

Welcome

Welcome to the Professional Development Analysis.

In recent years, the roles, responsibilities and ways of working of Local Education Authorities (LEAs) have changed radically. As a result of Every Child Matters, Local Authorities (LAs) have changed from being organisations whose role is managing local education to being organisations that also have a major role in **leading** and **improving** both education and children service provision within their communities. Consequently, LAs are now required to operate very differently. They are also now accountable in ways that they were not in the past. LAs are open for inspection by Ofsted and the Audit Commission and are required to set out their strategic plans for scrutiny.

All these changes have important implications for those who work in the management and delivery of Local Authority education and children's services. The changes demand new ways of working, different skills and a broader range of capabilities. Local authorities (LAs) need to build their capacity to manage education and children's services in this new era.

This Professional Development Analysis (PDA) is a response to the new demands on LAs and the requirement for capacity building. It is designed to help those who work in LAs to plan their professional development in a way that meets their present and future responsibilities, their career development needs and the requirements of their LA. The PDA is intended to complement and support existing performance management and review processes.

The PDA has three stages.

- 1. Preparation**
- 2. The Planning Workshop**
- 3. Follow-up.**

The resources in this Participant Pack are intended to:

- give an outline of the PDA process
- provide instructions for the Preparation stage of the PDA
- introduce the Planning Workshop and the Follow-up stages.

These resources were first developed as part of the LEA Professional Assessment and Development Initiative for Wales. This project was funded by the Welsh Assembly Government and was undertaken by the University of Glamorgan, Confed Cymru Wales and co-ordinated by the Virtual Staff College. This revision of the PDA, which is designed for use in England, has been funded by a specific grant from the DfES

How to use the Professional Development Analysis

You can use the PDA as a way of building your Professional Development Portfolio.

It is a very good idea to keep an account of your work, your professional development activities, your qualifications and your professional history in a Professional Development Portfolio. If you already have a Portfolio, keep the outcomes of the PDA within it. If you don't yet have a Portfolio, the PDA is a good opportunity to begin developing one. Appendix 3 in Section 6 contains the inserts for the Virtual Staff College Professional Development Portfolio. It has been specifically designed for education and children's services managers in LAs.

Education managers can use the PDA independently to improve their practice and to support their career development.

The PDA does not have to be used as part of a formal scheme. It has been designed so that individual managers in can use it to identify and assess their professional development needs working on their own.

The PDA is intended to assist you in identifying your professional development needs and making a professional development plan.

The PDA will be an important moment to 'stop and think' about your work, your career, your expertise and importantly your contribution to the work of the LA. It is not envisaged that you will undertake the PDA every year, although you may find the processes of reflection and review, which are central to the PDA, useful at any time.

The PDA is an integral part of the Management Development Programme: Education and Children's Services which the VSC is developing throughout the UK.

This programme is generally delivered regionally by the VSC working directly with one of our six principal university partners. It is responsive to individual needs, lasts for one year, and will be refined and modified on a regular basis in order to ensure that the course content reflects current workplace challenges to participants. There is an outline of the Management Development Programme: Education and Children's Services in Appendix 2 in Section 6 of this Pack.

You can also use the PDA to gain accreditation as part of the the universities' postgraduate programme.

This very flexible scheme allows you to undertake a programme of study that leads to Postgraduate Certificate, Postgraduate Diploma and Masters level qualifications. There is more information on how to gain an academic accreditation by using the PDA as a starting point in Appendix 2 in Section 6.

You can of course use the PDA in all of these ways which would enable you to:

- develop your Professional Development Portfolio
- plan your professional development in a coherent way
- undertake a programme that reflected your professional development plan
- gain a postgraduate qualification.

Section 1

Introducing the Participant Pack

The Participant Pack contains six sections.

- **Section 1. Introducing the Participant Pack**
Describes what is in the Participant Pack.
- **Section 2. An outline of the Professional Development Analysis**
Describes the aims and the structure of the PDA. It also explains the time-scale of the PDA and gives information about the Professional Development Portfolio.
- **Section 3. Preparation**
Contains various activities designed to help you collect relevant information on your professional history, your present role and the factors that are likely to affect your professional development.

You will need to complete this section before the Planning Workshop.
- **Section 4. The Planning Workshop**
Introduces the Planning Workshop. During the Planning Workshop, there is an opportunity to reflect on the information you have collected during the Preparation stage and begin making a professional development plan.
- **Section 5. Follow-up activities**
Introduces the PDA activities that take place after the Planning Workshop. These activities include making a professional development plan
- **Section 6. Appendices**
This section contains additional information to support the PDA.
 - Appendix 1. The Education Managers Competence Framework
 - Appendix 2. The Management Development Programme: Education and Children's Services.
 - Appendix 3. The Virtual Staff College Professional Development Portfolio
 - Appendix 4. The Readers for Activity 9 of the Preparation stage

Section 2

An Outline of the Professional Development Analysis

Introduction

This section describes the key features of the PDA. The first part sets out the aims and is followed by a description of the different parts of the PDA. The final part gives the time-scale of the PDA and describes the Professional Development Portfolio.

The aims of the Professional Development Analysis

The aims of the PDA are to:

- enhance your understanding of professional practice and development
- enable you to review and analyse your professional history and experience
- enable you to review and analyse your present practice
- facilitate the identification of your professional development needs
- help you to define your professional and career development plans
- develop your leadership and management capability
- assist you in developing your Professional Development Portfolio.

Important note

You may already have a Professional Development Portfolio. The inserts for the Virtual Staff College Professional Development Portfolio are contained in Appendix 3 which is in Section 6 of this Pack. The VSC Portfolio is specifically designed for use by those who work in LAs. We recommend that you have a portfolio to support and inform your professional development. If you do not have a Portfolio, the work you undertake in this PDA is an ideal opportunity to begin constructing one. If you already have a portfolio, you can use it as a resource for the PDA. You can also use the PDA to extend your Professional Development Portfolio.

