This article investigates the impact of different models of staff development in ICT on teacher and explores the knowledge and skills gained by teachers from staff development: technical; academic/content-related; pedagogy. A sample of 10 Scottish primary teachers who had undertaken staff development in ICT has been surveyed. A questionnaire is used for the data collection. Findings of the study reveal that traditional in-service courses which gave face-to-face contact with a tutor were highly effective; longer, in-depth courses of 5 days were reasonably effective; courses undertaken at the end of the school day, in the evening or weekend were not effective; courses based outside the school were more effective than those based within it; on-line support was not effective; and peer support was only rated as being satisfactory. The results on the models of staff development indicate that teachers still value in-service courses which provide direct contact with a tutor. The results show a preference for ‘courses’ rather than on-line learning or distance learning, etc. the results also indicate that staff development of a pedagogical nature has been most effective, but has been insufficient. The author argues that the pedagogical context should enable teachers to understand how to use ICT in the classroom, to consider how ICT can support and enhance pupil learning as a natural part of the work in the classroom, to consider how ICT can provide more learning opportunities and can be another vital learning tool for pupils. He further adds that it is essential that the pedagogy of ICT becomes the main focus of staff development and this will have to build upon in a constructive manner in order to allow teachers to achieve the full benefits of using ICT in the classroom.

Keywords: ICT; Staff development; Pedagogy; Questionnaire; Scotland.