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| Road Map 3  D.O.P | Evidence categories | Initial | e-Enabled | e-Confident | e-Mature |
| **Professional Development** | Teacher awareness and participation | Some teachers have undertaken CPD in ICT | All teachers are aware of the CPD opportunities on offer. Many teachers have participated in CPD training | The majority of staff have undertaken individual or whole school CPD in ICT | Teachers meet their professional development needs through active participation in communities of practice, peer-to-peer networks and accredited practice-based research |
| Planning | Interested individuals identify their own CPD needs | An individual teacher or the e-learning team identify the whole staff CPD needs in relation to ICT integration | The ICT co-ordinating teacher or the e-learning team facilitates the identification of overall learning needs of staff. CPD programme developed | Teachers engage in ongoing self evaluation and reflective practice in progressing the CPD programme |
| Focus | CPD focussed on acquiring basic ICT skills | Some staff are participating in CPD which focuses on the integration of ICT in the curriculum | Most staff have engaged in CPD focussed on e-learning across the curriculum | Schools identify and design whole school professional development programmes based on their specific needs, delivered in their own school with support from external agencies when needed. |
| Teacher confidence | Teachers have basic IT skills but lack the confidence to apply these in the classroom | There is growing confidence among staff in the integration of ICT in the curriculum | The majority of teachers is confident in the integration of ICT in their daily teaching | Teachers share their expertise and innovative practices confidently within their own school and with other schools. |
| SEN | Some staff have attended CPD programmes for ICT with SEN | All teachers in learning support and SEN have undertaken CPD in ICT and SEN | Teachers have acquired the skills to use some assistive technologies and other technologies to support pupils with SEN and are adapting their teaching methodologies to use ICT in SEN. Teachers have attended CPD training in specific areas e.g autism | Teachers are confident and have acquired the skills to use a wide range of technologies to facilitate the inclusion of pupils with special educational needs |
| Informal learning | There is little sharing of e-learning ideas and good practice among staff | Sharing e-learning ideas and good practice among staff takes place in an informal manner | Teachers regularly share new e-learning practice with each other via staff meetings or e-mail | School supports and facilitates peer-to-peer learning in ICT using a variety of formal (e.g VLE) and informal approaches |