

**ABERDEEN CITY COUNCIL**

**Revised 2009 (Draft)**

**Policy for the  
Professional Review and  
Development  
and  
Continuing Professional  
Development  
of  
Teaching staff**

**(Subject to approval by the Resources  
Management Committee)**

This document is available on Aberdeen's CPD Glow Group, or the Staff Development website: [www.aberdeen-education.org.uk/staffdevelopment/](http://www.aberdeen-education.org.uk/staffdevelopment/)



**ABERDEEN**  
**CITY COUNCIL**

# Aberdeen City Council

## Policy for the Professional Review and Development and Continuing Professional Development of Teaching Staff

### 1. Introduction

This document sets out Aberdeen City Council's policy on the Professional Review and Development (PR&D) and Continuing Professional Development (CPD) of all teaching staff, enabling them to carry out their role effectively and in a way which is commensurate with the Council's vision and values. It presents a framework for practice for adoption by all schools and educational services from August 2003. The policy was revised in January 2009.

This policy is complementary to the corporate Employee Development Policy, which extends to all Council employees, including non-teaching staff in schools.

Aberdeen City Council's Framework for Professional Review and Development replaces previous arrangements for Staff Development and Review as of August 2003. The Framework is based on the principles set out in *Professional Review and Development 2002*, published by the Scottish Government (formerly the Scottish Executive).

In addition, the national agreement *A Teaching Profession for the 21st Century* sets the contractual context for professional review and development. It requires that "teachers shall have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development". It states that "every teacher will have an annual Continuing Professional Development (CPD) plan agreed with her/his immediate manager and every teacher will be required to maintain an individual CPD record". In addition "teachers [will be] expected to meet the full commitment of an additional 35 hours per annum for CPD".

The agreement confirms that CPD activity should be "based on an assessment of individual need, taking account of school, local and national priorities". The list of head teacher duties in Annex B of the agreement includes a responsibility "to promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs".

Funding will continue to be provided by the local authority to establishments on an annual basis to support the professional development of teaching staff, in order to address the needs of individuals and the specific development priorities of each establishment. This does not mean, however that every requested development activity will or should be funded. It will be a matter of negotiation about what is reasonable, within a limited budget. CPD coordinators within establishments, together with the local authority, will be required to monitor the development needs of their teachers and ensure that funding is distributed appropriately and fairly to maximize opportunities for all. Central funds will also be used to provide a programme of CPD activities which meets the development priorities of the local authority as a whole.

This policy will be further reviewed by the end of session 2011/2012.

## 2. Professional Review & Development

### 2.1 General Principles

Professional Review and Development will be most effective in establishments where the following principles apply:

- There is a professional commitment to building excellence at every stage of a teacher's career, informed by the General Teaching Council for Scotland (GTCS) Guidelines and Standards
- Arrangements for PR&D are simple, with minimal bureaucracy
- The purpose of PR&D is clear to all participants
- There is a commitment to self-evaluation and on-going personal reflection
- The PR&D process integrates with existing arrangements for quality assurance
- PR&D meetings are undertaken with line managers
- The actions identified as a result of PR&D meetings balance personal development priorities with the priorities of the school improvement plan
- The process is evaluated effectively and can evidence impact on the quality of the learning experience for pupils.

It follows from this that the Professional Review and Development process must be a high quality experience, which is supportive and responsive to teachers' needs. Teachers should be confident in a process that is easy to understand and operate. Professional Review and Development should be clearly integrated into the normal life and management of the establishment and result in minimum disruption for pupils.

Professional review offers an opportunity for recognising high level performance and making clear to teachers working at all levels of the profession that they are valued and appreciated. The process should have a positive impact on individual and collective morale. It should encourage teachers to reflect on their good practice and to share this with colleagues.

