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Education, People & Business

Education Procedure Manual 2/31

PROFESSIONAL REVIEW AND DEVELOPMENT AND PROFESSIONAL UPDATE

**For
Teachers and Employees on Scottish Negotiating Committee
for Teachers (SNCT) Conditions of Service**

Effective from: Month April 2025

Education, People & Business



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Version Control History

Version No.	Effective Date	Details of change from previous version	Date Approved	New version no.
-	Jun 20	Transfer to new template Terminology updated	28/03/25	1.0

GDPR Statement

East Dunbartonshire Council holds, uses and processes information in accordance with the General Data Protection Regulations and all other relevant national data protection laws. Further information detailing how East Dunbartonshire holds and uses personal information and copies of privacy notices used throughout the Council are available on our [website](#).

Policy Review Statement

This policy will be reviewed in line with:

- Legislative Change
- Changes to SNCT National Conditions of Service
- Other external factors
- Feedback on the effectiveness of the policy
- Requests for review by Elected Members, Trade Unions and/or Management

1.0 Purpose

- 1.1 This procedure provides the framework for East Dunbartonshire Schools to deliver high quality Professional Review and Developments (PRD) and engagement with the Professional Update process.

2.0 Scope

- 2.1 This procedure applied to all GTCS registered teachers within East Dunbartonshire Council.

3.0 References & Related Documentation

- 3.1 The following documents should be referenced when considering this procedure:

- [SNCT Handbook](#)
- Equalities Act 2010
- A Teaching Profession for the 21st Century
- [GTCS Professional Update](#)
- [GTCS Professional Standards](#)
- [National Model of Professional Learning](#)

4.0 Introduction

- 4.1 The General Teaching Council for Scotland (GTCS) '[GTCS: Unlocking the Potential of Professional Review and Development](#)' sets the context for Professional Review and Development (PRD). The guidelines state:

- PRD is key to teacher professionalism. Positively engaging with PRD, using Professional Standards to scaffold and support, empowers teachers to be critical of their thinking and practice, and enhances teacher professionalism to ultimately serve our children and young people across Scotland.
- Professional learning is central to the principles of the teaching profession.
- PRD provides teachers, throughout the year, with ongoing opportunities to reflect on their practice and personal learning, punctuated with a variety of professional learning conversations, supported by an annual review meeting between reviewee and reviewer.
- When set within a culture of professional trust and positive relationships, where everyone has a shared understanding of its purpose, high quality PRD empowers teachers, whether they are reviewers or reviewees, to be leaders 'of and for' learning.
- Professional Standards for teachers are core to the being, knowing and doing that is teacher professionalism. It is these standards which make useful connections between ongoing Professional Review and Development, Professional Learning and Professional Update sign-off.
- Through actively engaging in self-evaluation across the standards and ongoing

dialogue, teachers can become agents of change, develop an enquiring mindset and take ownership of their learning journey.

4.2 East Dunbartonshire Council Education Service is committed to supporting the professional development of all staff.

5.0 National Context For Professional Review And Development And Professional Update

5.1 The national agreement A Teaching Profession for the 21st Century requires teachers to have an ongoing commitment to maintain their professional development. It was established as an entitlement and duty for teachers. PRD is the main vehicle for teachers and their managers to identify teachers' professional development needs, and to plan how to address them through professional learning.

5.2 Since August 2014 the Professional Update (PU) scheme, which is based on a legislative requirement in the 2011 Public Services Reform Order, requires teachers to engage with the PU scheme. The Professional Update scheme lays out the principles for the PRD process and makes continuing engagement in PRD and Career Long Professional Learning (CLPL) a requirement of every registered teacher in Scotland.

5.3 The [National Improvement Framework \(NIF\): Drivers of Improvement, Teacher Professionalism](#), identifies the strong link between teachers' professional skills and competences and the quality of children's learning experiences. The Scottish Government gathers data on the numbers of teachers in local authorities who are enquiring and engaging reflectively with the GTCS Professional Standards and considering the impact of their professional learning, as part of the Professional Update process. This contributes to the understanding of how teachers are linking their professional learning with its impact on children's progress and achievement.

