

## **Professional Development Review (PDR) Checklist**

The Welsh Government have produced new guidance regarding how schools will interpret The School Teacher Appraisal (Wales) Regulations 2011 and this is now referred to as a Professional Development Review (PDR) rather than Performance Management.

PDR Policies acceptable to NASUWT will have to contain all of the following statements:

1. That PDR is a developmental process, and that the process and school will support practitioner well-being throughout.
  
2. That the School will provide sufficient protected time, space and resources within Directed Time for teachers to undertake all aspects of their PDR, including to :
  - Reflect on and plan their professional development;
  - Meet with their Professional Development Partner to discuss and plan;
  - Collaborate with other colleagues; and
  - Attend and access professional development opportunities

That Meetings must not take place in breaks, PPA time or at lunchtime or outside of the timetabled school day (unless this is accounted for in the published calendar and is within Directed Time).

That there are no more than 3 PDR development priorities agreed in an annual cycle

3. That PDR development priorities must take account of the teacher's professional aspirations.
  
4. That there is no requirement for teachers to evidence against every descriptor of the Professional Standards for Teachers. That is, the Standards shall not be a checklist against which a teacher's performance shall be ticked off, but rather the landscape within which all teachers work.

5. That 'Agency' is a key value of PDR and that teachers will be given ownership to map out their own professional learning journey with their Professional Learning Partner.
  
6. That the way in which development is evidenced and collected will be appropriate to the teacher's development priorities as agreed with the Professional Development Partner.

There is a statutory requirement for the PDR Partner to observe the practitioner at least once during the review cycle. NASUWT advice is that there should be no more than three observation events in the academic year each lasting no more than one hour. The amount of lesson observation undertaken should be sufficient only to make an informed judgement and be proportionate to need in terms of the objectives set and whether an appraisee works full or part time. Not all development priorities require lesson observations, learning walks, book scrutinies etc to oversee and evidence achievement,

7. That the PDR Partner will be a teacher with QTS who is appropriately experienced and, in most cases, will be the teacher's line manager.
  
8. That teachers will be able to agree an alternative PDR partner in some circumstances
  
9. The policy must clearly set out the key dates, mechanisms and events in the PDR cycle including:
  - That a PDR partner will meet with a teacher at the start of the cycle to agree development priorities.
  - That at this point it will be noted what learning activities and support will be provided during the cycle and what methods to evidence and opportunities for overview will be used.
  - That all meetings will be documented by the PDR and the teacher given copies of the records for comment and record.

10. That a PDR partner must not obtain information from any person, whether written or oral, relevant to your PDR without your express written consent. Appraisal documentation is confidential to the headteacher, PDR Partner and Teacher.
11. That PDR will only be used to determine pay for certain teachers, namely: those who wish to be considered to progress to the Upper Pay Scale, and; those who are considered to have achieved excellent performance.
12. That there is a right to appeal a PDR review and the processes for doing this.
13. That there is no direct link between PDR and capability procedures. If a teacher's performance is causing serious concern and evidence has been provided to demonstrate this then the informal stage of the agreed capability procedure should be used.
14. That the operation of the PDR policy and process has been workload impact assessed and equality impact assessed to ensure that it does not add to the workload or working hours of anyone involved and does not disadvantage those with protected characteristics.

The Welsh Government's Professional Development Review Guidance can be found here:

[Professional development review - Hwb \(gov.wales\)](#)