

The self-review framework

Element 5 – Professional Development

This printed self-review framework is available to help you get an overview of the Professional Development element. Please be aware that the online version will be systematically updated so once printed we cannot guarantee this to be the most recent version.

These descriptors are to help you decide where you are in your ICT development, the online tool also provides further functionality:

- it will benchmark where you are compared with other schools
- it provides suggested actions to help you move forward
- it suggests support links to help you

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




Element 5 – Professional Development

5a Planning


5a-1

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. This covers both ICT competence and the effective use of ICT in learning and teaching.	
Level 1	Comprehensive audits of staff ICT skills and needs form part of the annual performance management process. They include the effective use of ICT in learning and teaching, and personal ICT competencies as well as new and emerging technologies and practices.	


5a-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 ICT priorities and planning 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.	

5a-3

Planning to meet school and individual needs


Level 5	There is no planning to link any identified individual or whole-school needs for ICT.	
Level 4	Planning for ICT professional development is unrelated to any needs analysis and takes only limited account of individual and whole-school needs.	
Level 3	There is a mixture of planned professional development activity related to individual and whole-school need.	
Level 2	Plans for professional development are based on a systematic audit. They provide a mix of activities and take account of individual and whole-school needs.	
Level 1	Plans follow a well established annual professional development process which balances strategic and individual needs and sets targets related to performance management.	

Element 5 – Professional Development

5b Implementation


5b-1

Range of development opportunities

Level 5	Most development activities for ICT are course-based.	
Level 4	Some attempt is made to widen the range of development opportunities, but these are generally limited in scope, type and relevance.	
Level 3	A range of development opportunities are provided that meet the needs of some, but not all, staff.	
Level 2	A wide range of development opportunities are provided both within and out of school which meet the individual needs and styles of most staff.	
Level 1	A wide range of innovative approaches to staff development are used that blend face-to-face, online and other forms of provision.	


5b-2

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 innovative, 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.	

5b-3


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.	

5b Implementation

5b-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.

Element 5 – Professional Development

5c Review


5c-1

Monitoring and evaluation

Level 5	There are no systems for monitoring and evaluating the effectiveness of any ICT professional development.	
Level 4	The school makes only limited attempts to monitor and evaluate ICT professional development activity or to link this to individual practices in terms of learning and teaching.	
Level 3	The school has systems to monitor and evaluate the quality of professional development in ICT and has begun to link this to outcomes for learning and teaching.	
Level 2	The school has a well established system for evaluating the impact of ICT professional development on the organisation and individuals as well as on learning and teaching.	
Level 1	Professional development opportunities in ICT are systematically and rigorously evaluated to identify the impact on the organisation, individual practice and on pupil outcomes.	

5c-2

Linking to future professional development planning

Level 5	There is no overall management of professional development for ICT.	
Level 4	Planning for professional development for ICT takes no account of the outcomes of any monitoring and does not seek to link financial costs to impact on learning and teaching.	
Level 3	Plans for professional development take account of the results of monitoring and evaluation but are not always informed by an assessment of likely value for money or linked to impact on learning or teaching.	
Level 2	Plans for professional development in ICT take good account of the results of monitoring and evaluation and assess likely value for money and impact on learning and teaching.	
Level 1	Plans for professional development take full account of previous monitoring and evaluation, and are costed on the basis of the likely impact on pupil outcomes.	



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