5.4 An empowered system should be underpinned by a strong commitment to developing capacity through professional learning. A culture of empowerment enables teachers to engage directly with relevant professional standards and feel supported and challenged by the Professional Review and Development process.

5.5 The PRD scheme within East Dunbartonshire Council was validated by GTC Scotland (GTCS) in 2020 and is required to be revalidated every 5 years.

6.0 Readiness for PRD

6.1 High quality PRD is an entitlement of all registered teachers.

6.2 Schools should invest time to ensure they are best equipped to engage in high-quality PRD. The GTCS 'Are we ready for PRD?' guide suggests five areas which schools should consider when preparing for PRD:

- Health Check (Culture of Trust and Climate)
- Planning and Prioritisation
- Reviewees and Reviewers
- PRD Preparation and Paperwork

- Professional Dialogue

- 6.3 The GTCS [Professional Review and Development resources](#) can support schools in exploring their readiness for PRD can be used to self-evaluate, if appropriate.
- 6.4 In East Dunbartonshire Council, all teachers should use the GTCS My PL platform for recording Professional Learning, PRD meetings and the Professional Update process.
- 6.5 All teachers should familiarise themselves with the MyPL platform, ensuring personal details are up-to-date, using GTCS guidance.

7.0 Culture And Climate Of Trust

- 7.1 Schools which have a strong culture and climate of trust where teachers feel empowered, valued and nurtured are able to deliver high quality PRD. There is greater opportunity to offer not only support, but also challenge as an integral part of teacher development where a culture of trust and respect exists.
- 7.2 Schools should self-evaluate to understand the quality of their professional relationships which are fundamental to a positive learning culture and school ethos. Self-evaluation support resources created by the GTCS are available ([Culture and Climate of Trust](#)).
- 7.3 If schools are self-evaluating their relationships as part of collegiate activities this should be reflected in the Working Time Agreement (WTA) in addition to the agreed PRD WTA arrangements.

8.0 Planning And Prioritisation

- 8.1 WTAs should include six hours for PRD. This includes preparation for PRD, self-reflection against the standards, the PRD meeting, an interim PRD meeting and recording professional learning.
- 8.2 The interim PRD does not need to be a formal process, priority should be given to the PRD. Interim PRDs should be available if a member of staff requires further guidance, support or challenge.
- 8.3 Schools should include formal PRD meetings in the collegiate calendar at the start of the school session.
- 8.4 The timing of PRD meetings should be managed to best fit the needs of the school community, taking into consideration any influencing factors from within their own contexts.
- 8.5 The timing of PRD meetings during the school session should allow the outcomes from PRD discussions to best influence and impact upon school improvement planning.
- 8.6 Although time is allocated for PRD through the WTA, reviewers and reviewees can negotiate a mutually suitable time which may include Non-Class Contact Time (NCCT).

8.7 Reviewee and reviewer pairings should preferably be agreed early in the school session.

9.0 Reviewees And Reviewers

9.1 When all teachers, regardless of their remit, share an understanding of the purpose and value of PRD and are clear about their roles and responsibilities within it, a positive impact is more likely.

9.2 The GTCS provide clear guidelines about the roles and responsibilities for:

- Reviewees
- Reviewers
- School Leadership Teams
- Local Authorities and Employers
- GTCS

9.3 All staff should familiarise themselves with the GTCS roles and responsibilities for PRD ([Appendix 1: Roles and Responsibilities](#)).

9.4 In East Dunbartonshire Council the roles and responsibilities of the Chief Education Officer, Head Teachers and other managers, all promoted teachers who manage staff and all teachers are further defined. All staff should familiarise themselves with the roles and responsibilities, below, which includes a commitment to ensuring a positive culture and climate within all establishments.

