

1 Introduction

GTC Scotland has established a process called Professional Update, the development of which was required by an act of the Scottish Parliament in 2011.

The **key purposes** of Professional Update for teachers are:

- to maintain and improve the quality of our teachers as outlined in the appropriate professional standard 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.

The **key principles** of Professional Update for teachers are:

- A responsibility to consider their development needs.
- An entitlement to a system of supportive professional review and development (PRD) which can:
 - assist them to identify constructive ways to engage in self-evaluation and professional learning in order to maintain and enhance professional knowledge, skills and practice;
 - provide access to professional learning experiences which can develop and enhance professional practice as well as addressing those areas identified as requiring support; help them to manage change; and
 - offer a focus on ways in which they can enhance their careers.
- Confirmation that they have maintained the high standards required of a teacher in Scotland's educational establishments.

Professional Update has the following **key stages**:

- Independent Schools apply the principles and criteria of Professional Update to quality assure and to revise their Professional Review and Development processes as appropriate. This is the focus of a validation event initiated by GTC Scotland. Further detail about this process is provided in section 2.
- Registered Teachers annual update their contact information, involving the submission to GTC Scotland of address and personal details, as appropriate. This can be done through the creation of a MyGTCS account; at www.gtcs.org.uk/GTCS-login. It is a condition of registration with GTC Scotland that all registered teachers ensure that address contact details are up to date.
- Teachers engage in ongoing professional review processes, self evaluate using appropriate GTC Scotland Professional Standards, engage in professional learning, keep a reflective record of their professional learning and evidence of its impact on their thinking and professional actions. They discuss the impact of their professional learning with their line manager, as part of the ongoing Professional Update process.
- Every/...

- Every 5 years, teachers confirm their ongoing engagement in the Professional Update process with GTC Scotland, with confirmation by their line manager. This confirmation is referred to as the Professional Update sign-off and is recorded as part of teachers' registration details on the GTC Scotland Register of Teachers.

2 Validation Events

2.1 The Purpose of the Validation

GTC Scotland seeks to ensure that the key purposes, principles and features of the Professional Update process are applied consistently across Scotland for all registered teachers. A validation process has been developed and agreed for the independent sector and validation/endorsement criteria have been established to clarify how those key purposes, principles and features should be applied to local PRD processes. The criteria are listed in the Appendix 1 & 2.

There are two possible routes to validation for independent schools. These are outlined in the diagram below. Schools who have implemented, or plan to implement, the Scottish Council for Independent Schools (SCIS) or the Education Through Care Schools (EtCS) PRD frameworks should choose to follow Option A as their route to validation. In some instances, where these frameworks are not suitable for implementation, an individual school may elect for Option B. There are a small number of schools who are not members of SCIS or EtCS and will therefore be required to follow Option B.

