

Professional Review and Development : Frequently Asked Questions



SCOTTISH EXECUTIVE

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What is the purpose of professional review and development?

The professional review and development process is designed to allow teachers, with their managers, to identify their development needs for the coming year(s) and to agree a plan of CPD activity that will allow them to develop and enhance their skills and competences.

What flexibility is there for local authorities to adapt the annual review requirement to fit existing (e.g. triennial) development cycles?

A Teaching Profession for the 21st Century stipulated that teachers should agree a CPD plan annually with their immediate managers. Headteachers were given responsibility for ensuring all staff had an annual review of their development needs. Within these constraints, it is for local authorities to decide how to arrange their development review cycles.

A Teaching Profession for the 21st Century states that teachers will be required to undertake a maximum 35 hours of CPD per annum. Does this mean teachers can do less?

The 35 hours is suggested as the suitable time commitment to facilitate genuine professional development. This is noted in the Agreement as a maximum in recognition of the fact that in the first couple of years it may not always be possible for teachers to find CPD opportunities tailored to their identified development needs.

When planning CPD activities, however, teachers should aim to meet their full contractual commitment of 35 hours per annum by undertaking a variety of learning experiences designed to meet their specific development objectives.

Will extra-curricular activities be recognised as contributing to the 35 hours of contractual CPD?

Where the extra-curricular activity can be demonstrated to progress, assist or enhance an aspect of a teacher's professional practice, it can contribute to his or her contractual commitment for CPD. As with any activity that is to count towards the 35 hours, this should be agreed in advance between teacher and manager.

Who should conduct the review in cases of personal difference between teacher and immediate line manager or where the immediate line manager is unavailable?

Every effort should be made to ensure that the reviewer is someone who works closely with the reviewee and is familiar with his or her work. In most cases, this will be the teacher's immediate manager. Where this is not possible, or it is agreed that this would disadvantage the reviewee, the headteacher or local authority should designate a substitute reviewer with appropriate knowledge of the reviewee's work.

What procedures should be followed in case of disagreement between reviewer and reviewee (re. development objectives, availability of resources to support development needs, etc.)?

The next person in the management line (i.e. deputy headteacher, headteacher or local authority personnel) would usually be expected to arbitrate between reviewer and reviewee.

What is the relationship between the professional review and development process and disciplinary procedures?

Professional review and development is not an appraisal system. The annual professional review should be a supportive meeting, whereby reviewer and reviewee are able openly and confidently to exchange views and identify ways by which to strengthen professional practice.

What if reviewees and reviewers prefer to consider development needs without reference to *How Good is Our School*?

The exemplars provided in the professional review and development guidelines are offered as optional aids to the self-evaluation process only. Reviewees and reviewers can identify strengths and development needs with reference to any criteria or quality indicators they choose. The important point is that consideration is given to the qualities and areas of competence required of a teacher to carry out his or her job more effectively.

Will CPD opportunities that arise throughout the year, but have not been agreed at the annual review, be recognised as contributing to the 35-hour contractual requirement?

Yes. As long as the development activity has been agreed between teacher and manager.

Will teachers be penalised if they are unable to complete their 35-hour contractual requirement due to the cancellation/lack of availability of resources for a planned CPD activity?

We would expect teachers and managers to exercise a degree of flexibility regarding the completion of the 35 hours of CPD in the early years. Nevertheless, when planning development activities, teachers should look beyond more traditional, class-based courses and consider alternative ways of meeting development objectives. In the event that an agreed activity is cancelled or fully booked, teachers, with the support of their managers, will be expected to seek out alternative learning opportunities.

What happens if a teacher fails to meet the 35-hour contractual commitment?

Teachers will be expected to show that every effort has been made to undertake 35 hours of professional development and managers should be alerted to any genuine problems as they arise. Local authorities will need to consider how to deal with such situations. Schools and local authorities may also wish to establish procedures for dealing with teachers who, without good reason, persistently fail to meet the commitment.

How can the quality of CPD opportunities be assured?

A National Register of Providers will be established which will provide a resource for teachers, schools and local authorities wishing to identify suitable CPD from external sources. The Register will accredit providers of award-bearing programmes (CPD contributing to the Standards for Chartered Teacher and Headship). It will also recognise providers of suitable, general CPD. To be included on the Register, providers will need to meet criteria, which will ensure that CPD opportunities are meaningful and high quality, while making a positive impact on professional performance.

The Register should be in place by summer 2003.

Will teachers be expected to pay for CPD opportunities to fulfil the 35-hour contractual commitment?

No. Local authorities will fund CPD undertaken to meet the contractual commitment. This does not necessarily mean that every development activity a teacher identifies will, or should, be funded. Local authorities are, however, responsible for ensuring teachers have access to a broad range of quality CPD opportunities to meet their needs.

How can reviewers fit the additional burden of conducting reviews into their already busy schedules?

Carrying out annual professional reviews is one of the key duties of management staff and accommodation should be made for this responsibility when planning the school timetable.

How strongly should the school development plan influence an individual's CPD plan?

A Teaching Profession for the 21st Century stated that CPD plans should be based on an assessment of individual need, taking account of school, local and national priorities. The starting point for planning any CPD should be the identification of the development needs a teacher might have in order to carry out his or her job and fulfil professional expectations effectively. Priorities identified within the school development plan may well have implications for the individual teacher's job and ensuing developmental needs. Such implications should be considered fully when agreeing the CPD plan.



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