9.5 The Chief Education Officer will:

- Communicate the policy, support materials and any changes in them to all teachers
- Ensure that the policy is linked to the strategic vision of the local authority and to other major policies
- Publish improvement priorities annually to enable schools to establish improvement
- Plans, allowing teachers to identify their contribution through the PRD process
- Provide professional learning opportunities based on national priorities, East Dunbartonshire Council priorities, as informed by ongoing evaluation of staff development and appropriate information from the PRD process, and
- Monitor evaluate and report on the effectiveness of the PRD policy and the level of engagement with it.

9.6 All Head Teachers and other relevant managers will:

- Ensure that the PRD policy is applied fairly and appropriately in their school or area of responsibility
- Ensure that suitable professional learning opportunities are available for all teachers for whom they are responsible, whether permanent, temporary, full-time or part-time

- Ensure that professional learning to support school developments is clearly detailed in School Improvement Plans
- Identify trends in professional learning needs and take appropriate action to address them, for example, at school level, cluster level, through professional learning communities or in collaboration with other schools and organisations
- Ensure that Professional Learning/Career Long Professional Learning (CLPL) is contained within the remit of a manager or member of staff, and
- Remind staff to update GTCS registration details.

9.7 All ***promoted teachers*** who manage staff will:

- Ensure that the annual PRD meeting is arranged for each teacher or respond to a request to arrange it from a teacher
- Arrange PRD meetings so as to comply with the establishment Working Time Agreement
- Facilitate the PRD meeting using a coaching and mentoring approach which places the emphasis on the quality of the professional dialogue rather than on the recording requirements
- Support staff constructively through the PRD meeting and provide challenge where appropriate
- Provide opportunities to discuss individual professional learning needs based on the Professional Standards as well as learning needs related to improvement plans
- Sign off the Professional Learning record, and validate the Professional Update requirements of GTC Scotland when appropriate
- Maintain an awareness of the work of the staff for whom they are responsible through monitoring and support, and
- Provide continuing support for professional learning throughout the year by facilitating opportunities and/or seeking opportunities for staff in other classrooms, curricular areas, schools or organisations in liaison with the CLPL co-ordinator.

9.8 All teachers will:

- Take responsibility for their own CLPL
- Engage in the PRD process in line with the establishment WTA
- Ensure that an annual PRD meeting has been arranged for them by their manager or request that one is arranged
- Prepare for the annual PRD meeting by completing their Professional Learning record on MyPL and identifying professional learning areas which are to be continued or developed from the previous year and are to be continued or developed from the previous year and will enable them to contribute to any relevant improvement plans
- Address individual professional needs arising from reflection against the appropriate GTC Scotland Professional Standards
- Engage in a professional dialogue with reference to the Professional Standards at the PRD meeting
- Identify, request and arrange professional learning opportunities in agreement

with their reviewer as the year goes on, and seek their reviewer's assistance in doing so if required

- Engage in 35 hours of additional professional learning over a school year which is undertaken outwith the contractual 35-hour working week
- Maintain and complete their Professional Learning record with appropriate evidence as the year continues and have this agreed and signed off by their reviewer before the end of the school session, and
- Engage in the GTC Scotland Professional Update process in a 5-yearly cycle, or as determined by GTC Scotland. It is the teacher's responsibility to ensure that this is completed and the reviewer's responsibility to validate the teacher's declaration.

9.9 In addition to the responsibilities of teachers, *all Chartered Teachers* will:

- Make a distinctive contribution to the school and education community, taking full cognisance of the [Standard for Career-Long Professional Learning](#)

