



Professional Update 2023-24

Annual evaluation

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Background

Purpose and structure of the annual evaluation

Purpose and content

The aim of the annual online survey is to evaluate the experiences of the cohort of registrants taking part in the Professional Update (PU) process. The survey is structured around the following key areas:

- employment and demographic information
- the Professional Review and Development (PRD) process
 - preparation for the PRD meeting
 - engagement with the Professional Standards as part of the PU process
 - the professional discussion
- professional learning and use of associated evidence of impact on thinking and practice
- systems used for evidencing engagement in the PU process.

Structure and method

In the week commencing 11 November 2024, we issued survey links to individuals who had engaged in the Professional Update process in the 2023-24 cohort, up to and including 31 October 2024.

A survey was created for each of the three PU groups:

- Reviewees – those who had completed PU as part of a validated system
- Reviewers – those who had confirmed the completion of a colleague's PU
- Direct submissions – those who had completed PU via the direct submission process.

The respondent populations are not necessarily connected. This means that the reviewers who responded to the survey may not be the same individuals who signed off the reviewee population.

The reviewer group largely excludes reviewers from the local authority employers who use the CPD Gateway Manager system (Clackmannanshire Council, East Renfrewshire Council, Falkirk Council, Glasgow City Council, Highland Council, Inverclyde Council and West Dunbartonshire Council) because the General Teaching Council for Scotland (GTC Scotland) does not have access to the reviewer information for this group. However, employees of these local authorities are included in the reviewee group.

Response rate

Table 1 shows the number of individuals to whom the survey link was sent, and the response rate for each group:

Table 1: Number of respondents

Group	Issued	Responses	Response rate
Reviewees	11,799	818	6.93%
Reviewers	4,176	175	4.19%
Direct submissions	296	23	7.77%

Analysis of data

Selected responses have been summarised below and may be representative of some or all of the respondent group; this is made clear for each question.

Respondents were permitted to skip questions, and some questions were only applicable depending on previously selected answers. Figures are presented as percentages of the total number of responses for that question. The total number of responses are indicated by *n*. Where numbers have been rounded to whole percentages, the total might be more than 100%.

Respondent profile

Employment information

Employer

Table 2 below shows that the majority of respondents (92% of reviewees and 83% of reviewers) were employed in the local authority context. This compares to 80% of the Register as a whole and shows greater engagement from those employed in the local authority context. Interestingly, Table 2 also shows that reviewers in the independent school and college sectors were much more likely to respond than reviewees.

Table 2: Respondent's employer group

Employer group	Reviewees (n=818)	Reviewers (n=175)
Local Authority	92.18%	83.43%
Independent School	4.89%	12.57%
University	0.49%	1.14%
College Sector	0.73%	2.29%
Education Scotland	0.37%	0.57%
SQA	0.12%	0.00%
Other	1.22%	0.00%

Table 3 shows that direct submission respondents experienced more varied employment circumstances. The 34.78% of direct submission respondents who answered 'other' included those who were self-employed, for example nursery owners; those working overseas at an international school; those working in some other capacity overseas; those working as a supply teacher; those working for a registered charity; or those working for a private company. This information demonstrates the range of employment circumstances of registered teachers who completed their PU by direct submission.

Table 3: Direct submission respondent's employer group

Employer group	Direct submissions (n=23)
Not presently in employment	13.04%
Outwith Scotland	26.09%
Outwith a GTC Scotland validated system (in Scotland)	17.39%
Retired and seeking Full Registration	8.70%
Other	34.78%

Area of work

Respondents were asked to select the area in which they worked or taught:

Table 4: Area of work

Area	Reviewees (n=788)	Reviewers (n=166)	Direct submissions (n=23)
Early Years	1.78%	0.60%	8.70%
Primary	49.75%	33.73%	13.04%
Secondary	38.32%	48.19%	47.83%
Special	5.58%	6.63%	0.00%
Further Education	0.13%	0.00%	13.04%
Centrally Based	2.16%	9.04%	4.35%
Other (incl. N/A)	2.28%	1.81%	13.05%

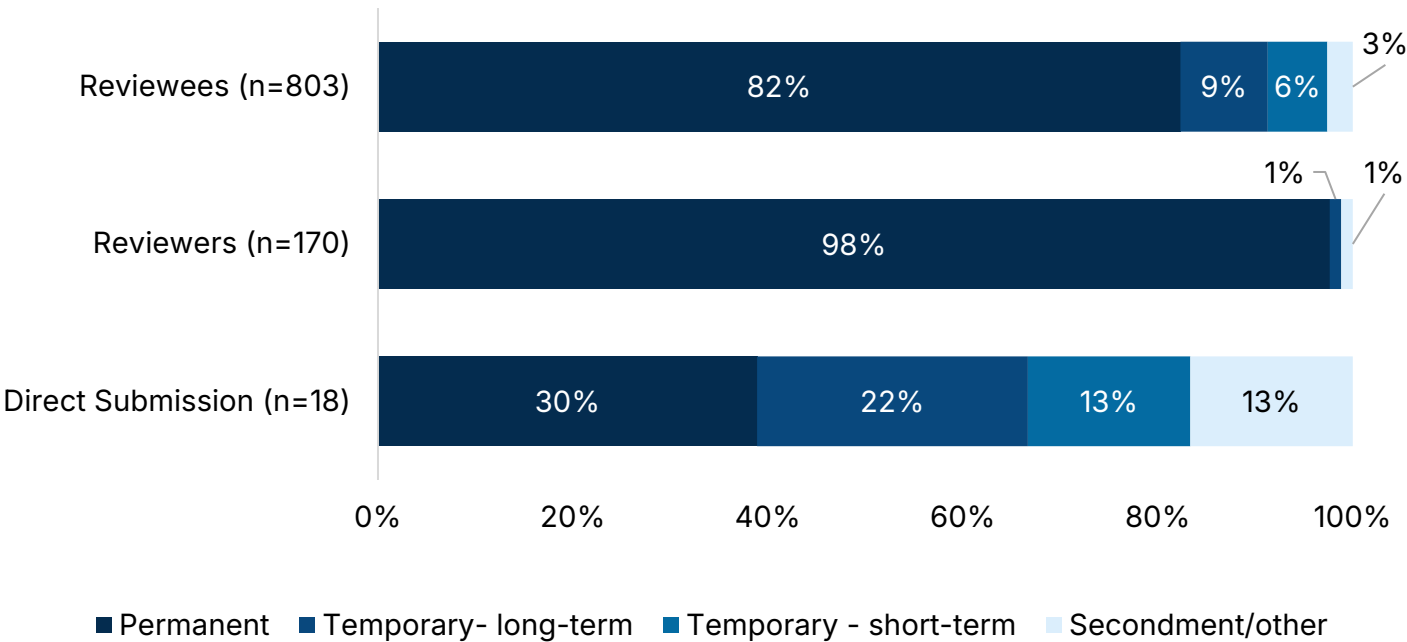
Just under 50% of all reviewee respondents were working in Primary, with 38% working in Secondary. Almost half of those respondents who complete by direct submission (48%) were working in Secondary. This percentage may be inflated by registrants working in

independent schools or outwith Scotland, but further analysis of the data would be needed to determine if that were indeed the case. Other than that, however, the data shows that those who completed by direct submission were more likely than the other cohorts to be employed in Early Years (9%) or Further Education (13%).

Type of contract

Graph 1 provides further evidence of the less stable employment circumstances of registrants completing PU via the direct submission process with only 30% of registrants indicating that they held a permanent post. Further to that, 13% indicated that they were in a temporary short-term post with a further 13% indicating another type of contract. These percentages are higher than the percentages for reviewers and reviewees. The employment circumstances of reviewers were the most stable with 98% in permanent employment and the percentage for reviewees at 82%.

Graph 1: Type of contract



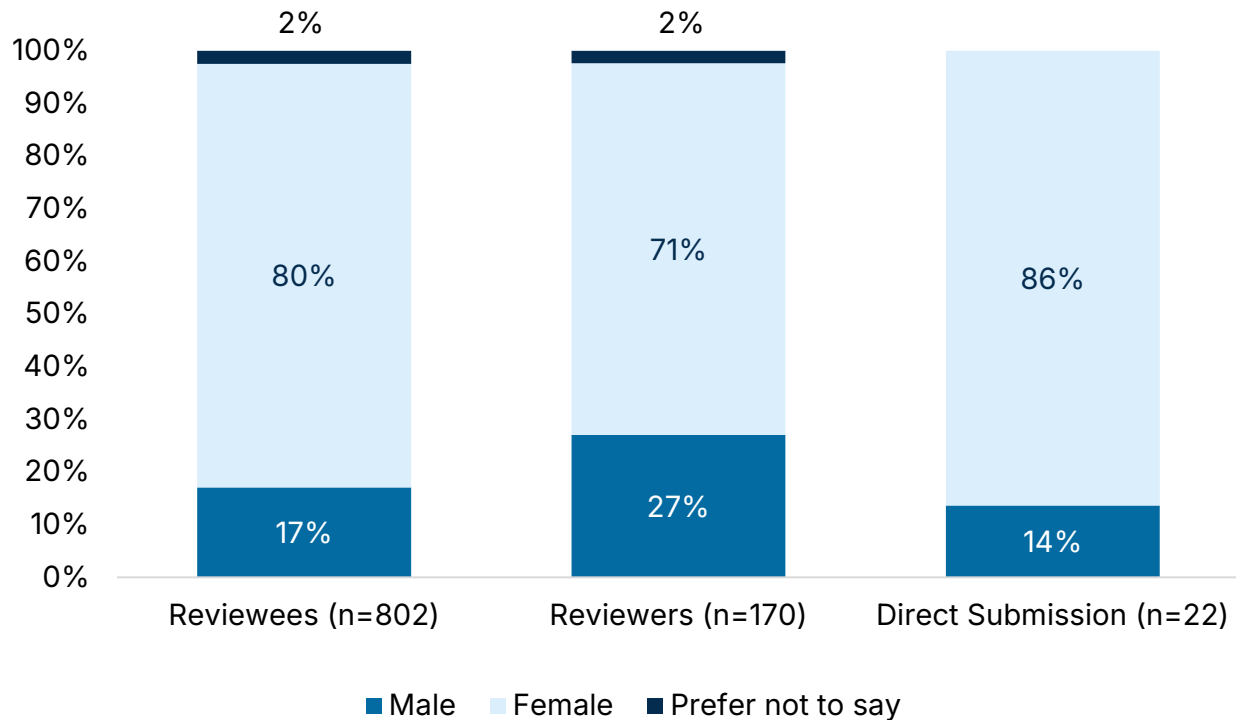
Personal details

Sex

Graph 2 shows the respondent groups broken down by sex. The proportion of female respondents (80%) in the largest group, Reviewees, is broadly in line with the Register population (78%) and the cohort invited to complete the survey (79%). The reviewer

response group shows a higher proportion of male respondents (27%). This is roughly in line with the cohort invited to respond (31%) and indicates that males are more likely to be overrepresented in the reviewer group than the Register as a whole. For Direct submissions, females represented 86% of respondents and were only 74% of the cohort.

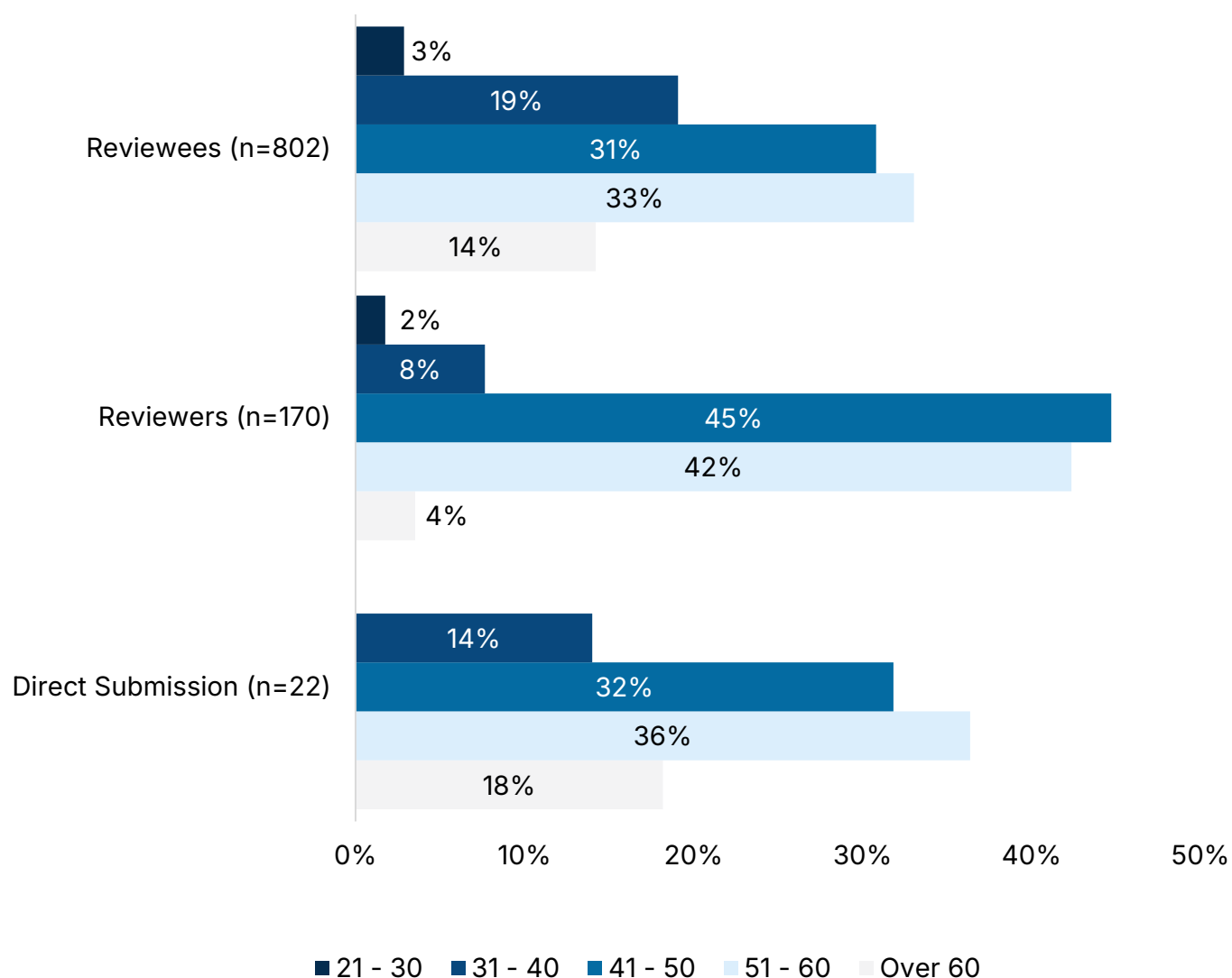
Graph 2: Sex



Age

Graph 3 shows the respondents broken down by age group. More than 90% of reviewers were aged 41 or over, which perhaps reflects the importance of experience in carrying out such a role. This contrasts with 78% of reviewees. Interestingly, 18% of those submitting a direct submission were over 60 years old with nobody between the ages of 21 and 30.