2.2 Partnership with SCIS and EtCS

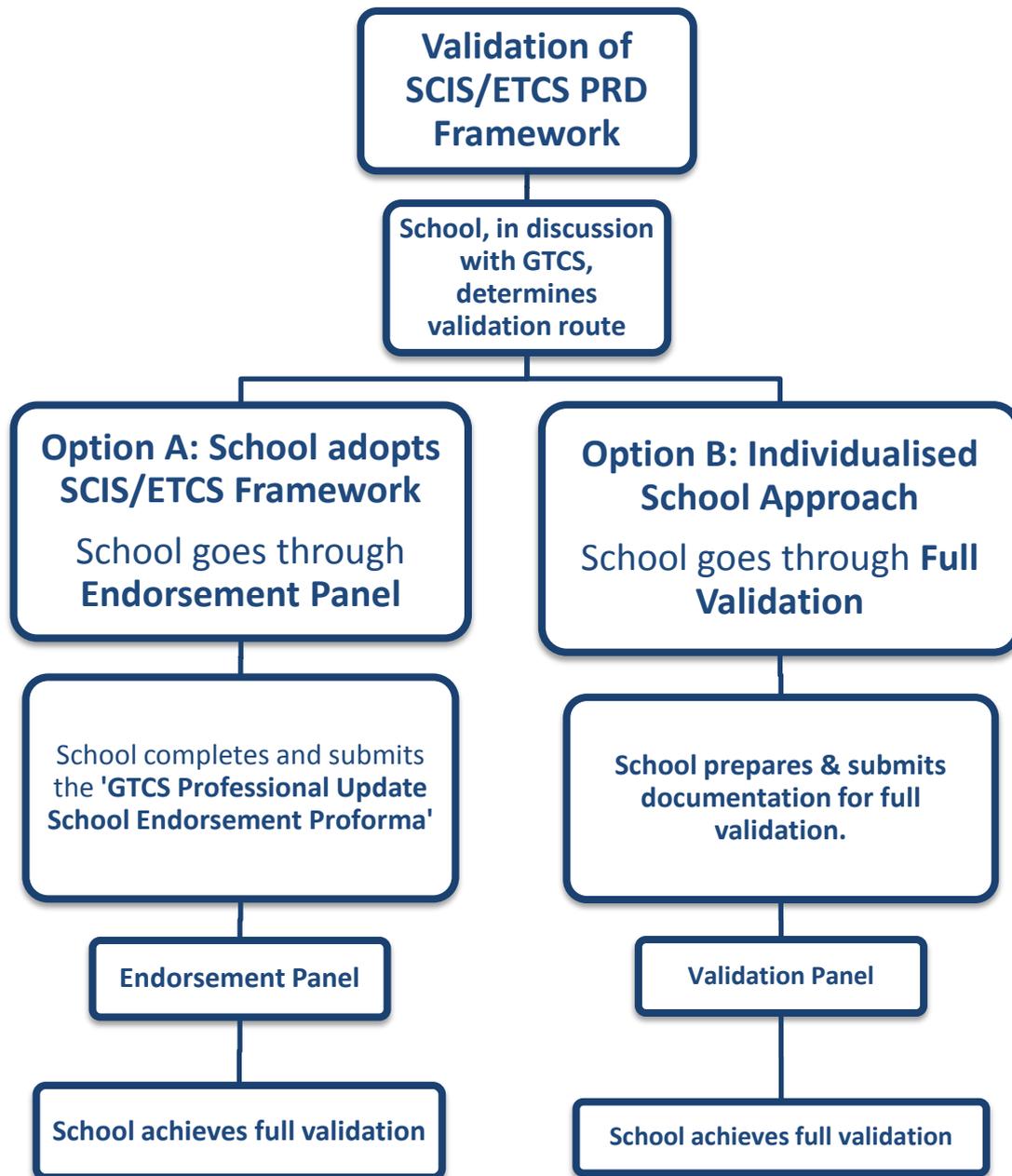
GTC Scotland have worked in partnership with the Scottish Council of Independent Schools (SCIS) and with Educating Through Care in Scotland (EtCS) to develop an appropriate validation process for the Independent sector that meets the needs of mainstream and special education schools.

SCIS is an advisory body for independent schools offering advice to member schools about educational developments and legislation. SCIS also work on behalf of the independent sector to communicate and negotiate with Scottish Parliament, Government and public and private bodies.

EtCS is the association for residential independent schools and services which provide care and education for children and young people with additional support needs.

SCIS and EtCS have each produced a PRD framework with guidance on Professional Update to support their member schools to develop their own appropriate system to meet the needs of Professional Update. The frameworks outline the key features essential to any PRD system within an independent school. Validation criteria have been established to clarify the key purposes, principles and features of Professional Update that should be embedded within the both SCIS & EtCS PRD frameworks and Professional Update guidance. The documentation should ensure that by adopting and implementing the framework each school, following a successful endorsement panel, will be able to address and meet the validation criteria. The criteria are listed in Appendix 1.