The Structure and Content of the Professional Development Analysis

The PDA has three stages.

1. Preparation
2. The Planning Workshop
3. Follow-up

Stage 1. Preparation

The Preparation stage is designed to help you to review your professional history and your present role. A key purpose of the Preparation stage is to prepare for the Planning Workshop when you will begin to make a professional development plan.

During the Preparation stage you are asked to undertake various activities that are largely concerned with collecting and reflecting on information that is relevant to your professional practice and development. Your work on this Preparation stage should take about half a day in total.

Important notes

1. **Make sure you allow enough time to complete the Preparation stage before the Planning Workshop.**
2. You may well have recently undertaken activities similar to those in the Preparation stage, for example as part of the appraisal/review processes in your LA. In those cases, there is no point in repeating the activities. Take the information you already have to the Planning Workshop. Also, you may have other information that will help with your work in planning your professional development. If so, take that additional information to the Workshop.

The activities in the Preparation stage are as follows.

- **Activity 1. Your professional history.** In this activity you are asked to review your professional history, your qualifications and your experience. This information will be important in planning your professional development.
- **Activity 2. Your present role.** This activity is designed to help you reflect on your present role in order to help you plan your future professional development.
- **Activity 3. Your future career plans.** Your professional development needs will be influenced by your career plans so this activity is designed to help you to review those plans and identify any possible development needs.
- **Activity 4. Auditing your expertise.** As you may be aware, the capabilities of those who work in LEAs are set out in the Education and Children's Services Managers Competence Framework. There is a summary of this Framework in Appendix 1 in Section 6 of this Pack. This activity is intended to help you audit your skills and experience in relation to the competences. The outcomes of the audit will assist the planning of your professional development. They will be particularly important for 'Activity 6. 360° review'.
- **Activity 5. Your work and your LA's plans.** Your own professional practice and development should contribute directly to achieving the targets set out in the your LA's Strategic Plan and other relevant plans. This activity is intended to help you review the performance indicators set out in these plans and to consider how the targets relate to your own work and responsibilities. The outcomes of the audit will be particularly important for 'Activity 6. 360° review'.
- **Activity 6. 360° review.** This activity involves the collection of evidence from your colleagues on aspects of your work. The evidence is intended to help identify your professional development needs.
- **Activity 7. Developing your practice at work.** In this activity, you are asked to consider the way in which the features of your present role and your organisation might support or inhibit your professional development.
- **Activity 8. Your learning styles.** Professional development is largely about 'learning to do things differently'. This activity is designed to enable you to understand the ways in which you learn so that you can learn more effectively.

- **Activity 9. Your professional development in context.** This activity contains a number of Readers that are designed to provide a context for your professional development. They are as follows.
 1. **Experiential learning.** An explanation of the experiential learning cycle and its relevance for professional development.
 2. **Adult learning.** An outline of the principles of adult learning and how those principles are helpful in understanding the ways in which adults learn.
 3. **The nature of professional practice.** An explanation of models of professional practice and their relevance for understanding professional development.
 4. **Continuing professional development.** An outline of the nature of continuing professional development.

The Readers can be found in Appendix 4 in Section 6.

- **Activity 10. The review meeting.** It is important that you discuss the outcomes of the Preparation stage of the PDA with your immediate line manager. The notes in this activity set out the purpose and the processes of the meeting.

Stage 2. The Planning Workshop

In the second stage of the PDA, you are asked to attend the Planning Workshop, where you will undertake a range of activities that are designed to help you to:

- reflect on the outcomes of the Preparation stage
- plan your future professional development.

The Workshop is designed to help you to begin making your own professional development plan, which you can then take back to your LA to discuss with your 'immediate line manager'. The Workshop takes a whole day. Generally, there will be between 9 and 15 participants in the Workshop and the activities will involve you working on your own, in small groups and in the whole group. Your work in small groups during the Workshop will also help you to develop your own leadership skills as you facilitate the professional development planning of other participants.

Stage 3. The follow-up

After the Planning Workshop, you will need to discuss the outcomes with your immediate line manager. You will need to review the professional development needs you have identified and the planning you have undertaken so far. The outcome of this discussion will be an agreed performance development plan that sets out:

- what you are going to do
- your LA's contribution to supporting your professional development
- the anticipated outcomes and targets.

The follow-up work will probably take half a day in total.

Important note

The processes in the PDA should be used to complement and to 'add value' to existing performance management and development processes in your LA. The PDA is not intended to replace existing schemes. However, if your LA doesn't have a scheme, the PDA may be helpful in identifying and assessing development needs.

The timescale of the Professional Development Analysis

The whole PDA process should cover a period of approximately six weeks.

The suggested timescale for the PDA is as follows.

Time	Action
Beginning of Week 1	Start working on the Preparation stage
During Week 4	The Review Meeting with your immediate line manager
End of Week 4	The Planning Workshop
Before the end of Week 6	Follow-up work with your immediate line manager

We suggest that you allow about four weeks before the scheduled date of the Planning Workshop for the completion of the Preparation stage of the PDA.

The Professional Development Analysis and the Professional Development Portfolio

You can use the PDA to begin constructing a Professional Development Portfolio. If you already have a Portfolio, use the information it contains as a resource for the PDA or use the PDA to extend your Portfolio.

We suggest that you have a Portfolio to support and inform your professional development. Appendix 3 in Section 6 contains the inserts for the Virtual Staff College Professional Development Portfolio. It has been specifically designed for education and children's managers in LAs.

Section 3

Preparation

Introduction

This section gives instructions for the first stage of the PDA, the Preparation stage. You are asked to undertake the various activities in preparation for the Planning Workshop. The activities are largely concerned with collecting and reflecting on information that is relevant to your professional practice and development.

