Empowerment and deficit models of professional development within the context of the New Zealand schools *ICT PD Clusters* model
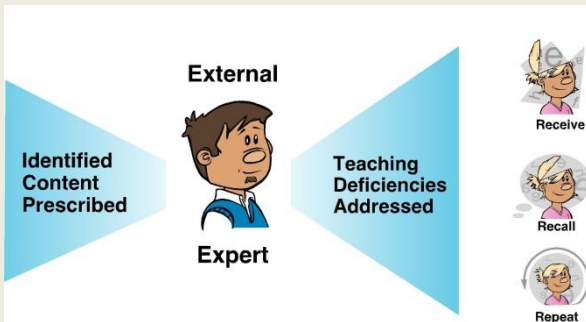
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The 'Deficit' model of Professional Development for Information and Communication Technologies

This model serves to identify the perceived (or real) lack of knowledge of ICT and then a series of professional development modules are specifically designed, created and delivered in a way aimed at resolving the lack of skill and knowledge of specific information and communication technology tasks or activities. External experts advise and/or deliver learning events to address the identified deficiencies. The process is instruction driven, prescriptive and a central directive with little feedback informing change or achievement of outcomes.

The 'Empowerment' model of Professional Development for Information and Communication Technologies

This model involves the use of a collaborative process aimed at determining the actual ICT skills and knowledge needed at all levels. Internal reflection and decision making on how, when and why ICTs could be integrated drive the creation, provision, timing and content of school-focused professional development. Professional development modules are then designed for inclusivity and sharing of best practice. The model subscribes to an iterative process that ensures feedback informs future developments
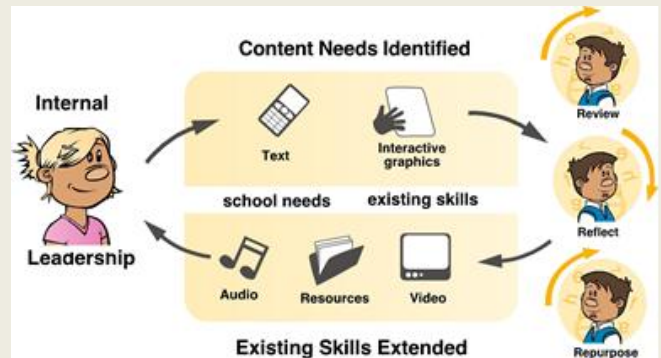
The ICT PD Cluster concept

This diagram provides a n overview of the ICT PD cluster concept. It shows how each of the elements of the model are inter-related to ensure cohesive continuity between all those responsible for managing and using the system to improve the ICT capability of educational professional in schools