10.0 PRD Preparation and Paperwork:

- 10.1 The East Dunbartonshire Council PRD and PU policy must be shared annually by the Head Teacher, so all reviewees know what is expected of them with regards to local authority agreed procedures.
- 10.2 In preparation for PRD meetings, reviewees must check their Professional Learning record has been completed on MyPL. The main purpose of the Professional Learning Record is an aide memoire to stimulate conversations during PRD meetings.
- 10.3 Reviewees are not obliged to share all Professional Learning, but they must share the Professional Learning which has had the most significant impact on their practice and pupils. Reviewees must share Professional Learning from MyPL at least one week in advance of the PRD meeting.
- 10.4 Reviewees must self-evaluate their progress and consider areas for development against the GTCS standards. EDC Coaching Wheels ([Appendix 2](#)) should be used to support this process.
- 10.5 Reviewees must complete and submit their Coaching Wheel at least a week in advance of the meeting.
- 10.6 Reviewers will study the reviewees completed Coaching Wheel and prepare their own thoughts for the PRD meeting.
- 10.7 At the PRD meeting, the reviewer will use coaching conversations. The format of the PRD meeting will include:
 - A discussion about the impact of the previous year's CLPL
 - Self-evaluation against the relevant standards
 - A critical discussion about the impact of Professional Learning on pupils,

- colleagues and the reviewee
- Agreement on future Professional Learning
- Identification of areas for development, a maximum of three is good practice.

10.8 During the meeting, the reviewee must capture the discussion in a mutually agreeable format.

10.9 After the meeting the reviewee must complete the relevant sections on MyPL:

- Professional Review and Development
- Areas for Development (AfD)
- Ensure their contact information with the GTCS is updated
- Maintain their Professional Learning record on MyPL

11.0 Professional Dialogue

11.1 The most important aspect of the PRD meeting is the quality of the professional dialogue and that is dependent on thorough preparation by both the reviewee and reviewer.

11.2 Throughout the year, there should be ongoing professional dialogue that helps teachers to self-reflect, challenge their thinking and clarify actions to be taken.

11.3 Explicit connections between PRD, the Professional Standards, the School Improvement Planning cycle and collegiate activities should be transparent for all.

12.0 Coaching and Mentoring

12.1 Effective coaching approaches contribute to reviewees being appropriately supported and challenged in their Professional Learning conversations.

12.2 East Dunbartonshire Council is committed to ensuring that there is a robust and systematic approach to developing coaching approaches, providing quality training opportunities for all reviewers.

12.3 All promoted staff must undertake coaching training provided by EDC.

12.4 Coaching training will be included in the EDC CLPL calendar each session.

13.0 Professional Learning

13.1 The [National Model of Professional Learning](#) provides a framework of Career-Long Professional Learning in action. The Professional Learning Planning Cycle assists and supports reflective thinking in PRD discussions. Schools should use both when considering Professional Learning as part of the PRD and PU process.

13.2 EDC provides a comprehensive range of CLPL opportunities to support improvement priorities.

- 13.3 Suitable Professional Learning opportunities are wide ranging in nature. Attending courses, while valuable, constitutes only one type of Professional Learning. Professional learning opportunities can also include:
- Experiential, action or enquiry-based learning
 - Professional dialogue with colleagues, other professionals, parents and learners
 - Focused professional reading and research
 - Leading or engaging in practitioner enquiry/action research
 - Critical analysis of reading, learning and impact on professional practice
 - Peer support e.g., coaching or mentoring
 - Classroom visits/peer observations/shadowing with related professional dialogue
 - Planning learning which is inter-disciplinary or cross-sector
 - Participation in activities relating to assessment and moderation
 - Secondments, acting posts and placements
 - Masters study and qualifications
 - Accredited courses or activity related to achieving national professional standards for teachers
 - Professional / Academic conferences
 - Self-evaluation and critical reflection processes
- 13.4 Professional Learning can take place at school, cluster, local authority, West Partnership and National Level.
- 14.0 PRD for Temporary and Supply Teachers**
- 14.1 To remain on the supply list within East Dunbartonshire Council, all teachers must have an annual PRD and complete their Professional Update. When supply/temporary teachers are approved for the supply list they will be provided with this procedure by the Workforce Planning Support Officer.
- Supply teachers will have to acknowledge their commitment to the PRD and PU process as part of the annual supply list review procedures.
- 14.2 Within this policy the following terminology is used:
- Supply teachers: engaged for no more than two days.
 - Temporary teachers: issued with letters of engagement due to undertaking work beyond two consecutive days.
- 14.3 All temporary and supply teachers have an entitlement to a PRD meeting and are required to engage in the PRD and PU process.
- 14.4 All temporary teachers will be informed of their responsibilities to undertake CLPL and participate in the PRD by the Head Teacher.
- 14.5 Temporary teacher letters of engagement state the responsibility to maintain and develop knowledge and skills. This should be done as part of CLPL and the Professional Update Process.