The activities

The first seven activities are primarily concerned with collecting information. They are designed to help you reflect on your previous experience, your present post and your plans for the future. We suggest that you undertake as many activities as you can although we realise that it may be difficult for you to do them all. Also, it may not be necessary for you to do them all if you have done similar activities recently, for example, as part of a review process in your LA. You will be asked to reflect further on the data you have gathered at the Planning Workshop. In the guidance for each activity there is a space for you to note any significant outcomes that arise from the Planning Workshop.

Activity 9 consists of a series of Readers that will help you to put your professional development in context.

Activity 10 is a review meeting with your immediate line manager.

Important note

Many of the activities in this stage of the PDA link directly to the Professional Development Portfolio. You may wish to draw on the Portfolio as a source of information for your Preparation work. You may wish to use the Portfolio as a place to keep the outcomes of the various activities.

Activity 1. Your professional history

Your qualifications and professional experience to date are important starting points for identifying your professional development needs and planning your professional development. Reviewing your professional history will help you to discover gaps in your profile. It will also help you to identify your strengths and aspects of your profile that need to be developed.

The purposes of the activity are to:

- assist you in documenting your professional history
- enable you to reflect on your professional history
- enable you to summarise the outcomes of your reflections on your professional history.

Instructions

1. Your curriculum vitae (CV) is probably the best summary of your qualifications, experience and professional history to date. Locate your CV and make sure it is up to date. If you do not have a CV, this might be a useful opportunity to prepare one.

The first three parts of the VSC Professional Development Portfolio give a very helpful set of headings for your CV. We suggest you use those headings if you need to prepare one. If you already have a CV, you could put a copy in the first part of your Portfolio.

2. Read your CV carefully. You may find it useful to read it through the eyes of someone else reading it for the first time. Look at each aspect of your CV and try to identify any particular issues. For example:
 - There might be a pattern to the professional development and training courses you have undertaken. You may find that all the courses are on a narrow range of topics or that you haven't taken any courses recently.
 - Another issue might be that you do not have any qualifications that relate directly to your present role. Alternatively, there may be qualifications that would be useful in your present role that you do not hold. There may be other qualifications that would be useful for your work in the future.
 - You may not have received any training that relates directly to your present role. There may be additional training and development which you could undertake that would be useful. For example, what is the level and range of your ICT skills?
 - Another issue might be the pattern of your work history, your responsibilities and achievements. You may find that you always undertake particular kinds of roles.
3. Consider what might be an appropriate response to any issues that you identify. For example, you could conclude that you need to undertake more training and development or that you need an additional qualification or a wider range of responsibilities. List any particular issues and possible responses on the form below. Make a summary of the main points in the section at the end of the form.

Activity 1. Your professional history: issues and responses

What is the issue?

What might be an appropriate response?

What is the issue?

What might be an appropriate response?

What is the issue?

What might be an appropriate response?

Summary

Make a note of any outcomes from your reflections on Activity 1 at the Planning Workshop.

Activity 2. Your present role

Understanding your present role may be helpful in deciding on your development needs. Your job description will be one source of information about your present role. There may also be a 'person specification' for your present role. Both of these documents might be useful in helping you in considering the work you currently do and what is required of you.

The purposes of the activity are to:

- enable you to understand the requirements of your present role
- assist you in reflecting on those requirements in relation to your current job performance.

Instructions

1. Think about your main tasks and responsibilities. Look again at your job description and the person specification if you have them. Make notes on the following form.
2. Think also about how you do your work. For example:
 - How well do you manage your time?
 - What is your level of expertise and confidence in using information and communication technologies at work?
 - How well do you work in a team?

Again, make notes on the form.

3. Consider the different aspects of your work. What are the implications of 'what you do and how you do it' for your professional training and development.
 - Are there areas where you feel you need to develop your expertise?
 - Are there areas you are avoiding through lack of expertise?
 - Are there areas that give you particular satisfaction where you might wish to develop your expertise?

Make notes on the form and summarise your deliberations.

Activity 2. Your present role

Key tasks and responsibilities:

1.

2.

3.

4.

5.

6.

Key issues in how you do your work:

1.

2.

3.

Implications for your professional development:

Make a note of any outcomes from your reflections on Activity 2 at the Planning Workshop.

Activity 3. Your future career plans

Your future career plans need to play a part in deciding on your professional development plans. You may already have a change of role in mind, a next step you would like to take or perhaps a change of direction. There may well be organisational changes that you know about which might mean a change in role for you. Whatever, it is important that you consider possible, likely and planned changes when you plan your professional development. Any new role is likely to result in a training and development need of some kind.

The purposes of this activity are to:

- assist you in reviewing your future career plans
- help you in identifying any training and development needs that are associated with any future change in role.

Instructions

1. Are any changes planned in your role within your LA? If so make a note of them on the following form.
2. Consider your short-term career plans. Do you want to change your role significantly in the next two years? Make a note of any imminent changes on the form.
3. Consider your medium term career plans. Do you want to change your role significantly in the next three to five years? Make a note of them on the form.
4. For all the changes you have listed, make a note of any training and development you would require for the new role.

Activity 3. Your future career plans

Planned changes to your role within your LA:

Your medium term career plans:

Your long term career plans:

Training and development you would require for the new role:

Make a note of any outcomes from your reflections on Activity 3 at the Planning Workshop.

Activity 4. Auditing your expertise

As you may be aware, the capabilities required by those who work in LAs are set out in the Education and Children's Services Managers Competence Framework. There is a summary of this framework as it applies to Education and Children's Services Managers in England in Appendix 1. It is also available on the website of the Virtual Staff College at <http://www.virtualstaffcollege.co.uk>.

This activity is designed to help you use the Competence Framework to think about the work you do and to identify your professional development needs.

The purposes of the activity are to:

- enable you to audit your skills and experience against the competences set out in the Education and Children's Services Managers Competence Framework
- help you to use the Competence Framework to identify your professional development needs.