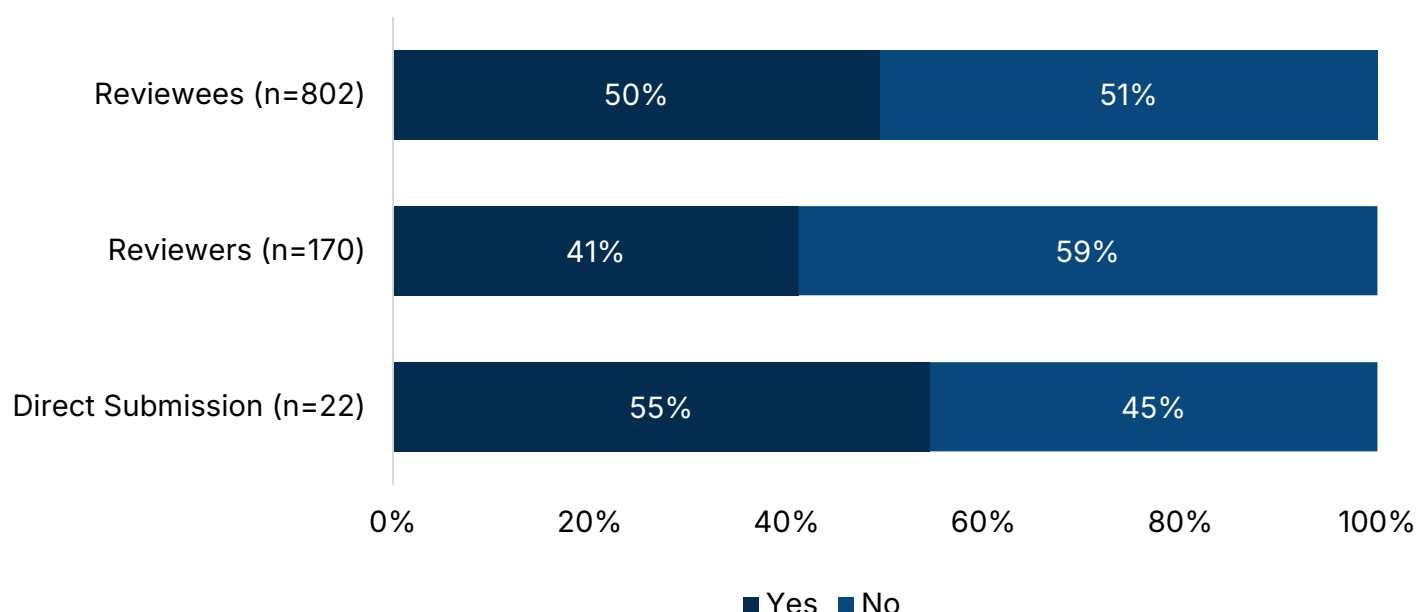
Graph 3: Age broken down by respondent type



Teacher Induction Scheme

Respondents were asked if they had participated in the Teacher Induction Scheme, as a provisionally registered teacher, since it started in 2002. Approximately 50% of reviewees had participated in the scheme with the proportion rising to 55% for direct submissions.

Graph 4: Respondents who participated in the Teacher Induction Scheme



Protected characteristics

When asked if they considered themselves to have a disability, 7% of reviewees (n=785), 2% of reviewers (n=165) and 0% of direct submissions (n=21) said that they did. This compares to 28% of respondents in the March 2024 *Report on Equality Survey of Provisionally Registered Teachers* who reported an illness or disability which was likely to last 12 months or more.

Respondents were also asked 'Being mindful of protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) which of the following, if any, has had an impact on your engagement with Professional Update processes this year?'

Table 5 shows that the majority of respondents did not report any impact. Disability and pregnancy and maternity impacted a small percentage of participants, however, and it is noted that the cohort most impacted were those completing a direct submission (25%) with most preferring not to identify the cause of the impact (10%) or specifying another reason for the impact (10%). This is particularly interesting when compared with 0% of direct submission respondents saying that they had a disability, which indicates that something else they consider worthy of consideration could be impacting on that cohort's engagement with PU.

Table 5: Impact of protected characteristics on engagement with Professional Update

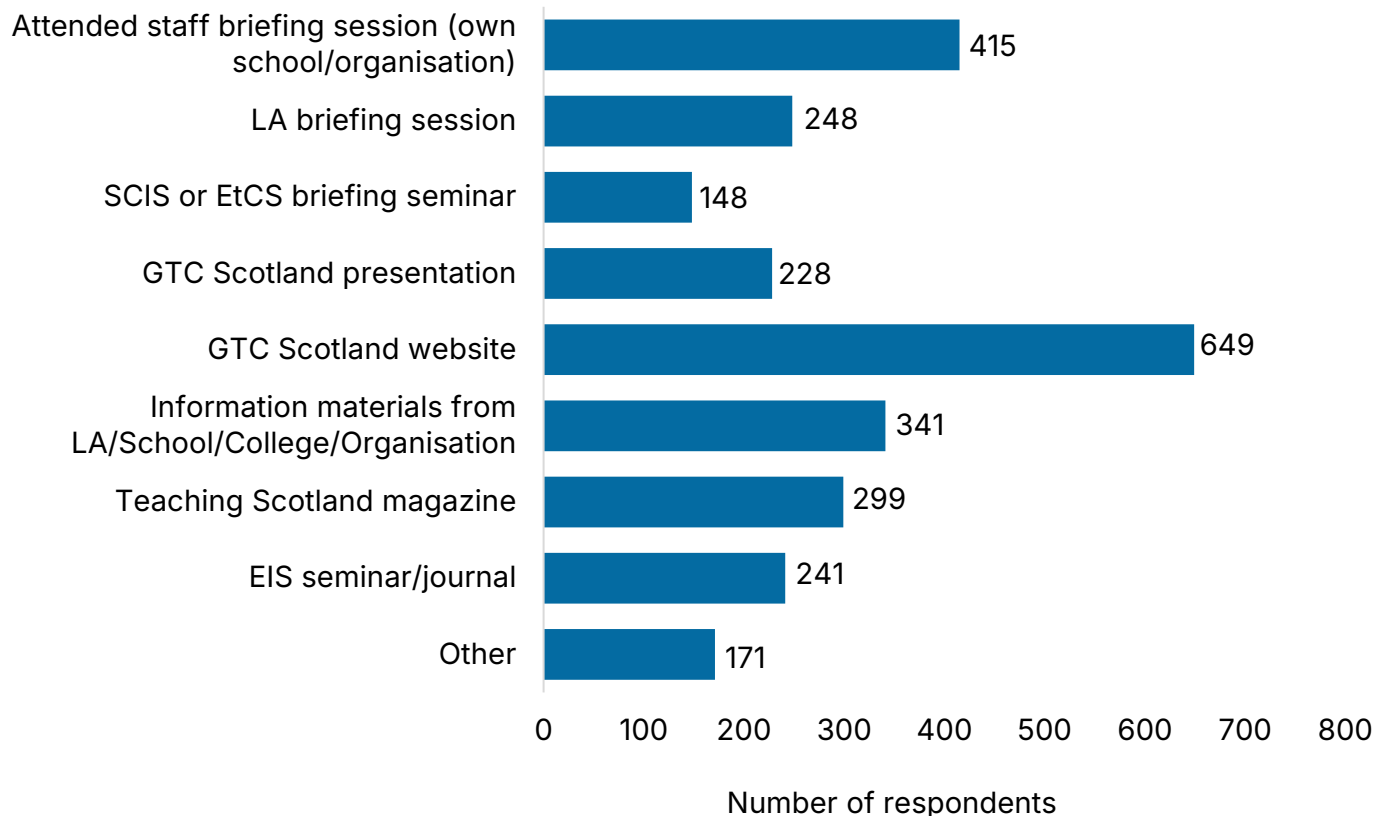
Impact	Reviewees (n=747)	Reviewers (n=159)	Direct submission (n=21)
N/A	89%	98%	76%
Disability	2%	0%	0%
Pregnancy and Maternity	3%	1%	5%
Retired (from full-time post)	3%	0%	0%
Prefer not to say	2%	1%	10%
Other (please specify)	2%	0%	10%

Professional Update in general

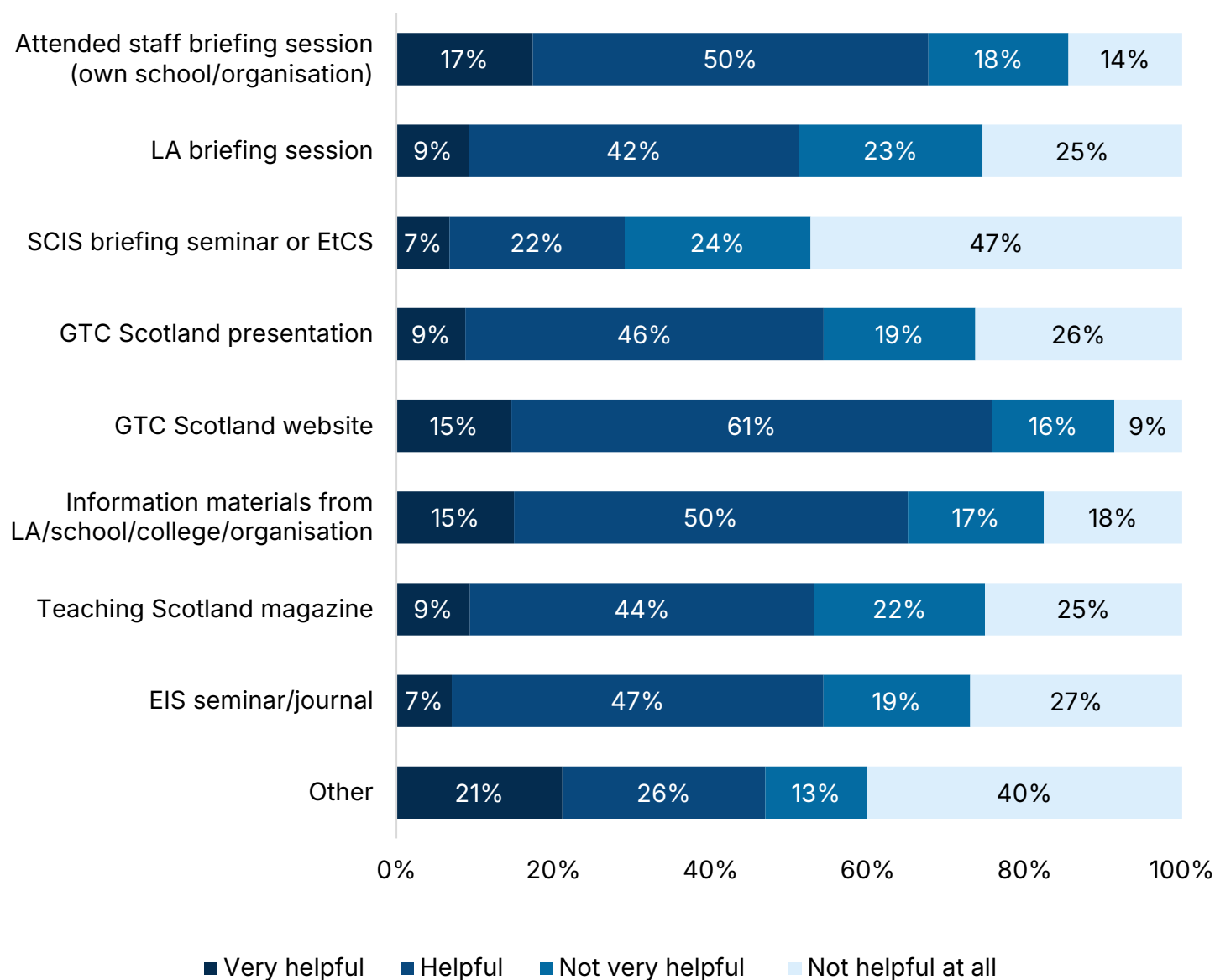
Keeping informed

Respondents were asked 'Which of the following, if any, have you used to keep informed about Professional Update and to what extent were they helpful? (please select all that apply)'. Graph 5 shows the distribution of answers (n=863) and graph 6 shows the degree to which respondents found them helpful. It should be noted that these represent answers across all three cohorts. The GTC Scotland website was the most used source of information and was found to be helpful or very helpful by 76% of respondents who used it. The next most helpful sources were a school/organisation briefing session (67%) and information materials from LA/school/college/organisation (65%). It is also important to note that 'LA briefing session' and 'Scottish Council for Independent Schools (SCIS) or Educating through Care (EtCS) briefing session' were not options for those completing a direct submission and that the responses here reflect the views of those in the reviewer and reviewee cohorts. It is also worth noting that 47% of respondents considered the GTC Scotland magazine not very helpful or not helpful at all.

Graph 5: Information used to keep informed about Professional Update



Graph 6: How helpful was the information?

