

The self-review framework

Professional development

This printed self-review framework is available to help you get an overview of the Professional development element. The descriptors will help you decide where you are in your ICT development and the online tool will allow you to:

- **Record your judgements**
- **Benchmark where you are compared to other schools**

The online tool will also

- **Provide suggested actions to help you move forward**
- **Suggest support links to help you**




We strongly recommend that you use the online tool rather than this paper version at www.becta.org.uk/schools/selfreviewframework




Planning

1 of 2 Identifying individual staff skills and needs


- Level 5** There is no planned audit of staff skills or needs in relation to ICT.
- Level 4** There is little attempt to audit staff skills and needs in relation to ICT. There is a reliance on individuals identifying their own needs, usually in relation to the development of ICT skills.
- Level 3** There is some planning for the identification of individual staff ICT needs. This is often generated by the arrival of new technologies or resources and focuses more on ICT skills than the use of ICT to improve learning and teaching.
- Level 2**  There is a regular and systematic audit of staff skills and needs, in relation to ICT competence and the effective use of ICT in learning and teaching. Where appropriate this is part of the performance management process and reviewed against relevant national standards.
- Level 1** Comprehensive audits of staff ICT skills and needs are reviewed against relevant national standards and form part of the annual performance management process. They include the effective use of ICT in learning and teaching as well as new and emerging technologies and practices.

2 of 2 Identifying whole-school ICT development needs


- Level 5** There is no planned assessment of ICT development needs in relation to the school as a whole.
- Level 4** Development needs are not identified in relation to the school's ICT priorities and planning.
- Level 3** Development needs are linked to some of the school's strategic priorities, both for ICT specifically and for learning and teaching more widely.
- Level 2**  Development needs are closely linked to the school's strategic planning and priorities for ICT and include a focus on the use of ICT in learning and teaching.
- Level 1** Whole-school ICT development needs fully reflect the school's strategic plans, provide opportunities for innovation and respond to emerging technologies and practices.

Implementation

1 of 4 Meeting school and individual ICT needs


- Level 5** There is no planning to link any identified individual or whole-school needs for ICT, and the range of development activities is very limited.
- Level 4** Planning for ICT professional development takes only limited account of individual and whole-school needs. Some attempt is made to widen the range of development opportunities.
- Level 3** There is a range of planned professional development activities which meet the needs of some (but not all) staff and begin to address whole-school need.
- Level 2**  A wide range of development opportunities are provided both within and out of school. These address whole-school needs and also meet the individual needs and styles of most staff, taking account of the outcomes of performance management where appropriate.
- Level 1** A wide range of engaging approaches to staff development are used that blend different forms of provision. Plans follow a well established annual professional development process which balances strategic and individual needs and sets targets related to performance management.

2 of 4 Quality of professional development


- Level 5** Professional development takes place according to what is available at the time, with no real regard to quality and/or relevance to staff or school need.
- Level 4** Professional development is generally ad hoc and does not link to the ICT resources available in the school, current practices or school and individual needs. It has little positive impact on staff attitude to ICT.
- Level 3** Professional development activities for many staff are well executed and relevant at an individual level, are generally timely, linked to the school's ICT resources and needs, and effective in developing staff practices with ICT.
- Level 2**  Professional development activities for most staff are consistently timely and closely linked to the school's ICT resources, current practices, and school and individual needs. They are well focused, engaging, and effective and address the confidence levels of individuals.
- Level 1** Professional development activities for all, or nearly all, staff are of high quality and linked to the school's current and future ICT resources and practices. Full account is taken of school and individual needs.

Implementation

3 of 4 Coaching, mentoring and individual support

- Level 5** Staff work in isolation, with no systems for individual coaching or mentoring.
- Level 4** Some mentoring or coaching takes place but this is unplanned and not available to all staff.
- Level 3**  Individual mentoring and coaching is provided as a part of planned ICT professional development for most staff, according to need.
- Level 2** Systematic support through coaching and mentoring is part of planned professional development for ICT. The school makes use of external provision to extend expertise and share effective practice where necessary.
- Level 1** Innovative approaches to individual support through coaching and mentoring are a key part of ICT professional development. The school also supports staff in other schools in this way either in face-to-face situations or through online collaboration.

4 of 4 Sharing effective practice

- Level 5** Any sharing of effective practice between individual members of staff is on an ad hoc basis.
- Level 4** The sharing of effective practice of ICT use is encouraged during staff meetings but still works only at an individual level.
- Level 3**  Individual staff development incorporates the sharing and wider adoption of effective practice within the school.
- Level 2** The sharing of effective practice routinely occurs across the school and on a planned and reciprocal basis with other schools.
- Level 1** The school has developed innovative approaches to the sharing of effective practice within and beyond the school and makes use of the technology to achieve this.

Review


1 of 1

Monitoring and evaluation of the impact of staff ICT development

Level 5 There are no systems for monitoring and evaluating the effectiveness of any ICT professional development.

Level 4 The school makes only a limited attempt to monitor and evaluate the quality of ICT professional development activity. Outcomes of this do not inform future planning.

Level 3 The school has systems to monitor and evaluate the quality, impact on learning and teaching, and value for money of professional development in ICT. Outcomes of this are beginning to inform future planning.

Level 2  The school has a well established system for evaluating the quality, impact on learning and teaching, and value for money of ICT professional development on the organisation and individuals as well as on learning and teaching. Planning for future professional development takes good account of the outcomes of this.

Level 1 Professional development opportunities in ICT are systematically and rigorously evaluated to identify the impact on the organisation, individual practice and pupil outcomes, and demonstrate good value for money. Planning for future professional development takes full account of this.