Instructions

1. Read through the Education and Children's Services Managers Framework as set out in Appendix 1 in Section 6.
2. Note any of the statements that refer to your work. You may find it helpful to mark the statements with a highlighter pen and perhaps colour code them according to their importance and relevance to your role.
3. Look at the framework that you have now marked up. Consider these questions and make a note of the answers in the following form.
 - In which parts of the framework is your present work located?
 - Are there any parts where you would like to develop your work?
 - In the areas you have highlighted, which areas are strengths and in which areas do you think your practice could be improved?
 - What do the answers to these questions tell you about your possible professional development needs?

Activity 4. Auditing your expertise

Which units of the competence framework relate to your present area of work?

Are there any parts where you would like to develop your work?

In the areas you have highlighted, which areas are your strengths?

In which areas do you think your practice could be improved?

What do the answers to these questions tell you about your possible professional development needs?

Make a note of any outcomes from your reflections on Activity 4 at the Planning Workshop.

Activity 5. Your work and your LA's plans

Your professional practice and development should contribute directly to achieving the targets set out in the your LA's strategic plan and other relevant plans. Ideally, there should be a clear link between your personal targets and the LA's targets. This activity is designed to help you to review your work in relation to your LA's plans and targets.

The purposes of the activity are to:

- assist you in reviewing the performance indicators set out in your LA's strategic plan and other relevant service plans
- to enable you to consider how the targets relate to your own work and responsibilities.

Instructions

1. Locate a copy of your authority's overall strategic plan and other relevant plans.
2. Identify the targets set out in these plans that relate directly to your work. You may already have a very clear idea of how particular targets are linked with the work you undertake. Make a note of the targets on the following form.
3. Consider any professional development needs you have that relate directly to the LA achieving its targets. Make a note of any development needs on the form.

Activity 5. Your work and your LA's plans

LA targets that relate directly to your own work:

Your professional development needs that are linked to the LA achieving its targets:

Make a note of any outcomes from your reflections on Activity 5 at the Planning Workshop.

Activity 6. 360° review

In this activity you are asked to seek the views of your colleagues on aspects of your leadership and management practice. Specifically, you are asked to request evidence from an immediate line manager, from colleagues who work at the same level as you in the LA, and from colleagues who are responsible to you. The information from all these colleagues will be collated by the University of Glamorgan Centre for Business and Professional Effectiveness, compared with your own assessment and returned to you.

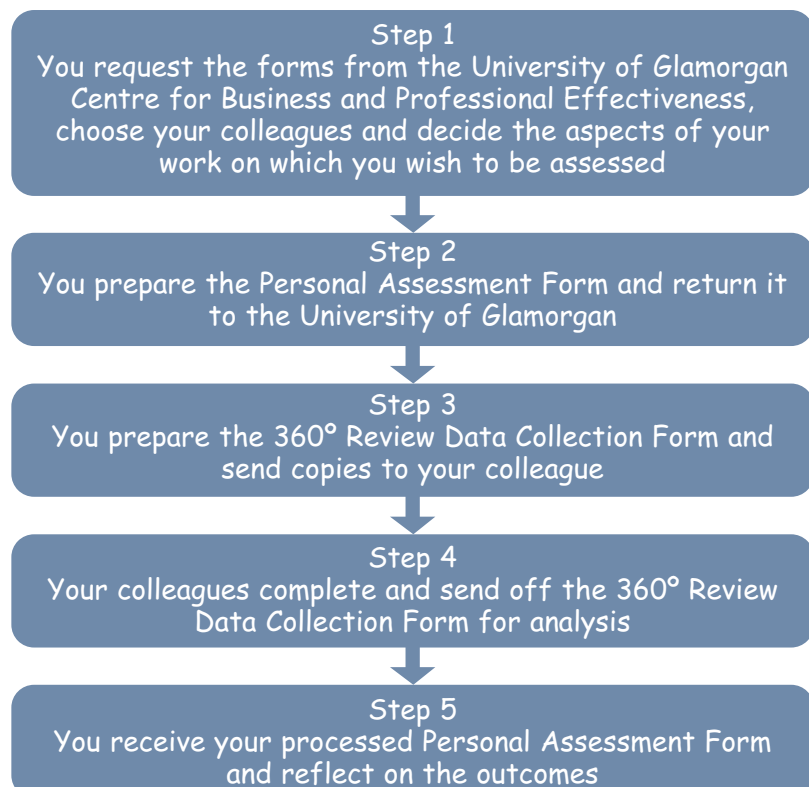
The outcomes of this activity are intended to help you to analyse your professional development needs. Here are some important points to consider.

- This activity is important. Potentially, it will give some of the most useful information on how you should develop your practice. Completing this activity needs to be a priority in your preparation for the Planning Workshop.
- This activity is potentially very 'sensitive'. It will need to be managed accordingly.
- Because the data will be processed anonymously, the activity is quite complicated. You will need to follow the instructions carefully.
- When you receive the results, it will be important to remember the developmental purpose of the activity. So, for each aspect of your work, you will need to consider the following outcomes.
 - Your colleagues' views match your own. In this case, your strengths and areas of your work that need development have been confirmed.
 - Your colleagues have a higher estimate of your competence than you do. You will need to consider why this is the case. A discussion with your line manager in 'Activity 10. The review meeting' will be an opportunity to raise this issue. You may also wish to raise the issue at the Planning Workshop.
 - Your colleagues have a lower estimate of your competence than you do. Again, you will need to think why that is the case. 'Activity 10. The review meeting' and the Planning Workshop will be an opportunity to consider the matter.
- **The activity is an assessment of your work, not of you as a person.**

The purposes of the activity are to:

- enable you to gain the views of others on aspects of your practice as an LA service manager
- help to identify your development needs.

This activity has five steps.



Step 1. You request the forms from the University of Glamorgan Centre for Business and Professional Effectiveness, choose your colleagues and decide the aspects of your work on which you wish to be assessed.

