

# Professional Development Audit

Carrying out a whole school professional development audit with your senior leadership team will enable you to discuss the effect of your current PD strategy. Effective professional development is a partnership between head teachers, teachers and providers of professional development. Completing this audit may highlight areas where further thinking is required, but will generate useful discourse which will clarify thinking and develop shared understanding.

1. There is a clear vision of effective professional development (PD) in the organisation and its positive impact on pupil outcomes

Bronze	Silver	Gold
The senior leadership team articulates some sort of vision of effective professional development and its positive impact on pupil outcomes.	Leadership, including all linked stakeholders, articulate a strong vision of effective professional development and its positive impact on pupil outcomes, and this vision is emerging at other levels throughout the organisation.	All teaching staff articulate a strong vision of effective professional development and its positive impact on pupil outcomes.

2. Leaders model and participate in PD both formally and informally

Bronze	Silver	Gold
There are examples of senior leaders modelling their own learning and inviting others to take part in it.	Some leaders are deliberately and openly modelling the characteristics of a successful professional learner.	Senior and middle leaders proactively model professional learning - they are 'lead learners' and take a lead in engaging in potentially sensitive or vulnerable processes, such as peer observation or coaching.

3. Staff feel that they have an input into the decisions made around the vision of the PD across the organisation.

Bronze	Silver	Gold
Staff are sometimes consulted on the design of PD and its implementation across the organisation.	Staff are often consulted on the design of PD and its implementation across the organisation and have some involvement in its delivery.	Staff are regularly consulted on their priorities for PD across the organisation and they contribute to its design, its implementation and its delivery.

4. Staff feel that they are able to take risks with their practice.

Bronze	Silver	Gold
Most staff feel encouraged to innovate and take risks in their own practice.	Most staff feel encouraged to innovate and take risks and some staff also evaluate and refine their ideas and innovations.	Disciplined risk-taking is strongly encouraged for all staff and a majority of staff innovate in their practice and evaluate and refine their ideas

5. There is a culture of teaching and support staff welcoming peer observation and feeling welcomed to peer observe.

Bronze	Silver	Gold
Some teaching and support staff welcome peer observation and feel welcomed to peer observe others.	Most teaching and support staff welcome peer observation and feel welcomed to peer observe others.	All teaching and support staff welcome peer observation and feel welcomed to peer observe others.

6. Staff feel supported to grow and develop their personal career development.

Bronze	Silver	Gold
Some staff feel they are supported to grow and develop in terms of career development.	Most staff feel they are supported to grow and develop in terms of career development.	All staff feel they are supported to grow and develop in terms of career development.

7. Conversations around teaching and learning are frequent, both formal and informal.

Bronze	Silver	Gold
Most teaching staff report regular conversations around pedagogy outside formal meetings.	Teaching staff report pedagogical discussions occurring at least once a week in some form outside formal meetings.	There is a culture of discussing professional learning, pedagogy, practice and learning.

8. Peer relationships, formal and informal, are seen as valuable, helpful and fruitful.

Bronze	Silver	Gold
Staff value support from other colleagues and work with other colleagues for their own development.	Staff feel supported through coaching, mentoring and collaboration on offer.	There is extensive collegiate support and collaboration that is valued by staff.

“Effective professional development relies upon teachers, head teachers and leadership teams in schools and organisations providing professional development, being clear about their respective roles and working together effectively.”

Standards for teachers professional development  
Department for Education  
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