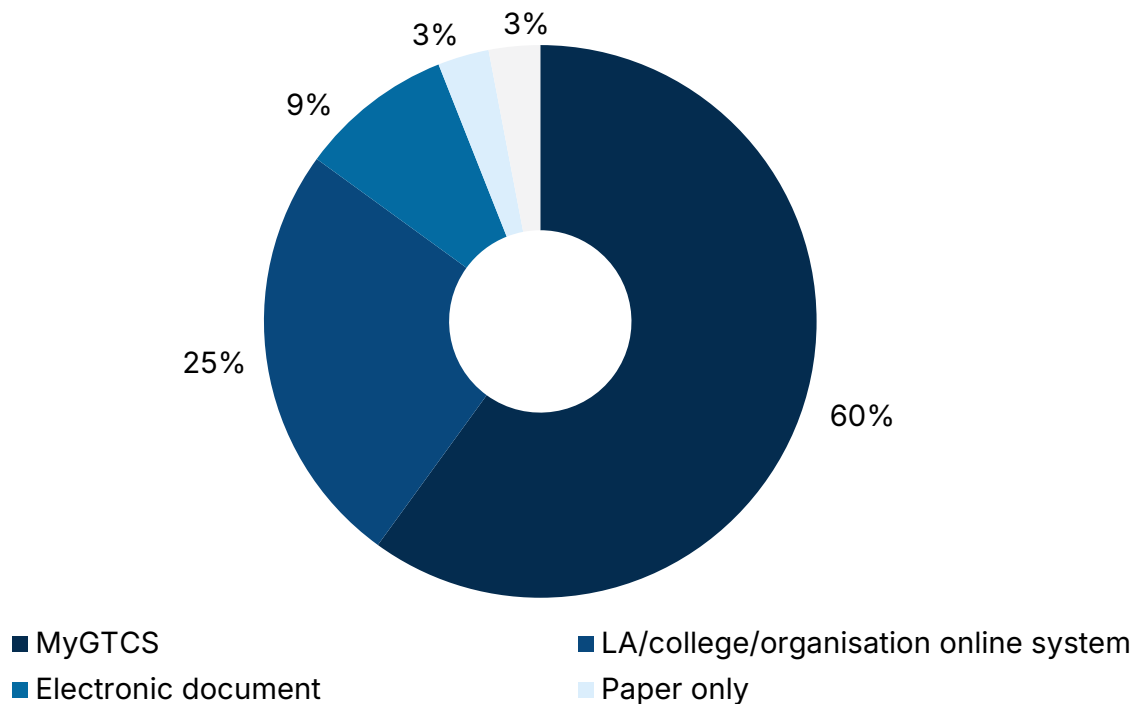


Systems used

Reviewees

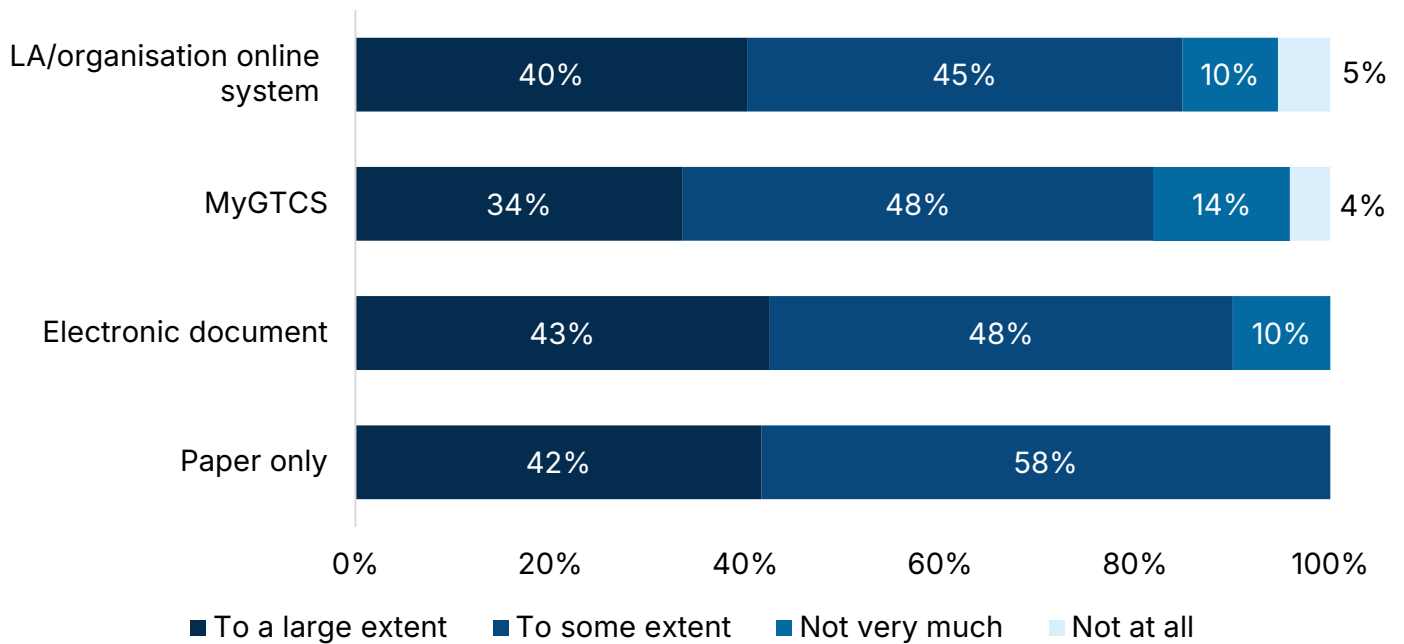
Reviewees were asked 'What system have you used to record your professional learning and evidence of impact of that professional learning?' Graph 7 (n=440) shows that the majority (60%) used MyGTCS but a significant proportion (25%) used an alternative online system provided by their employer.

Graph 7: Systems used by reviewees



Reviewees were also asked 'To what extent did your system meet your needs for recording your professional learning, and evidence of impact of that professional learning?' Graph 8 (n=429) shows the results broken down by the system used.

Graph 8: Did the system meet needs for recording?



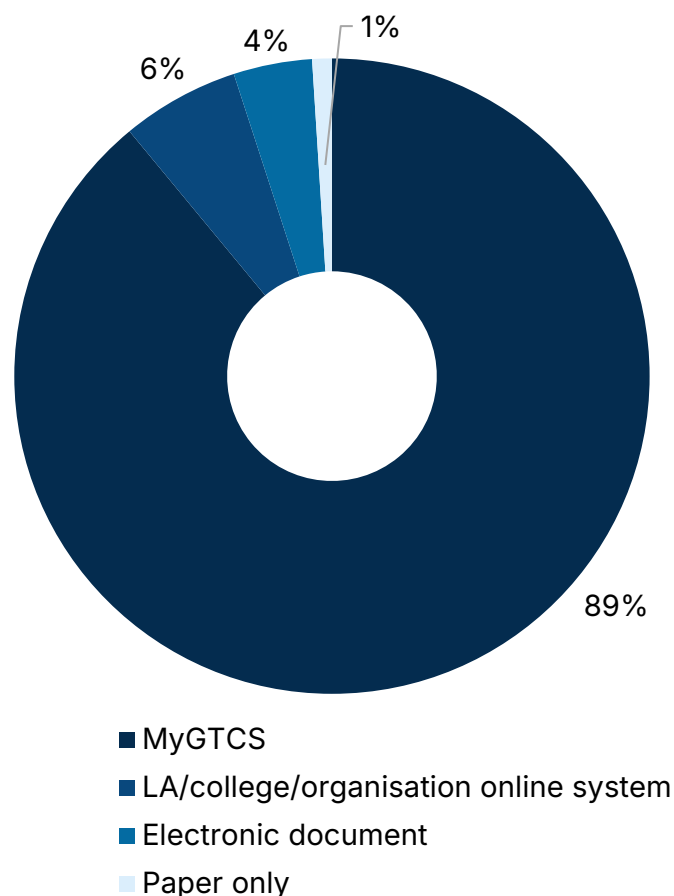
The majority of respondents felt that the system they used met their needs to a large extent or to some extent. However, 15% of users of the employer's online system and 18% of MyGTCS users did not think their needs were met for the recording of professional learning.

Respondents who offered additional comments noted that their organisation's system for recording PL was 'time-consuming', 'laborious' and 'repetitive'. MyGTCS users cited issues with unreliability and fear of losing data.

Reviewers

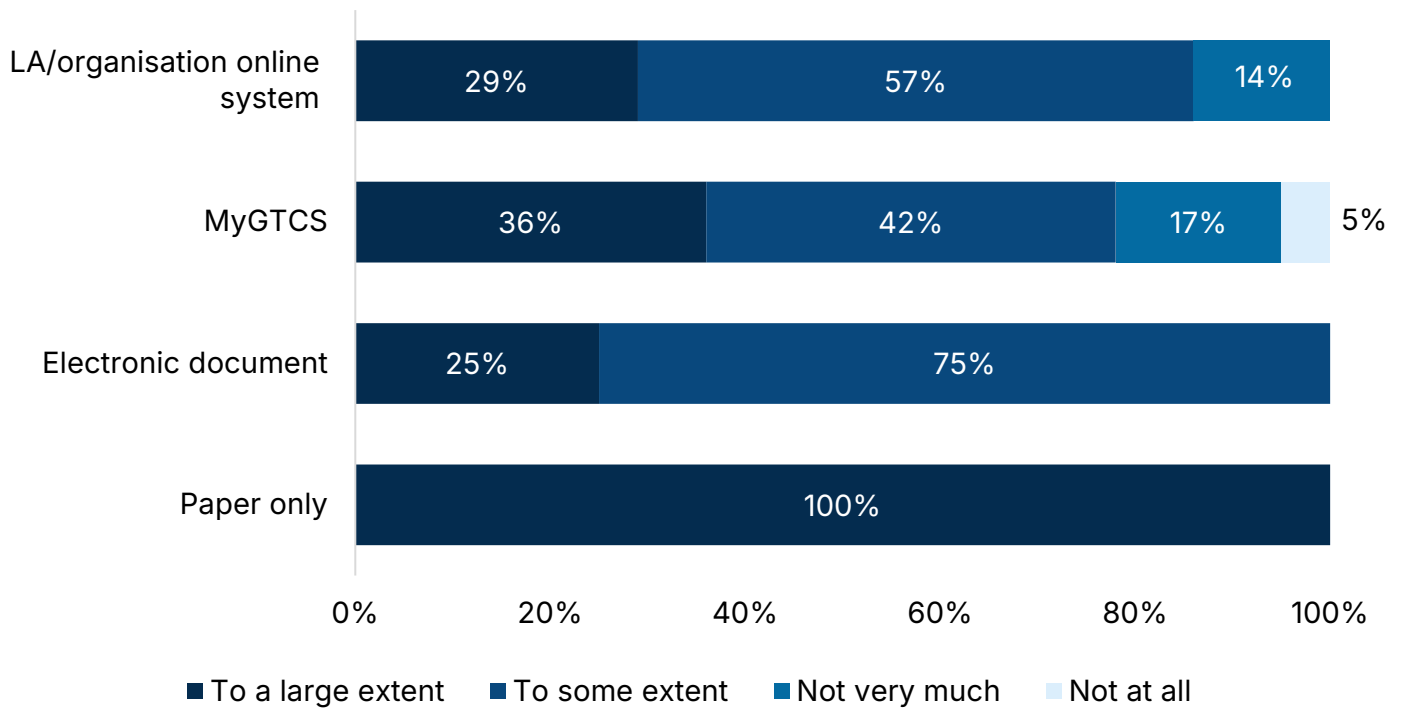
Reviewers were asked what system they used for the Professional Update process as a whole. This is shown in graph 9 (n=110). A larger majority (89%) of reviewer respondents used MyGTCS.

Chart 9: Systems used by reviewers

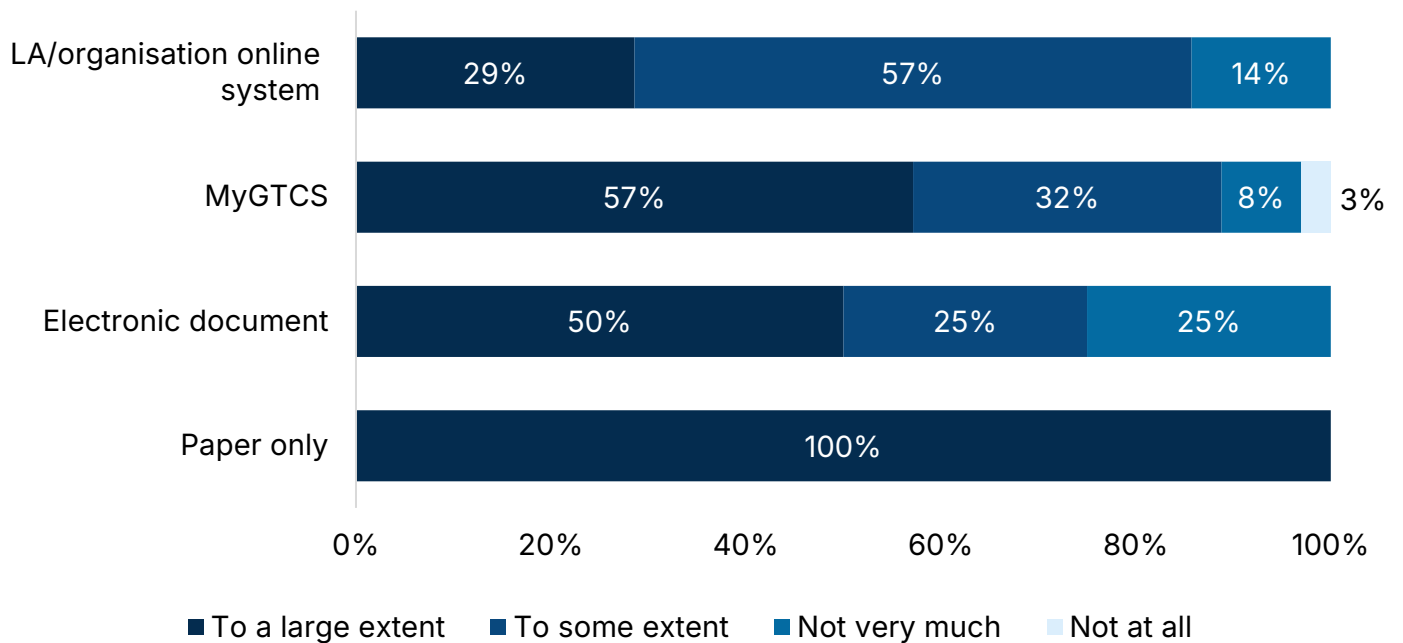


Respondents were further asked if the system they used met their requirements for both discussing evidence of impact of their professional learning and for Professional Update sign-off. Graphs 10 and 11 (n=110) show the results broken down by the system used.

Graph 10: Did the system meet needs for discussing impact of PL?



Graph 11: Did the system meet the needs for PU sign-off?



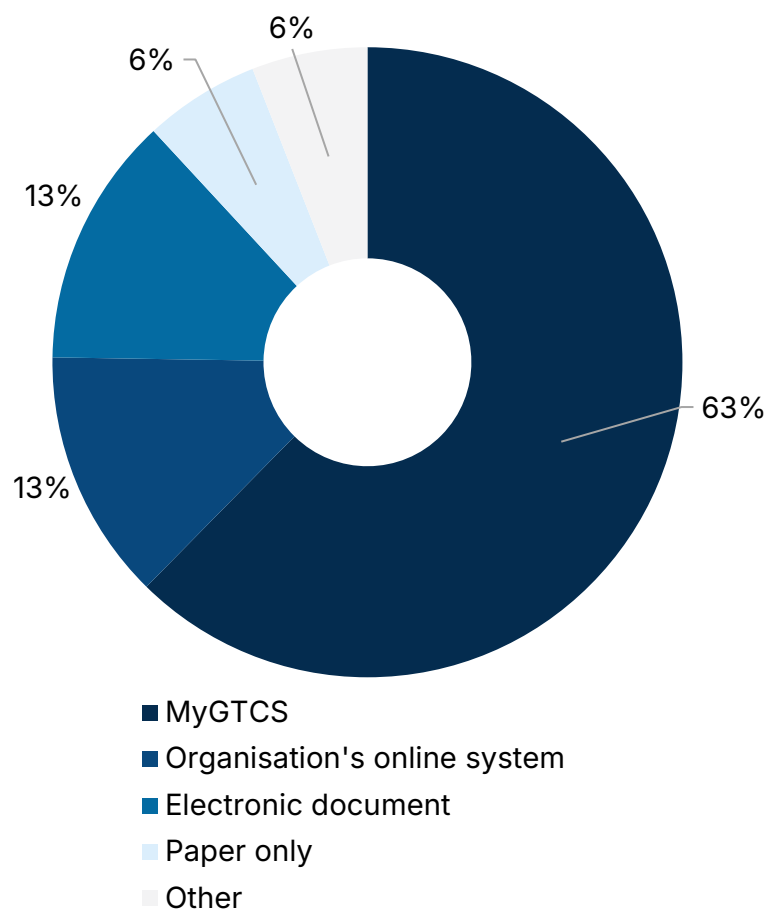
MyGTCS was reported to be more useful for the sign-off process (89%) than it was for the discussion of professional learning impact (78%).