Email the University of Glamorgan Centre for Business and Professional Effectiveness on dcolebou@glam.ac.uk requesting electronic versions of the Personal Assessment Form and the 360° Review Data Collection Form. These forms are shown on the following pages.

Choose five colleagues who know your work well and gain their commitment to assisting you in the activity. Each will be asked to provide confidential assessments of your work in the aspects you have identified. These assessments are returned to the University of Glamorgan Centre for Business and Professional Effectiveness and are eventually fed back to you in an anonymous, aggregated format. Your selected colleagues should include:

- an immediate line manager
- two colleagues who work at the same level in the organisation
- two colleagues who are responsible to you.

You might find it helpful to collect information from more than just these five colleagues. For example, you could seek the views of an elected member, a member of another directorate or a senior colleague in one of the authority's services for children. You might also wish to ask a senior colleague from one of the LA's schools for a view.

Explain the activity to the colleagues you have chosen and what will be required of them. You may need to reassure them of the confidentiality of the process. Negotiate a date by which they will be able to return the assessment of the work you undertake.

Two aspects of your work, your management capability and your leadership capacity, have already been specified. Identify eight other different and significant aspects of your work as an LA manager.

- **Four aspects** must be a specific aspects of your leadership and management capability such as your ability to communicate, to motivate others, to delegate or your ability to meet deadlines.
- **Four aspects** must relate to the competences and capabilities required of you in your role. Use the outcomes of 'Activity 4. Auditing your expertise' and 'Activity 5. Your work and your LA's plans' as prompts. Significant aspects of your work may be those areas:
 - that are important to your overall role as an LA manager
 - that are new to you
 - where you are unsure how well you are doing and would value feedback from colleagues.

Step 2. You prepare and return of the Personal Assessment Form.

Following the instructions below, complete the Personal Assessment Form (received electronically from the University of Glamorgan).

Instructions

- i) List the names of last five colleagues who have agreed to provide an assessment of your work. Give the date by which the University of Glamorgan Centre for Business and Professional Effectiveness should receive your colleagues' assessments. This date will help the Centre for Business and Professional Effectiveness in collating all the information.
- ii) List eight different aspects of your work in rows a) – h) in column 1.
- iii) In column 2, give your own assessment of your competence in each of the areas you have identified using this five-point scale.
 - 1 – Very low level of proficiency.** Use this rating if you consider you are not proficient in this aspect and have not developed in the area.
 - 2 – Low level of proficiency.** Use this rating if you consider that you have little knowledge, skill and/or ability in this aspect and have developed to only a limited extent in the area.
 - 3 – Moderate level.** Use this rating if you consider that you have sufficient knowledge, skill and/or ability in this aspect and have developed moderately in the area.
 - 4 – High level.** Use this rating if you consider that you have a good deal of knowledge, skill and/or ability in this aspect and are well developed in this area.
 - 5 – Very high level.** Use this rating if you consider that you have extensive knowledge, skill and/or ability in this aspect and have developed to a very high degree in the area.
- iv) Email the form to University of Glamorgan Centre for Business and Professional Effectiveness at dcolebou@glam.ac.uk. When the Centre has received your colleagues' assessments, they will analyse all the information **in confidence** and return the completed form to you.

Activity 6. 360° review – Personal Assessment Form

List the names of at last five colleagues who have agreed to an assessment of your work. Give the date by which the University of Glamorgan Centre for Business and Professional Effectiveness should receive your colleagues' assessments.

i) _____ Return date _____

ii) _____ Return date _____

iii) _____ Return date _____

iv) _____ Return date _____

v) _____ Return date _____

vi) _____ Return date _____

1 The aspect of your work	2 Your own assessment of your capability	3 The range of your colleagues' assessment From To	4 The average of your colleagues' assessments	5 Your assessment minus your colleagues' average assessment
a) Management capability - overall ability to take responsibility for ensuring the effective functioning of an aspect of the LA's work				
b) leadership capacity - overall capacity to initiate and lead change in the LA and influence colleagues				
c)				
d)				
e)				
f)				
g)				

1 The aspect of your work	2 Your own assessment of your capability	3 The range of your colleagues' assessment From To	4 The average of your colleagues' assessments	5 Your assessment minus your colleagues' average assessment
h)				
i)				
j)				

List the three main things that this activity tells you about your own and your colleagues' assessment of the aspects of your work you have listed.

i)

ii)

iii)

Step 3. You prepare the 360° Review Data Collection Form and send copies to your colleagues.

Email each of your colleagues a copy. Remind them to email their completed forms to dcolebou@glam.ac.uk.

Activity 6. 360° Review – Data Collection Form

The Professional Development Analysis (PDA) is designed to help those who work in LAs to plan their professional development.

The colleague named below is undertaking the PDA. As part of that process, he/she would like you and a number of other colleagues to give your views on five aspects of her/his work.

Name of colleague _____

Job title _____

Please note: Your assessment and those of your colleagues will remain confidential and anonymous.

Please complete the form in the following way.

Consider your colleague work carefully. On the following form, make an assessment of her/his competence in the aspects he/she has identified, using this five-point scale:

- 1 **Very low level of proficiency**
Use this rating if you consider they are not proficient in this aspect and have not developed in the area.
- 2 **Low level of proficiency**
Use this rating if you consider that they have little knowledge, skill and/or ability in this aspect and have developed to only a limited extent in the area.
- 3 **Moderate level of proficiency**
Use this rating if you consider that they have sufficient knowledge, skill and/or ability in this aspect and have developed moderately in the area.
- 4 **High level of proficiency**
Use this rating if you consider that they have a good deal of knowledge, skill and/or ability in this aspect and are well developed in this area.
- 5 **Very high level of proficiency**
Use this rating if you consider that they have extensive knowledge, skill and/or ability in this aspect and have developed to a very high degree in the area.

Add a comment if you wish to explain any of your assessments or give additional information.

Return the form to dcolebou@glam.ac.uk. by the date requested. Please do **NOT** return it to your colleague.