Both SCIS and EtCS are advisory bodies and not employers. Therefore, the validation of SCIS and EtCS focused on the PRD & PU guidance but not on the implementation. The implementation of PRD and Professional Update is the responsibility of the individual school. Individual schools adopting the SCIS or EtCS framework will be required to go through an Endorsement Panel to achieve full validation. Full details of this are outlined below.



2.3 How does a school determine the appropriate validation route?

- a) Schools should audit their current/planned PRD policy & guidance using GTCS guidance and validation criteria as well as the **validated** SCIS PRD Framework and guidance on Professional Update **or** EtCS PRD Framework. All schools should review their current procedures and policies to ensure they meet the needs of registered teachers to allow them to engage with all aspects of the Professional Update process.
- b) School elects **Option A** or **Option B** (see below).
- c) GTCS will write to schools and school should inform GTCS of their chosen route by 31st May 2014 and an implementation timescale agreed.

3/...

3 Option A: School/Service Adopting SCIS/EtCS Framework - Individual School Endorsement Process

- a) The school/service should be able to audit/match their current/proposed policy, procedures & guidance to the SCIS or EtCS Framework to ascertain whether their systems reflect the relevant PRD advice. The school/service should also evaluate their procedures against the Endorsement Criteria to ensure these are addressed (appendix 1).
- b) By electing **Option A** the school/service is making a commitment to and confirming that all the key principles, features and processes within the SCIS or EtCS Framework underpin and are embedded within the school's policy and procedures.
- c) It is recognised that schools and services may need to amend, further develop and add to the SCIS or EtCS PRD Framework & guidance to ensure it meets the needs of their local context.
- d) The school/service, if/as required, will complement the framework with their own relevant processes, requirements and language, appropriate to their context.
- e) School completes and submits the '**GTCS Professional Update School Endorsement Proforma**' (**Appendix 3**). The form:
 - (i) Confirms adoption of SCIS or EtCS Framework;
 - (ii) Confirms procedures for PU sign-off;
 - (iii) Provides a summary of any school specific amendments/key issues relating to implementation within the local context;
 - (iv) Includes a timeline for engagement and support for staff regarding the PU process and any amendments to their processes & policies. This would include planned staff development/training as appropriate.
- f) The school **should not** submit their PRD policies or guidance documentation.

3.1 The Endorsement Panel

This school will liaise with a GTC Scotland officer to discuss and agree the timescale and requirements for the endorsement panel. The school will submit the Endorsement Proforma electronically 10 working days in advance of the endorsement panel.

- a) An endorsement panel will review the Endorsement Proforma submitted by the school. This endorsement will confirm that the school has adopted and is implementing the validated SCIS/ETCS framework to support engagement with PU. The panel will decide if the endorsement criteria have been met. The panel may then decide to validate fully or with conditions.
- b) A letter will be sent to each school noting the panel decision and any conditions/recommendations noted.

Any conditions must be addressed by the school before full validation can be given. Any condition will be discussed with the school and the steps to be taken to meet the condition agreed within an identified time. When this process is complete, full validation will be confirmed in writing by GTC Scotland.

For both full and conditional validation outcomes, the panel may make recommendations which provide advice on further steps the school might take.

- (i) The panels will be held at GTCS and phased from June 2014-June 2015
- (ii) They will comprise 1 servicing officer and 1 Council/PUWG member
- (iii) Each panel will review around 4-6 schools
- (iv)/...

- (iv) The school is **not** required to attend the panel
 - (v) The GTC Scotland reserves the right to hold a full validation if there is a **significant** cause for concern.
- c) GTC Scotland will develop Quality Assurance processes. As part of this process the GTCS will reserve the right to sample across schools and gather feedback from teachers.

4 Option B: Individualised School Approach and Full Validation

Schools will develop their own Professional Update (PU) system to support and facilitate teachers engaging with and completing Professional Update. The PU system should be based on the school's PRD policy, outlining specific support for teachers engaging with all aspects of the Professional Update process; including procedures to support professional learning, the recording of professional learning and evidence of impact; and procedures for the 5 yearly PU sign-off.

