



<b>Policy Name: Professional Development</b>	
<b>Policy Code:</b>	<b>ED 20</b>
<b>Approved in:</b>	<b>June 2014</b>
<b>Next Review in:</b>	<b>June 2016</b>
<b>Cross References:</b>	
<p>This policy should be cross-referenced with the following: Public Service Management Law (2013 Revision), (“PSML”); Personnel Regulation (2013 Revision), (the “Regulations”); Education Law (2010 Revision), (the “Law”). This policy should also be cross-referenced with the: <i>Professional Development Handbook &amp; the Policy governing the Performance Management of Teachers.</i></p>	

**Introduction**

Pursuant to the Education Law, (the “Law”), section 3:

“There is established an Education Council...whose duty is to promote education in the Islands...” Section 10 of the Law also establishes that, “The Chief Education Officer, shall without prejudice to and in addition to any duties...be administratively responsible to the Council for all matters of education in the Islands.”

In furtherance to the Law, the Ministry of Education is committed to:

- Building, implementing and supporting an educational system that creates citizens who can contribute to the economic and social growth of the Cayman Islands.
- Improving teaching and learning and recognizes that effective professional development based on a culture of lifelong learning is vital to school success and teacher satisfaction.
- The development and implementation of professional standards that will help guide teachers’ professional development and career choices.

**Professional Development**

In accordance with section 4 of the PSML, “The values to which the public service shall aspire and which shall govern its management and operations are as follows –

- (a) to strive continually for efficiency, effectiveness and value for money in all government activities;
- (b) to adhere to the highest ethical, moral and professional standards at all times;
- (c) to encourage creativity and...innovation...”

In keeping with the Public Service Values, The Ministry of Education focuses on the professional development of teachers in order to enhance individual skills and improve the quality of education in these Islands. Professional Development as defined in the broad sense refers to the development of a person in his or her professional role. OECD (2005) concludes that

*Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers’ learning communities. There is growing [need] in developing schools as learning organisations, and in ways for teachers to share their expertise and experience more systematically.*



Continued professional development is central to raising achievement and improving the effectiveness of teaching and learning. It offers a long-term systematic approach to training and development to promote growth and development in the profession.

Professional development will be provided through workshops, seminars, conferences, online learning, informal sharing of information in the workplace, on-the-job training, mentoring, coaching, shadowing programmes, career management and development activities, skills training in vocational and tertiary education programs, and other recognised effective adult learning modes. In most cases, financial assistance is provided for employee professional development; accordingly, pursuant to Personnel Regulations, Schedule I, section 12:

*“An employee undertaking part-time or full-time study with the approval of his appointing officer is entitled to the reimbursement of study costs or a financial advance at the discretion of the appointing as follows-*

- (a) in the case of an employee undertaking part-time study that is related to his employment, the tuition and examination fees for courses approved by the appointing officer; and*
- (b) in the case of an employee undertaking full-time study, such portion...as the appointing officer considers to be a reasonable contribution...”*

### **Professional Standards**

Professional Standards are a statement of an educator’s professional attributes, professional knowledge and understanding and professional skills. These standards provide the benchmark by which educational professionals can determine their professional learning needs.

### **Aims**

This policy aims to:

- Support the development of a skilled workforce within the Education Service in order to build capacity in line with the Ministry of Education, Employment and Gender Affairs’ commitment to human capital development;
- Define the expectations and provisions for continued professional development within the Education Service for principals, teachers and classroom support staff;
- Increase teachers’ participation in continuing professional learning and development;
- Improve teachers’ access to high quality continuing professional development programmes and courses;
- Provide appropriate recognition to principals, teachers and classroom support staff for undertaking continuing professional learning and development activities;
- Encourage teachers to take responsibility for their own continuing professional development;
- Support the development of a culture of continuous learning and development.



### **Policy Statement**

- Pursuant to Personnel Regulations Schedule I section 13, (1), “An employee, as a condition of employment, is required to comply with the Public Servant’s Code of Conduct, any workplace rules, and any reasonable instructions issued by his appointing officer;” Accordingly, all staff members will undertake ongoing professional learning and development activities, including mandated programmes, so as to develop their skills, knowledge and understanding.
- The Ministry of Education values the undertaking of professional learning and development by all staff in order to enhance their effectiveness and performance in support of better outcomes for all students in public schools.
- The Ministry of Education, the Department of Education Services (DES) and the schools are committed to providing high quality professional development opportunities that contribute to the professional growth of all staff members based on national priorities and identified needs.
- Professional development will address national priorities, individual, school, departmental, ministry and national strategic directions for both teaching and support staff located at the Department’s schools and other sites.

