PRD and CPD Questionnaire 2004

- The questionnaire was sent to a randomly selected group of 101 members of teaching staff.
- This represents approximately twenty percent of the teaching staff in Shetland Islands Council.
- The group was selected at random from all sectors and geographical areas.
- 55 questionnaires have been returned.
### Section 1: Professional Review and Development

Have you had a professional development review meeting with your line manager this year?
- Yes_41_
- No_17_

**Comments:**
- It was straight forward, planned, focussed, non-threatening;
- As a probationer this is done regularly;
- Next week!;
- It was helpful and constructive;
- Usually takes place in term four;
- It’s in the pipeline, will be carried out soon;
- As I was only appointed in Jan 2003 this has not been appropriate;
- We have done this for the last seven years at …..
- Last review was May 2003;
- Important to both reflect on progress and plan ahead;
- Not yet but later this year;
- No time yet, scheduled for February;
- A few days ago;
- Not yet in 2004. I had a review meeting in October 2003. A departmental review took place in January 2004;
- Informal;
- My review takes place in late May/June
- Date is set for February;
- Not formally, but informal discussions are continuous;

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How do you view the self-evaluation process that you completed before your review meeting?
- Necessary_43_
- Unnecessary_6_
- No Answer_6_

**Comments:**
- It helped me focus my thoughts. It helped keep the meeting relatively brief, and less threatening because it was inviting me to flag up much of the agenda;
- Self-evaluation is an essential part of being a professional;
- Useful;
- Helps to focus thoughts prior to review meeting;
- Useful in making you reflect on your strengths/development needs and plan for future CPD activities;
- Can tend to feel that feel that you should work on new things each year, when consolidation might be more beneficial;
- The meeting did not take place & does not appear to be so in the near future;
- It focusses in on the relevant areas and allows you to revisit;
- Helpful, but not necessary;
- I haven’t filled it in yet;
- I did not complete self evaluation;
- Self-evaluation should be an ongoing process;
- It made you think about things before the review;
- Complete waste of time;
- Although I haven’t had one this year, it helps focus your thoughts and prioritise;
- I do not need my PT to come and see me for that; I do review and reflect on my work regularly and speak to them afterwards;
- Although time-consuming, it does provide a focus for what needs to be achieved in the year following;
- Really just to gather thoughts and be more clearly focussed;
Did your meeting result in agreed development needs?

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
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<tbody>
<tr>
<td>47</td>
<td>8</td>
<td>2</td>
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Comments:
- My Head Teacher is very supportive
- My development needs are clear to me, without needing a review meeting;
- It will;
- I have set targets for own needs without above meeting for last year;
- New needs have arisen as a result of Chartered Teacher module;
- Autocad training
Which of the following did you consider when identifying your personal development needs?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
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<tbody>
<tr>
<td>School Development Plan</td>
<td>44</td>
</tr>
<tr>
<td>Departmental Development Plan</td>
<td>25</td>
</tr>
<tr>
<td>Education Service Improvement Plan</td>
<td>9</td>
</tr>
<tr>
<td>National Priorities</td>
<td>4</td>
</tr>
<tr>
<td>HMIE Action Plan</td>
<td>5</td>
</tr>
<tr>
<td>Q/A Visit</td>
<td>1</td>
</tr>
<tr>
<td>No Answer</td>
<td>5</td>
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</tbody>
</table>

Comments:
- QA team visit
- National Priorities are so broad they are bound to be covered;
- I also considered my own career development;
- Really found something I would like to do then found something to justify it;
- Mostly my own development needs and age group I am most likely to be teaching;
- Personal interests and relevance to stage being currently taught;
- Awaiting results of HMI follow through inspection which heavily influenced decision;
- Used quality indicators from “how good is our school” for learning and teaching;
- Needs identified related to classroom/personal development;
- Mainly;

Did you identify activities that would result in meeting your agreed needs?

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<thead>
<tr>
<th>Option</th>
<th>Count</th>
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<tbody>
<tr>
<td>Yes</td>
<td>49</td>
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<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>No Answer</td>
<td>5</td>
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</table>

Comments:
- I had to provide them, nothing provided locally;
- I think there was not enough detailed for the whole year;
- To a certain extent we will re-assess these after “follow through”;
- But only in a general way;

Are you confident that you can meet your development targets?

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<td>No</td>
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</tr>
<tr>
<td>No Answer</td>
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</table>

Comments:
- No time;
- But that is not to say these skills could not be developed further;
- Unless health problems prevent this;
- Have already met most, one still to complete, leading to new-
- In one area though targets have been met I consider on-going development desirable;
- With difficulty as course is way over hours;
- Hopefully but time/cover/availability of courses may prevent this;
- They have already been met but next review is not until May 2004;
- Most;
- Hope so;
- Confident in attaining most of my targets but not all in one year;
- Not immediately;
- If time allows;
- Other things crop up, so sometimes plans have to be abandoned or held over for another year. Day to day plans, marking, assessing and reporting are the important things. We are starting to lose sight of this due to reviews and CPD;
- Some budget implications for equipment;
What is your overall view of the professional review process?

