

SELF-REVIEW

**NEXT
GENERATION
LEARNING**

Becta leading
next generation
learning

Professional development

Self-review framework



5. Professional development

This PDF provides an overview of the professional development element of the Self-review framework. The descriptors will help you decide where you are in your ICT development.

We do recommend that you use the online tool at <http://selfreview.becta.org.uk>

The online tool will:

- suggest actions to help you move forward
- provide support links to help you

It will enable you to:

- benchmark your progress against other schools
- record your judgements.

5a: Planning for professional development

5a1: Identifying individual staff skills and needs

LEVEL 5

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 4

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 3

There is planning for the identification of individual staff ICT needs. This focuses on improving learning and teaching as well as ICT skills. Where appropriate this is part of the performance management process.

LEVEL 2

There is a regular, comprehensive and systematic audit of staff skills and needs in relation to ICT competence and the effective safe and secure use of ICT in learning, teaching and management. ICT is always considered in the performance management process.

LEVEL 1

There is an embedded culture of review and self-review of staff ICT competence and needs. This includes a focus on the implementation of new technologies and practices and their impact on effective learning.



5a2: Identifying whole-school ICT development needs

LEVEL 5

Development needs are not identified in relation to the school's ICT priorities and planning.

LEVEL 4

Some development needs are identified but these are not always linked to the school's ICT priorities and planning.

LEVEL 3

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, teaching and organisational effectiveness and efficiency.

LEVEL 2

Development needs fully reflect the school's strategic plans and priorities and focus clearly on ICT use in all aspects of the schools work. This ensures the embedding of effective practice.

LEVEL 1

There is an embedded culture of review of whole-school needs in relation to the implementation of new technologies and practices and their integration into both effective learning and organisational effectiveness and efficiency.



5b: Implementation

5b1: 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 ICT professional development activities which meet the needs of some staff based upon performance management outcomes and begin to address identified whole-school needs.

LEVEL 2

Staff have access to a wide range of ICT professional development opportunities both within and out of school. These address whole-school needs and also meet the individual needs of most staff, taking account of the outcomes of performance management.

LEVEL 1

Staff have access to a wide range of engaging approaches to ICT professional development which blend different forms of provision. Established approaches to professional development balance strategic and individual needs and meet targets related to performance management.



5b2: 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 and online support to develop staff expertise.

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 either face-to-face or through online collaboration.



5b3: Developing and sharing ICT practices

LEVEL 5

Staff are not encouraged or prepared to explore new technologies or practices. Sharing of effective practice is on an ad hoc basis.

LEVEL 4

Some staff welcome and try new ideas but the outcomes are not generally incorporated into future curriculum planning. The sharing of effective practice of ICT use is encouraged but still works only at an individual level.

LEVEL 3

Many staff engage in the development of new practices with ICT. Outcomes are incorporated, where appropriate, into the curriculum. There is sharing of effective practice across the school.

LEVEL 2

Most staff engage in the development of new practices with ICT. Outcomes are shared and reviewed widely and are frequently incorporated into the curriculum. The sharing of effective practice routinely occurs across the school and with other schools.

LEVEL 1

Action research is embedded within a strong culture of planned and evaluated innovation. This encourages all or nearly all staff to take calculated risks in pushing the boundaries of the use of ICT to make significant improvements to learning, teaching and organisational effectiveness and efficiency. The school is successful in sharing practice within and beyond the school.



5c: Review

5c1: Monitoring and evaluation

LEVEL 5

There are no systems for monitoring and evaluating the quality and effectiveness of its ICT professional development.

LEVEL 4

The school has begun to implement systems that enable it to monitor and evaluate some aspects of its ICT professional development. There is limited impact on future professional development planning.

LEVEL 3

The school has established systems to monitor and evaluate the quality, impact and value for money of its ICT professional development. Outcomes of this are beginning to inform future professional development planning.

LEVEL 2

The school has mature systems for evaluating the quality, impact and value for money of its ICT professional development. Planning for future professional development takes account of the outcomes of evaluation.

LEVEL 1

ICT professional development is systematically and rigorously evaluated. This identifies the impact on the organisation, learning and teaching and pupil outcomes and the value for money. This process is integral to the planning for future ICT professional development.



5c2: Impact of professional development activities

LEVEL 5

ICT professional development has little impact on learning and teaching.

LEVEL 4

ICT professional development has an uneven and limited impact on individual staff and on learning and teaching across the school.

LEVEL 3

There is evidence of positive impact of ICT professional development on individual staff, on learning and teaching across the school and on its organisational effectiveness and efficiency.

LEVEL 2

The school can clearly demonstrate how its ICT professional development has a significant impact for most staff and improves all aspects of the school's work and pupil outcomes.

LEVEL 1

The impact of ICT professional development is transformational for many staff. It is exemplified by significant improvements in teaching, learning within and beyond the school, pupil outcomes and organisational effectiveness and efficiency.



Next steps

There are five further elements in the framework. You can download them or try out the online tool at:



<http://selfreview.becta.org.uk>