*All staff within the education service are expected to:*

- Remain current in their areas and embrace the range of professional learning opportunities (individual reading and research, and attend local courses and workshops in person)
- Comply with any requirements to undergo personal development
- Undertake any other performance expectations as may be specified and agreed between the parties
- Attend mandatory training
- Share professional development with other staff members in a timely fashion and spread best practice

In furtherance to the above and for the purposes of compliance, it is established at section 49 (2) or the PSML that,

*“...a head of department or other manager in the civil service entity shall enter into a performance agreement with each staff member for whom he is responsible...”*

Subsection (3) of section 49 further establishes that:

*“A performance agreement shall contain –*

- (g) any training, skills or personal development that the staff member is expected to undertake...*
- (h) any other performance expectation as may be specified and agreed...”*



## **Roles and Responsibilities**

### **The Ministry of Education will:**

- Set national priorities for continuing professional development
- Establish and monitor the allocation of funds for continuing professional development
- Establish a framework for the delivery of continuing professional development based on current international best practice, national priorities and the National Professional Standards for Teachers.
- Provide quality orientation and induction programmes for newly qualified and recruited staff
- Plan and support the delivery of a National Education Conference.
- Report on annual outputs for professional development activities in the Ministry of Education Annual Report
- Publish a monthly PD Calendar
- Consult on professional learning and development proposals
- Collate, analyze and monitor professional development evaluations and prepare regular reports.
- Research, evaluate and recommend professional development opportunities based on international best practice

### **The Education Standards and Assessment Unit will:**

- Provide general data to the Ministry of Education to support the development of National priorities.
- Evaluate professional development programmes at the request of the Chief Officer, Ministry of Education, Training and Employment
- Report on the impact of professional development on the quality of provision and student standards

### **The Department of Education Service will:**

- Identify development needs through regular visits and observations by Senior School Improvement Officers and through the collection and analysis of performance data
- Provide recommendations for individual requests for continuing professional development
- Support schools in developing support plans for staff based on assessment data and performance management appraisal data
- Monitor and report on the impact of professional development on teacher practice and student outcomes.
- Identify and report professional development needs that arise from school improvement plans.

### **School Principals and School Senior Management will:**

- Encourage a culture where professional development is valued by all
- Engage fully in performance management processes
- Use performance management processes to identify their own learning and development needs and those of all school-based staff, taking professional standards and national priorities into consideration



- Provide information, as required, to assist in the identification of national priorities for professional development
- Facilitate the development of a staff support plan with DES
- Ensure that professional development is embedded in school plans and that it reflects professional standards and national priorities
- Ensure that there is an identified member of staff with responsibility for coordinating professional development in every school or educational establishment
- Provide new teachers and other school-based support staff with individual, structured, sustained workplace induction support at the commencement of their careers and on transition from other schools
- Enable and strongly encourage staff to participate in relevant professional development opportunities
- Identify and exploit opportunities for sharing best practice, both within their school and with other schools
- Evaluate professional development activities and capture data on staff participation in professional development for use for system reporting purposes
- Provide support to teachers and class-based support staff in embedding improvements to practice, arising from professional development
- Monitor the short, medium and long-term impact of participation in professional development
- Participate in a minimum of 60 PD hours per academic year
- Provide evidence of their work-related professional development in their My Learning Plan profile

**Teachers and other Educational Professionals will:**

- Identify and record their own professional development needs and goals in consultation with their supervisors
- Discuss, develop, agree and record their own development goals with their principal or line manager
- Engage fully in performance management processes and use these to inform professional development goals
- Pursue ongoing professional learning in all aspects of their work including learning with and from colleagues
- Critically reflect on their pedagogy and achievements and the impact of their professional development on student learning outcomes
- Consider the priorities of the Ministry of Education, Department of Education Services and of their school in planning their professional development goals
- Contribute to the professional development of colleagues through sharing of information in the workplace and at a system level
- Participate in a minimum of 50 PD hours per academic year
- Provide evidence of their work-related professional development in their My Learning Plan profile



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**Appendices:**

**I:**      *Professional Development Handbook*