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

FINAL REPORT

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Table of Contents

EXECUTIVE SUMMARY

	Pages
1. Introduction and Background	6
1:1 Background	
1:2 Context of TA	
1:3 Layout of Report	
2. Themes and Issues	13
2:1 The TPL Initiative in Outline	
2:2 Structures, Processes & Leadership of the TPL	
2:3 TPL Supplementary Survey returns; a discussion	
3. Comparative Perspective on TPL	43
3:1 Context	
3:2 Content and Central Practices	
4. Identification of Policy Options	57
4:1 The Structure and Role of CPI in relation to the TPL	
4:2 Strengths & Shortcomings of TPL	
4:3 TPL as a means of building Teachers' Professional Knowledge	
4:4 Policy Work for Sustaining and Improving the TPL	
5. Conclusions & Recommendations	69
6. References	77

APPENDICES

A: List of Meetings
B: Main TA Mission; Final Programme
C: IPA Technical Assistance Study Team
D: Extract from Technical Assistance Terms of Reference (ToR)
E: Précis of Returns to Co-ordinators' Survey; data set
F: Précis of Returns to Participating Teachers' Survey; data set.

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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.

1. Introduction and Background

1.1 The Institute of Public Administration, Ireland (IPA) was contracted by the European Commission (EC) Structural Reform Support Service (SRSS) to conduct a Technical Assistance (TA) project focusing on the *Teachers' Professional Learning* (TPL) initiative currently being implemented by the Cyprus Pedagogical Institute (CPI). The context for the study is a request to the EC SRSS for Technical Assistance in support of the Government of Cyprus' ongoing programme of policy action and reform. The precise origins of the TA was a request by the CPI for such a TA in order to access expert, external feedback to assist in improving the policy implementation of the TPL, in future years.

The TA was designed to provide policy implementation expertise to the Cyprus Pedagogical institute (CPI) on the Teachers' Professional Learning (TPL) initiative authorised by the Cypriot Ministry of Education and Culture (MOEC). Since its establishment in 1972, the CPI has been the Directorate of the MOEC responsible officially for teachers' learning and teacher professional development in general. Specifically, the TA aims to support the CPI implementation of primary, secondary and vocational teachers' professional learning (PL) through systematic evaluation of the CPI's current activities on the TPL initiative as well as the policy context within which the initiative is set, in order to offer guidance on the future format and purpose of the TPL. The design places at its core the value of an external and non-partisan evaluation of the progress of TPL to date – which includes identifying both the strengths and weaknesses of the initiative.

The TA comprised three stages; a design and contract stage which saw IPA respond successfully to a Call issued by SRSS in Sept 2016; a scoping mission which took place November 2016, and; a full-field mission which was undertaken in March 2017.

The scoping mission for the TA took place from 9-10 November 2016 and was conducted by a team comprising Dr Conor Galvin and Mr James Connington from The Institute of Public Administration (IPA), Ireland. The IPA scoping mission team was accompanied by Ms Sylwia Czort of the Structural Reform Support Service (SRSS) of the European Commission.

In the course of this initial scoping exercise, presentations on the CPI and the TPL initiative were given to the team by the Director of the Institute and the Head of In-service Training. Meetings were held with: The Director, the Chief Education Officer of the CPI, and CPI Heads of Department as well as the key staff from CPI most fundamentally connected to the pilot phase of the *Teachers' Professional Learning* (TPL) initiative; Head Teachers / Deputy Head Teachers from a number of

TPL pilot schools; representatives of the three Heads of Directorates of Education (primary, secondary and technical/vocational) in the MOEC; representatives of the Teachers' Unions; the Permanent Secretary of MOEC; and, the Minister for Education and Culture and his advisory team. [See Annex.]

The purpose of the scoping mission was to determine the precise technical assistance required and to consider what such a project should have as its focus and central objective(s). 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 how the current policy context is impacting the nature and practical implementation of the TLP initiative.

