

Auchinairn Early Years Centre



Professional Development Review (PDR) Policy

Supporting Reflective Practice, Professional Growth and Staff Wellbeing

Policy Statement

At Auchinairn Early Years Centre, we believe that our staff are our greatest resource. High-quality experiences for children begin with practitioners who feel valued, supported and confident in their role.

Supervision and Professional Review provide dedicated opportunities for staff to reflect on practice, celebrate achievements, identify professional learning needs and discuss wellbeing in a supportive and confidential environment. Our approach is developmental rather than judgemental. It is designed to help every member of staff continue to grow professionally while maintaining the highest standards of care and education for children.

Our Vision

We aim to create a culture where every practitioner:

- Feels valued and respected.
- Is listened to.
- Feels supported in their wellbeing.
- Has opportunities to develop professionally.
- Reflects confidently on their practice.
- Contributes to the continuous improvement of the centre.
- Together we create a culture where children and adults thrive.

Aims

We aim to:

- Promote reflective practice.
- Support staff wellbeing.
- Celebrate strengths and achievements.
- Identify professional learning opportunities.
- Maintain high-quality practice.
- Provide clear support and guidance.
- Encourage open and honest communication.
- Strengthen professional relationships.
- Improve outcomes for children through staff development.

What is Supervision?

Supervision is a planned, confidential conversation between a member of staff and their line manager.

It provides time to:

- reflect on practice
- discuss children's needs
- celebrate achievements
- identify challenges
- explore wellbeing
- review workload
- discuss professional learning
- agree actions

Supervision should always feel supportive, respectful and solution focused.

What is Professional Development Review?

Professional Review looks at a practitioner's development over a longer period. At Auchinairn EYC staff have the opportunity to participate in a group PDR or Individual.

It focuses on:

- professional standards
- career aspirations
- leadership opportunities
- professional learning
- achievements
- contribution to the Centre Improvement Plan
- future goals

Professional Review supports continuous growth rather than performance management alone.

Our Model

Supervision and professional development is built around four key areas.

1. Children
Discussion may include:

- children's wellbeing
- progress
- inclusion
- safeguarding
- relationships
- learning
- additional support needs

We ask:

How are the children benefiting from my practice?

2. Professional Practice

Reflection includes:

interactions

learning environments

observations

planning

professional confidence

strengths

areas for development

We ask:

What am I proud of?

What could I improve?

3. Professional Learning

Discussion includes:

recent training

research

coaching

leadership opportunities

working parties

future learning goals

Professional learning should always improve children's experiences.

4. Wellbeing

Staff wellbeing is essential.

We provide opportunities to discuss:

workload

work-life balance

emotional wellbeing

support required

successes

challenges

Support will be offered wherever possible.

Frequency

At Auchinairn:

New staff receive additional support during induction.

Supervision takes place regularly throughout the year.

Professional Review takes place 3 times a year.

Additional meetings may be arranged where required.

Support is responsive to individual needs.

Reflective Practice

Reflection is at the heart of supervision.

Practitioners are encouraged to consider:
What has gone well?
What have I learned?
What difference has my practice made?
What would I do differently?
What support would help me develop further?
Reflection supports continuous improvement.

Professional Learning Targets

Professional learning targets should:
be realistic
link to children's outcomes
support career development
align with the Centre Improvement Plan
be reviewed regularly

Targets should support growth rather than simply complete training.

Leadership Development

We believe leadership exists at every level.
Supervision provides opportunities to:
lead projects
join working parties
mentor colleagues
share expertise
contribute to improvement
develop confidence

Every practitioner has leadership potential.

Roles and Responsibilities

Head of Centre

Will:
promote a supportive culture
ensure supervision takes place
support leadership development
monitor the quality of supervision
ensure professional learning opportunities are available

Leadership Team

Will:
prepare for supervision meetings
provide constructive feedback
celebrate achievements
support reflection
agree actions
follow up agreed support

Practitioners

Will:

engage openly in supervision
reflect honestly on practice
identify professional learning needs
complete agreed actions
seek support when required
Professional development is a shared responsibility.

Monitoring Impact

We evaluate the impact of supervision through:
staff wellbeing
professional confidence
Learning Visits
quality of practice
professional learning evaluations
self-evaluation
child outcomes

Legislation and National Guidance

This policy is informed by:

Legislation

- Children and Young People (Scotland) Act 2014
- Health and Safety at Work etc. Act 1974
- Equality Act 2010
- United Nations Convention on the Rights of the Child (UNCRC) (Incorporation (Scotland) Act 2024)

National and Professional Guidance

- SSSC Codes of Practice for Social Service Workers and Employers
- SSSC Continuous Professional Learning (CPL) Framework
- Realising the Ambition
- Building the Ambition
- Getting it Right for Every Child (GIRFEC)
- East Dunbartonshire Council Professional Review and Development Guidance
- East Dunbartonshire Council Professional Learning Framework
- A quality improvement framework for the early learning sector

Signed..... July 2026