Please make sure that your assessment remains confidential.

Aspect of work to be assessed	Assessment				
	1	2	3	4	5
a) Management capability (Overall ability to take responsibility for ensuring the effective functioning of an aspect of the LA's work) Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) leadership capacity (Overall capacity to initiate and lead change in the LA and influence colleagues) Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Comment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 4. Your colleagues complete and send off the 360° Review Data Collection Form for analysis.

Step 5. You receive your completed Personal Assessment Form and reflect on the outcomes.

When your colleagues have all submitted the completed 360° Review Data Collection Forms, the Centre for Business and Professional Effectiveness will return your completed Personal Assessment Form.

On the Personal Assessment Form, list the three main things that this activity tells you about your professional development needs. The suggestions given in the introduction to this activity may be helpful.

Activity 6. 360° Review - outcomes from the Planning Workshop

Make a note of any outcomes from your reflections on Activity 6 at the Planning Workshop.

Activity 7. Developing your practice at work

The context of your work will have a significant impact on your ability to develop your practice. For example, if you currently have a heavy workload, then it may not be easy to find the time for professional development activities. Perhaps, undertaking specific professional development activities may not be part of the culture of your section, your work team, or your LA. This activity is designed to help you think about how your work and the context of your work impact on your professional development.

The purposes of this activity are to:

- enable you to explore the features of your present role and your work organisation in relation to supporting your professional development
- help you to analyse the ways in which those features might support or inhibit your professional development.

Instructions

Think about your present role and your work organisation in relation to supporting your professional development. There may be other factors outside work, such as family commitments, that impact on your professional development. The questions listed below may help your deliberations. Make a note of your answers in the space provided.

Activity 7. Developing your practice at work

How much 'time and space' do you consider you have for undertaking professional development activities, such as attending courses and conferences?

Is attending conferences and professional development courses part of the culture of your organisation?

What kinds of professional development activities are undertaken by you and your colleagues?

Does your LA have a person with designated responsibility for professional development?

Do you have a periodic appraisal or professional review of some kind? If so give details.

Are development targets set as part of the review/appraisal?

Who has responsibility for ensuring that these development targets have been met?

How do your development targets relate to the targets in your LA's plans?

Which aspects of your work organisation (the LA as a whole and/or your group or team) support your professional development in your opinion?

Which aspects of your work organisation (the LA as a whole and/or your group or team) inhibit your professional development in your opinion?

Summarise the key factors that influence how you develop your practice at work.

Make a note of any outcomes from your reflections on Activity 7 at the Planning Workshop.

Activity 8. Your learning styles

In this activity you are asked to complete a questionnaire that has been devised by Richard Felder and Barbara Soloman of North Carolina State University, USA.

The purposes of the activity are to:

- enable you to understand the ways in which you learn best
- enable you to understand how you need to develop the ways in which you learn.

What kind of learner are you?

Professional development is largely about learning to do things differently. But people learn in very different ways. An understanding of the way you learn best and how you could develop your learning styles will be useful in assisting your professional development. It may help you to learn more effectively and to know how you need to develop the ways in which you learn.

The activity will tell you something about the kind of learner you are according to the following dimensions.

The Active-Reflective dimension

- Active learners tend to retain and understand information best by doing something active with it - discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.
- 'Let's try it out and see how it works' is an active learner phrase; 'Let's think it through first' is the reflective learner response.
- Active learners tend to like group work more than reflective learners, who prefer working alone.
- Sitting through lectures without being required to do anything physical except take notes is hard for both learning types, but particularly hard for active learners.

The Sensing-Intuitive dimension

- Sensing learners tend to like learning facts, intuitive learners often prefer discovering possibilities and relationships.
- Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitors like innovation and dislike repetition.
- Sensors are more likely than intuitors to resent being tested on material that has not been explicitly covered in class.
- Sensors tend to be patient with details and good at memorising facts and doing hands-on (laboratory) work; intuitors may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations.
- Sensors tend to be more practical and careful than intuitors; intuitors tend to work faster and to be more innovative than sensors.
- Sensors don't like courses that have no apparent connection to the real world; intuitors don't like 'plug-and-chug' courses that involve a lot of memorisation and routine calculations.

The Visual-Verbal dimension

- Visual learners remember best what they see - pictures, diagrams, flow charts, time lines, films, and demonstrations.
- Verbal learners get more out of words - written and spoken explanations.
- Everyone learns more when information is presented both visually and verbally.
- Good learners are capable of processing information presented either visually or verbally.

The Sequential-Global dimension

- Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly 'getting it'.
- Sequential learners tend to follow logical stepwise paths in finding solutions; global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.

You can find out more about the different dimensions on <http://www.ncsu.edu/felder-public/ILSpage.html>.

There is a fuller explanation of learning styles and their link to experiential learning in 'Reader 1: Experiential learning' in Appendix 4 in Section 6.

Instructions

1. Complete the Index of learning Styles Questionnaire overleaf by circling 'a' or 'b' to indicate your answer to every question. Please choose only one answer for each question. If both 'a' and 'b' seem to apply to you, choose the one that applies more frequently.
2. Enter your results on the scoring sheet on page 35 and total the scores as indicated.