Necessary _41_  
Unnecessary _9_  
No Answer _7_.

Comments:
- Helpful, but not necessary;
- Useful focus for the year;
- Professionals constantly review and self evaluate without the formality. Extra pressure unhelpful and process is time-consuming;
- Good;
- Necessary, because we are contracted to do so;
- Fine as it is – I wouldn’t want to see it becoming any more detailed or time consuming than at present;
- Essential and needs to be seen as such by all concerned;
- I have no confidence in the review at management at school and office level;
- No review – so no action has taken place;
- Self evaluation and reflection is necessary to develop leadership style and skills;
- Helpful;
- Can be encouraging and good for setting goals;
- It is a process we carried out before, however less needed to be written down and spelt out on paper;
- Focuses attention on areas or needs which may otherwise be discussed;
- Cumbersome, time wasting & contrived;
- Not only is it necessary but it should be a right;
- Time consuming. Teachers know what they need to do to make improvements, without the official paperwork. However, I try to do it properly since I know it has to be done;
- Well established development plan in dept. prior to reviews being set up;

Section 2: Continuing Professional Development

Do you feel that you fully understand the arrangements for CPD as they apply to you?

Yes _41_  
No _16_.

Comments:
- Not much information was given and when we were briefed by the council they were very vague;
- There are clear guidelines for me as an employee and also as a manager;
- Don’t fully understand what CPD is made up of – already completed 35 hrs by January;
- The time element is rather blurred as are the activities which are and aren’t included in CPD;
- Still some confusion over Chartered Teacher and other issues;
- Not yet fully confident in the way I’m recording my CPD activities;
- I understand most of it but some of it seems hazy;
- CPD Handbook and CPD Co-ordinator visit helped greatly;
- I feel I have a better understanding having spoken to Jerry;
- There is a blurring around the edges between self-evaluation, CPD and CPD that is not part of the additional 35 hours. The conditions and requirements for being one thing or the other seem obtuse;
- Aware that 35 hours CPD must be completed in a school year;
- Basic understanding, but by no means do I fully understand;
- How fully is fully?
Has your opinion of CPD changed in the last 12 months?

Yes _28_  No _28_

Comments:
- It is a lot more useful now. Previously we opted into courses that “took our fancy” inevitably we got very good at some things and avoided others. The whole ethos now is of targeting development needs;
- I know more about it now;
- Have always been keen to broaden horizons;
- Not teacher orientated enough;
- Personally, no but I have seen a change in attitude of other staff;
- I have appreciated the process more fully;
- I was on maternity leave the whole of last year so I can’t really say;
- I feel that CPD has been foisted upon us so that someone can do a “tick-box” exercise. But insulting to have to prove you’ve done an extra 35 hours over a year – show me a teacher who doesn’t do extras every single day;
- Now see it as an essential and valuable part of the job;

Has your change in opinion been a positive or negative change?

Positive _16_  Negative _16_  No Answer _19_

Comments:
- Didn’t previously understand the rigidity of system i.e. if you do a course using 2 years and of hours, this only counts as one year’s CPD – a great pity, putting teachers off doing worthwhile courses and making them opt instead for day seminars of much less lasting benefit than eg a year of OU course;
- So much more recording and paperwork;
- I am a firm believer in CPD but the rules and regulations are a hindrance to CPD as is the small budget;
- Some positive some negative;
- Authority/School appear to have too much influence generally;
- Find twilight sessions – too exhausting after a busy day at work;
- Both +ve realising how much you do can be put against CPD time, -ve expectation of doing courses in days off and no time “away from work”. We have to have weekends to ourselves and not expected to spend them on courses;
- It remains a little negative I’m afraid;
- No change in the work done, but in greater awareness of need to document;
- Positive for choice of courses etc. negative for all the reports and paperwork that follows;
Do you feel you are well informed on CPD choices?

