

The self-review framework

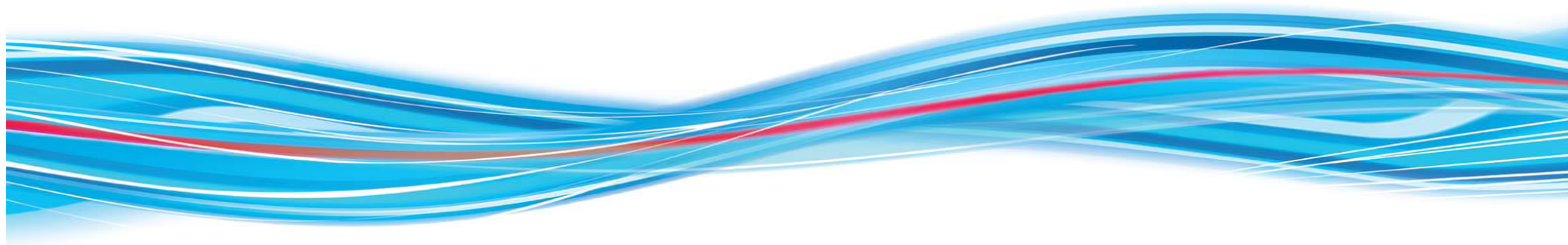
Element 5 (Guidance)

Professional development

This guide to the self-review framework includes all the statements against which you will have to judge your school for Element 5. It also includes questions and suggested evidence sources that you can consider to support your judgements. Another version of this document is available in Word format, where the question sections have been replaced by text frames for documenting your own evidence. You may wish to use this prior to entering the information on the on-line matrix, but completion of the on-line self-review is essential before the school requests to be assessed for the ICT Mark.

This guide to the self-review framework can be used alongside the Becta printed level descriptors for Element 5 to help you decide where you are in your ICT development in the 'Professional development' element.

Becta strongly recommends that you use the online tool rather than the paper version.



Element 5 - Professional development

5a Planning

This strand is concerned with the processes used by the school to identify both individual and whole school development needs and the planning processes to meet those needs. Where this is effective there will be regular and systematic review of staff ICT skills and their ability to use these to support learning and teaching in the classroom and in their other professional roles, such as lesson preparation and assessment. The planning for professional development in ICT will encompass individual development needs but will also be closely linked to the school's strategic developments in ICT.

5a-1 Identifying individual staff skills and needs		⇒ progress ⇒					
The audit of our staff ICT skills and needs ...		5	4	3	2	1	
takes place	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	systematically
includes personal ICT skills	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	routinely
includes effective classroom use of ICT	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	routinely
includes emerging technologies and practices	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	routinely
are reviewed against relevant national standards	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	routinely
is a part of performance management	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	routinely
Guidelines / Questions							
<ul style="list-style-type: none"> How does the school know which staff require professional development in ICT, and in which areas they need it? Does the school use the DfES professional standards for teachers in accessing ICT training needs? Does the school use the TDA career development framework for support staff in accessing ICT training needs? Are there regular audits of staff needs in relation to ICT? 				<ul style="list-style-type: none"> To what extent are staff expected to identify their own ICT development needs? Do audits cover personal ICT skills, their use of ICT for learning and teaching, as well as other professional roles? To what extent is the identification of staff ICT needs instigated only by the arrival of new technologies in the school? Is the identification of staff ICT development needs linked to the school's performance management processes? 			

5a-2 Identifying whole-school ICT development needs		⇒ progress ⇒					
The identification of our whole-school ICT development needs ...		5	4	3	2	1	
takes place	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	routinely
is linked to the school	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
includes a focus on learning and teaching	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	routinely
provides opportunities for innovation	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	routinely
Responds to emerging technologies and practices	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	pro-actively
Guidelines / Questions							
<ul style="list-style-type: none"> How are development needs for ICT linked to whole-school planning? Are development needs for ICT matched to the school's ICT priorities, and/or the school's learning and teaching priorities? 				<ul style="list-style-type: none"> To what extent does the school's strategic plan for ICT drive the identification of ICT development needs? 			

Element 5 - Professional development

5a Planning

Suggested evidence (5a-1 to 5a-2):

School policy for professional development. Documented audits of staff skills. Different uses by staff of ICT in learning and in teaching. Whole school or ICT development/strategic plan. Action planning related to ICT priorities. Curriculum, phase or key stage planning. Specific planning for innovation/ICT projects involving new technology or practices. Planning for whole school training and development days related to ICT. Observations of inset sessions. Discussions with staff. Performance management targets. ICT awards/qualifications obtained by staff. Pupil achievements through using ICT. Staff involvement in regional/national/international ICT projects.

Element 5 - Professional development

5b Implementation

This strand explores the range and quality of the provision that the school makes for staff ICT development and how it supports individuals and shares effective practice. Where these practices are well developed, schools use a wide range of development opportunities tailored to individual as well as whole-school needs. Such activities cater for individual learning styles, take place within and/or beyond the school as appropriate, are closely linked to the school's own ICT resources and address the confidence levels of the individuals involved. Coaching and mentoring systems are often a key part of planned professional development, as are systems for sharing effective practice with other colleagues and, on a reciprocal basis, with other schools.