Where additional comments were left by reviewers, these were not related to systems but the sign-off process itself. Respondents were concerned that there was not enough focus on the impact of professional learning and that PU could be considered a box-ticking exercise.

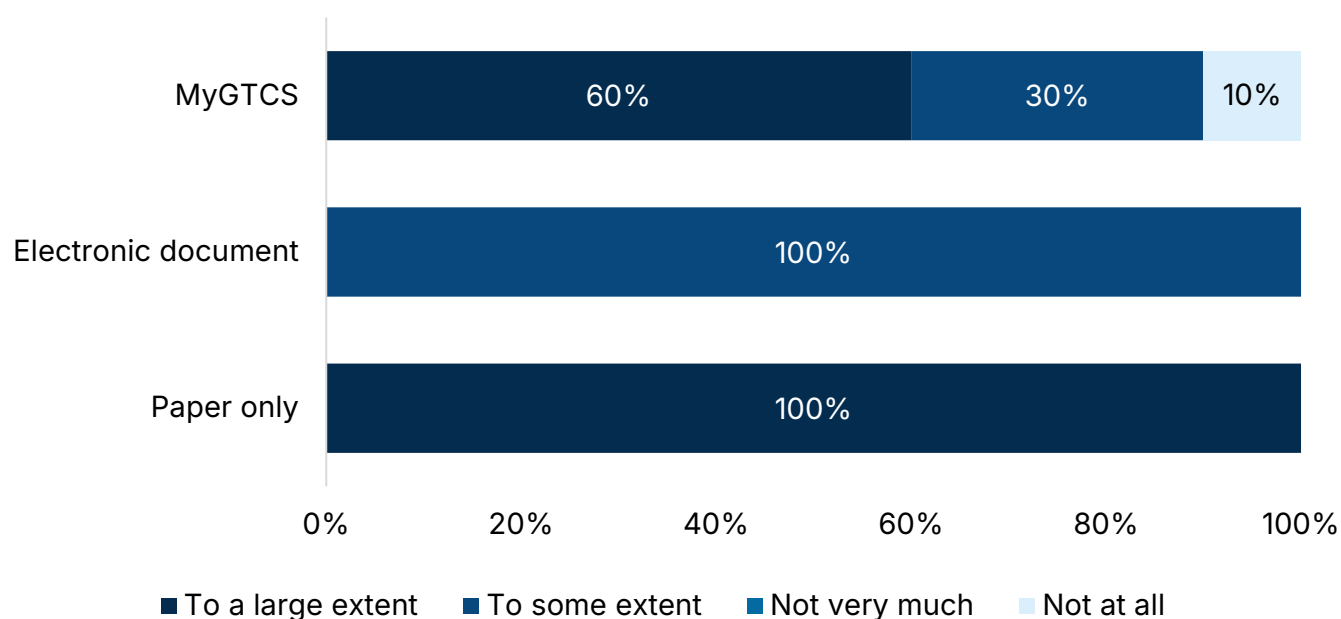
Direct submissions

Registrants who completed PU via the direct submission process were asked what system they had used to record their professional learning and evidence of its impact. They were also asked to what extent the system met their needs. Graph 12 (n=16) shows the system used and graph 13 (n=13) shows the extent to which it met their needs, broken down by the system used.

Graph 12: Systems used for direct submissions



Graph 13: Did the system meet needs for recording?



A higher percentage of the direct submission group (13%) used an electronic document to record their professional learning and evidence of its impact, but it should be borne in mind that the number of direct submission respondents is low ($n=16$ for graph 12 and $n=13$ for graph 13) in comparison with the other cohorts and the results should therefore be treated with caution.

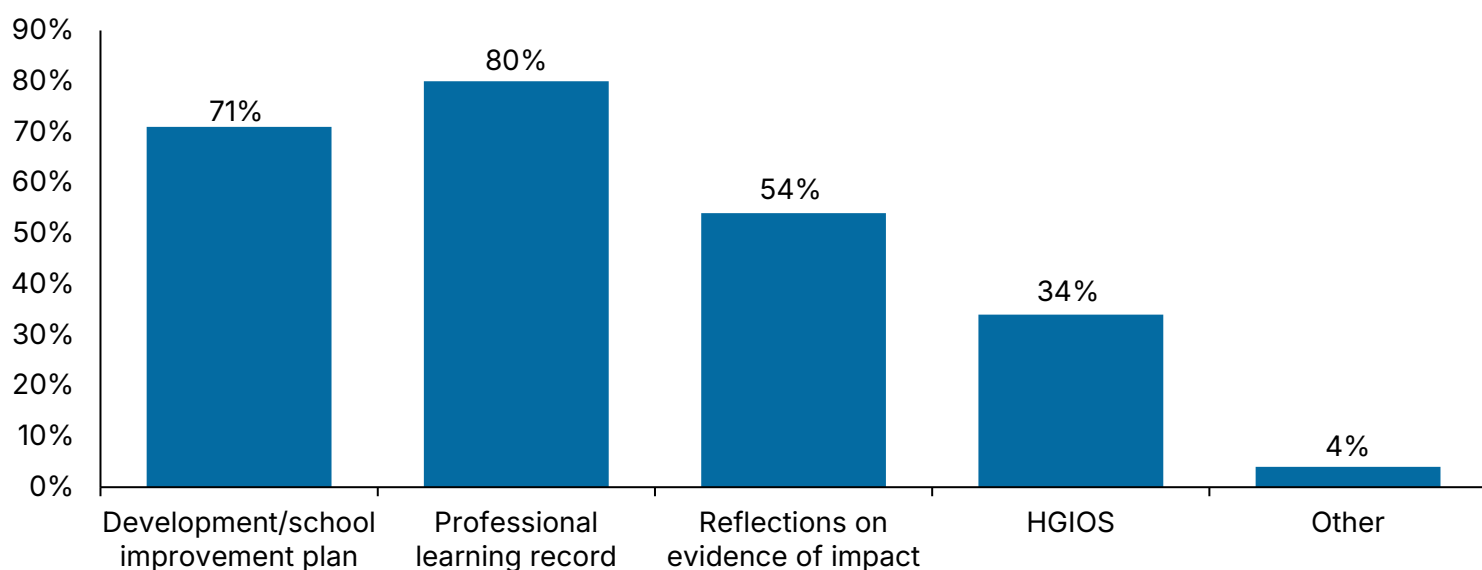
Reviewees

Professional Review and Development (PRD) Discussion

Of the 692 Reviewees who answered, 92% confirmed that they had a PRD meeting as part of the PU sign-off process. Of the 529 who reported on how useful their PRD meeting was, 24% stated that their PRD meeting was not very useful or not useful at all.

Reviewees were also asked 'Please tell us which factors prevented your opportunity to discuss your self-evaluation, professional learning and evidence of impact and plan future development needs as part of the PRD process?'. Many factors were mentioned with the most common related to issues with the reviewee's line manager; illness; lack of time; lack of support for supply teachers; and personnel changes within the school which impacted on the process.

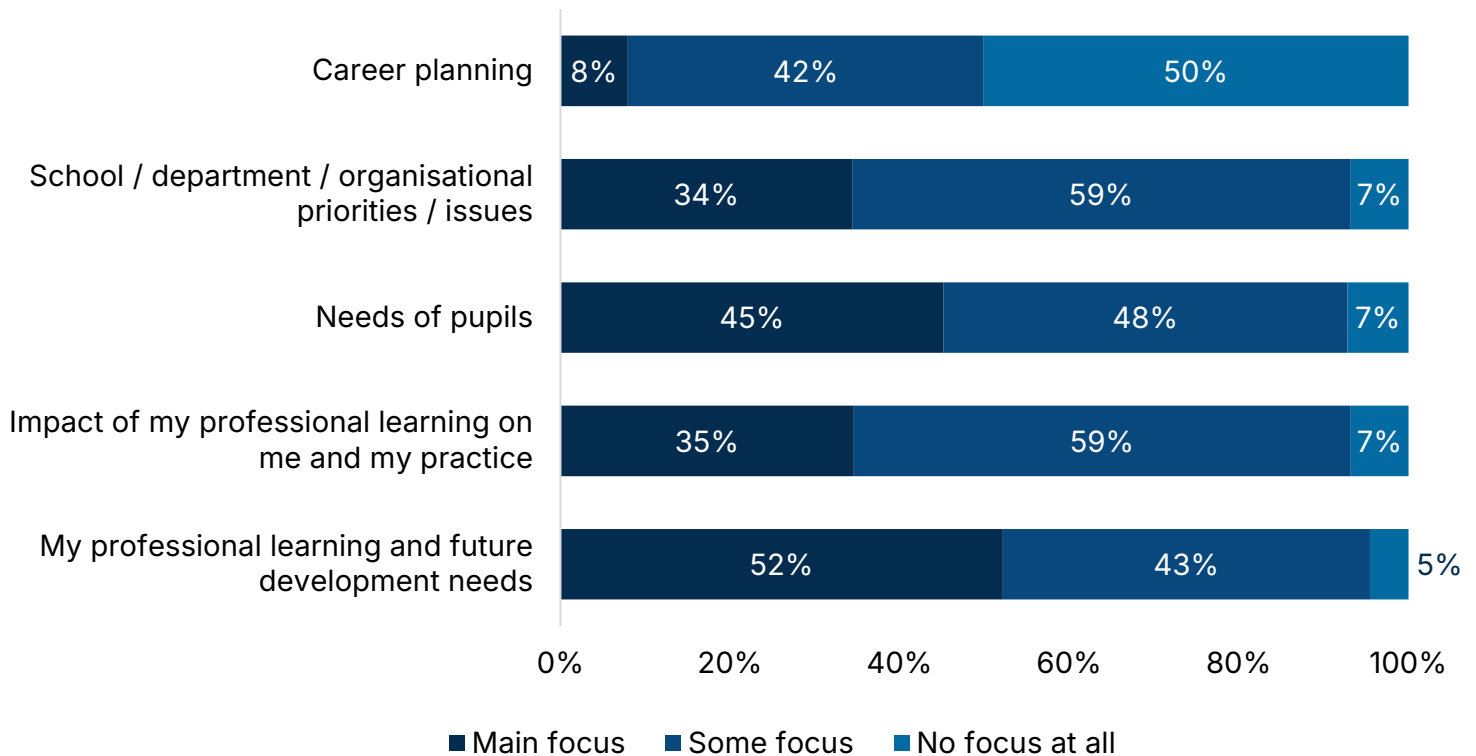
Graph 14: Tools used by reviewees to prepare for PRD discussion



Graph 14 (n=621) shows the tools used by reviewees in order to prepare for their PRD meeting with the highest percentage of respondents (80%) using their professional learning record and 71% using their department/school improvement plan. More than half of teachers (54%) indicated that they reflected on evidence of impact to prepare for their PRD meeting.

This percentage is relatively low and suggests that further work could be done in this area to encourage reviewees to reflect more deeply.

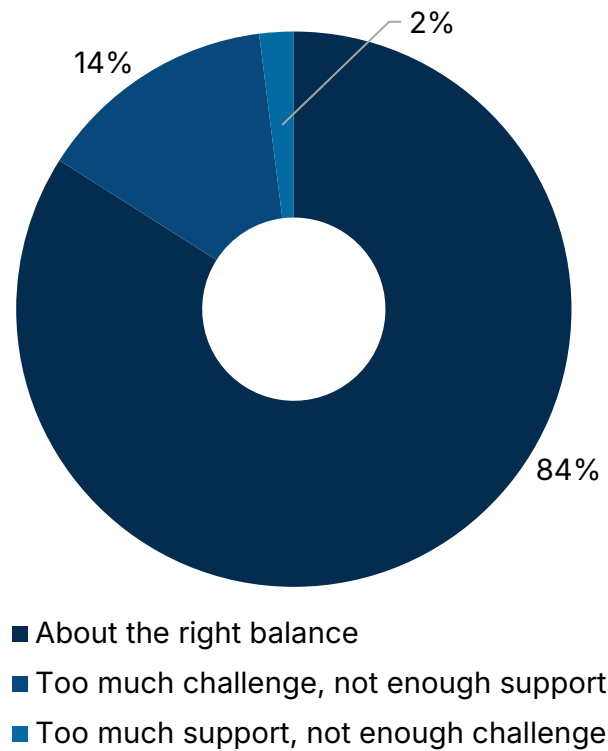
Chart 15: Focus of PRD discussion



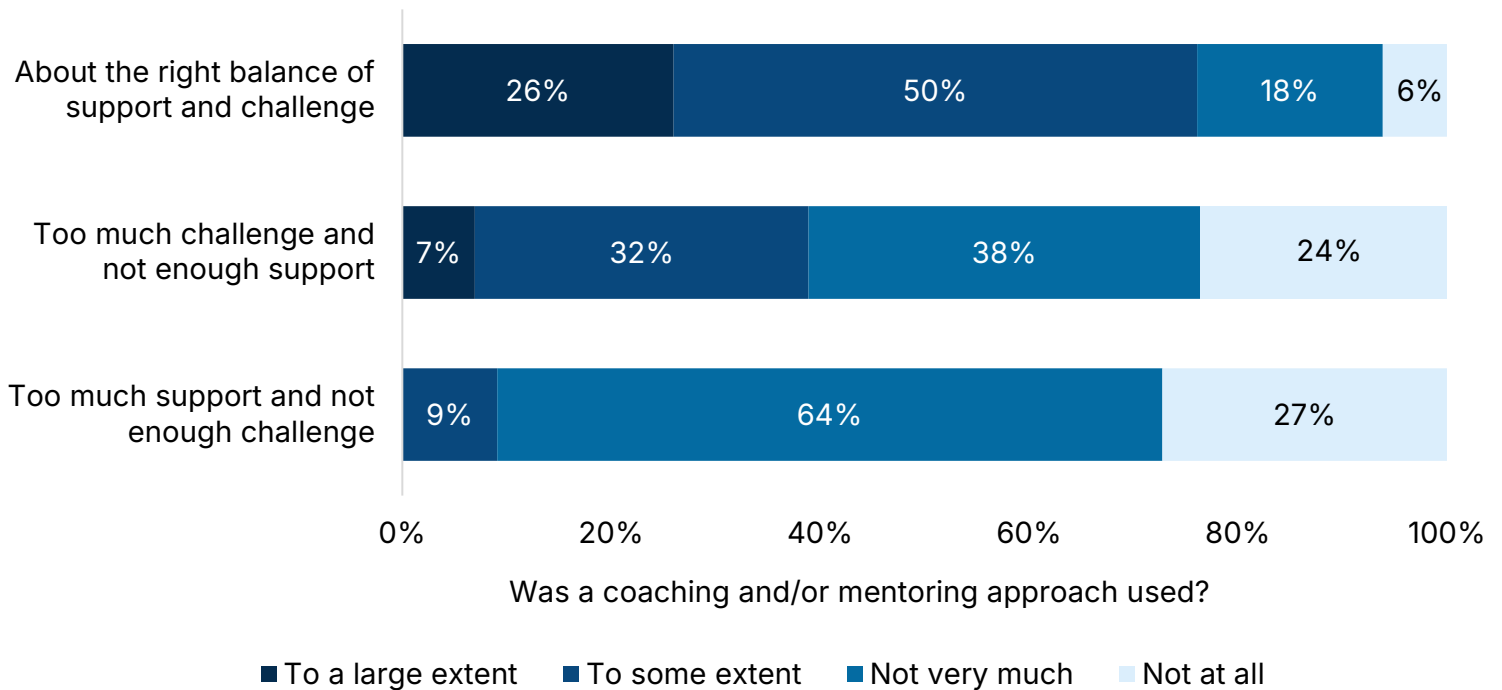
Graph 15 (n=529) shows the main areas of focus for PRD discussion. For 50% of respondents, career planning was not part of the discussion. The registrant's professional learning and future development needs scored highest (95%) with 93% of respondents also discussing their school/departmental/organisational priorities/issues, the needs of the pupils and the impact of their professional learning on themselves and their practice.