Activity 8. Index of learning styles questionnaire

1. I understand something better after I
 - (a) try it out.
 - (b) think it through.
2. I would rather be considered
 - (a) realistic.
 - (b) innovative.
3. When I think about what I did yesterday, I am most likely to get
 - (a) a picture.
 - (b) words.
4. I tend to
 - (a) understand details of a subject but may be fuzzy about its overall structure.
 - (b) understand the overall structure but may be fuzzy about details.
5. When I am learning something new, it helps me to
 - (a) talk about it.
 - (b) think about it.
6. If I were a teacher, I would rather teach a course
 - (a) that deals with facts and real life situations.
 - (b) that deals with ideas and theories.
7. I prefer to get new information in
 - (a) pictures, diagrams, graphs, or maps.
 - (b) written directions or verbal information.
8. Once I understand
 - (a) all the parts, I understand the whole thing.
 - (b) the whole thing, I see how the parts fit.
9. In a study group working on difficult material, I am more likely to
 - (a) jump in and contribute ideas.
 - (b) sit back and listen.
10. I find it easier
 - (a) to learn facts.
 - (b) to learn concepts.
11. In a book with lots of pictures and charts, I am likely to
 - (a) look over the pictures and charts carefully.
 - (b) focus on the written text.
12. When I solve mathematics problems
 - (a) I usually work my way to the solutions one step at a time.
 - (b) I often just see the solutions but then have to struggle to figure out the steps to get to them.
13. In classes I have taken
 - (a) I have usually got to know many of the students.
 - (b) I have rarely got to know many of the students.
14. In reading non-fiction, I prefer
 - (a) something that teaches me new facts or tells me how to do something.
 - (b) something that gives me new ideas to think about.

15. I like teachers
 - (a) who put a lot of diagrams on the board.
 - (b) who spend a lot of time explaining.
16. When I'm analysing a story or a novel
 - (a) I think of the incidents and try to put them together to figure out the themes.
 - (b) I just know what the themes are when I finish reading and then I have to go back and find the incidents that demonstrate them.
17. When I start a homework problem, I am more likely to
 - (a) start working on the solution immediately.
 - (b) try to fully understand the problem first.
18. I prefer the idea of
 - (a) certainty.
 - (b) theory.
19. I remember best
 - (a) what I see.
 - (b) what I hear.
20. It is more important to me that an instructor
 - (a) lay out the material in clear sequential steps.
 - (b) give me an overall picture and relate the material to other subjects.
21. I prefer to study
 - (a) in a study group.
 - (b) alone.
22. I am more likely to be considered
 - (a) careful about the details of my work.
 - (b) creative about how to do my work.
23. When I get directions to a new place, I prefer
 - (a) a map.
 - (b) written instructions.
24. I learn
 - (a) at a fairly regular pace. If I study hard, I'll 'get it'.
 - (b) in fits and starts. I'll be totally confused and then suddenly it all 'clicks'.
25. I would rather first
 - (a) try things out.
 - (b) think about how I'm going to do it.
26. When I am reading for enjoyment, I like writers to
 - (a) clearly say what they mean.
 - (b) say things in creative, interesting ways.
27. When I see a diagram or sketch in class, I am most likely to remember
 - (a) the picture.
 - (b) what the instructor said about it.
28. When considering a body of information, I am more likely to
 - (a) focus on details and miss the big picture.
 - (b) try to understand the big picture before getting into the details.
29. I more easily remember
 - (a) something I have done.
 - (b) something I have thought a lot about.

30. When I have to perform a task, I prefer to
 - (a) master one way of doing it.
 - (b) come up with new ways of doing it.
31. When someone is showing me data, I prefer
 - (a) charts or graphs.
 - (b) text summarising the results.
32. When writing a paper, I am more likely to
 - (a) work on (think about or write) the beginning of the paper and progress forward.
 - (b) work on (think about or write) different parts of the paper and then order them.
33. When I have to work on a group project, I first want to
 - (a) have 'group brainstorming' where everyone contributes ideas.
 - (b) brainstorm individually and then come together as a group to compare ideas.
34. I consider it higher praise to call someone
 - (a) sensible.
 - (b) imaginative.
35. When I meet people at a party, I am more likely to remember
 - (a) what they looked like.
 - (b) what they said about themselves.
36. When I am learning a new subject, I prefer to
 - (a) stay focused on that subject, learning as much about it as I can.
 - (b) try to make connections between that subject and related subjects.
37. I am more likely to be considered
 - (a) outgoing.
 - (b) reserved.
38. I prefer courses that emphasise
 - (a) concrete material (facts, data).
 - (b) abstract material (concepts, theories).
39. For entertainment, I would rather
 - (a) watch television.
 - (b) read a book.
40. Some teachers start their lectures with an outline of what they will cover. Such outlines are
 - (a) somewhat helpful to me.
 - (b) very helpful to me.
41. The idea of doing homework in groups, with one grade for the entire group
 - (a) appeals to me.
 - (b) does not appeal to me.
42. When I am doing long calculations
 - (a) I tend to repeat all my steps and check my work carefully.
 - (b) I find checking my work tiresome and have to force myself to do it.
43. I tend to picture places I have been
 - (a) easily and fairly accurately.
 - (b) with difficulty and without much detail.
44. When solving problems in a group, I would be more likely to
 - (a) think of the steps in the solution process.
 - (b) think of possible consequences or applications of the solution in a wide range of areas.

Activity 8. Your learning styles - scoring sheet

1. For each question, put an '1' in the spaces in the table below according to your choice of 'a' or 'b'. For example, if you answered 'a' to Question 3, put a '1' in Column 'a' by Question 3.
2. Total the columns and write the totals in the spaces as indicated.
3. For each of the four dimensions, subtract the smaller total from the larger one. Write the difference (1 to 11) and the letter (a or b) with the larger total. For example, if under 'Active-Reflective' you had 4 'a' and 7 'b' responses, you would write '3b' on the bottom line under that heading (3 = 7-4, and the 'b' total was the larger of the two).