4.1 The Validation Event

The validation event will involve a meeting with senior strategic staff and staff representatives.

The validation panel will look at each school's processes by examining documentation and visiting the school to hold a validation event. From the evidence gathered, the panel will decide to what extent the criteria have been met. The panel may then decide to validate fully or with conditions.

Any conditions must be addressed by the school before full validation can be given. Each condition will be discussed with the school and the steps to be taken to meet the condition agreed within an identified time. When this process is complete, full validation will be confirmed in writing by GTC Scotland. From experience in previous validation events, examples of conditions attached have included issues such as the need to further develop recording systems for PRD and professional learning, the absence of a relevant policy, the absence of monitoring procedures, and the need to raise awareness of Professional Update amongst teachers.

For both full and conditional validation outcomes, the panel may make recommendations which provide advice on further steps the school should take. Examples of recommendations regarding Professional Update have included continuity of responsibility following staff changes, and how supply staff can access the process.

Schools will be informed in writing of the panel's decision. This will be in the form of a letter indicating the outcome and any conditions or recommendations will be clearly identified.

A GTC Scotland officer will meet with or contact the school staff member responsible for Professional Update for a pre-validation briefing at least a month before the validation event. At this meeting the school documentation will be mapped onto the validation criteria and this document will be submitted electronically with others 10 working days in advance of the validation event.

A schedule of phased validation events will be developed by GTCS. Validations will be held from June 2014-June 2016. The date of the validation event will be agreed with the school. Teacher working within schools that are not yet validated should still engage with the Professional Update process, or seek a deferral where required.

4.2/...

4.2 The Validation Panel

The Validation Panel will be arranged by GTC Scotland. It will normally comprise 1 member drawn from GTC Scotland's Education Committee or Professional Update Working Group, and a GTC Scotland officer.

4.3 Location of the Event

The event will be held at the school.

4.4 Documentation in Advance of the Validation Event

The school will send electronically any relevant documentation to GTC Scotland for distribution to the panel (or to provide online links if the panel can access these) 10 working days before the validation event. The documentation must include the policy on Professional Update and PRD and the mapping of documentation to the validation criteria prepared at the pre-validation meeting. In addition, the following items should be submitted where available, plus any other relevant documents:

- A list of the documents submitted
- A summary of work done to date on PRD and Professional Update
- An implementation plan and timeline for revised PRD and Professional Update
- Staff guides to PRD / Professional Learning Programmes / Professional Update / types of professional learning
- Recording materials for the process (or online links if the panel can access these)
- Statistics regarding the level of engagement in the PRD process in recent years
- Surveys of teachers regarding PRD / Professional Learning Programmes

Where a school is in the process of revising PRD / Professional Learning policies, both the previous and proposed sets of documentation should be submitted.

4.5 The Programme for the Validation Event

In advance of the event, panel members will have read any documentation sent to them by the school. The event itself will normally take around half a day. Although it may vary according to local circumstances, a typical programme would be:

- 09:30 – 10:00 Private meeting of the panel. Chair collects questions/comments/possible areas for further discussion and exploration from panel members
- 10:00 – 11:00 Meeting with school strategic staff
- 11:00 – 11:30 Meeting with small group of representative staff
- 11.30 – 12:00 Panel discussion
- 12:00 – 12.30 Panel gives decision and verbal report to strategic staff

A written report from GTC Scotland will follow, normally within 2 weeks.

5 Validation Criteria for Independent Schools

The panel will seek evidence that the validation criteria have been met. Some of the evidence may come from the documentation submitted in advance of the validation event and other evidence may be sought during meetings with school strategic staff and staff representatives on the day of the event. The criteria are given in the Appendix.

6/...

6 Possible Areas for Discussion with Strategic Staff and Staff Representatives

The areas below give an indication of the kinds of issues that may be raised with school strategic staff but the exact nature of the discussion will vary according to local circumstances.

