



Background

In 2015 the Scottish Catholic Education Service published the resource, *Companions On The Journey*. This strategy paper outlines the vision and expectations of the Catholic Education Community in Scotland that all staff within Catholic Schools will have access to a pathway of Career Long Professional Learning that includes the six areas of the [framework for Catholic School CLPL](#).

In order to access and participate in CLPL opportunities that are relevant to the individual requirements of each teacher, it is important that the identification of professional learning needs is rooted within the Professional Review, Development and Update process of each teacher.

Professional Review, Development and Update

The process of PRD provides valuable opportunities for focussed professional dialogue between a teacher and a senior colleague, enabling the teacher to reflect on the impact of any professional learning, on them and on their learners, and to plan for future learning.

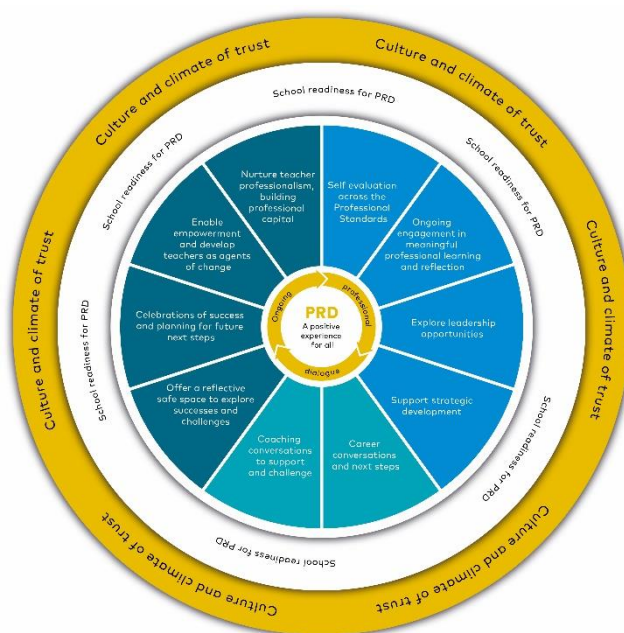
GTCS requirements for Professional Update underline the importance of the PRD process being meaningful and supportive of professional development within the teacher's professional context.

The professional dialogue which is at the centre of the PRD process should include consideration of any professional learning undertaken by the teacher with a view to developing and enhancing his/her practice in the Catholic school. The PRD process should always include a discussion on the specific CLPL opportunities available to support the teacher's professional development as a member of a Catholic school and therefore a faith community. All teachers involved in this dialogue should have access to relevant and accurate information about such opportunities.

The process

Part of the CLPL process within any school includes an opportunity to reflect on previous professional learning opportunities, evaluate the impact and identify areas for improvement and development. The 2019 GTCS [Professional Review and Development resources](#) reminds us that:

"PRD and professional learning are central to the principles of the teaching profession...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. Professional capital, which includes human, social and decisional capital, will therefore grow across learning communities with teachers being recognised and valued by the profession as proactive role models of learning."



10 key features of high-quality PRD

The GTCS state that in order to ensure a positive PRD experience for all and to achieve the ten key features of high-quality PRD we must strive to make sure:

- there is a positive climate and culture of trust in schools;
- schools have ensured they are prepared and ready to engage in high-quality PRD; and;
- there is ongoing professional dialogue between colleagues.

The ten key features identified by GTCS are:

- self-evaluation across the Professional Standards;
- ongoing engagement in meaningful professional learning and reflection;
- explore leadership opportunities;
- support strategic development;
- career conversations and next steps;
- coaching conversations to support and challenge;
- offer a reflective, safe space to explore successes and challenges;
- celebrations of success and planning for future next steps;
- enhance empowerment and develop teachers as agents of change; and
- nurture teacher professionalism, building professional capital.

The reflective questions that are used in the preparatory process for professional dialogue should therefore give scope for the teacher to consider their particular responsibilities as a member of a community of faith and learning.

Reflective Questions for teachers as part of the annual PRD process:

- What opportunities have I sought to participate in high quality professional dialogue with others to support my development as a teacher within a Catholic school?
- What impact have these opportunities had on my practice and my planning for future professional learning, focussed on the CLPL framework for Catholic schools?
- To what extent has my professional learning developed my knowledge/ improved my practice as a teacher, leader and faith witness within a Catholic school?
- How do I ensure that my professional learning has had an impact on my capacity to reflect the Vision, Aims and Values of the school in the four contexts of learning?
- To what extent am I supported and challenged in reviewing my professional learning plan through the lens of the Vision, Aims and Values of the Catholic School, with colleagues including, as appropriate, an annual meeting?
- How well do I use with the 6 areas of the framework for Catholic school CLPL to engage in robust self evaluation as part of the professional learning process?
- To what extent do I seek opportunities to develop skills to support me in engaging in professional dialogue linked to my responsibilities as a teacher within a Catholic school?
- How well do I maintain an on going and up to date record of my professional learning related to the six areas of the Catholic CLPL framework?

Focussed Questions for reflection on the Catholic School CLPL Framework

What opportunities have I sought to meet my professional responsibility as a member of a community of faith and learning to:

- explore, understand and articulate a vision for the Catholic school today
- understand the statutory framework for Catholic schools in Scotland
- develop skills as evangelists who can introduce the Gospel to those who are not familiar with Jesus and as catechists who can accompany young people on their journey of faith
- nurture my personal relationship with God
- nurture my spiritual life
- develop knowledge of Catholic doctrine and key Church documents
- deepen my knowledge and understanding of the Catholic faith deepen my understanding of Sacred Scripture
- develop my skills for participating in prayer and being able to lead pupils and colleagues in prayer
- develop my confidence in using 'This Is Our Faith', to plan Religious Education
- deepen my understanding of Holy Mass and other Catholic liturgical and devotional celebrations
- participate in retreat / pilgrimage experiences
- develop skills which will support school chaplaincy and youth ministry
- develop an understanding of, and model, Servant Leadership
- develop my understanding of other Christian traditions, world religions and nonreligious standpoints?

How well do I use the 6 areas of the framework for Catholic school CLPL to engage in robust self evaluation as part of the professional learning process?



How do I ensure that my professional learning has had an impact on my capacity to reflect the Vision, Aims and Values of the school in the four contexts of learning?

To what extent am I supported and challenged in reviewing my professional learning plan through the lens of the Vision, Aims and Values of the Catholic School, with colleagues including, as appropriate, at an annual meeting?

To what extent has my professional learning developed my knowledge/ improved my practice as a teacher, leader and faith witness within a Catholic school?

What opportunities have I sought to participate in high quality professional dialogue with others to support my development as a teacher within a Catholic school?

To what extent do I seek opportunities to develop skills to support me in engaging in professional dialogue linked to my responsibilities as a teacher within a Catholic school?

How well do I maintain an on going and up to date record of my professional learning related to the six areas of the Catholic CLPL framework?

What impact have these opportunities had on my practice and my planning for future professional learning, focussed on the CLPL framework for Catholic schools?

