A Study of the *Teachers' Professional Learning Initiative (TPL)*; Cyprus Pedagogical Institute (CPI), a Directorate of the Ministry of Education and Culture

FINAL REPORT

IPA/SRSS (EC) Technical Assistance Project 2017

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EXECUTIVE SUMMARY

1: Background to the Study

The Institute of Public Administration, Ireland (IPA) was contracted by the EU Commission Structural Reform Support Service (SRSS) to conduct a Technical Assistance (TA) study focusing on the *Teachers' Professional Learning* (TPL) initiative being implemented by the Cyprus Pedagogical Institute (CPI). The CPI is the Directorate of the Ministry of Education and Culture (MOEC) Cyprus with prime responsibility since its establishment in 1972 for shaping and leading teacher development and learning across the primary, secondary and vocational training sectors in Cyprus.

The context for the study was a request to the EC SRSS for Technical Assistance in support of the Government of Cyprus' ongoing programme of policy action and reform of its education systems. Through the MOEC, CPI requested an expert, external review of the TPL to assist in improving the policy implementation of the initiative. Specifically, the TA was requested to support CPI's implementation of primary, secondary and vocational teachers' professional learning (PL) through a systematic evaluation of the TPL initiative as well as the policy context within which the initiative is set.

2: Design & Approach

The design of the technical assistance project, therefore, places at its core an external and non-partisan evaluation of the TPL initiative to date. The purpose of this study is to identify both the strengths and weaknesses of the TPL initiative, in order to make recommendations for institutional and policy-actions that can strengthen and guide the future format, structure, and purpose of the TPL.

The IPA Study Team undertook a two-step research evaluation of the TPL between November 2016 and June 2017. An initial scoping mission in November 2016 allowed the study team to determine the precise technical assistance required and to consider what the project should have as its focus and central objectives. In this way, the scale and scope of the TA was identified by examining the current role and functions of CPI, the changing context for teachers' professional learning and in-career development in Cyprus, and attention to how the current policy context is impacting the nature and practical implementation of the TLP initiative. This initial exercise was followed by a full, field-mission in March 2017. During this 5-day mission the IPA team had more detailed discussions with all major stakeholders in the TPL initiative and visited a number of schools where the TPL initiative is currently in place (n=5). As a confirmatory check on observations from the schools and data gathered through more than 30 hours of formal meetings and focus groups as part of both the scoping and main mission, a targeted questionnaire survey was also used to examine further the experiences of TPL across the first two years of the initiative. This pursued the perspectives of both participating teachers (n=79) and the school-based coordinators (n=29). Outline findings from both surveys are used to inform this Final Report, particularly as corroboration and a checking measure to ensure depth of reach among TPL participants.

The study team also conducted an extensive review of literature on policy and practice internationally in relation to leading-edge, teacher learning & development, school-based professional support, and

practitioner research as a vehicle for professional growth and efficacy. This was undertaken in order to identify divergence and fit to the Cyprus context.

3: Findings & Conclusions

Based on the situation analysis outlined in depth in Sections 2 and 4 of this Report and the comparative policy-action perspectives presented in Section 3, the study team offers the following assessments.

The structures and role of the CPI in relation to the TPL initiative are currently proving adequate to the challenges of leading and supporting the TPL and are likely to remain so if the initiative is developed in an incremental and phased way. We observed management and leadership skills, attributes and abilities being well-deployed within CPI. These centered around interpersonal and communication skills, advocacy skills, elements of coaching and mentoring, and are key to the on-going success of the TPL. These should be reinforced through a limited and small-scale workforce planning exercise, particularly among those who have direct involvement in the TPL initiative, in order to identify and document in a systematic manner the skills in evidence at present and to highlight any possible gaps in terms of future requirements.