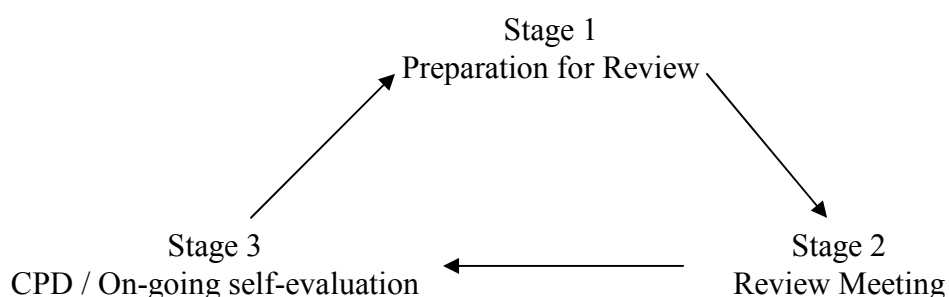
### 2.2 The Review Process

- The annual PR&D review will normally be conducted by the individual's line manager. Staff such as specialist teachers or secondees, who may have more than one line manager, should identify the most appropriate manager for review purposes. If the relationship between the Reviewee (the person being reviewed) and the Reviewer (the person conducting the review) is such that a review meeting would not be productive, another manager may be identified to conduct the review.
- Where staff who are new to an establishment have been reviewed in a previous post, the CPD activities agreed in that review should continue to be met as far as possible.

- The annual PR&D review meeting should be planned within the individual's 35-hour working week, but avoiding pupil contact time where possible.
- PR&D should be clearly integrated into the normal life and management of the establishment and result in minimal disruption for pupils.
- The review should be conducted without interruption in a quiet, private and comfortable environment, and should last for approximately one hour.
- Time for Reviewers to prepare and conduct review meetings should be organised within existing management time.
- To assist the self-evaluation process, teachers may find it useful to consider the competencies within the GTCS Standard for Full Registration, the Standard for Chartered Teacher and the Standard for Headship, as appropriate to the post held. It may also be beneficial to refer to the Quality Indicators in the latest *How Good Is Our School?* document from Her Majesty's Inspectorate of Education (HMIe).
- Self-evaluation work undertaken by the Reviewee in preparation for the review, such as using the Council's Pathways system (see Appendix 1), can be recorded as an appropriate CPD activity.
- The review can be conducted at any time throughout the year, although it may be beneficial to plan to conduct reviews in time to impact on the School Improvement Plan, and to determine CPD requirements for the new session.

The Reviewer and the Reviewee (the person being reviewed) should keep an agreed record of the review, showing the Reviewee's planned CPD activities for the coming year.

### 2.3 The Review Cycle



Stage 1	Preparation for Review
	The Reviewee should: <ul style="list-style-type: none"> <li>• revisit the appropriate GTCS Standard</li> <li>• reflect on personal professional development needs</li> <li>• reflect on departmental and school improvement plans</li> <li>• review his/her CPD Profile (see Section 2.3), considering the</li> </ul>

	<p>effectiveness of recent CPD activities on practice and the impact on learning and teaching</p> <ul style="list-style-type: none"> <li>• identify provisional objectives for the forthcoming year</li> <li>• Pass his/her provisional objectives and CPD requirements to the Reviewer at least one week prior to the Review.</li> </ul> <p>The Reviewer should, by way of preparation, review the previously agreed CPD plan and record.</p>
<b>Stage 2</b>	<b>Review Meeting ( approximately 1 hour)</b>
	<p>The meeting should:</p> <ul style="list-style-type: none"> <li>• review the CPD profile and impact of previous CPD activities on learning and teaching, referring to available evidence</li> <li>• identify Reviewee's strengths and development objectives</li> <li>• agree appropriate CPD activities to meet these objectives over the forthcoming year</li> <li>• record objectives and planned activities in the CPD Plan</li> </ul> <p>The Reviewer, with the Reviewee's agreement, should pass details of the CPD requirements to the establishment's CPD Co-ordinator to assist with establishment / local authority CPD planning.</p>
<b>Stage 3</b>	<b>CPD / On-going self-evaluation</b>
	<ul style="list-style-type: none"> <li>• The Reviewee should be supported as far as possible, by the establishment and by the local authority, in participating in agreed CPD activities</li> <li>• CPD activities should be listed in the CPD Profile by the Reviewee, including the duration of each activity.</li> <li>• Evidence of the effectiveness and/or impact of the activities on learning and teaching should be recorded in the CPD Profile.</li> <li>• On-going reflection and self-evaluation, including informal contact with the Reviewer where required, should take place throughout the year.</li> <li>• The CPD profile should be kept up-to-date and used to inform the next Review (Stage 1)</li> </ul>