Respondents were asked to reflect on the balance of support and challenge at their PRD meeting. Graph 16 (n=529) shows that 84% of reviewees felt there was just about the right balance of support and challenge.

Graph 16: Balance of support and challenge



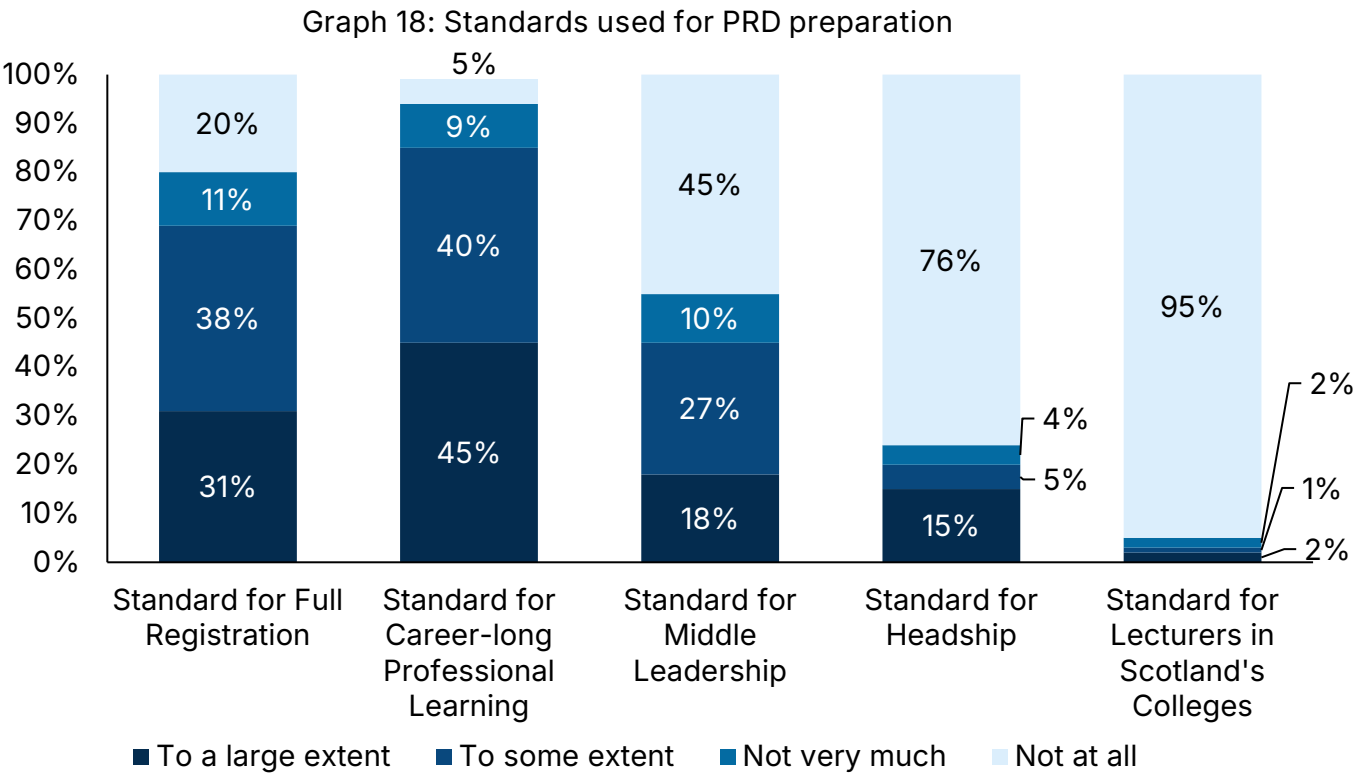
Graph 17: Balance of support and challenge compared to coaching and/or mentoring approach



Graph 17 compares the responses of those from graph 16 with their thoughts on whether a coaching and/or mentoring approach was used. It shows that 76% of those who thought there was the right balance of support and challenge also thought that a coaching and/or mentoring approach was used to a large extent or to some extent. This shows a relationship between the perceived use of a coaching and/or mentoring approach and the right balance of support and challenge.

Standards

Of the 621 reviewees who responded to the question 'To what extent did you use the Professional Standards for your self-evaluation in preparation for your PRD meeting?', 12% did not use the Professional Standards very much or at all. The respondents were then asked which Standards they used and to what extent, and the responses are shown in graph 18. The Standard for Career-long Professional Learning was most used with 85% of respondents using that Standard to a large extent or to some extent. The Standard for Full Registration was second highest at 69%. It should be noted that the low percentage of respondents using the Standard for Lecturers in Scotland's Colleges could be indicative of a lower percentage of college lecturers responding to the survey compared to schoolteachers and should therefore be treated with caution.



Respondents were asked which factors had helped or supported their engagement with the Professional Standards to self-evaluate and plan professional learning. Three factors scored a rating of over 50% with 73% of respondents stating the PRD meeting helped or supported their engagement with the Professional Standards, 57% citing professional dialogue with colleagues and 54% citing time to read and reflect on the Professional Standards. The results are shown in table 6 (n=547).

Table 6: Factors which supported engagement

Factors	Responses
I have not engaged with the Professional Standards to help me self-evaluate or plan my professional learning	7.13%
Time to read and reflect on the Professional Standards.	54.30%
PRD meeting	73.49%
School/LA/College/Organisation support materials	13.89%
In-service session	18.10%
Professional dialogue with colleagues	57.22%
GTC Scotland support materials	22.12%
Other	5.12%

Respondents were then asked which factors may have limited or hindered their engagement with the Professional Standards to self-evaluate and plan their professional learning, as shown in table 7 (n=547). 46% of respondents said that no factors had limited/hindered their engagement with the three highest limiting factors being other factors more relevant/appropriate for their self-evaluation (26%), other priorities (21%) and not having time to fully engage with the Professional Standards (18%).

Table 7: Factors which limited engagement

Factors	Responses
I have not engaged with the Professional Standards to help me self-evaluate or plan my professional learning	4.02%
I have not had time to fully engage with the Professional Standards.	18.28%
I have not had any/sufficient support to help me understand the concepts and principles underpinning the Professional Standards and how these may impact on my practice	7.13%
My professional learning is set by my line manager	6.58%
There are other factors that are more relevant/appropriate for my self-evaluation (e.g. school improvement plan/HGIOS/organisational targets)	25.59%
I have had other priorities	20.84%
Professional Standards do not meet the needs of my current role	4.39%
No factors have limited/hindered my engagement	45.89%

Professional Learning

Reviewees were asked how they had recorded their professional learning, as shown in table 8 (n=484).

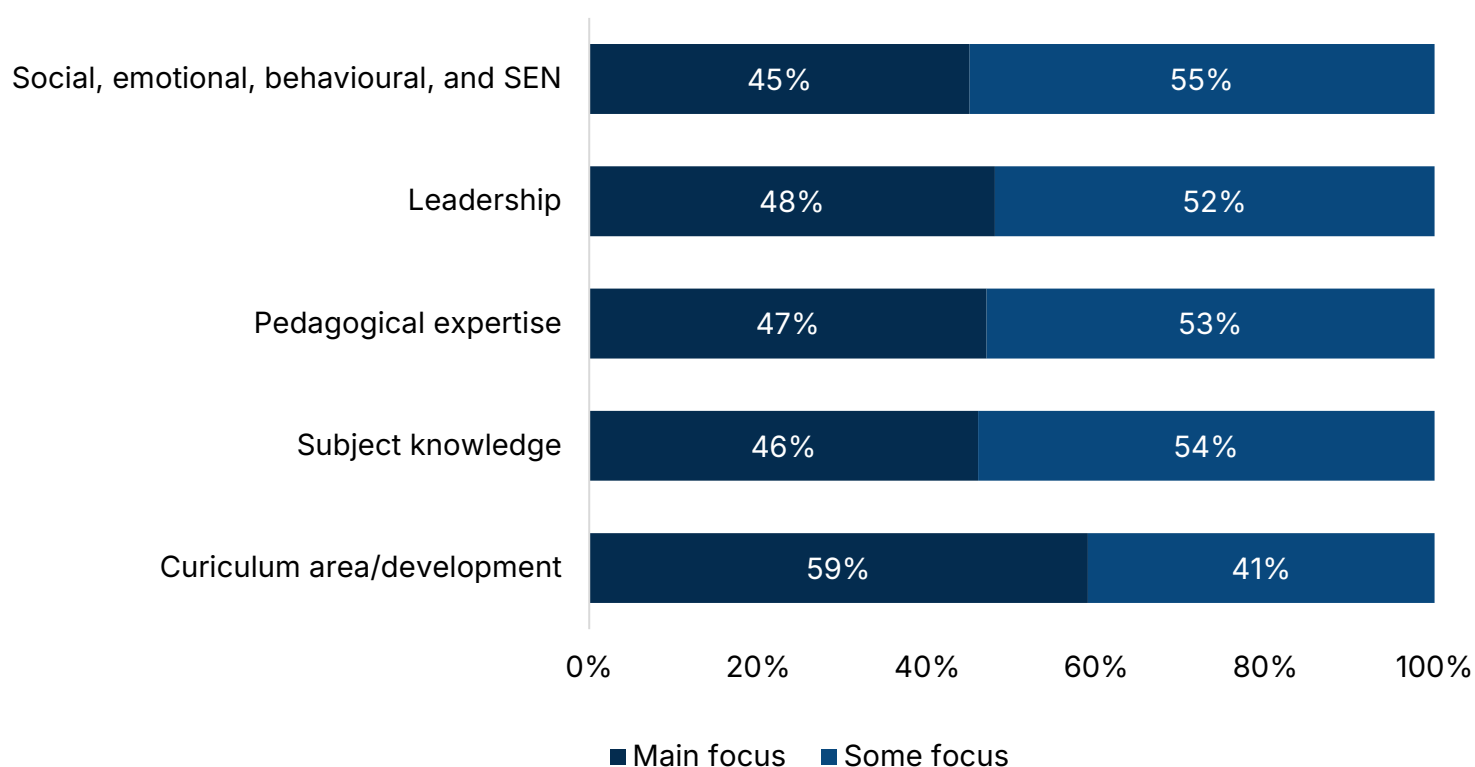
Table 8: Recording professional learning

Recording professional learning	Responses
I have not recorded my professional learning	1.86%
I have mainly recorded a list of all professional learning activities I have engaged in. For example, course handouts/notes; courses/events attended; record of sessions engaged in (such as TLCs/learning rounds)	40.91%

I have recorded a list of all my professional learning and a reflective summary of my learning and how this is impacting on my thinking and practice	31.20%
I have mainly recorded a reflective summary of what I have learned from professional learning I have engaged in and relate this to the Professional Standards (and other standards as appropriate) and how this is impacting on my thinking and practice	24.59%
Other	1.45%

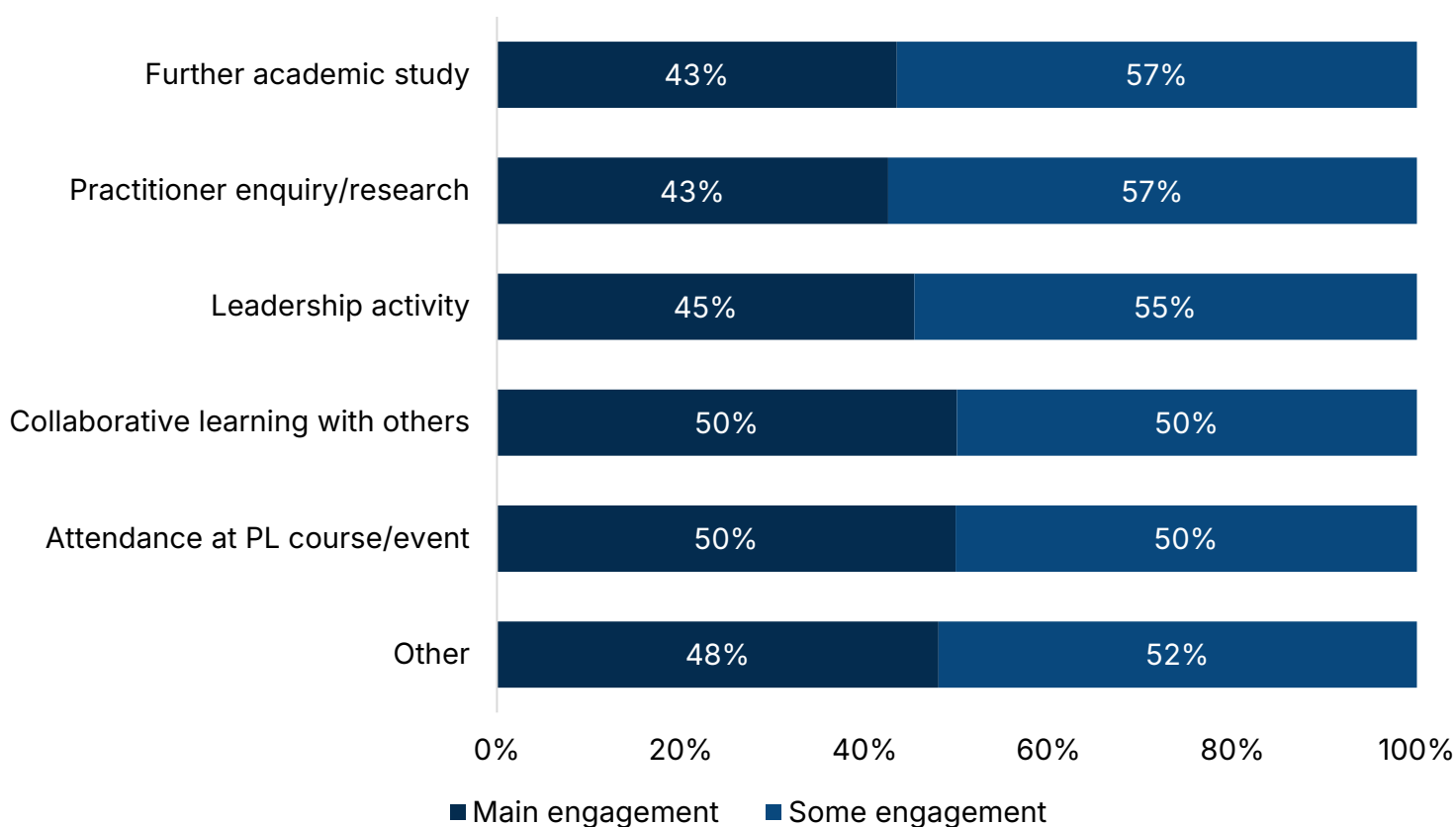
Respondents were asked what the focus of their professional learning was. Fifteen options were available to select and the top 5 selected as the main focus are shown in graph 19 (n=484).

