

# Fraserburgh Academy Whole School Policy Document

## Professional Learning and Development Policy



## Our VALUES

Aspiration  
Community  
Integrity  
Kindness  
Trust

## Our ROUTINES

Hands up for Silence  
Meet & Greet  
End & Send  
Walk & Talk

## Our REPAIR

What Happened?  
How were you feeling?  
Who was affected?  
How might they have been feeling?  
What needs to happen now?

# the FRASERBURGH way

## Our RECOGNITION

Praise in Public, Reprimand in Private  
Recognition Boards  
Post Cards  
Lighthouse Awards

## Our PHRASES

“Right Time, Right Place, Right Tone,  
Thank You”  
“I hear what you’re saying, now I need  
you to...”  
“Phones away for Learning, Thank You”  
“Round in 5 for Learning, Thank You”

## Our RESPONSE

“I hear what you’re saying. The rule  
was about being R/R/S. I have seen  
you doing this really well before. I  
need you to be more R/R/S. Thanks  
for listening.”



TOGETHER CREATING  
POSITIVE FUTURES

## **Professional Learning**

## **Professional Dialogue**

Education Scotland describes professional dialogue as follows:

***"All those involved should be well-prepared, committed to the process and have access to appropriate learning opportunities to support focused professional dialogue.***

***Such approaches should include coaching and mentoring approaches which actively support and contribute to the development of skills required for successful PRD. These approaches can also help teachers to continue to develop as creative, innovative, resourceful, confident and reflective professionals who can better respond to the wide-ranging and demanding learning and social needs of children and young people."***

### **So what should the professional dialogue focus on?**

If at no point in the dialogue the impact of any professional learning has not been evaluated in the context of learning, teaching and assessment then it is not in line with the intended purpose.

What is that purpose? To better teaching, to better learning and to become more strategic in the preparation of our young people who face national assessment at all levels.

### **Writing the script for a PRD meeting at Fraserburgh Academy:**

- SOW collaborative planning and impact
- Strategies for improving performance in assessments
- Development training or courses to improve learning and teaching
- Development training or courses to improve understanding of assessment standards
- Professional engagement with learning theory and evidence of implementation in practice
- Development in terms of department priorities
- Development in terms of school priorities
- Wider development in terms of national priorities

### **Possible models for dialogue:**

- GROW conversations
- SWOT analysis
- Fishbone analysis
- W method analysis
- 3CT process

### **Current tools include:**

- GTCs online professional development record
- School Development Plan
- HIGIOS 4 challenge questions
- NIF

### **When should the PRD meeting be held?**

It is expected that the PRD meeting will take place in Term 4 each session. This will allow an evaluation of the current session and planning for the next session. All evidence of evaluation and planning should be recorded using the myGTCs online facility.

<https://www.gtcs.org.uk/GTCS-login.aspx>

Staff who are involved in professional dialogue should be aware that the context must always work within GTCs, LNCT and school/national priorities.

### **Clarification of the mandatory 35 hours CPD per annum:**

What it's not:

- Reading and not reflecting in a professional context
- Reading and not implementing any of the learning/ideas
- Marking pupil work
- Organisation of resources such as photocopying/tidying/filing etc...
- Having a discussion with a colleague without any meaningful outcome or opportunity to evaluate impact
- It **is not** 'learning for learning sake'

What it is:

- SOW collaborative planning and impact
- Strategies for improving performance in assessments
- Development training or courses to improve learning and teaching
- Development training or courses to improve understanding of assessment standards
- Professional engagement with learning theory and evidence of implementation in practice
- Development in terms of department priorities
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- Wider development in terms of national priorities
- GROW conversations
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The 6 step plan was created in response to the concern from PTs that there was no structural replacement of the previous Authority 3 sheets to help shape/conduct PRD meetings.

6 step plan will mean that PTF does not have to worry about evidence base for PRD meeting having taken place each year for each member of staff.

ISV – in many ways it should not depend on who your PT/line manager is as the proposed school PRD planned meeting ensures that every member of staff gains the same PRD experience.

The plan will also mean that PTs know that they are achieving all expectations set by Education Scotland, the local authority and the GTCs.

Where a member of staff has not been engaged fully in the process, the school PRD record will show this and this will allow for more focused DHT support to PTF.

A consistent approach means that staff will know what to expect from the annual review and also help PTF to focus on particular areas of improvement.

- The approach looks to create healthy positive PRD relationships
- At no point should the meeting feel like work scrutiny – rather it should have a supportive atmosphere allowing the member of staff to reflect on their professional learning, development and impact
- Furthermore – it is important that the member of staff has provided the line manager with details of any learning logs or records prior to the allocated time of the meeting
- The meeting should then follow the 6 part PRD Fraserburgh plan (should last approx.: 1 hour)
- Following the meeting the staff member and PTF can have informal discussion surrounding how the member of staff can meet the targets agreed during the meeting
- After the meeting is finished the member of staff is made clear on the expectation that they continue to revise, record and share their professional learning and impact throughout the school year
- Evaluations will be carried out by E Carlin throughout the school year to ask members of staff how valuable they have found their PRD relationship with their PTF. This feedback will prove highly useful to PTs as it will allow them to continue to build on the experience and support that they continue to provide for their staff

SEE BELOW FOR DOCUMENTATION

## **PRD Meeting Checklist**

<b>ITEM</b>	<b>Y/N</b>	<b>If 'No' is selected please provide summary of reason</b>
▶ Go through professional learning, development and discuss impact		
▶ Create targets for current and next session in line with school, local and national priorities/plans		
▶ Discuss personal aspirations and ambitions and goals		
▶ Complete PRD record sheet with line manager		
▶ Ensure all evidence is recorded on myGTCs		
▶ Inform E Carlin when this has been completed		



**CLPL Priorities (during the meeting)**

<b>Areas for Development/CLPL opportunities I would like</b>	<b>Links (school priorities? IP? Professional standards?)</b>	<b>Expected Impact</b>
	(Q1 )	
	(Q1 )	
	(Q1 )	
	(Q1 )	