## 2.4 CPD Profile

All teachers should maintain an on-going CPD Profile. This profile should have two components:

- An annual CPD Plan

A new CPD Plan should be agreed with the line manager at each annual Review meeting. The plan should indicate development objectives and appropriate planned CPD activities to be undertaken in the forthcoming year. Account should be taken of the Reviewee's progress against previously agreed objectives and his/her proposals to

address needs he/she has identified. This is a personal CPD plan and should remain confidential, although specific CPD requirements should be forwarded to the establishment's CPD Co-ordinator, with the Reviewee's agreement. This information should assist the CPD Co-ordinator in identifying and addressing CPD needs across the establishment, and in requesting any appropriate support from the local authority.

- A CPD Record

All teachers should maintain an accurate and comprehensive record of significant professional development activities undertaken. This should include all CPD activities, and not only those discussed as part of the Review meeting. The record should show the title and/or nature of the activity, the date(s) and duration. Most importantly, it should record briefly the significant outcomes or impact on professional practice.

Comprehensive electronic CPD Plans and CPD Records can be created and maintained easily using the Council's *Pathways CPD Online* system (see Appendix 1). Alternatively a paper version of the CPD Profile can be maintained using the templates shown in Appendix 2 and 3. These templates can also be downloaded from the Council's CPD Glow Group, or the Staff Development website: [www.aberdeen-education.org.uk/staffdevelopment/](http://www.aberdeen-education.org.uk/staffdevelopment/).

Teachers may have the opportunity to gain official recognition for development activities undertaken over several years, making it beneficial to maintain an on-going profile throughout their career. All teachers should maintain their profile for a minimum of two previous years.

## 2.5 Monitoring and Evaluation

The Head of Establishment will ensure that procedures for PR&D are followed and evaluated on a regular basis. An annual report will be submitted to the local authority by each establishment to show which members of staff have been reviewed, and this information will be recorded on the Council's Human Resources (HR) database.

## 2.6 Appeals Procedures

Where there is any dispute or disagreement which cannot be resolved between the Reviewee and the Reviewer, the matter should be referred to the Reviewer's line manager. If the problem cannot be resolved at this level, the Council's normal grievance procedures will be followed.

## 2.7 Training

Both Reviewer and Reviewee should familiarise themselves with the policy and procedures on PR&D. Reviewers should normally have been reviewed themselves before conducting a review, and where required additional training in review procedures will be provided.

### 3. Continuing Professional Development

#### 3.1 General Principles

Professional Review and Development is the process whereby the development and training needs of all staff are identified and agreed. CPD activities are, therefore, the means by which these needs are addressed.

Anything that progresses, assists or enhances a teacher's professionalism can be legitimately recorded as a CPD activity. Undertaking quality CPD need not necessarily, therefore, involve attending a face-to-face course or workshop. It can also involve activities such as professional reading and research, developing policies at establishment, local authority or national level, and taking part in professional discussions with colleagues.

An illustrative list of potential CPD activities is included in the *Professional Review and Development 2002*, published by the Scottish Executive Education Department.

Aberdeen City Council values the knowledge, skills and contributions made by its teaching staff and subscribes fully to the need for planned programmes of professional development to build on and extend further their knowledge and skills. All programmes of CPD should incorporate opportunities for professional reflection and identification of next steps in the process of professional development.

The need for continuing development of knowledge and skills is well recognised in the teaching profession. The rapid changes that have taken place in many areas of learning and teaching, and the constantly evolving role of schools in our society, require that a teacher's competence and knowledge need to be reviewed and updated on a regular basis.