- 14.6 All supply staff who are in employment should request a PRD meeting each year. This can be any school where they have worked in an academic year.
- 14.7 If supply teachers are unable to identify how to make a contribution to a specific school's Improvement Plan, they will identify and evaluate against the appropriate GTCS Professional Standards.
- 14.8 An annual reminder will be sent by the Workforce Planning Support Officer (WPSO) to all supply teachers to remind them to:
- Update their GTCS details
 - Maintain a Professional Learning record on MyPL
 - Seek an annual PRD
 - Complete their PU

15.0 PRD for Head Teachers

- 15.1 Head Teacher PRD meetings are conducted by the Chief Education Officer or delegated to the relevant Quality Improvement Manager.
- 15.2 Head Teacher PRD meetings will follow the PRD processes using the Coaching Wheel and through discussion of School Improvement priorities.
- 15.3 Head Teachers are entitled to request a meeting with the Chief Education Officer at any time on a personal or professional issue.

16.0 PRD for Central Staff

- 16.1 All GTCS registered Central staff ("central staff") have an entitlement to a PRD meeting and are required to engage in the PRD and PU process.
- 16.2 Reviewers for central staff are identified in [Appendix 3](#): Central Staff PRD reviewer structure
- 16.3 Central staff should follow the PRD and PU processes outlined in this procedure.

17.0 Professional Update Process

- 17.1 Engagement in [Professional Update](#) is an ongoing process which is informed by Professional Learning and annual PRDs.
- 17.2 Every five years, or as determined by GTCS, teachers will be required to confirm their engagement in this process with the GTCS.
- 17.3 Professional Update will be completed on the MyPL platform.
- 17.4 It is the teacher's responsibility to ensure that this is completed and the manager's responsibility to validate the teacher's declaration.

17.5 Reviewees are not expected to provide five years of evidence for Professional Update. Evidence should be reviewed annually during the PRD process.

17.6 Any potential issues regarding the Professional Update process should be managed separately by line managers and individuals and not part of the PRD process.

18.0 Confidentiality

18.1 Individual meetings between the reviewer and reviewee will be in confidence.

18.2 The content and records of meetings will be used for no other purpose without the agreement of the reviewer and reviewee.

18.3 The reviewer will normally keep records of reviews for six months after a teacher leaves the school, following which, they should be confidentially destroyed in line with GDPR requirements.

19.0 Appeals

19.1 The right of appeal will apply in two areas:

- Failure to agree the sign-off for a plan or record in the annual PRD process, and
- Failure to agree the sign off for the 5 yearly Professional Update process.

19.2 Should a difficulty be encountered in either of the two areas above, the following steps should be followed:

- A further attempt to resolve the situation by discussion should be made by the reviewee and the reviewer.
- If this fails, mediation should be sought by either party e.g., a more senior manager, HR, your Trade Union representative.
- If this fails, then the teacher may approach a more senior manager and present their reasons for appealing. The more senior manager would discuss the matter separately with the teacher and the original manager and may also meet with them jointly.
- The more senior manager will then reach a decision on the matter.
- If the matter remains unresolved, then the teacher may seek resolution through the joint secretaries of the LNCT.
- This does not detract from an individual teacher's right to initiate the appropriate employee grievance procedure.