Graph 19: Professional Learning focus



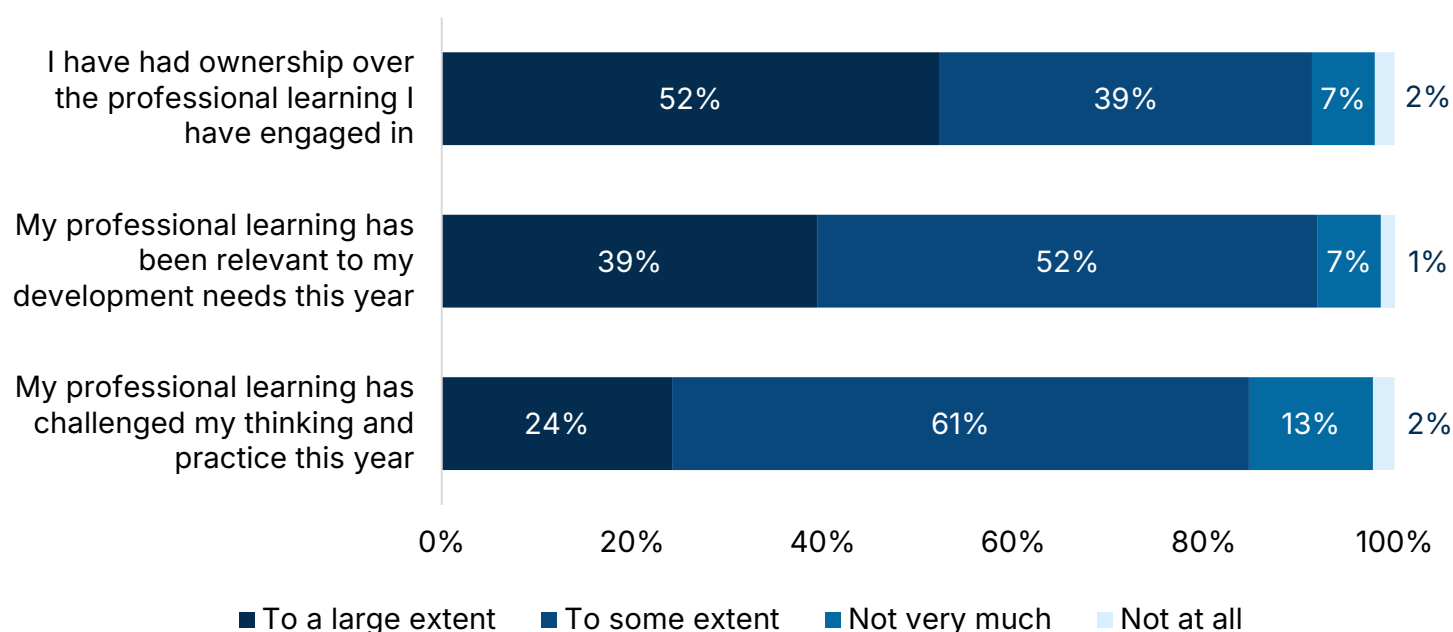
Graph 20 (n=484) indicates the types of professional learning reviewees engaged in with 50% of respondents identifying collaborative learning with others and attendance at PL course/event as the main type of engagement.

Graph 20: Professional Learning types



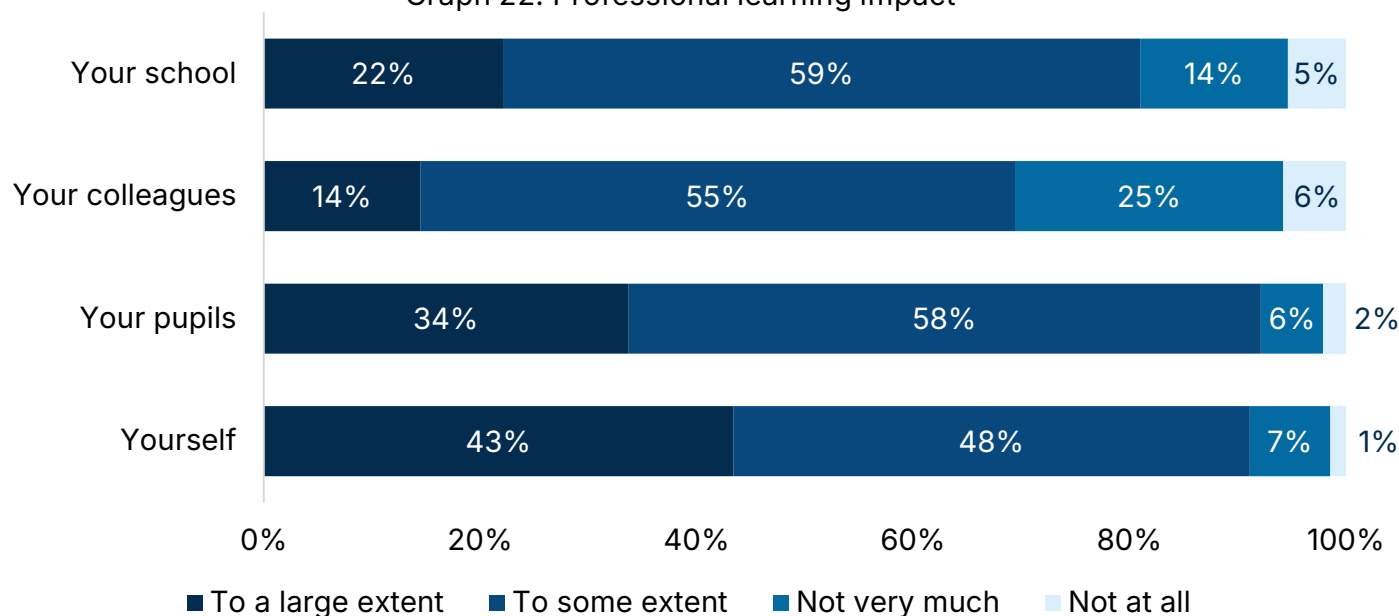
Respondents were asked 'Thinking about the professional learning you have engaged in this year, please rate the extent of your agreement with the following.' Results are shown in graph 21 (n=484) with 91% of respondents feeling they had ownership of their professional learning to a large extent or to some extent and 91% also feeling their professional learning had been relevant to their development needs.

Graph 21: Professional learning value



Of 480 respondents, 76% reported that they had gathered evidence of the impact of their professional learning. The extent of the impact of reviewees' professional learning is illustrated in graph 22 (n=484). The biggest impact was on pupils with 92% of respondents stating that their professional learning impacted on their pupils to a large extent or to some extent and 91% stating that it impacted on them to a large extent or to some extent.

Graph 22: Professional learning impact



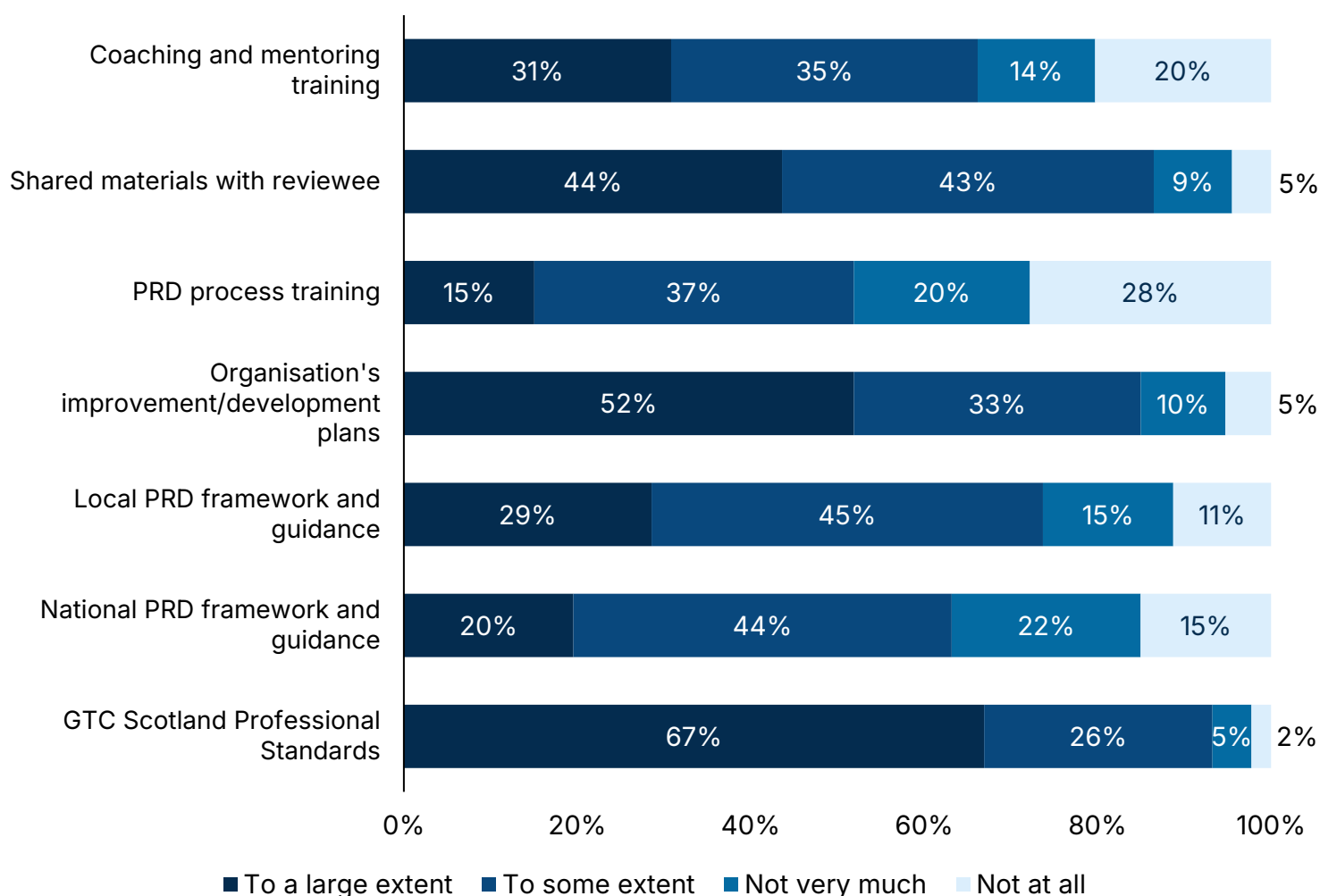
Reviewers

Knowledge and information

Of 133 reviewers who answered the question, 77% felt that the information, briefings and support they were given were helpful to a large extent or to some extent in preparing them for their role as a line manager or reviewer in the Professional Update process.

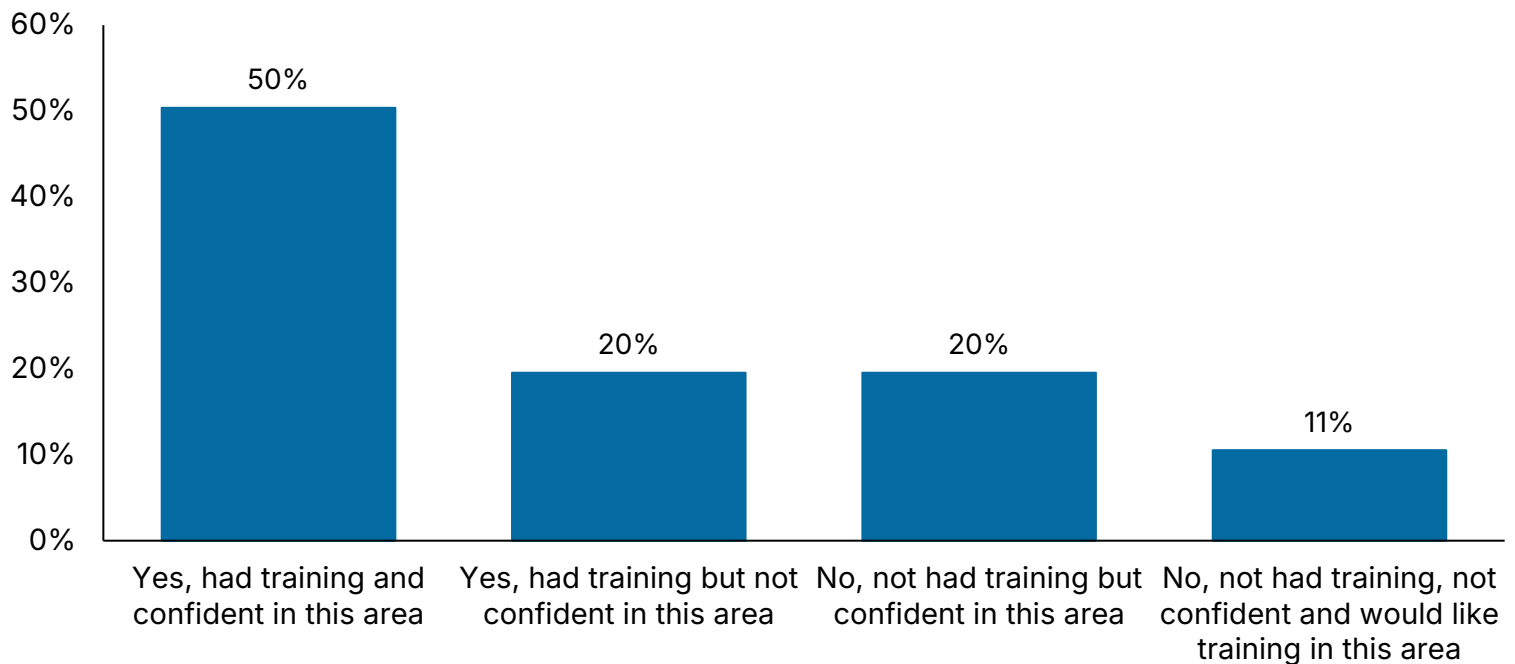
When asked 'To what extent, if any, did you use/engage in the following to prepare for the PRD meeting with your reviewee(s)?' Graph 23 (n=133) shows that 93% used the Professional Standards to a large extent or to some extent, 87% shared materials with their reviewee(s) and 85% used their organisation's improvement/development plans.