The study team affirms the value of the *school-based, teacher-centered* form of teachers' learning that sits at the heart of the TPL. It is reflective of good practice internationally and is proving popular with the schools – both from the TPL Co-ordinator and from the participating teacher perspective. However, some substantial differences were observed between primary and secondary participants in the levels of support required for the action-research approach that underpins this mode of professional learning. We adjudge that the CPI needs to diversify the range of learning-approaches offered within the TPL to better accommodate secondary and VET schools in particular. This addresses the issue of *reach* within secondary and VET settings, where not all discipline bases are equally comfortable with an action research / reflective practice approach. It would also offer a TPL modality more suited to the challenge of working with smaller groups of teachers on a cluster or discipline basis within schools while using approaches that meet a wider range of learning requirements and understandings of professional development.

The use of specialist input from a range of stakeholders to support and to advise on aspects of the TPL initiative is developing in a very promising manner. The study team notes high-quality, well-structured contributions by university academics, members of MOEC Inspectorates, and others to TPL training seminars and conferences. The study team is strongly of the view that this can and should be extended further but only in ways that recognise and build in a manner respectful of the essentially *developmental nature* of the TPL which – in our view – is the feature that gives TPL its credibility and attracts the interest and participation of teachers in their schools. Closer links with university based colleagues should be encouraged in order to provide better opportunities for TPL participants to develop greater practitioner research abilities. The MOEC Inspectorates also offer considerable potential in relation to supporting and advocating for the TPL. Due to their evaluative function, the Inspectorates are very much in tune with the needs of schools at a systems level. This is a professional asset that could be of great value in planning and monitoring the TPL as it develops. However, the inspectorial function also presents a very significant drawback to broader involvement by the Inspectorates in TPL at school level: ordinary teachers within the initiative almost exclusively see the evaluation of teaching practices as the sole function of the Inspectorates. There is clearly a cultural dimension to this which would require a very considerable effort on the part of individual inspectors to overcome. Of course, there are other avenues to tap such specialist input and offer opportunity to contribute meaningfully to the development of the TPL. We suggest that MOEC supports CPI in discussions with university colleagues, the Inspectorates and the teacher unions to form a standing TPL policy forum that offers a meaningful way of exchanging ideas and proposals regarding the improvement of the initiative by giving all relevant stakeholders – including MOEC Inspectorates,

teacher unions, parents' groups, Head Teacher associations, and higher education institutions – a voice in the monitoring and development of the TPL initiative.

The study team consulted widely in order to build up a comprehensive picture of the strengths and weaknesses of the TPL initiative as experienced by the schools and the participants. The conclusion reached is that the TPL initiative demonstrates considerable strengths as a methodology for supporting innovative teaching across the sectors and has potential for raising standards of teaching and learning in participating schools. It aligns well with good practice internationally in teacher professional learning and in parts with recent policy trends in school development. In order to strengthen and expand on these strengths we recommend a serious and significant effort to equalise the opportunity to experience the benefits of TPL across participating schools. Furthermore, we see strong arguments for planning for the expansion of participation in the initiative in a way that maintains, and builds on, the quality and consistency of present arrangements. This will involve attention to involving more teachers and school leaders in the design and future implementation of TPL. It will also require attention to developing 'pre-initiative' packages of information, training, and support that introduce schools planning to become TPL schools to both the practicalities involved as well as offering an introduction to TPL's formative and developmental nature. The study team also sees a need for CPI to invest further personnel and resources in building and operating 'blended' communities with real-world and digital-world aspects. This would allow TPL schools to be part of learning settings that foster collective identity and shared purpose along with providing opportunities for sharing knowledge, expertise, and teaching / learning experiences. A TPL Quality label / Award should also be developed. A final element that can add considerable value to the work of TPL is the capture of expertise existing with the TPL network. We are of the view that CPI needs to identify, formalise, and document in detail the skillsets and dispositions needed to function effectively as CPI Supporters and TPL Co-ordinators. If the TPL is to offer an equitable experience to all participants, it is important that the best of current practice among CPI Supporters and TPL Co-ordinators is captured and organised into a learning programme for future colleagues taking on these roles.

