

Initial

e-Enabled

e-Confident

e-Mature

Teacher Awareness & Participation	Some teachers have availed of NCTE professional development in ICT. ○	Teachers are aware of and many have participated in NCTE or other ICT professional development programmes. ○	The majority of staff have availed of individual or whole school ICT professional development opportunities. ○	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 ICT professional development needs. ○	An individual teacher or the e-Learning Team identify the whole staff professional development needs in relation to ICT integration. ○	The ICT co-ordinating teacher or the e-Learning Team facilitates the identification of overall e-learning needs of staff. Programme for CPD is developed. ○	Teachers engage in ongoing self-evaluation and reflective practice in progressing the schools CPD programme. ○
Focus	Professional development is focused on acquiring basic ICT skills. ○	Some staff are participating in NCTE CPD which focuses on the integration of ICT into the curriculum. ○	The majority of staff have engaged in NCTE and other relevant professional development focused on the integration of ICT into the curriculum. ○	Schools identify and design whole school professional development programmes based on their specific needs, delivered in their own school with support from NCTE and other agencies. ○
Teacher Confidence	Teachers have basic 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 staff are confident in the integration of ICT in their daily teaching. ○	Teachers confidently share their experiences and innovative practice within their own school and with other schools. ○
SEN	Some staff have completed ICT & Special Needs professional development, eg NCTE's ICT & SEN - The Basics course. ○	All teachers in learning support and resource teaching have completed professional development in ICT and SEN. ○	Teachers have acquired the skills to use some assistive technologies and other technologies to support students with SEN and are adapting their teaching methodologies to use ICT in special educational needs. Teachers have attended professional development on specific areas, eg autism. ○	Teachers are confident and have acquired the skills to use a wide range of technologies to facilitate the inclusion of students with special educational needs. ○
Informal Learning	There is little sharing of e-learning ideas and good practice among staff. ○	Sharing of e-learning ideas and good practice among staff takes place in an informal manner. ○	Teachers regularly share new e-learning ideas and good practice with each other eg via staff meeting or e-mail. ○	School supports and facilitates peer-to-peer learning in ICT, using a VLE and other formal and informal approaches. ○