Graph 23: To what extent, if any, did you use/engage in the following to prepare for the PRD meeting with your reviewee(s)?



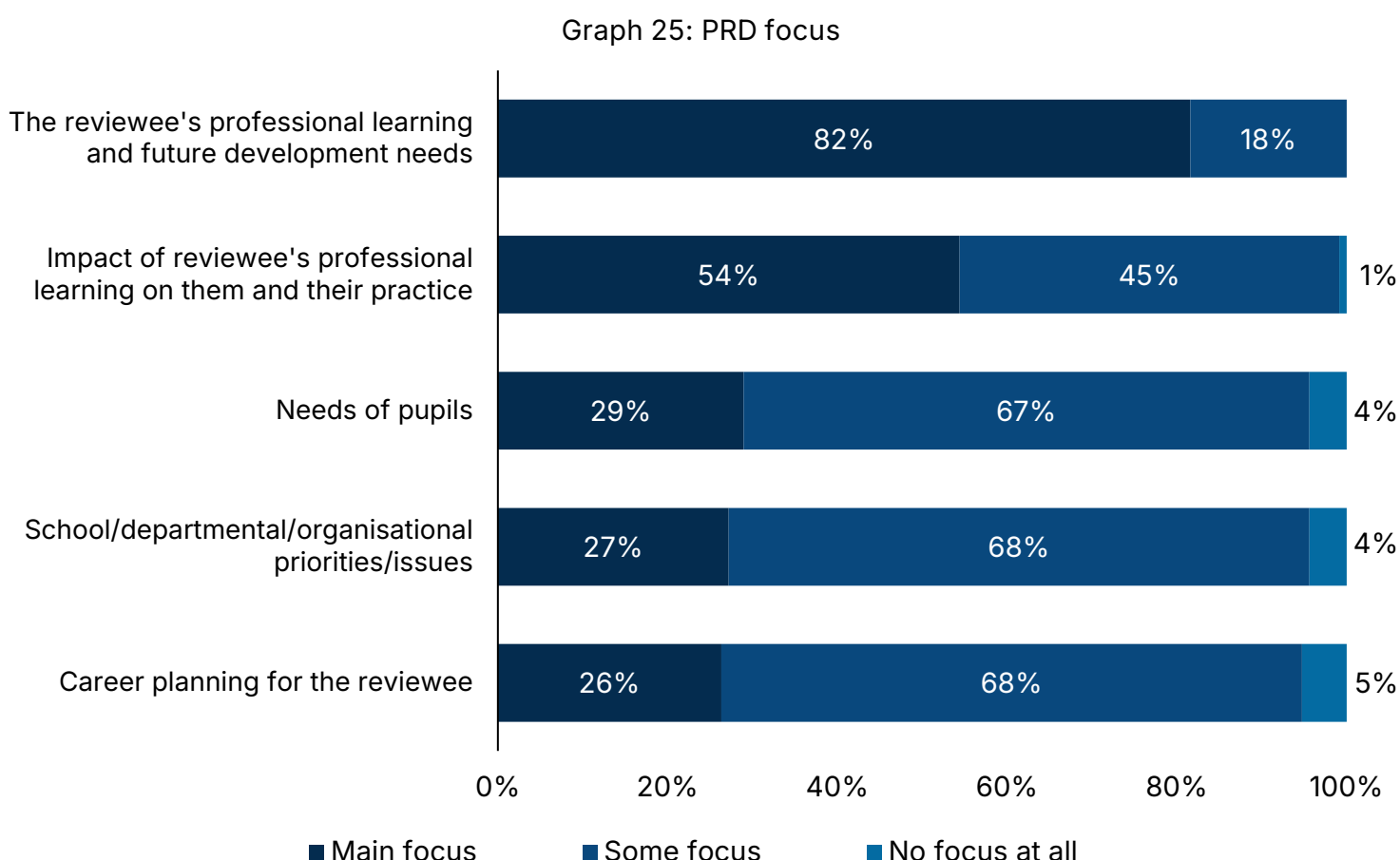
Reviewers were asked if they had had training in coaching and mentoring approaches. Responses are shown in graph 24 (n=133) and responses were mixed with 31% saying they had not had training and 31% also declaring themselves as not confident in this area, although it should be noted that only 11% of respondents combined these two factors when answering the question with 20% confident in spite of not having had training and 20% not confident in spite of having had training.

Graph 24: Training in coaching and mentoring



Professional Review and Development (PRD) Discussion

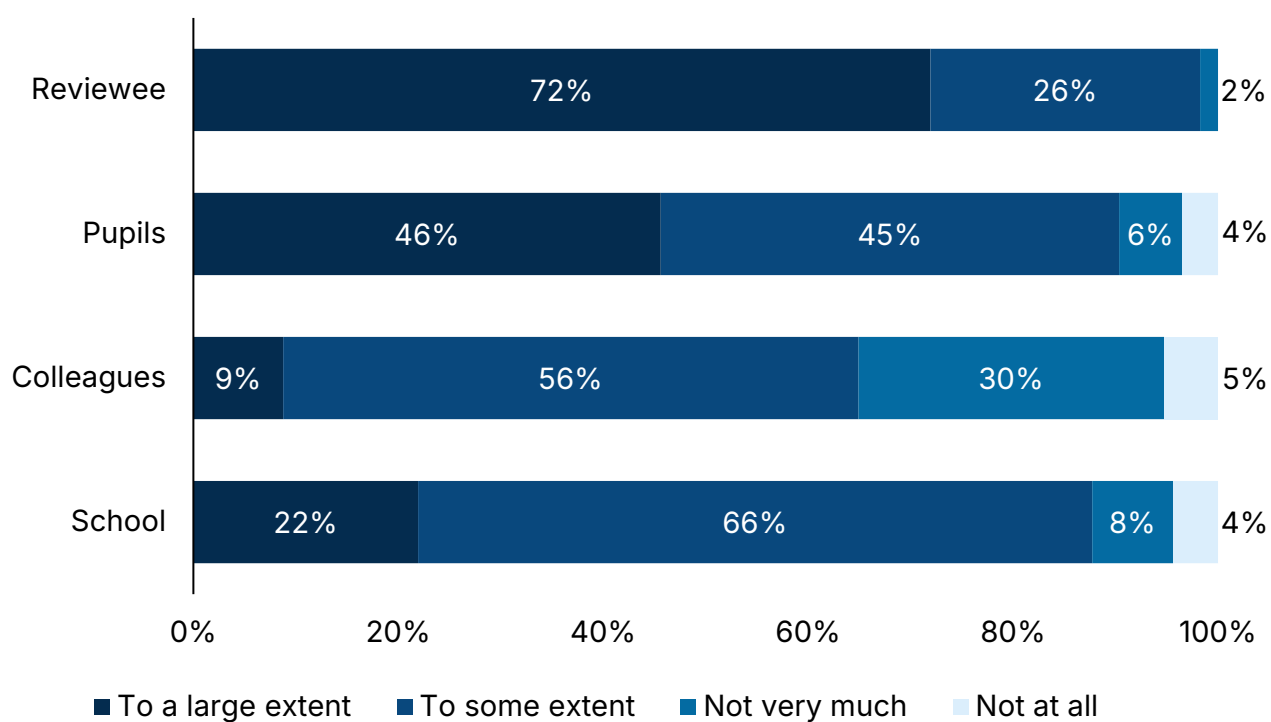
Reviewers were asked what the focus of the PRD discussion was. As shown in graph 25, the reviewee's professional learning and future development needs was the main focus in 82% of cases.



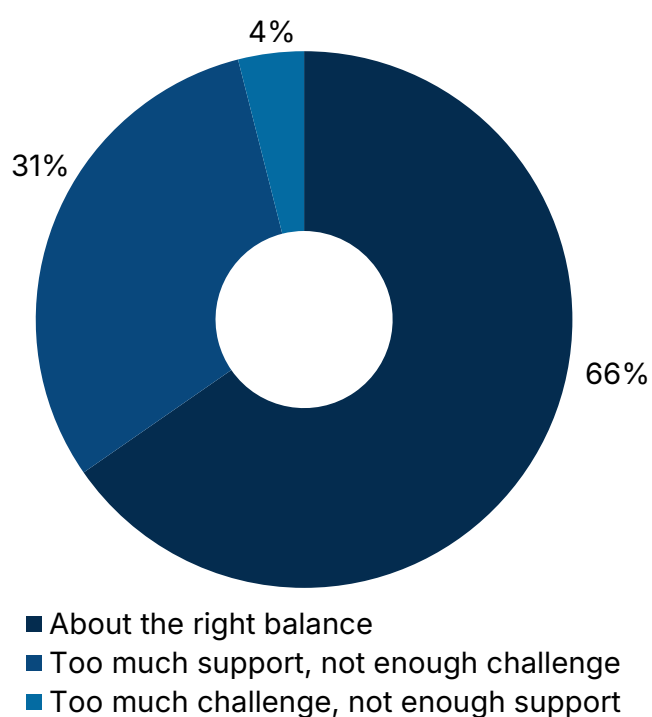
Of 114 respondents, 93% of reviewers indicated that their reviewee had shared a reflective record of their professional learning and 88% said that the reviewee had shared evidence of the impact of their learning. Where evidence of impact was not shared, reviewers were asked why it was not shared and the most common answer was that it was part of the discussion without having to be shared.

Reviewers were asked 'To what extent did you discuss the impact of the reviewee's professional learning on themselves, their pupils, their colleagues or the school at the PRD/review meeting?' and graph 26 shows the responses given (n=114). It shows that the impact of the reviewee's professional learning on themselves to a large extent or to some extent scored highest (98%) with the impact on pupils coming next at 91%.

Graph 26: Professional learning impact



Graph 27: Balance of support and challenge



Reviewers were asked 'Reflecting on the balance of support and challenge you provided at the PRD/review meeting, from the following descriptions, please select the most appropriate.' As shown in graph 27 (n=114) a fairly high percentage of reviewers (31%) felt that they had not offered enough challenge. This contrasts with only 2% of reviewees who felt they had not been challenged enough when asked about the balance of support and challenge from graph 16. The answers from both cohorts show a significant difference in perception, although it should be noted that the reviewer respondent population is not necessarily connected to the reviewee respondent population.

Direct submissions

Professional Learning

Of the 20 direct submission respondents who answered whether they had had a PRD meeting as part of the PU process, 75% had not. Respondents were then asked which factors prevented their opportunity to discuss their self-evaluation, professional learning and evidence of impact and plan future development needs as part of the PRD process. Answers (n=15) included not working in a school, working outside Scotland, not being in employment, no PRD opportunity offered and working through agencies as a supply teacher.

It is also worth noting that the highest response rate for the different questions about engagement with the Professional Standards for the direct submissions cohort was four. Most of the cohort skipped those questions and this could be indicative of a lack of opportunity to engage although more analysis would be needed to determine if that were indeed the case.

Direct submission respondents were asked how they had recorded their professional learning and the answers are shown in table 9 below (n=17).

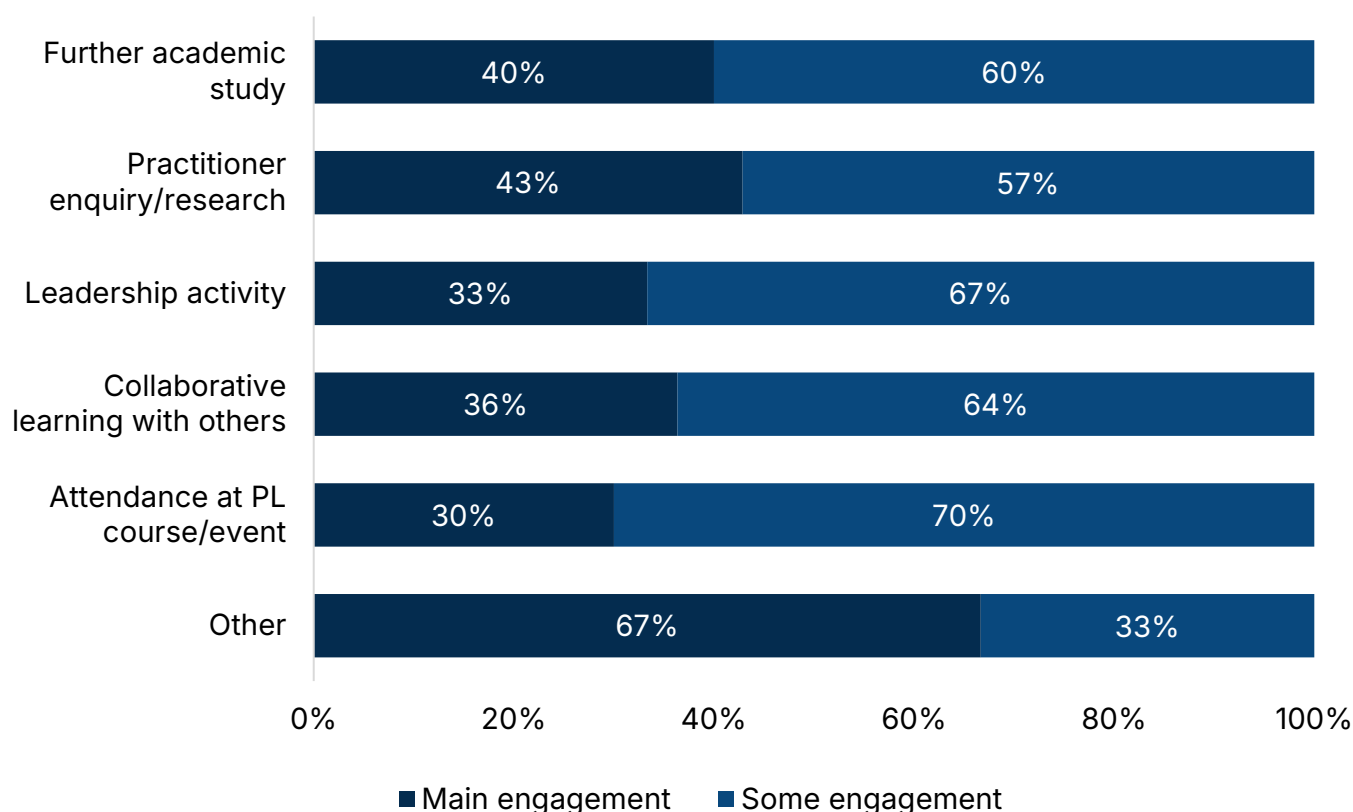
Table 9: Recording professional learning