On the issue of teachers' knowledge through TPL, the study team noted that efforts by the CPI to put reflexive, inquiry-based learning opportunities at the centre of the TPL and to support these through an increasingly capable and responsive network of TPL Coordinators and CPI Supporters have been largely successful. In order to maintain and develop this aspect of the TPL, the study team suggests policy action that would define access to TPL as a *right* for all teachers working at all levels of the funded education system across Cyprus, over time. This needs to take into account the culture of frequent mobility and its possible impact on capacity at school level. A well-maintained, open, interactive, on-line presence – as mentioned above – can go some way towards addressing this specific issue, as can using a broader range of learning approaches better aligned to the cultures and practices of different school types, again as discussed above.

An unexpected finding emerged from the study team's engagement with leading-edge policy work regarding pedagogical knowledge and the changing nature of the teaching profession in the EU. The study team is of the view that the policy leadership shown by the CPI in relation to the purposes and direction of the TPL is strong and reasonably effective. Clearly, there is a strong history of policy work in MOEC and a repository of policy expertise exists within the Ministry and the CPI. However, policy-making for effective educational reform is a fast-evolving field. It requires constant study and upskilling in order for policy makers to operate effectively in challenging local conditions (such as the current primary teacher action in Cyprus) and in relation to what commentators such as Darling-Hammond and Lieberman (2012) and Sahlberg (2014) have identify as the ill-considered patterns in globalised policy-action on teachers and teaching that have emerged in many countries over the closing decades of the 20th century. Therefore, tensions around policy and policy-making between proper partners in contemporary policy processes are not surprising. However, they can be damaging and limiting to the overall impact of an initiative; TPL is no exception.

Education policy work is widely recognised as particularly fractious and chaotic. The type of policy-thinking necessary for more theorised and comparativist work is difficult if not impossible to develop without outside guidance and support. There is a strong argument to be made for CPI and other MOEC personnel to invest time and attention in developing / updating their policy making capabilities in order to bring to the Ministry a more contemporary, technically-adept, and agile policy-action methodology. TPL would be among the most immediate beneficiaries of this development, but in the study team's assessment it would certainly serve the MOEC well in general.

4: Recommendations

In Section 5 of this Report the study team offers a series of twenty-five Recommendations with an emphasis on practical and policy actions that can add to the impacts and sustainability of the TPL initiative. These are aligned against the agreed component headings of the TA Terms of Reference. Each can be expected to strengthen the TPL as a teacher-centred, school-based professional learning initiative.

The first six Recommendations relate to the study team's attention towards the structures and role of CPI in regards the TPL initiative, including its allocation of resources and functions within the pilot stage, in order to identify elements of organisational structure and resources necessary for CPI to effectively fulfil its role in relation to the TPL initiative into the future. Recommendations 7 – 11 relate to the outcomes of the task of critically examining aspects of the TPL programme in order to identify strengths and any shortcomings of TPL, as experienced by the schools involved in the early implementation, including the pilot stage. Recommendations 12 – 16 relate to the study team's attention towards the fundamentals that define the nature of the TPL and set it apart from other forms of school development and teacher CPD; specifically, in-school facilitation of professional learning, the deliberate construction of teacher learning networks, and the range and nature of support arrangements provided through CPI. Recommendations 17 – 21 emerge from the study team's work to identify and examine policy options for sustainable and robust improvements of the TPL at both the school and the system level. Recommendations 22 – 25 address the challenges and opportunities of building better policy making capability and process skills through engaging with policy learning at the EU level and beyond; we identify MOEC and CPI strengths in this area and then suggest ways to modernise practice and so enhance policy impact into the future.

On a closing note, the study team acknowledges that in finalising the Recommendations suggested above, attention will be needed by both CPI as a Directorate of MOEC and MOEC generally to criteria such as cost and practicality. However, while acknowledging this practical constraint, the study team adjudge that the key criterion for inclusion in our list is the extent to which a particular recommendation addresses an identified area of policy concern *and* offers potential value in terms of meeting a future need of the TPL. Identifying such recommendations, even if these raise challenges, is part of our contractual obligation under this TA.

We are hopeful that this Report will be of use to CPI going forward as the Directorate of MOEC with prime responsibility for teachers' professional learning and to MOEC generally as the Ministry embraces the challenges laid out in its **Strategic Plan for 2016-2018.** This is particularly so given that plan's emphasis on specific strategic policy actions directed on: modernisation of the administrative structures of the educational system and of the school units; reforming school curricula; and on the development, training and quality of the teaching profession.

Section 5: Conclusions and Recommendations

In this Report the study team has set out for discussion and recommendation the key issues that arose over the course of conducting this TA. Section 1 outlined the background to the work, and the approach that has underpinned it. Section 2 described the TPL in some detail, and discussed its defining structures and processes, as well as outlining its leadership and management as a policy initiative. It draws out both strengths and weaknesses observed by the TA study team in relation to the TPL initiative. Section 3 provided a comparative perspective on what we view as the key elements and practices of the TPL, including specific discussions on the context of the initiative, and its defining characteristics. Section 4 offered a discussion of possible policy options emerging from the various stages and elements of the TA work. These are set against the earlier discussion in Sections 2 and 3. Finally, in this section – Section 5 – we offer our closing observations and recommendations with an emphasis on practical and policy actions that can add to the impacts and sustainability of the TPL initiative. These are aligned against the agreed component headings of the TA Terms of Reference (see Annex D).

Of course in finalising the following recommendations, attention will be needed by CPI to criteria such as cost and practicality. However, while acknowledging this practical constraint, the study team suggest that the key criterion for inclusion below must be the extent to which a particular recommendation addresses an identified area of policy concern *and* offers potential value in terms of meeting this future need of the TPL. Identifying such recommendations, even if these raise challenges, is part of our contractual obligation under this TA.

5:1. Structures and Role of CPI in relation to the TPL initiative.

The role ascribed to CPI through the Council of Ministers Decision (No.79.273), its responsibilities in relation to the TPL, and the structures it has put in place to service the initiative were discussed at various points of this Report – especially at Sections 1 and 2 above. These discussions confirm the importance to the success of the initiative to date of both the lead role taken by CPI and of the training structures used by CPI in relation to the TPL. They also point towards possible tensions and mistrust at the MOEC level and a lack of shared understanding regarding the underlying purposes and possibilities of the TPL initiative. Additionally, observations at Section 3 situate the work of CPI on TPL in relation to international practice in teacher learning and CPD more generally. These are mainly favourable and suggest that much of the work of the CPI on TPL is comparable with leading-edge practice elsewhere. There is however a need to address the issue of leveraging more effectively system-wide resources, particularly the role of specialists, in line with emerging practices elsewhere on teachers' professional learning.

In line with the Terms of Reference (ToR) of the Technical Assistance under which this Report was drawn up, the recommendations set out below offer actions to address areas of weakness and to build on the strengths noted in the preceding Sections of this Report. The first set below relate to Component 1:1 of the TA ToRs and specifically to the study team's attention towards the structures and role of CPI in regards the TPL initiative, including its allocation of resources and functions within the pilot stage, in order to identify organisational structure and resources necessary for CPI to effectively fulfil its role in relation to the TPL initiative into the future.

Recommendation 1	That CPI continues to develop the technical and educative basis for the TPL's *school-based, teacher-centered* form of teachers' professional learning in order to strengthen the initiative as a supportive, professionalising activity centred on transforming practice and separate from any evaluation or monitoring focus.
Recommendation 2	That the MOEC Directorates – and their Inspectorates – engage in a process of de-conflicting potentially overlapping roles and service functions in order to agree their most productive, respective contributions to the various aspects of teacher development as framed by the TPL initiative.
Recommendation 3	That CPI develops a formal Review process for identifying the main impacts, year on year, of TPL as a policy action and so publish an indication of the significance and reach of the initiative.
Recommendation 4	That CPI conducts a limited and small-scale workforce planning exercise particularly among those who have direct involvement in the TPL initiative, in order to identify and document in a systematic manner the skills in evidence at present and to highlight any possible gaps in terms of future requirements, perhaps with the assistance of the Cyprus Academy of Public Administration (CAPA) on the methodology of work-force planning.
Recommendation 5	That CPI identifies, formalises, and documents in detail the skillsets and dispositions needed to function effectively as CPI Supporters and TPL Co-ordinators, in order to systematise future training in these roles.
Recommendation 6	That CPI broadens the professional training repertoire of CPI Supporters to include additional TPL learning approaches appropriate to the diversity of schools entering the initiative over the coming years.

5:2 School-side strengths and weaknesses of TPL

As noted earlier, the study team met with the full range of participants to TPL as part of the scoping and field missions for this TA. The meetings with Head Teachers / Directors and TPL Co-ordinators were extremely beneficial to understanding the TPL. Taken together with observations from site-visits to a range of TPL schools during the main mission, these offered valuable insight into the nature and detail of practices taking place within the initiative. Combining this with the returns to the targeted surveys completed by teacher-participants and TPL coordinators and a reading of findings from the earlier pilot evaluation by the Centre for Educational Research and Evaluation, Cyprus (CERE, 2016), the study team was able to generate a rich and detailed picture of the initiative and its implementation to date. We noted considerable strengths to the school-side as well as a number of weaknesses as discussed at Section 2 above.

The recommendations set out next relate to Component 1:2 of the Technical Assistance ToR and specifically to the study team's attention towards the task of critically examining aspects of the TPL programme in order to identify strengths and any shortcomings of TPL, as experienced by the schools involved in the early implementation, including the pilot. They build on Section 4:2:

Recommendation 7	That CPI convenes at regular intervals throughout the academic year a knowledge exchange forum for Head Teachers, TPL Co-ordinators and CPI Supporters which focuses specifically on the challenges faced by new entrants to TPL activities and supporting their integration into the initiative.
Recommendation 8	That CPI works with the other MOEC Directorates and the Schools in order to clarify, expand, and protect the release time available to TPL Coordinators to work on TPL action planning and follow-out projects.
Recommendation 9	That CPI advocates and supports a wider range of learning approaches that can engage teachers in discipline-specific as well as thematic TPL activities, particularly at secondary and VET level.
Recommendation 10	That CPI revises its guidance to TPL Co-ordinators to ensure school-level activity with teachers is always needs-supportive, take place within the school day, and is as fully integrated as possible into practices relevant to the work of the school.
Recommendation 11	That MOEC convenes a one-year, "Teachers' Voice" working group involving teachers and Head Teachers / Directors from the Secondary and VET sectors to develop a strategy to guide TPL more comprehensively within these settings and in ways that respond more coherently to and accommodate their discipline bases and training requirements.

5:3 Building teachers' professional knowledge in and through the TPL initiative

The nature of teachers' professional knowledge has received close attention in recent years – both from a policy perspective and from within the professional community itself. As discussed earlier, much of this focuses on the location of knowledge exchange as well as the forms teachers knowledge takes. The research informing this Report points to a number of fundamentals that define the TPL initiative and set it apart from other forms of school development and teacher CPD. These include the approach the initiative taken to in-school facilitation of learning activities. This approach is intended to support the development and sharing of teachers learning. Much of work we observed in this area was promising; there is a need however to ensure more consistency of understanding among Co-ordinators regarding their roles and to support this through training and development.

In addition, we identified a need for further work on the functions of the CPI Supporter and the modes of teacher learning they are empowered to apply. A defining feature of teachers' learning within is the TPL is its dependency on this network of CPI Supporters. The study team observed that this network has considerable power in the construction of a teacher learning experience; CPI Supporter arrangements are however not equally effective across the entire range of the project and Supporters' understandings of their role – particularly in the secondary and vocational sectors – and how best to engage with wider numbers within these school communities needs attention.

The recommendations set out next relate to Component 1:3 of the TA ToR and specifically to the study team's attention towards certain fundamentals that define the nature of the TPL and set it apart from other forms of school development and teacher CPD; specifically, in-school facilitation of professional learning, the deliberate construction of teacher learning networks, and the range

of support arrangements provided through CPI. The study team considered the efficacy of CPI activities within TPL as a means of building teachers' knowledge in a way that situated current TPL practices/methods within leading-edge international practices regarding the development of teacher's professional knowledge. The study team's recommendations build on discussions at Section 4:3 above:

Recommendation 12	That CPI in conjunction with all relevant partners devises and formalises strategies that facilitate opportunity for the inclusion, over time, of all teachers at TPL schools. This should reflect a developmental procedure of involvement.
Recommendation 13	That CPI develops a more explicit communication strategy that clearly conveys the ethos, the practices, and the intentions of the TPL to potential and participant schools and teachers across all sectors.
Recommendation 14	That CPI design and publish clear plans for a *TPL Pathway* which outlines how TPL Schools will be recruited, supported on entry, sustained in their initial project(s), and for how support can be scaled-back as time passes.
Recommendation 15	That CPI develops and curates an optional, participant-focussed **TPL Community** centred on an open, interactive, on-line presence and that is open to all TPL participants.
Recommendation 16	That MOEC supports CPI in developing and introducing an optional **TPL Schools of Distinction Award Scheme** which celebrates the achievement of schools that meet a set standard of teacher learning, reflecting identified criteria applied as part of a validation process.

5:4 Policy options to further the impacts of TPL at school and system level

The recommendations thus far have been concerned mainly with practical action to address identified weaknesses or build on identified strengths of the TPL as it has operated to date. We turn now to a series of recommendations that we suggest can help CPI and the MOEC frame high-level policy for sustainable and robust improvements to the TPL at both the school and CPI level. These relate to Component 1:4 of the TA ToR and specifically to the study team's attention towards the identification and examination of selected policy options for further sustainable and robust improvements of the TPL at these levels.

Three areas in particular emerged as particularly open to such institutional level attention. First, there is a need for a formal mechanism to coordinate and communicate across ideas and proposals for the future development of TPL among all interested parties. This was particularly evident from our meetings with MOEC and CPI senior personnel who share a passionate vision for more effective teacher learning in Cyprus, but hold very divergent views as to how best to realise this vision. Second, we note that TPL action planning offers a strong platform for schools to bring together in a coherent and principled way, needs-analysis at both the level of the individual teacher and the school as a learning organisation, but that it is undervalued and possibly even misunderstood by sectors of the MOEC. Third, the situating of the TPL within the wider agenda relating to education reform and reimagining with Cyprus needs attention. This is particular important in light of possible tensions that may emerge due to plans to grow the TPL initiative systematically over the coming years and affirmed in the recent MOEC Circular on

Implementation of the Unified Policy of Professional Learning in Schools (Ref.: 7.3.15.8; 31 May 2017) when this is set against the intentions as indicated in the MOEC policy paper, **Proposed Arrangements for a New Evaluation System for Teachers & Schools** (December 2016) in relation to teacher learning within this connected but essentially different domain.

The study team suggests the following:

Recommendation 17	That MOEC supports CPI in convening a standing TPL policy forum in order to establish a meaningful way of exchanging ideas and proposals regarding the improvement of the initiative by giving all relevant stakeholders – including MOEC Inspectorates, teacher unions, parents' groups, Head Teacher associations, and higher education institutions – a voice in the monitoring and development of the TPL initiative.
Recommendation 18	That CPI works with all relevant stakeholders to affirm TPL as the principal vehicle for teacher development and professional learning in Cyprus, and thereby embedding in the broader reform strategy a humanistic approach to teacher development for system-level renewal and reform.
Recommendation 19	That MOEC mandates an expert working group to consider the implications of proposed MOEC developments in teacher evaluation and how this can draw on the action-planning arrangements developed and tested under TPL, without diluting the formative and teacher-led nature of this defining feature of TPL.
Recommendation 20	That MOEC supports CPI to work with the other Directorates and their Inspectorates to develop a formal role within TPL for Inspectors, in a manner that reflects both the strengths and practices of the Inspectorates as well as the ethos and practices of the TPL initiative.
Recommendation 21	That CPI continues to work with the Scientific Committee originally established by the Ministry to advise and guide on the pilot and early stages of the TPL in order to devise suitable monitoring, evaluation and valorisation models for the initiative as it grows and becomes established within the learning culture of teachers and their professional practices in Cyprus.

5:5 Building policy process and capacity through policy-learning

Changes in the global context of policy making and policy work generally consistently result in shifts in political, social, cultural and economic phenomenon that profoundly affect both political decision-making and national policy processes. It is critical therefore that policymakers are up to date with current thinking in these areas and need to reflect on such changes as well as on core values and practices when exercising policy leadership.

As discussed earlier, increased participation in structured and planned *policy learning* has considerable potential to strengthen CPI and MOEC capacities for policy making, policy analysis, and policy action. This applies to TPL and also to education policy making and policy action more generally. Both CPI and MOEC demonstrate policy strengths in relation to TPL. However to engage more effectively with the contemporary realities of policy-making and policy-action in an increasingly complex teaching world, the ability to work with complex concepts creatively, to generate new pedagogical ideas, and 21st century knowledge, it is necessary to build and renew policy capacity. Efficient policy making and policy action in complex and fast-moving times requires modernised capacities from those involved in policy design and implementation.

The study team has chosen to close this Report with a series of Recommendations relating to how education policy work might better be done in the future as the Ministry pursues its high-level commitment to the objectives of its **Strategic Plan for 2016-2018** with specific strategic policy actions directed on: modernisation of the administrative structures of the educational system and of the school units; reforming school curricula; and on the development, training and quality of the teaching profession.

The study team's intention is to bring forward ways to further strengthen CPI and MOEC generally capacities for policy making and policy analysts in relation to teachers' professional learning and within future expansion of the TPL initiative. The recommendations relate to Component 1:4 of the TA ToR and specifically to the study team's attention towards identifying strengths in this area and suggesting ways to modernise practice and so enhance policy impact into the future.

Recommendation 22	That MOEC supports CPI to build strategic policy-learning relationships with research organisations producing policy-relevant research, such as the EU Joint Research Centre, in order to improve the quality and efficacy of education policy work at the national level in Cyprus.
Recommendation 23	That CPI and the other Directorates within MOEC increase participation in policy-learning conferences and platform organised by policy organisations such as OECD, the World Bank, the EU, and ETUCE.
Recommendation 24	That all Directorates within MOEC engage in a planning process to develop new forms of cross-organisational working groups, task forces or learning-oriented seminars that increase the policy capacities of the Ministry.
Recommendation 25	That MOEC develops and resources a scheme to facilitate mobility of civil servants, sabbaticals, courses and other forms of training, in order to build capacity across administrative and legal, economic, technological and/or social perspectives on policy work. This to include CPI and the MOEC Inspectorates.

Closing Comment

During the TA project close-out on 30 June 2017, discussion will take place around the study team's findings, the selection of policy options specifically based on these, and the related Recommendations presented above. This event will, as agreed, be in the form of a presentation made by the IPA study team and involving the Minister of Education and Culture (MOEC), the Permanent Secretary (MOEC), the core CPI TPL management team, and the SRSS (EC) representative.