5b-1 Meeting school and individual ICT needs		⇒ progress ⇒					
Professional development activities for ICT ...		5	4	3	2	1	
are planned	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	rigorously
take account of individual and school needs	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	systematically
use a range of development opportunities that is	limited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	wide-ranging
take place in	school only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	school and beyond
meet the needs of	few staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all staff
Set targets related to performance management	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	systematically

Guidelines / Questions

- To what extent are plans for ICT professional development linked to the regular review and analysis to staff needs?
- Are there development opportunities that take place beyond the school and, if so, what do these include?
- How do individuals plan for professional development in ICT link to whole-school planning, or to the school's ICT strategic plan?

- How does planning for professional development in ICT link to the school's performance management processes?
- How many staff gain ICT accreditation or qualifications when appropriate? How is the range of development opportunities monitored?

5b-2 Quality of professional development		⇒ progress ⇒					
Our ICT professional development ...		5	4	3	2	1	
takes account of current and future ICT resources	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
is well-focused, relevant	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	highly
engages staff	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
is effective	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully
address the confidence levels of staff	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	fully

Guidelines / Questions

- How does the school ensure that quality ICT development activities meet the needs and confidence of individual staff?
- How does the school ensure that ICT development activities enable staff to make effective use of the ICT resources available in the school?

- How does the school ensure that ICT professional development opportunities take account of any special access needs of staff?
- How does the school ensure links between learner expectation and CPD needs?

- How does the school ensure that ICT professional development opportunities take account of different learning styles and preferences of the staff involved?

Element 5 - Professional development

5b [Implementation](#)

5b-3	Coaching, mentoring and individual support	⇒ progress ⇒					
Individual support for ICT...		5	4	3	2	1	
is planned	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	systematically
is available for	no staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	all staff
makes use of external support	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	frequently
is provided for staff in other schools	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	frequently
uses innovative approaches	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	frequently
Guidelines / Questions							
<ul style="list-style-type: none"> • What coaching or mentoring for ICT support has, or does, take place within the school? • Is any coaching or mentoring part of a planned professional programme? • What proportion of staff have been involved in coaching and mentoring processes? 				<ul style="list-style-type: none"> • Does the school make use of external support for coaching and mentoring? • Does the school support, through coaching or mentoring, work with staff in other schools? 			

5b-4	Sharing effective practice	⇒ progress ⇒					
The sharing of effective practice with ICT...		5	4	3	2	1	
is planned	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	systematically
takes place within school	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	routinely
includes other schools	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	routinely
uses innovative approaches	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	routinely
Guidelines / Questions							
<ul style="list-style-type: none"> • What approaches does the school use for sharing effective practice with ICT? • How consistently are these used across the whole school? • How regular are the opportunities to share effective practice? 				<ul style="list-style-type: none"> • What opportunities exist to enable staff to share practice with other schools? • How is the technology itself used by the school to share and learn from best practice both internally and externally? 			

Suggested evidence (5b-1 to 5b-4):

School policy for professional development. Whole school and individual staff development plans for ICT. Discussions with teachers and support staff. School and individual staff development records for ICT. Observation of inset and any support and mentoring systems. Written evaluations of training and/or staff development opportunities. Governors' minutes. ICT awards / qualifications obtained by staff (teaching and support and ancillary staff).

Element 5 - Professional development

5c Review

This strand is concerned with the overall management and evaluation of staff development for ICT, and how the outcomes of this are used for future planning. Where practices are well developed there will be regular and systematic monitoring and evaluation of the quality of the professional development for ICT, and the impact it has on the outcomes for learning and teaching, and staff professional roles. Planning for future professional development activities will take account of these evaluations and will be reviewed in relation to value for money and the impact on pupil outcomes.

5c-1 Monitoring and evaluation		⇒ progress ⇒					
Monitoring and evaluation of the impact of staff ICT development...		5	4	3	2	1	
is planned	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	systematically
is linked to learning and teaching	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	rigorously
demonstrates good value for money	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	rigorously
informs future planning for professional development	minimally	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fully
is linked to pupil outcomes	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	rigorously
are linked to impact on the organisation	not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	rigorously
Guidelines / Questions							
<ul style="list-style-type: none"> What systems does the school use for monitoring and evaluating the effectiveness of ICT professional development? How does the school link the outcomes from evaluations to learning and teaching? How has the school linked ICT professional development activities to improvements in organisational efficiency? 				<ul style="list-style-type: none"> What changes in ICT practice or pupil outcomes can the school attribute to ICT professional development activities? What reciprocal links with other schools does the school have when evaluating professional development in ICT? How does the school feed evaluations into future planned CPD activities? 			

Suggested evidence (5c-1):

School policy for professional development. Development plans showing planned CPD activities. Records of past CPD activities. Monitoring and evaluation policies and guidelines. Discussions with staff and pupils. Evaluations of staff development, from individual evaluations, groups or whole-staff evaluations. Lesson observations. Pupil attendance, achievements and awards in ICT activities. Budgetary plans for professional development for ICT.