20.0 Deferrals Process

20.1 There may be occasions when a teacher cannot complete the Professional Update process due to for example, career breaks, extended illness, maternity / paternity / adoption leave, unemployment or engagement in only occasional supply work

20.2 If a teacher is genuinely unable to complete the Professional Update sign-off process in the designated year, then the teacher should have the opportunity to request a deferral

for one session.

- 20.3 A deferral can be made on MyPL once the teacher has discussed the reason for the deferral with their Head Teacher. Once discussed and if agreed the teacher can select 'Request Deferral' on the Professional Learning Record area of MyPL.
- 20.4 If an individual teacher disagrees with a decision regarding a Professional Update deferral, the matter should be referred to the Chief Education Officer.
- 20.5 The Chief Education Officer will adhere to the guidance set out by the GTCS in the [Professional Update Policy](#).

21.0 Non-Engagement with PRD and PU

- 21.1 Permanent and temporary teachers who do not engage with PRD and/or PU should be given support and guidance to appropriately engage, in the first instance.
- 21.2 Continued non-engagement with PRD and/or PU should be reported to the Head Teacher or Local Authority, when the Head Teacher is the reviewer.
- 21.3 The reviewee will be reminded of their professional responsibilities and given clear timescales in which to complete their PRD and/or PU within the academic year.
- 21.4 EDC Disciplinary Procedures will be implemented if non-engagement with PRD and/or PU continues.
- 21.5 Supply teachers who do not engage with the PRD and/or PU process will be removed from the supply register.

22.0 Quality Assurance Processes

- 22.1 Quality Assurance of the Professional Update process will be undertaken annually.
- 22.2 The Chief Education Officer (or if delegated to the PU Lead QIO) will ask for confirmation that all staff in schools have completed a PRD during a school session.
- 22.3 The Chief Education Officer/PU Lead QIO will facilitate focus groups for Class Teachers and Promoted staff to Quality Assure the PRD and PU Process
- 22.4 If delegated, the PU Lead QIO will collate and report feedback from focus group to the Chief Education Officer to ensure the procedures remain relevant.

Appendix 1: Roles and Responsibilities

Before PRD	During PRD	After PRD	Ongoing throughout PRD
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Reviewees should...	Reviewers should...	School Leadership Team should...	Local Authority & Employers should...	GTCS should...
...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process	...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process	...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process	...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process	...be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
...play their part in ensuring the Reviewee/ Reviewer relationship is one of trust and respect	...develop a trusting relationship with the reviewee so the reviewee feels 'safe' and comfortable with both challenging and supportive PRD discussions	...use self-evaluation tools to measure their culture of trust and seek to improve if required	...through self-evaluation, encourage an organisation-wide ethos and culture, built on the foundations of trust and respect	...provide resources to support a culture of trust, professionalism and growth
...be familiar with expectations of the locally agreed PRD policy	...be familiar with expectations of the locally agreed PRD policy	...be familiar with expectations of the locally agreed PRD policy	...review the expectations of the locally agreed PRD policy in line with revised national PRD Guidelines	...ensure LAs have engaged with revised PRD Guidelines through the revalidation process
...have an understanding and appreciation of the value, purpose and process of coaching	...be trained in coaching and/or have significant experience in coaching. They should make	...ensure all reviewers access coaching skills development opportunities prior to	...ensure all reviewers access coaching skills development opportunities from early in	...train LA Professional Update Leads and identified staff in coaching, encouraging