<table>
<thead>
<tr>
<th>Well-informed 38</th>
<th>not well informed 9</th>
<th>Overloaded 7</th>
<th>No Answer 1</th>
</tr>
</thead>
</table>

Comments:

- The choices should detail the aims of the courses provided;
- Still a bit confusing;
- Previously I was well informed about in-service days, but now I have a much broader view of just how much is available locally, (courses) and as a body of expertise in other colleagues;
- Bombarded;
- Reasonably well informed;
- Need to have the information sooner;
- A mixture of the above relating to different areas;
- Overloaded with paper – direction to schoolmaster where up-dated version can be found adequate;
- Course list relevant and current;
- I know the range of activities which can be done;
- I’m sometimes confused what is CPD and what is part of my dept. development plan;
- The “your questions answered” booklet sent by the CPD Co-ordinator was useful. More illustrations of good practice, possibly sent by email, would be useful. I would say I am fairly well informed;
- If I chose to look into CPD choices, Info is available;
- I am in ASN, perhaps fewer choices than in mainstream;
Do you feel members of staff in your school share the knowledge gained through CPD and other training?

- Yes _15_
- No _10_
- Some _33_
- No Answer _2_

Comments:
- Staff now sharing within ASN cluster meetings;
- Not always easy for all staff to gain access to all information;
- Not been going long enough to say;
- Difficult in a single person dept. Diverse interests, lack of time. Knowledge which is of whole school/whole Sec. Interest is shared to an extent.
- Mostly informally, but also during set meetings;
- Mid-Yell has a very co-operative atmosphere;
- No time to share knowledge despite personal conversation;
- We don’t have enough time to share knowledge because we have so many other things to do;
- Not yet;
- It depends on whether those members of staff impact on your teaching;
- Depends on the person, how enthused they were by the training and its relevance to the school;
- This is something we could do better;

Are you happy with your progress towards personal development targets for the current year?

- Yes _44_
- No _12_
- No Answer _3_

Comments:
- I’m well on target, I did want to go to a course which required a deposit in advance. Form sent to Finance in March, cheque sent ion May by which time the 20 places were filled;
- One has been met in a different way to what was originally planned, and others have arisen;
- Need more time;
- Not enough time for personal studies due to workload, so far;
- Need more time;
- With no thanks to anyone else;
- Already achieved;
- Exciting items in some areas. Await HMie judgement;
- There aren’t enough hours in the day to achieve what I would like to achieve;
- I feel that the CPD topics I chose to work on were the most relevant to my classroom teaching;
- Due to changes in my position, goalposts have moved;
Could the Education Service do anything to support you?

<table>
<thead>
<tr>
<th>Yes</th>
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<tr>
<td>31</td>
<td>12</td>
<td>10</td>
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</table>

Comments:
- Continued support through CPD Co-ordinator and funding;
- I don't know because I don't know what the Education Service has to offer;
- A job description, a copy of previous in-service training courses attended over the last twenty five years;
- More information please, I'm interested but need more input – unstructured and unsure;
- Listen to teachers find out what we want;
- A central library of CPD resources eg information, reports, books, ICT resources would be useful for finding out about current approaches;
- Give EDO’s time to do HT’s reviews and provide courses not at weekends for benefit of staff with young families;
- Continue with opportunities for twilight/weekend courses as well as during school time. Increase reference materials for Chartered Teacher courses etc;
- Training appropriate to my needs have been provided during the past year;
- Take some interest;
- Perhaps at some later points;
- Unsure;
- Make it easier to access funding and not make it reliant on their development plans;
- Reduce pressure on staff to cover for absent staff-recruit more supply teachers and auxiliaries;
- Just with in-service training;
- Workshops to discuss maintaining portfolios;
- They already do- financially, organisation, publicizing courses, setting up contacts, keeping tabs on progress;
- The Education Service are already doing so by providing lists of courses/workshops etc;
- Press for a system allowing more challenging courses to count for more years of CPD. Do something about the anomaly of not being able to pre-pay for courses;
- Stop sending more paper/information;
- Arrange for Val Jamieson to do Makaton classes;
- They are offering advice and support;
- If needed I am sure they would. Not needed at the moment;
- Reduce the form filling which has to be completed before you attend any type of course;
- Basic computer + digital camera training;
- Do they support?? – by wasting money creating jobs for disillusioned teachers;
- AUTOCAD training;
- I would like training in financial matters as brought up at a previous review especially with DSM being more of an issue otherwise support is good;
- Find more courses maybe and inform us sooner about future developments in individual subjects;
- Not at this time;
- Yes, continue in the same way;
**What areas of your work have your CPD activities been aimed at?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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<tbody>
<tr>
<td>Subject specific</td>
<td>29</td>
</tr>
<tr>
<td>Reading &amp; numeracy</td>
<td>18</td>
</tr>
<tr>
<td>Teaching and learning styles</td>
<td>20</td>
</tr>
<tr>
<td>Use of ICT in the curriculum</td>
<td>32</td>
</tr>
<tr>
<td>Assessment</td>
<td>19</td>
</tr>
<tr>
<td>Pastoral and group activities</td>
<td>8</td>
</tr>
<tr>
<td>Management</td>
<td>15</td>
</tr>
<tr>
<td>Personal studies</td>
<td>20</td>
</tr>
<tr>
<td>Other (please give details)</td>
<td>4</td>
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</table>

