

Element 5 Professional Development				
5a Developing and sharing staff digital capability				
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5a-1 <i>Identifying professional development needs</i>	<p>There is some planning for the identification of individual staff technology needs. This is often generated by the arrival of new technologies or resources and focuses more on technology skills than the use of technology to improve learning and teaching.</p> <p>There is little involvement of staff in wider communities of practice to learn what is happening in other schools.</p>	<p>Individual staff technology needs, in relation to improving learning and teaching, are identified. Where appropriate, this is part of the performance management process and meeting whole-school organisational needs, priorities and vision.</p> <p>Staff have the opportunity to be involved in communities of practice to identify innovative practice and development needs. The school is beginning to identify the needs of teachers in order to deliver learning both in and beyond school.</p>	<p>A regular, comprehensive evaluation of staff use of technology in learning, teaching and management processes takes place. This informs the school's strategic plans and priorities and is incorporated as part of performance management of staff.</p> <p>Staff are encouraged to learn from other schools and participate in wider communities of practice to identify both individual and whole school education technology development needs. This will focus increasingly on practice, that delivers learning both in and beyond school.</p>	<p>There is an embedded culture of appraisal and self-review of the digital skills and capabilities required for education technology to improve school outcomes. This incorporates a focus on innovative and emerging technologies and practices, as well as adaptive and transformative challenges such as providing high quality learning, both in and beyond school for pupils and staff.</p> <p>Practitioners research and collaborate with wider communities to evaluate the potential impact of new digital capabilities on effective learning, teaching and organisational effectiveness.</p>
5a-2 <i>Meeting school and individual development needs</i>	<p>Education technology professional development opportunities take only limited account of individual and specific whole-school priorities. The effectiveness of training is not regularly evaluated.</p> <p>Some attempt is made to widen the range of development opportunities.</p>	<p>Education technology professional development activities address identified whole-school needs and target the individual needs of some staff. The effectiveness of these activities is evaluated.</p> <p>Staff are encouraged to learn through face-to-face and online learning</p>	<p>Staff have access to a wide range of professional development opportunities including in-house support, purchased training, practitioner research, professional and academic qualifications, recognised external accreditation and participation in wider communities of practice. Development activities are systematically evaluated for effectiveness and value for money.</p> <p>The school makes use of face-to-face, online, and blended training and</p>	<p>All staff are engaged with a wide range of opportunities to develop the use of education technology. The impact and effectiveness of activities are evaluated with respect to school priorities, development planning and individual performance management.</p> <p>Development opportunities blend different forms of provision including participating in online communities of</p>

	Ad hoc mentoring or coaching takes place when required.	communities both in and beyond school. Regular individual mentoring and coaching takes place to meet individual needs. Individual mentoring and coaching are provided for most staff, according to need.	learning communities to develop staff capabilities. Systematic support through coaching and mentoring is part of planned professional development, including through online or distance learning practice.	practice and using digital technology to review and provide feedback on actual teaching practice. Innovative approaches to individual support through local and remote coaching and mentoring are a key part of meeting individual needs.
5a-3 Developing and sharing practices	Some staff welcome and try new ideas, but the outcomes are not generally incorporated into future curriculum planning on a whole school basis. Some staff engage in online development, both in and beyond school. The recognition and sharing of effective practice using education technology is encouraged. Sharing mostly happens between individuals.	Many staff engage in the development of new teaching and learning practices with education technology, both in school and within wider communities of practice. Some outcomes are incorporated, where appropriate, into the curriculum. More staff are engaging in online development, both in and beyond school. Staff are beginning to explore formal and informal professional learning communities, including social media, as appropriate. There are processes in place for recognising and regularly sharing research and effective practice. This includes learning both in and beyond school. There are planned opportunities in place to share practice across the school with all staff.	Most staff engage in the research and development of new practices with education technology. Outcomes are frequently incorporated into the school curriculum and reflected in whole school priorities. Clear processes are in place for recognising and routinely sharing research and effective and embedded use of education technology learning both in and beyond school. Effective practice is shared with other schools and wider communities of learning and practice.	All staff are encouraged to take calculated risks in the creative use of education technology to make significant improvements to learning, teaching and organisational effectiveness. Development opportunities that incorporate action or practitioner research are embedded within a strong culture of planned and evaluated innovation. The school supports other schools and members of wider communities in researching and developing effective use of education technology.
5a - 4 Meeting Digital Safeguarding Needs	All staff are provided with training to understand the digital safeguarding strategy the school has in place.	All staff are provided with regular training to understand the digital safeguarding strategy the school has in place and update their knowledge and awareness with respect to emerging technologies.	The school has clear and effective training arrangements for all staff and governors in respect of digital safeguarding and changing technologies.	The school has clear and effective training arrangements for all staff, governors, and the wider school community in respect of digital safeguarding and changing technologies. This is embedded, regularly reviewed, and updated.

	<p>There are few opportunities to support staff with appropriate training and guidance in understanding the risks associated with technology. As a result, risks are rarely identified.</p> <p>Few staff are able to provide e-safeguarding guidance to others.</p>	<p>When risks have been identified the school actively seeks guidance and appropriate training on the safe and acceptable use of current or emerging technologies.</p> <p>Some staff are able to provide some digital safeguarding guidance to others and they are enabled to make informed decisions in relation to the appropriate use of information technology.</p>	<p>Involvement with wider communities of practice is used to understand and assess the risks associated with emerging technologies and the practice developing in other schools.</p> <p>Most staff can provide guidance to others in relation to the appropriate use and exploitation of information technology within and beyond school.</p>	<p>The school supports other schools and members of other communities in staff development of digital safeguarding strategies and the safe use of education technology.</p> <p>All, or nearly all, staff have the competence and confidence to provide good advice and guidance to others both within and outside the school.</p>
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