Active-Reflective			Sensing-Intuitive			Visual-Verbal			Sequential-Global		
Q	a	b	Q	a	b	Q	a	b	Q	a	b
1			2			3			4		
5			6			7			8		
9			10			11			12		
13			14			15			16		
17			18			19			20		
21			22			23			24		
25			26			27			28		
29			30			31			32		
33			34			35			36		
37			38			39			40		
41			42			43			44		
Totals											
Active-Reflective			Sensing-Intuitive			Visual-Verbal			Sequential-Global		
	a	b		a	b		a	b		a	b
(Larger - Smaller) + letter of larger											
Active-Reflective			Sensing-Intuitive			Visual-Verbal			Sequential-Global		

Explanation of scores

- If your score for a dimension is 1–3, you have a mild preference for one or the other characteristic but you are essentially equally balanced. So, a 3a in the Active-Reflective dimension indicates only a mild preference for active learning.
- If your score on a dimension is 5–7, you have a moderate preference for one characteristic of that dimension, and will learn more easily in a teaching environment that favours that characteristic.
- If your score for a dimension is 9–11, you have a strong preference for one characteristic of that dimension. You may have real difficulty learning in an environment that does not support that preference.

Activity 8. Your learning styles - outcomes from the Planning Workshop

Make a note of any outcomes from your reflections on Activity 8 at the Planning Workshop.

Activity 9. The Readers

In this activity you are asked to read through a number of articles that are designed to provide a context for your professional development. These Readers are as follows.

- **Reader 1. Experiential learning**
An explanation of the experiential learning cycle and its relevance for professional development.
- **Reader 2. Adult learning**
An outline of the principles of adult learning and how those principles are helpful understanding the ways in which adults learn.
- **Reader 3. The nature of professional practice**
An explanation of models of professional practice and their relevance for understanding professional development.
- **Reader 4. Continuing professional development**
An outline of the nature of continuing professional development (CPD), to help you to understand your own CPD, the need for CPD and the value of CPD.

The actual Readers are in Appendix 4 (Section 6).

The purposes of the activity are to:

- give you an enhanced understanding of professional development
- give you additional insights into your own professional development.

Instructions

Work through each Reader in turn in a way that suits your needs and interests. For example, you could read each one completely, or you could work through selected Readers, or you could look at in detail the parts of the Readers that interest you.

Answer the questions at the end of each Reader. According to your needs, you may simply wish to consider the issues raised by the question or you may wish to write out a fuller answer.

Activity 10. The review meeting

It is important that you discuss the outcomes of the Preparation stage of the PDA with your immediate line manager. The notes in this activity set out the purpose and the processes of the meeting.

The purposes of the activity are to:

- assist you in the process of reviewing the outcomes of the Preparation stage with your immediate line manager
- assist you in preparing for the Planning Workshop.

Instructions

1. Identify a time for the review meeting with your immediate line manager.
2. Ensure that you have completed the activities in the Preparation stage as appropriate. You may have other relevant information that will help in identifying your professional development needs.
3. During the meeting, it is intended that you review the outcomes of activities that you have undertaken in the Preparation stage.
4. Following the meeting, make notes on the main outcomes in the space below.

The outcomes of the review meeting

Section 4

The Planning Workshop

Introduction

This section of the Pack gives more information about the Planning Workshop, which follows the Preparation stage. The Workshop facilitator will explain the Workshop programme to you on the day. Read this section so that you understand what will be required of you.

The Planning Workshop

In the Planning Workshop, you will be asked to undertake a series of activities in a workshop setting that are designed to help you to:

- reflect on the outcomes of the Preparation stage
- plan your future professional development.

The work you have undertaken in the Preparation stage is obviously essential for the Planning Workshop. You must make sure you bring the outcomes of the various preparation activities to the Workshop. If you have a Professional Development Portfolio, Please take that to the Workshop too.

For much of the time in the Workshop, you will be working in small groups – perhaps just you and two other participants. In these ‘trios’ you will discuss and reflect on your professional experience, your present role and your possible future plans with colleagues from the LA/LEA community in England. The other members of the trio will have the opportunity to do the same in rotation. Your work in helping to lead these discussions in a supportive and challenging way will help you to develop your own management and leadership practice. The way of working in the Workshop will be explained by the Workshop Facilitator on the day.

After the Workshop you are asked to discuss the outcomes of the Workshop with your immediate line manager and to begin making some firm plans. This discussion with your line manager and the detailed planning will take place in the final section of the PDA, the Follow-up.

Section 5

Follow-up Activities

Introduction

It is important that you prepare carefully for the Follow-up stage. There will be an opportunity to think about the Follow-up stage at the end of the Planning Workshop.

On return to your LA, you will need to discuss the outcomes with your line manager and to review your professional development needs and plans. The outcome of this discussion will be an agreed performance development plan that sets out:

- what you are going to do
- your LA's contribution to supporting your professional development
- the anticipated outcomes and targets.

Your Development Plan

Your LA may have its own development planning procedures and forms. If not, the following Development Plan form may be helpful. Here are some points to consider when you are making the plan.

- Is the plan **SMART**?
 - **Specific**: Is it clear what will happen?
 - **Measurable**: Are there clear 'targets' for development?
 - **Achievable**: Is the plan both feasible and challenging?
 - **Relevant**: Does the plan relate to the development of competences – such as those set out in the Competence Framework? Does the plan relate directly to the achievement of the LA's targets?
 - **Time limited**: Is it clear what will happen and when? Have milestones been specified? When will the development plan be complete?
- Monitoring
 - How will the implementation of your plan be monitored?
 - Who will be responsible for the monitoring?
- Have the funding implications of the plan been considered?
- Has sufficient time been set aside for you to undertake the various activities set out in the development plan?
- What are the possibilities and expectations for sharing any newly acquired knowledge or expertise with other colleagues in the LA?
- Who else needs to be informed of the plan? For example, do you need to discuss the plan with the LA colleague who co-ordinates CPD in the LA?

Development Plan

Name

Date

Present position

Employing organisation

Contact details

Telephone

Email

Brief description of present role

Name of person with whom the plan has been discussed and agreed

Name of person who will monitor the plan

For each of your development needs, describe the activity or activities you intend to undertake to meet those needs.

1. Development need

Development activity

Dates

Resources required

Cost

2. Development need

Development activity

Dates

Resources required

Cost

3. Development need

Development activity

Dates

Resources required

Cost

4. Development need

Development activity

Dates

Resources required

Cost