**Comments:**
- Research for Care Commission priorities;
- ASN;
- Inclusion;
- I am also looking at other areas which are not specified on my CPD folder eg teaching and learning styles;
- EEBL;
- Profiling;
- Behaviour support / promoting positive behaviour;
- First aid at work;
- Time management;
- Developing courses;
- A talk by Mike Hannah on formative assessment;
- Japanese link up to the AHS to do Advanced Higher Maths work using video link equipment;
- Mini-bus driving for ed. outings

**What type of CPD activities have you been involved in this year?**

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Self evaluation and reflection</td>
<td>38</td>
</tr>
<tr>
<td>Working groups</td>
<td>20</td>
</tr>
<tr>
<td>Panel meetings</td>
<td>16</td>
</tr>
<tr>
<td>In-service training</td>
<td>46</td>
</tr>
<tr>
<td>School/authority committees</td>
<td>12</td>
</tr>
<tr>
<td>Delivering training</td>
<td>8</td>
</tr>
<tr>
<td>Reading or research</td>
<td>8</td>
</tr>
<tr>
<td>Liaising with colleagues</td>
<td>39</td>
</tr>
<tr>
<td>Mentoring</td>
<td>9</td>
</tr>
<tr>
<td>Working with other bodies</td>
<td>16</td>
</tr>
<tr>
<td>Teacher placement</td>
<td>2</td>
</tr>
<tr>
<td>Courses</td>
<td>29</td>
</tr>
<tr>
<td>Other (please give details)</td>
<td>3</td>
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</table>

**Comments:**
- Study support, Drugs awareness, enquire;
- Delivered a little and took part in a lot of school based ICT training;
- EEBL;
- Devising work;
- Redrafting / formulating topics to fit new environmental guidelines;
- Module through Dundee University;
How would you describe your CPD portfolio?

- Very detailed and reflective: 1
- Detailed and reflective: 9
- Adequate for the purpose: 27
- Inadequate for the purpose: 5
- A list of activities: 13
- No record kept: 0

Comments:
- Not a priority in my daily workload;
- Need further assistance;
- There is hardly any time to fill in forms as well as teach;
- At this stage of my career and life, I will not be spending a lot of time writing too much;
- I keep a record for probation purposes rather than CPD;
- Bulging;
- Developing – getting better;
- This is an area of concern for me;
- I don’t have time to keep more than adequate CPD records;
- As a former senior teacher with 6-7 years to retirement I see no point in thinking about chartered teacher status. Whole thing seems irrelevant;
- Activity reflection sheets need to accompany it;
- Most of it is in HMIe evidence folder at the moment;
- Needs working on, forgot to write it up;
- When I have time, I write a very detailed and reflective CPD portfolio. However in the current climate of classroom teaching it is not at the top of my agenda;
- I prefer to spend extra hours preparing and developing interesting work for the benefit of my class;
- Could do with some input with regards to this area;
- Date, activity and time spent detailed;
- I have had no time to sit and write about anything and don’t see when I am going to find the time;
- As usual time limitation impact on output;
- Needs more reflection;
- Very easy to fall behind in keeping records/dates etc. Difficult to put this at the top of to do list;
Would you welcome personal access to Education Service CPD staff to consult of issues relative to CPD.

<table>
<thead>
<tr>
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Comments:
- Have always had personal access to CPD staff;
- Already has contact on some issue;
- No confidence that anything useful could be done until someone higher up gets the act together. In McCrone CPD appears to be a teacher centred process but in actuality it seems to be Scottish exec. And local authority centred;
- Head Teacher is suitable person to consult;
- I have this already, I think;
- Not on a regular basis but if any queries/problems arose;
- Consultation has taken place;
- I thought we could consult education staff personally anyway;
- Don’t feel this it necessary, as our CPD Co-ordinator is so knowledgable;
- As a single person department I would very much appreciate more liaison with colleagues;
- Enough information and advice offered;
- As part of a group of teachers;
- Not at present;
- I feel that I have that with Jerry Edwards, although at this point I have no need to access this. It used to concern me that Shetland staff would find themselves disadvantaged if competing with candidates from south – due to availability of quality CPD opportunities. If the kinds of courses that have been on offer continue, this is surely not so;
- School consultation full and positive;
- Not at this time;
- Could be helpful to get more input;
- Not at the moment but if needed;
- Possibly in the future;
- I would have thought that this right of access was understood;
- If they would organise my CPD folder for me;
- If to arrange training;
- Not at present;
- Possibly – don’t know at this time;
- Yes if the need appeared;