Recording professional learning	Responses
I have not recorded my professional learning	0.00%
I have mainly recorded a list of all professional learning activities I have engaged in. For example, course handouts/notes; courses/events attended; record of sessions engaged in (such as TLCs/learning rounds)	29.41%
I have recorded a list of all my professional learning and a reflective summary of my learning and how this is impacting on my thinking and practice	35.29%
I have mainly recorded a reflective summary of what I have learned from professional learning I have engaged in and relate this to the	35.29%

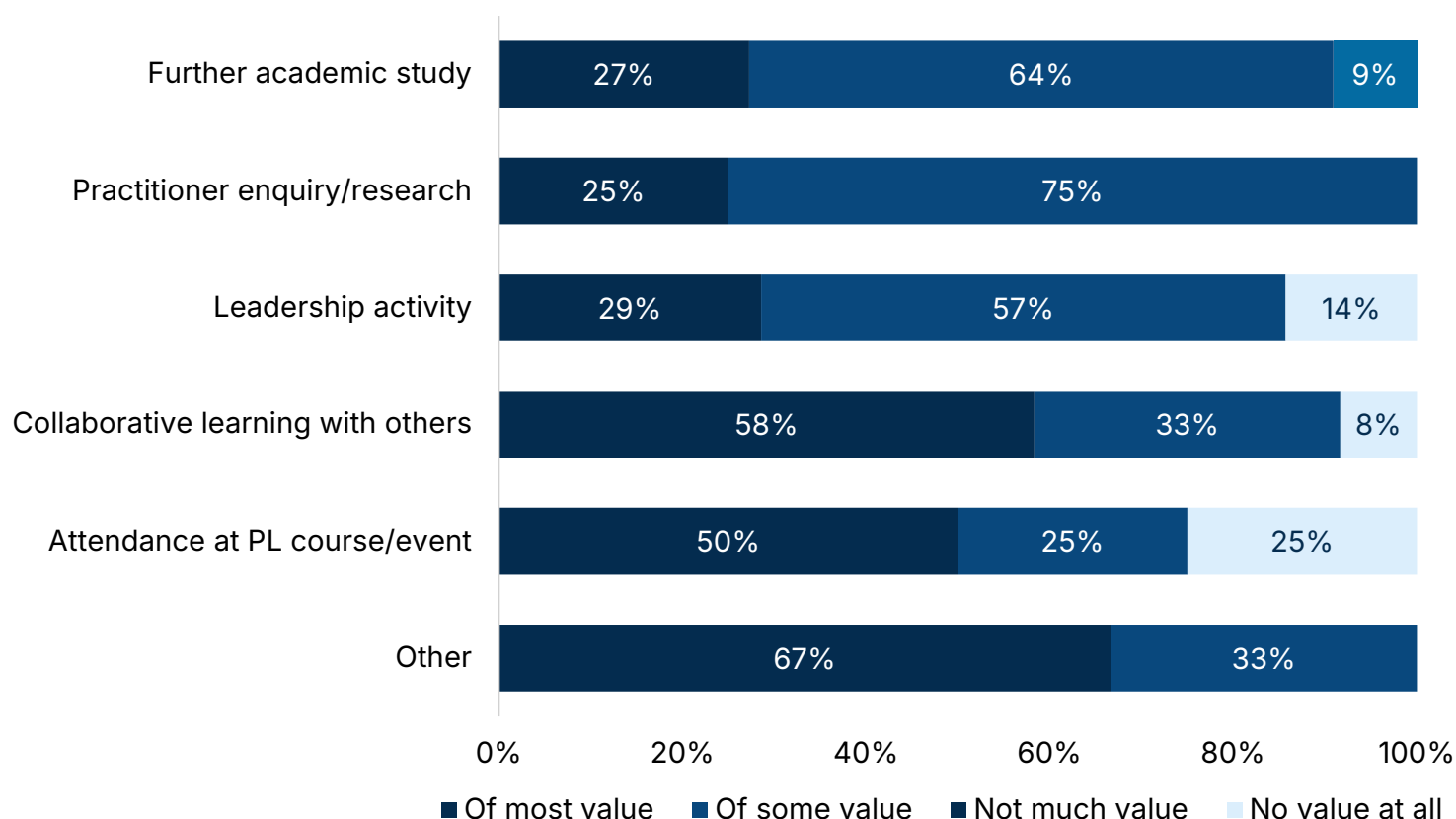
Professional Standards (and other standards as appropriate) and how this is impacting on my thinking and practice	
Other	0.00%

Graph 28 (n=17) indicates the types of professional learning engaged in and it is interesting to note that 'Collaborative learning with others' has a 14% lower main engagement rating when compared to the types of professional learning recorded by reviewees from graph 20. This could be a consequence of the sporadic nature of employment for respondents in the direct submissions cohort and, interestingly, 58% of those who had engaged in collaborative learning with others found it was of most value, as shown by graph 29.

Graph 28: Professional learning types

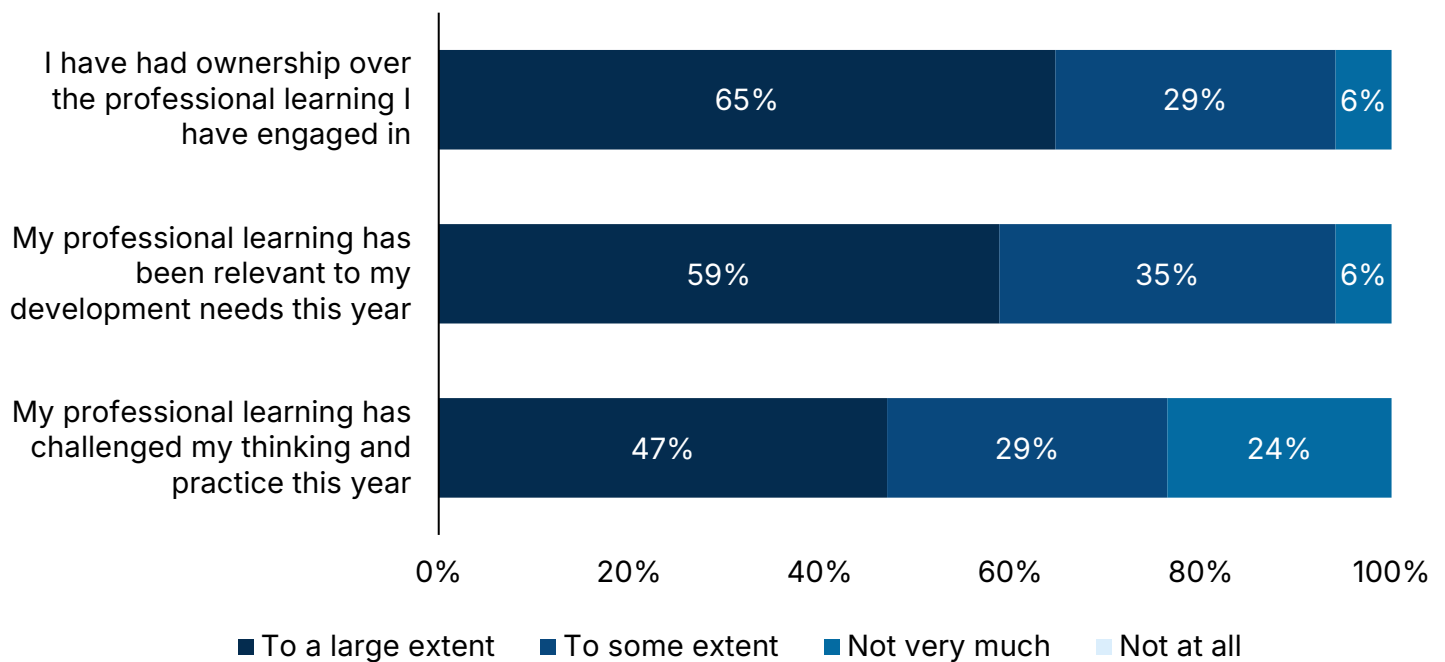


Graph 29: Professional learning value



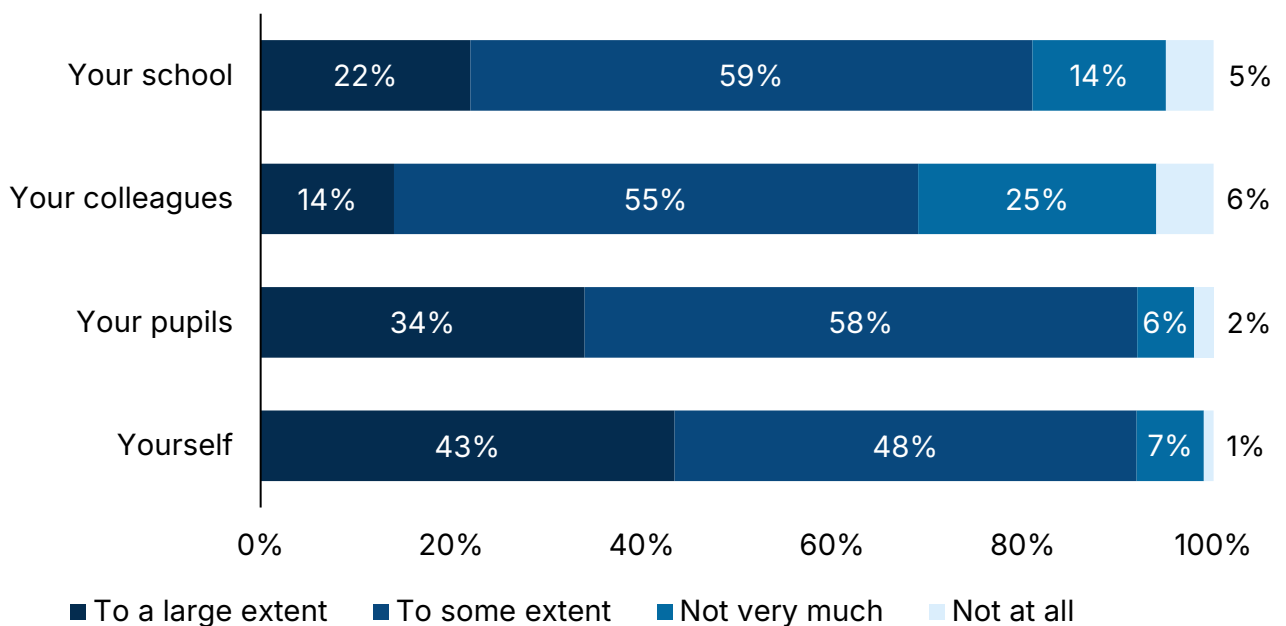
Respondents were asked 'Thinking about the professional learning you have engaged in this year, please rate the extent of your agreement with the following.' Results are shown in graph 30 (n=17) and it is striking that 24% did not think their professional learning had challenged their thinking and practice very much. This compares to 15% of reviewees from graph 21 who indicated that their professional learning had not challenged their thinking and practice very much or at all.

Graph 30: Professional learning experience



82% of direct submission respondents reported that they had gathered evidence of the impact of their professional learning. When asked 'To what extent do you think your professional learning has had an impact on yourself, your pupils, your colleagues or your school?', it is striking that 36% felt their professional learning did not have very much impact or no impact at all on their school. All results for this question are shown in graph 31 (n=17).

Graph 31: Professional learning impact



Summary

Completion of the Professional Update sign-off process every five years is a requirement of all fully registered teachers in Scotland and analysis of the responses to the annual evaluation can provide some insights for GTC Scotland and the wider education system. The following insights are noted from the *Professional Update 2023-24 annual evaluation*:

- The varied employment circumstances of those completing by direct submission was evident. Although that in itself is not surprising, it was interesting to note that the responses indicated that some teachers working as a supply teacher completed their sign-off by direct submission.
- The percentage of males compared to females acting as reviewer was higher than the relative percentage on the Register of Teachers.
- The percentage of respondents across all three cohorts who considered themselves to have a disability was much lower than the percentage of respondents from the March 2024 *Report on Equality Survey of Provisionally Registered Teachers*.
- The GTC Scotland website was the most used source of information by respondents across all three cohorts to keep informed about Professional Update and respondents also found it the most useful source of information.
- Over 80% of reviewees who used MyGTCS found that the system met their needs, although those who encountered difficulties cited issues with unreliability and fear of losing data.
- A fairly high percentage of reviewees (24%) felt that their PRD meeting was not very useful or not useful at all and a variety of reasons were given for this finding.
- A very high percentage of reviewees (84%) found that their PRD meeting had the correct balance of support and challenge with 76% of those respondents recognising a coaching and/or mentoring approach, showing a relationship between these.
- A very high percentage of reviewees (85%) used the Standard for Career-long Professional Learning to prepare for their PRD meeting. This was the most used Standard by some distance. On the other hand, almost a fifth of reviewees (18%) declared that they did not have time to fully engage with the Professional Standards when self-evaluating and planning their professional learning.

- More than half of reviewees (59%) identified the curriculum as the main focus of professional learning and this is the area that scored highest. Importantly, a very high percentage of reviewees (91%) also felt they had ownership of their professional learning and that their professional learning had been relevant to their development needs.
- A very high percentage of reviewers (93%) used the Professional Standards to prepare for their PRD meeting with their reviewee(s).
- There was a mixed response when reviewers were asked if they had had training in coaching and mentoring approaches with only 50% declaring themselves as having had training and being confident in this area.
- More than half of reviewers (66%) felt they provided about the right balance of support and challenge at the PRD meeting with 31% feeling they had not offered enough challenge. This contrasts with only 2% of reviewees who felt they had not been challenged enough and suggests a potential difference in perception depending on role.
- A large percentage of direct submission respondents (75%) indicated they did not have a PRD meeting. A number of potential reasons for this were identified when asked about factors that hindered their opportunity to discuss their self-evaluation, professional learning and evidence of impact and plan future development needs, and these included working through agencies as a supply teacher.
- A very small percentage of direct submission respondents (less than 20% for all questions) answered when asked about engagement with the Professional Standards and this could be indicative of a lack of opportunity to engage with the Professional Standards for that cohort.
- It is also noticeable that direct submission respondents did not engage as much in collaborative learning with others as their main type of professional learning when compared to reviewees. Fewer also thought that their professional learning had challenged their thinking and practice and that their professional learning had had much impact on their school.



The General Teaching Council for Scotland

We are the independent regulator for teachers in Scotland. We work to enhance trust in teachers in the public interest by setting, upholding and promoting high standards.

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