





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.

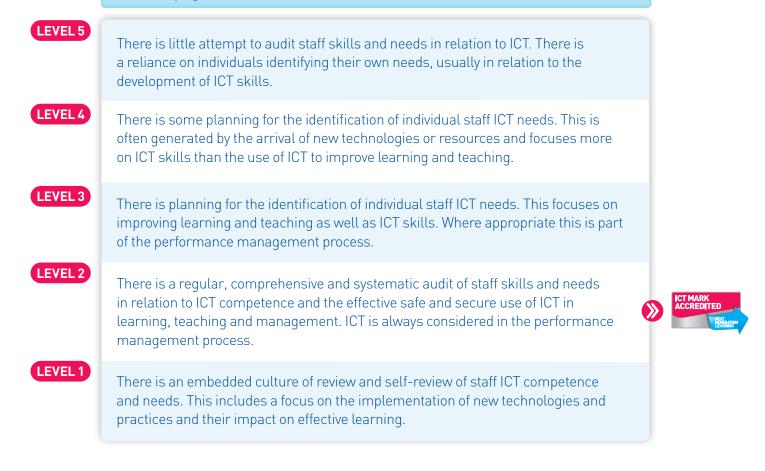
We do recomend that you use the online tool at **http://selfreview.becta.org.uk**

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



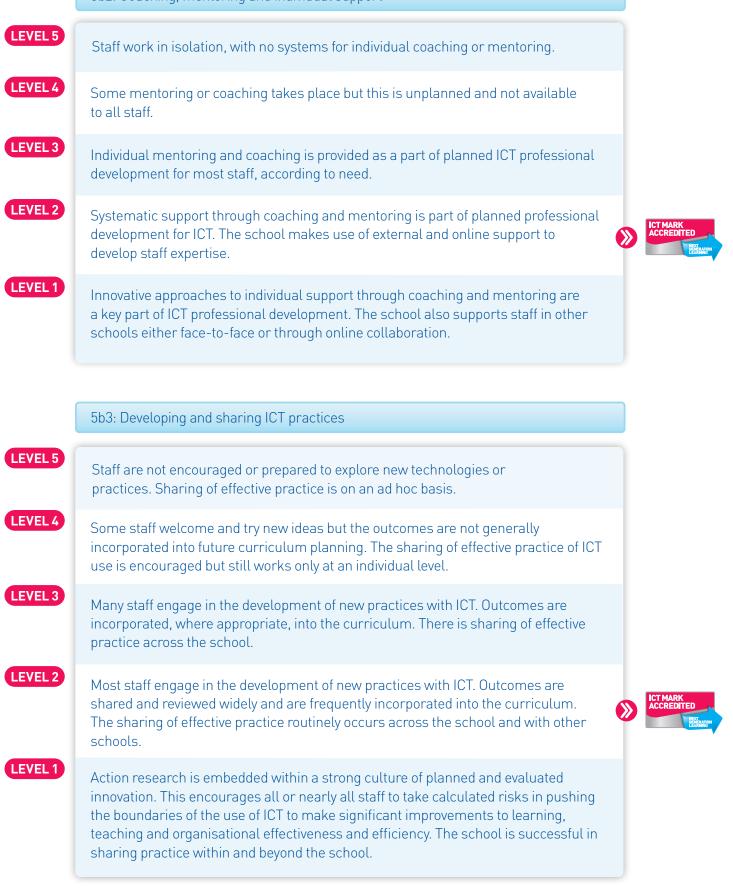
5a2: Identifying whole-school ICT development needs LEVEL 5 Development needs are not identified in relation to the school's ICT priorities and planning. LEVEL 4 Some development needs are identified but these are not always linked to the school's ICT priorities and planning. LEVEL 3 Development needs 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.	Image: Note of the second se
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



5c: Review

5c1: Monitoring and evaluation	
There are no systems for monitoring and evaluating the quality and effectiveness of its ICT professional development.	
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.	
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.	
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.	۲
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.	
For the professional development activities	
5c2: Impact of professional development activities	
ICT professional development has little impact on learning and teaching.	
ICT professional development has an uneven and limited impact on individual staff and on learning and teaching across the school.	
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.	
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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