Professional Review and Development and Professional Update

Reviewees should...	Reviewers should...	School Leadership Team should...	Local Authority & Employers should...	GTCS should...
conversations and be aware when a coaching conversation is happening	reviewees aware of the coaching conversation taking place	taking on the role	their career, by providing training	LAs to pursue Professional Recognition for their roll-out coaching programmes
...consider unconscious bias during all PRD discussions to ensure there is an equity of experience for all	...consider unconscious bias during all PRD discussions to ensure there is an equity of experience for all	...consider unconscious bias during all PRD discussions to ensure there is an equity of experience for all	..provide training in awareness of unconscious bias, to support and challenge our thinking during PRD conversations to ensure there is an equity of experience for all	...provide signposts to support awareness, knowledge and understanding of unconscious bias, protected characteristics and equality and inclusion
		...acknowledge that protected characteristics may create barriers to accessing professional learning, and should take steps to remove such barriers to allow equal access	...acknowledge that protected characteristics may create barriers to accessing professional learning, and should take steps to remove such barriers to allow equal access	
...be familiar with current and new career structures and consider own next steps	..be knowledgeable of current and new career options to support career conversations, whether about potential promotional opportunities	..support all reviewers in having a relevant and current knowledge of current and new career options, and a knowledge of professional learning	..share current information re career options and professional learning opportunities with all schools/teachers through local	

Professional Review and Development and Professional Update

Reviewees should...	Reviewers should...	School Leadership Team should...	Local Authority & Employers should...	GTCS should...
	or developing and deepening the knowledge and skills within the classroom	opportunities available locally and nationally	communication channels	
	...where appropriate, recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities	...recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities	...recognise the valuable professional learning experience of those undertaking 'acting headteacher' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities	
...have some knowledge of varying different sources where professional learning can be sought, such as LA directories, practitioner enquiry, EdScot, RICs, Professional Recognition etc.	.have current knowledge of varying sources where professional learning can be sought, such as LA directories, practitioner enquiry, EdScot, RICs, Professional Recognition etc.	..stay abreast of local and national professional learning opportunities and share across school community	..keep all schools informed through regular communication of local, regional and national professional learning opportunities available to teachers	..share any GTCS related professional learning opportunities with LA leads and employers
...review their part in the PRD conversation and reflect on their ownership,	...review their part in the PRD conversation and consider the experience	...provide opportunities for reviewers to moderate their approaches to PRD	..take opportunities to seek feedback from reviewees and reviewers,	..seek feedback from professional update registrants to capture the

Professional Review and Development and Professional Update

Reviewees should...	Reviewers should...	School Leadership Team should...	Local Authority & Employers should...	GTCS should...
self-reflections and general professionalism in their own approach to Professional Learning and the potential of PRD	the reviewee has received	and share their understanding, being mindful of confidentiality	through quality assurance processes	general consensus of impact through annual evaluations and include in ongoing review of the process
...allow the reviewer sufficient time to prepare for a high-quality PRD session by submitting any preparatory work in a timely fashion	...take time to prepare and familiarise themselves in advance with shared information from the reviewee for a PRD discussion, and consider a coaching approach to help identify next steps in learning	...allow both reviewer and reviewee sufficient time to prepare for a highquality PRD session through the working time agreement	...ensure that time for the formal PRD process is recognised within LNCT agreements	
...maintain a reflective professional learning record with associated evidence of impact, recording only significant pieces of professional learning, linking them to the professional standards	...be familiar with the professional standards to support the professional dialogue around recent professional learning experiences and identification of future areas of development	...endeavour to make links between professional standards and collegiate activities undertaken in school to support staff in making these connections	...provide a way of teachers maintaining a professional learning record, with clear, non-bureaucratic policies	...provide a National E-portfolio for all teachers to maintain their record of professional learning, seeking feedback to review and refresh where necessary
..engage in self-evaluation across GTCS Professional Standards,	...familiarise themselves with the self-evaluation of the reviewee prior to the	..ensure all staff are proficient in self-evaluation against GTCS	...review the materials available to schools to support self-evaluation	... continue to refresh the self-evaluation materials and coaching wheels in