The Council also recognises the benefits for individuals, establishments, and for the City as a whole, in developing leadership at all levels of the teaching profession, and is therefore committed to promoting and supporting this development.

Within budget availability Aberdeen City Council will continue to provide and facilitate opportunities for professional development for all its teachers, enabling them to extend their professional knowledge and skills. These opportunities will be relevant to teachers at all stages in their careers and will range from the GTCS Standard for Full Registration to the Standard for Headship. All teachers in managerial posts will be encouraged to take the opportunity to attend relevant elements of the corporate Developing our Managers' programme.

#### 3.2 35 Hour Commitment

All teachers have a contractual commitment to undertake at least 35 hours of CPD per year, outside their normal 35 hour working week. CPD undertaken during staff development days (in-service) should not be counted as part of the additional 35 hours annual commitment. There will be occasions when the most suitable development experience is one which must, by its nature, take place during the school day. Where possible in these circumstances, teachers and establishments should be encouraged to

take advantage of the flexibility of the 35 hour working week. The balance between additional time and the regulated working week should be agreed on the basis of mutual professional trust.

### 3.3 Corporate Induction

All new teaching staff should attend Aberdeen City Council's half-day corporate induction course, or, for those with line management responsibility, the Induction for New Managers course.

A separate induction programme for probationary teachers is included in their own CPD programme, supported and co-ordinated by the local authority.

### 3.4 CPD coordinators

Each establishment must identify a CPD Coordinator. This is a pivotal role in schools, and to carry out their duties effectively CPD Coordinators will require time, support and training. Head teachers, with the support of the local authority, should ensure that coordinators have the resources necessary to carry out this important function.

**Appendix 1****Pathways CPD Online**

Aberdeen City Council has worked in partnership with Aberdeenshire Council, Shetland Council and EDNET (Educational Networking) at the University of Aberdeen to develop Pathways CPD Online, a powerful software tool for self evaluation and CPD action planning, to support teachers with their Professional Review and Development.

Pathways can be used by teachers to carry out detailed self evaluation against the GTCS Standards, and to produce and maintain comprehensive CPD Plans and Records. It can also be used by Reviewers and CPD Coordinators to help collate and action CPD requirements across a department or whole establishment, and to pass requests for specific support electronically to the local authority when necessary. The system can also be used by members of support staff in schools to aid their own appraisal processes.

The use of Pathways to support the PR&D process in Aberdeen is highly recommended.

The system can be accessed from any internet connected computer and there is no charge to establishments or individuals for its use. More information about Pathways and details of how to log on to the system can be found on Aberdeen's CPD Glow Group, or the Staff Development website:

<http://www.aberdeen-education.org.uk/staffdevelopment/Pathways.htm>

**TEACHER'S PROFILE OF CONTINUING PROFESSIONAL DEVELOPMENT**

**PART 1 – CPD PLAN**

Teacher's Name: \_\_\_\_\_

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

Date of CPD Review Meeting: \_\_\_\_\_

Session: \_\_\_\_\_

			Individual needs in the contexts of	
Agreed Development Objective(s)	Activities Agreed to Address Development Objectives	Suggested Source(s) of Support to meet Objectives	School Imp. Plan	Other

Objectives and Activities agreed by \_\_\_\_\_ Teacher Date: \_\_\_\_\_

Line Manager Date:

TEACHER'S PROFILE OF CONTINUING PROFESSIONAL DEVELOPMENT

PART 2 – CPD RECORD

Teacher's Name: \_\_\_\_\_

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

Date of CPD Review Meeting: \_\_\_\_\_

Session: \_\_\_\_\_

Summary of Development Activity/ Activities	Provider	Dates	Duration (hours)	Contribution to 35 hours CPD? (Y/N)	Summary of outcome/ impact on Professional Practice

Record agreed by: \_\_\_\_\_

Teacher

Date: \_\_\_\_\_

Line Manager

Date: \_\_\_\_\_

This form can be downloaded from the Council's CPD Glow Group, or the Staff Development website – [www.aberdeen-education.org.uk/staffdevelopment/](http://www.aberdeen-education.org.uk/staffdevelopment/)