- Criteria which appear not to have been met from the panel's reading of the documents submitted in advance of the event.
- How policies on PRD and Professional Update link with other school policies.
- Monitoring processes for the engagement of teachers in the process and their perception of its quality.
- Arrangements to engage specific groups of staff such as supply teachers, peripatetic teachers, Head Teachers.
- How recording systems align with other paperwork / materials and facilitate sign off.

The areas below give an indication of the kinds of issues that may be raised with staff representatives, but the exact nature of the discussion will vary according to local circumstances.

- How information on Professional Update has been distributed.
- Training, briefing, support and other professional learning provided for reviewers and reviewees.
- Types of professional learning opportunities engaged in and how these address professional needs.
- How professional learning is recorded and evidenced.
- How professional learning impacts on self, colleagues and pupils.
- How self evaluation is engaged in using the GTC Scotland Professional Standards.
- Additional information that would be helpful regarding Professional Update.

Endorsement Criteria for Independent schools (Option A) – National Rollout

1	Adoption of SCIS/EtCS PRD Framework and guidance on Professional Update	Notes	
1.1	School has confirmed adoption of the SCIS or EtCS PRD framework and guidance on Professional Update and all key principles, features and processes within the SCIS/EtCS framework are embedded within the school's policy and procedures.		
2	Ongoing Engagement in PRD and Professional Learning		
2.1	There is a planned process of engagement and support on the PRD/PU process. Training, briefing, support and other professional learning on the PRD/PU process is available for both reviewers and reviewees.		
2.2	Quality assurance processes are in place to monitor the engagement of teachers in the process, their perception of the quality of the process, and the impact of the process.		
3	Five Yearly Sign Off		
3.1	Procedures for five yearly sign-off have been established either via local system and independent MyGTCS sign-off or through full MyGTCS access.		
3.2	All teachers are provided with guidelines on the completion of the sign off process.		
4	Appeals and Deferral Processes		
4.1	There is an appeals procedure as part of Professional Update / PRD process and policy and this is shared with all teachers.		
4.2	The appeals process is consistent with existing complaints and grievance procedures.		
4.3	There is a deferral process which is based on GTC Scotland guidelines with clear criteria and lines of communication between all parties.		
5	The Key Purposes of Professional Update		
5.1	The process as a whole is likely to maintain and improve the quality of teachers as outlined in the appropriate professional standard, and to enhance the impact that they have on pupils' learning.		
5.2	The process as a whole is likely to support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.		

Validation Criteria for Independent schools (Option B) – National Rollout

1	Partnership with Employees	Notes	
1.1	The school has engaged with employees in developing the Professional Update process.		
2	Annual Update		
2.1	The school process includes a procedure to prompt teachers to update their registration details annually with GTC Scotland. (Note – this can be done by registering for a MyGTCS account at http://www.gtcs.org.uk/mygtcs-application-form.aspx)		
3	Ongoing Engagement in PRD and Professional Learning		
3.1	The process is ongoing rather than just an annual interview.		
3.2	The process is based on support and challenge within an atmosphere of trust and collegiality.		
3.3	Teachers take responsibility for their own development and professional learning as lifelong learners.		
3.4	Training, briefing, support and other professional learning on the PRD/PU process is available for both reviewers and reviewees. It includes an emphasis on the use of self-evaluation by reviewees and the use of coaching and mentoring approaches by reviewers.		
3.5	Teachers have opportunities for continuing engagement in professional learning at individual, establishment and external levels which are relevant to their needs, aligned to improvement plans and the GTC Scotland Professional Standards.		
3.6	School PRD and Professional Update policies, guidelines and related materials are shared with all teachers.		
3.7	Teachers record and evidence their PRD and professional learning activities. The recording system is simple to use and meaningful, and includes a portfolio of evidence of the impact of professional learning.		
3.8	The school process includes teacher engagement in ongoing self-evaluation using the relevant GTC Scotland Professional Standards.		
3.9	All teachers have access to the PRD process. There are specific arrangements for groups such as supply		

