

# TEACHERS

## 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.

Teachers:	Evidence	Actions
1. Make sure they are clear about the intended outcomes of activities.		
2. Continually apply formative assessment to monitor progression and impact.		
3. Choose complimentary activities aligned to a clear overall objective for their practice, pupils and school.		

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

Teachers:	Evidence	Actions
1. Seek to understand how and why practices work and how to implement them successfully in different contexts.		
2. Actively seek formative feedback on practice and support the evaluation of impact on their practice, pupil outcomes and wider school improvement.		
3. Expect to improve pedagogical AND subject knowledge, or specialist knowledge (e.g. for special educational needs).		

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

Teachers:	Evidence	Actions
1. Seek expert support and challenge.		
2. Seek activities that allow adaptation of approaches for the classroom through practice.		
3. Implement practices with peers and focus discussion on the impact on pupils.		

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

Teachers:	Evidence	Actions
1. Seek programmes that typically last at least two terms and which provide a sustained rhythm of ongoing support.		
2. Translate ideas into relevant practice and knowledge for specific classes and pupils, making time for ongoing practice and review.		

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

Teachers:	Evidence	Actions
1. Take responsibility for their own professional development.		
2. Engage openly in discussion about the impact of teaching practice with peers and leaders supporting a culture of trust, respect and scholarship.		
3. Fully commit to effective professional development practices and challenge poor or ineffective ones.		