

The teacher evaluation system in Scotland

The process:

- locally administered by line managers but teacher can request/insist that PRD is conducted by a manager of their choice, not necessarily their line manager – this indicates the level of control/ownership that the individual teacher has over the process
- local authorities (local government) schemes within Scottish government expectations
- professional associations and unions closely monitor PRD at local and national levels
- annual meeting between teacher and line manager, often head teacher or depute but may be head of department/ faculty (principal teacher) in secondary setting – targets identified; progress with previous targets discussed; agreement on personal learning plan (PLP)
- focus on individual professional needs; often related (but not always) to school/ establishment priorities

Professional review

The outcomes:

- increased effectiveness of individual staff to deliver highest possible outcomes for learners
- increased individual job satisfaction
- ability to effectively support school priorities
- in best practice, in-year review allows support and challenge to be provided by line managers while there is still time and resources to achieve annual targets
- current process is criticised as somewhat 'toothless' in its fitness for purpose in promoting positive outcomes and eliminating negative outcomes
- greater focus on impact has significantly enhanced the whole process

Teachers' feelings/ views:

- mixed feelings on effectiveness
- professional associations see PRD as an entitlement for each individual
- tensions between individual professional development and whole-school priorities. PLP based on a professional conversation between the reviewer and the reviewee – note the tension that can arise if the reviewee's self-evaluation of progress is somewhat different from the Reviewer – ultimately it is the self-evaluation of the reviewee that is paramount

History/ future improvement agenda:

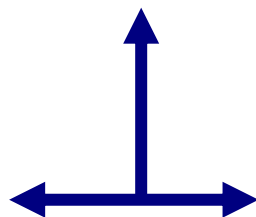
- major reviews undertaken

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Inspection/ local authority review of establishments

Schools responsible for monitoring and evaluating individual practice for effectiveness. Unions monitor and 'safeguard their members.

General Teaching Council for Scotland (GTCS) monitors teachers' professional standards and conduct – teachers must be registered with GTCS to teach in state schools



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