

PERSONAL REVIEW AND DEVELOPMENT POLICY

Rationale

Forfar ELCC along with Angus Council will effectively manage and supervise staff to promote best practice and good conduct and support staff to continuously improve their performance and make sure they are fit to practice (SSSC).

This guidance will help providers and staff to take into account the relevant **Health and Social Care Standards:**

3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.

4.23 I use a service and organisation that are well led and managed.

4.24 I am confident that people who support and care for me have been appropriately and safely recruited.

4.25 I am confident that people are encouraged to be innovative in the way they support and care for me.

This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and Childcare: https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 Leadership of change

1.4 Leadership and management of practitioners

This policy will be monitored by/through: PRD paperwork, training plans, staff dialogue, CPD records, SSSC database/register, and self-evaluation records.

This policy will be reviewed in:	6 months
Review Date:	August 2022
Reviewed By:	Management

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AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> • To ensure staff have the necessary skills and knowledge to fulfil their roles and responsibilities • To ensure staff undertake the requisite amount of professional learning as stated by their professional organisation • To use the Professional Review and Development process to identify areas for future development • To encourage a culture of reflective practice informed by Early Years research and guidance 	<ul style="list-style-type: none"> • Children have access to high quality learning opportunities informed by national and local best practice • Staff maintain the standards required by their professional organisation • Staff are aware of their strengths and future areas for development and are supported by line managers to access appropriate professional learning opportunities • Line managers and staff seek and use feedback in order to review and improve practice • Self-evaluation processes take into account the impact of PRD and this is used to inform future development. • Staff continually reflect on practice, both as individuals and as teams • How Good Is Our Early Learning and Childcare: HGIOELC – Self-evaluation • Realising the Ambition: Realising the Ambition 7.3 – Using Critically Reflective Practice 	<ul style="list-style-type: none"> • All staff keep, update and reflect upon their own professional learning record and review the impact on their practice • Time is prioritised for staff to disseminate professional learning and practice • Time is allocated for the PRD process to be undertaken • Feedback is sought and used to support the PRD discussion to improve practice • Line managers and staff work together to identify professional learning opportunities to meet identified needs • Follow guidance in Health and Social Care Standards 2017 (Standards 3.14 and 4.23-4.25 – Health & Social Care Standards) • How Good is Our Early Learning and Childcare Quality Indicators – 1.1, 1.2, 1.3, and 1.4