

# SCHOOL LEADERS

## Self-audit against the standard for teachers' professional development

September 2016

“Effective professional development for teachers is a core  
part of securing effective teaching”  
(Standard for teachers’ professional development, DfE, July 2016)

# Self audit against the standard for teachers' professional development for school leaders

## Part 1. Professional development should have a clear focus on improving and evaluating pupil outcomes.

School leaders:	Evidence	Actions
1. Make the objectives clear and show the links between activities and intended outcomes.		
2. Ensure activities take account of teacher starting points, intended progression, and the impact on pupil outcomes.		
3. Ensure activities are designed and evaluated in terms of their impact on teachers, pupils and their school.		

# BTSA Self audit against the standard for teachers' professional development.

## Part 2. Professional development should be underpinned by robust evidence and expertise.

School leaders:	Evidence	Actions
1. Draw on expert input to ensure that activities are clear about how and why practices work in different contexts.		
2. Provide opportunities for participant feedback, linking teacher practice to pupil experiences and outcomes.		
3. Ensure teachers can adapt generic pedagogic practices for different subjects and contexts.		

# BTSA Self audit against the standard for teachers' professional development.

## Part 3. Professional development should include collaboration and expert challenge.

School leaders:	Evidence	Actions
1. Structure sustained collaboration to enable participants to draw on evidence and expertise and to refine and adapt practice.		
2. Ensure that professional development activities include external challenge to thinking.		
3. Encourage participants to analyse evidence from classroom implementation.		

# BTSA Self audit against the standard for teachers' professional development.

## Part 4. Professional development programmes should be sustained over time.

School leaders:	Evidence	Actions
1. Design programmes with a regular rhythm of opportunities, to form a coherent programme.		
2. Ensure that activities of shorter duration (e.g. one day) are either focussed on a narrow goal or form part of coherent sequences to achieve broader goals.		
3. Ensure that other work pressures do not detract from the achievement of professional development opportunities.		

# BTSA Self audit against the standard for teachers' professional development.

## Part 5. Professional development must be prioritised by school leadership.

School leaders:	Evidence	Actions
1. Make evidence-informed development a major leadership priority.		
2. Build a culture of trust, professional engagement and challenge with evidence and knowledge.		
3. Ensure that school, subject, phase and individual development plans are coherent and supported.		