Professional Review and Development and Professional Update

Reviewees should...	Reviewers should...	School Leadership Team should...	Local Authority & Employers should...	GTCS should...
and other appropriate reference points, as an integral part of the PRD process, and share those reflections with the reviewer, using the preferred tool/ process e.g., coaching wheel etc.	PRD and be prepared to ask relevant questions with a coaching approach of challenge and support.	Professional Standards and have access to appropriate sources of support, in line with local policies	against the standards, and provide training in self-evaluation if and when required	line with the revised Professional Standards
...share through professional dialogue how professional learning has impacted on practice supported through appropriate evidence-avoid solely talking about what was done	...be clear to focus the professional discussion around the impact of professional learning on the reviewee as well as the learners and community, and not solely on what was done. Ask coaching questions to explore			
...regularly seek-out professional learning conversations with peers/ Reviewer to discuss ongoing learning experiences	...whenever possible engage in ongoing professional learning conversations with reviewee to discuss ongoing learning experiences	...provide opportunities for ongoing professional dialogue e.g., as an item on departmental meeting agendas	... provide opportunities to share and reflect on developments across school communities	

Professional Review and Development and Professional Update

Reviewees should...	Reviewers should...	School Leadership Team should...	Local Authority & Employers should...	GTCS should...
... make associations with reviewer if it is your PU sign off year		...monitor participation in PRD to ensure the entitlement of all, including any associated supply teachers. Ensure reviewees due sign off make associations via MyGTCS/ other platform with their reviewer	...monitor participation in PRD to ensure the entitlement of all, including supply teachers and Headteachers. Alert schools of those teachers due their PU sign off that year	...monitor participation in PU sign off and alert LAs as to relevant registrants
			...engage with professional associations locally through LNCT to ensure that local policies and procedures for PRD, and support materials, reflect the revised national PRD guidelines	...ensure LAs have engaged with revised PRD Guidelines through the revalidation process
			...support schools by identifying, exemplifying, sharing and disseminating good practice	
...plan and undertake professional learning once areas of	...consider the reviewee's identified areas for development and	...consider all staff's identified areas for development and	...consider all staff's identified areas for development and	...through the platform of MyPL provide an avenue to record and reflect on

Professional Review and Development and Professional Update

Reviewees should...	Reviewers should...	School Leadership Team should...	Local Authority & Employers should...	GTCS should...
development have been identified and have opportunities to adapt during the course of the year if the need or opportunity dictates	consider how these might relate/ contribute to priorities, and offer support in this area where necessary	consider how these might relate/ contribute to priorities/ influence the School Improvement Plan, and offer support in these areas where necessary	consider how these might relate/ contribute to priorities/ influence opportunities for professional learning being offered across the LA and beyond.	professional learning
...embrace a culture of professional learning and engage in life-long learning opportunities for improved outcomes for our children and young people	...promote a culture of professional learning linked explicitly to improved outcomes for children and young people, encouraging reviewees to identify themselves as life-long learners	...promote a culture of professional learning in the school linked explicitly to improved outcomes for children and young people, ensuring teachers see themselves as learners	...promote a culture of professional learning across the organisation linked explicitly to improved outcomes for children and young people, encouraging all teachers to see themselves as learners	...promote a culture of professional learning ensuring teachers continue to see themselves as learners a

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Appendix 2: Coaching Wheels

As part of engagement in the Professional Update process individuals should self-evaluate using the Professional Standards relevant to their context.

Self-evaluation can take many forms and may occur at various stages in their professional learning journey. The Standards are one key reference, but other sources may also form part of your self-evaluation, such as your own PRD areas for development and school and/or improvement plan.

Self-evaluation should be a useful process that is rigorous and enables you to critically reflect about yourself as a professional and your practice. Self-evaluation should support you to:

- Reflect on what you have done
- Think about what you might do next
- Consider your own progress and development
- Deeply understand your professional practice, your professional learning and the impact of this on: your thinking; professional actions; those you work with/support; and pupils and their learning.

Self-evaluation wheels are useful coaching tools to support the self-evaluation process. Coaching wheels should be used in preparation for PRD meetings.

In East Dunbartonshire Council one of the following four [self-evaluation wheels](#) should be used:

- [Standard for Full Registration](#)
- [Standard for Career-Long Professional Learning](#)
- [Standard for Middle Leadership](#)
- [Standard for Headship](#)

Appendix 3: Central Employees PRD Reviewer Structure

