles of Professional Update and accordingly validated East Lothian Council unconditionally. The Panel identified key strengths and provided several recommendations to enhance the Professional Review Development and Professional Update policies of the council.

The following **key strengths** were noted:

- The initial gathering of evidence to monitor and to evaluate the progress of and engagement with PRD across the profession.
- The Council were to be commended on honouring and articulating commitment to the working time agreement for teachers within their documents.
- The strategic links made across the council in relation to PRD policies and development planning.
- The Council's commitment to supporting the profession in their understanding of the Professional Standards and how to use the Standards for self evaluation and developing professional learning and career pathways.
- The Council's understanding of and commitment to Professional Learning. It is clear that Career Long Professional Learning underpins the PRD policy as a process of sustained learning opportunities and not simply stand alone courses.
- The initial developments in building the capacity of coaching and mentoring skills and abilities across the profession.

The following **recommendations** were identified:

- To develop and articulate a strategic communications strategy focused on the principles and processes of Professional Update within the national rollout for all teachers at all stages.
- To articulate clearly within the PRD policy the MyGTCS sign off processes and procedures.
- To develop and articulate the plans for building the capacity for coaching and mentoring across the authority to support PRD and PU processes.
- To develop further guidance on how to use the Professional Standards and to integrate them further in Section 5 of the policy. Within the documentation provide further guidance about what using the appropriate standard means for the individual teacher.

- To include references to the nature and evidence of impact of Professional Learning within the teacher PLP plans.
- To continue to develop and articulate monitoring and tracking systems to evaluate progress and impact of the revised PRD guidelines, use of the Professional Standards and of the recording process.
- To support ongoing dialogue with central staff providing opportunities for discussion and regular feedback related to national policy development, PRD and PU.
- To clarify the wording about the PRD/PU arrangements for supply and temporary teachers within the documentation.