	teachers, peripatetic staff and Head Teacher.		
3.10	Quality assurance processes are in place to monitor the engagement of teachers in the process, their perception of the quality of the process, and the impact of the process.		
4	Five Yearly Sign Off		
4.1	Completion of the five yearly sign off is the responsibility of the individual teacher and the line manager.		
4.2	All teachers are provided with guidelines on the completion of the sign off process.		
4.3	Line managers are given guidance to enable them to confidently confirm a teacher's sign off.		
4.4	Line managers and reviewees are aware that competence procedures are not part of the Professional Update process.		
4.5	Line managers and reviewees are aware that there is a need to discuss any potential issues <i>regarding the Professional Update process</i> with teachers early in the cycle.		
5	Appeals and Deferral Processes		
5.1	There is an appeals procedure as part of Professional Update / PRD process and policy and this is shared with all teachers.		
5.2	The appeals process is consistent with existing complaints and grievance procedures.		
5.3	There is a deferral process which is based on GTC Scotland guidelines with clear criteria and lines of communication between all parties.		
6	The Key Purposes of Professional Update		
6.1	The process as a whole is likely to maintain and improve the quality of teachers as outlined in the appropriate professional standard, and to enhance the impact that they have on pupils' learning.		
6.2	The process as a whole is likely to support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.		



GTC Scotland: Professional Update

Endorsement Proforma for Independent schools

Name of School:			
Name of member of staff with strategic responsibility for Professional Update and PRD:			
Date of Endorsement Panel:			
Number of registered teachers		Number of Pupils	

The Endorsement process requires the school to confirm the following information and provide further information as required.

		✓ to confirm
1	<p>Please select the framework that applies:</p> <p>A: We confirm we have adopted the SCIS PRD framework and guidance on Professional Update. All key principles, features and processes within the SCIS framework are embedded within the school's policy and procedures.</p> <p>B: We confirm we have adopted the EtCS PRD framework and guidance on Professional Update. All key principles, features and processes within the EtCS framework are embedded within the school's policy and procedures</p>	<input type="checkbox"/> <input type="checkbox"/>
2	<p>Please select one of the following:</p> <p>We will use our own local system for recording professional learning. The Professional Update 5 yearly sign-off will take place via MyGTCS. Staff have been provided with guidelines for use.</p> <p>We will use the MyGTCS online profile system to record professional learning. The 5 yearly Professional Update sign-off will take place via MyGTCS. Staff have been provided with guidelines for use.</p>	<input type="checkbox"/> <input type="checkbox"/>
3	A timeline of engagement and support for staff regarding the Professional Update process and any amendments to our procedures and policies is included as an appendix. This might include any specific staff development for reviewees and reviewers relevant to the PU process.	<input type="checkbox"/>
4	An appeals procedure and a process for deferrals have been established in practice.	<input type="checkbox"/>

Please summarise briefly the following:

(NB: Please outline the local procedures in place rather than restating the general guidance provided by SCIS/EtCS)

Appeals procedure:

Deferrals process:

5 **Quality assurance processes are in place to monitor the engagement of teachers in the process, their perception of the quality of the process, and the impact of the process.**



Please summarise this process below:

(This might include key stages in data gathering, analysis and feedback and the people with responsibility for QA)

6 **Please outline any school specific amendments/key issues relating to the implementation of Professional Update within the local context.**

A brief summary of these should be stated below. Appendices may be included where necessary. These might include a diagram to summarise and show the PRD process within school; specific professional learning template (if significantly different from SCIS/EtCS guidance). **Please note policies should not be included as an appendix.**

7 **Please outline how teachers will be supported to engage with:**

- **the Standards;**
- **their professional learning;**
- **evidence of impact on their thinking and professional actions.**

Please summarise this briefly below: