The concept of digital literacy is increasingly recognised as a critical terrain for twenty-first century life. As early as 2006, the EU Council proposed Digital Competence as one of eight Key Competences for Lifelong Learning. In England and Wales, digital literacy is to be included as one of three core strands of the new computing curriculum. However, despite growing interest in digital literacy within educational policy, limited research currently exists relating to the effective integration of digital literacy into everyday school settings. Allied to this, there is a lack of guidance for teachers in terms of how digital literacy translates into classroom practice. As a result, the historic evidence of teachers feeling ill-prepared to engage their students with technology in a meaningful way is amplified.

Therefore, the DigiLit Leicester project was designed to focus on supporting secondary school teaching and teaching support staff in developing their digital literacy knowledge, skills and confidence so that they may support learners in the responsible and critical use of technology. This was achieved through the creation of a self-evaluation framework, the data collected from which was used to inform both centrally provided and internal school continuing professional development (CPD) strategies.

This paper will evaluate the success of the project, focusing around three key research questions:
1. How has the self-evaluation framework been implemented within schools around the city?
2. What does the DigiLit Leicester Project data tell us about digital literacy skills and confidence among secondary school teaching and teaching support staff?
3. What impact has the DigiLit Leicester Project had on skills and confidence in relation to digital literacy?

An online survey was chosen as the most effective data collection method for the project, given the number of staff and schools in the project, the geographic spread of schools, project team capacity and calls on school staff time. Case studies of school-based CPD projects were then collated to share practice and outcomes.

This paper will demonstrate how no such shared and open development framework currently exists either at national or international level, and how the project effectively constitutes a new model for implementing digital literacy aimed at transforming the provision of secondary education across a city. The project's contribution of a self-evaluation framework, embedded in pedagogic practice, is also important because it indicates that a responsive infrastructure can be developed and delivered in partnership with educators, in order to affect professional practice.