From this scoping exercise, the following key-areas were identified for inclusion in the Terms of Reference (ToR) for the TA:

- Analyse the structures and role of CPI in relation to the TPL initiative;
- Highlight strengths and weaknesses of the TPL pilot programme;
- Evaluate current practices/methods of the CPI in relation to the TPL initiative;
- Identify and examine selected policy options for further sustainable and robust improvements of the TPL at both the school and CPI level;
- Review high-level policy learning processes and procedures within MOEC in order to strengthen the capacities of policy makers and policy analysts from the MOEC who are involved in teacher professional learning policy processes.

The main TA field-mission took place from 27th – 31th March 2017 and was conducted by Dr Conor Galvin, Dr Deirbhile NicCraith, and Mr James Connington for the IPA. The IPA team was once again accompanied by Ms Sylwia Czort of the Structural Reform Support Service (SRSS) of the European Commission.

During this 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. A full list of these meetings and some observations from the visits are included in Appendix to this report. As a confirmatory check on observations from field visits to TPL schools (n=5) and data gathered through formal meetings and focus groups as part of both the scoping and main mission and in order to ensure depth of reach among TPL participants, a targeted questionnaire survey was also devised 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) and outline findings are used to inform this Final Report, particularly as a corroboration and checking measure relating to the observations and findings from site visits and from the meetings and focus-groups from both scoping and main field mission stages. Additionally, desk-research was conducted in advance of the field mission and in parallel which examined existing and emergent practices in teacher learning in the wider EU context and beyond, in order to identify divergence and fit to the Cyprus context. This was completed largely by IPA study team members Dr Celine Healy, Maynooth University and Ms Elena Revyakina at UCD Dublin.

1.2 Before discussing the various issues identified for consideration during the mission, it is useful to position both the TPL and this study in context.

The current round of policy-led, education system reform in the Republic of Cyprus has its origins in the recent Economic Adjustment Programme (EAP) (ended in March 2016) which focussed on improving competitiveness, stimulating growth and creating jobs. Education and training, having a horizontal policy element affecting the growth prospects of all sectors, continue to be an integral part of the reform agenda in the context of post-programme policy action in Cyprus. Another policy driver comes from the wider context of the *Europe 2020 Education and Training Strategic Framework* (ET2020) which advocates systemic, EU-wide action to improve the quality and efficiency of education and training – including teacher education.

High-level commitment to these reforms by the Cypriot Ministry of Education and Culture (MOEC) has been translated into a **Strategic Plan for 2016-2018** with specific strategic objectives 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. A Scientific Committee was convened by the Minister to advise and guide on this process.[1] This reported in March 2015. The work of the Committee has been fundamental to both the direction and philosophy of subsequent action by the MOEC and CPI on teacher-learning.

Indeed, in regard to this last noted priority – the development, training and quality of the teaching profession – the Council of Ministers, Cyprus, approved a proposal submitted by the Ministry of Education and Culture (MOEC), regarding a systematic policy initiative to design, develop, and pilot a new model of *distributed professional learning*[2] for teachers across both primary and second-level sectors. This built on key passages and deliberation from the Scientific Committee

[1] See Section 1:2 for a more detailed discussion of the work of this Committee.
[2] Distributed Learning encourages a model of professional learning that allows activities to be located in different, non-centralized locations so that the learning is less dependent on formal input or on limits of time & place.

Report commissioned by the MOEC to lead thinking in this area. The Council of Ministers Decision also affirmed the Cyprus Pedagogical Institute (CPI) as the body through which all official professional learning and development of teachers should take place – a role the CPI has held since its establishment in 1972, as a Directorate of the MOEC. Moreover, according to the Decision, the principal location of teachers' professional learning (PL) should move to the schools and this professional learning is envisioned to address learning needs at both the school level and the teacher level, with as a start point the requirement that the identification of the learning needs of teachers is done in the context of the schools where they work.

A number of reports and policy studies on teachers and teacher education in Cyprus have also helped shape this context. Two in particular require specific noting here:

1: The World Bank document *Teacher Policies in the Republic of Cyprus* (2014). This Report provides a broad review of teacher policies in Cyprus. This was conducted by the World Bank in close collaboration with the Ministry of Education and Culture (MOEC). The purpose of the analysis was to identify options for strengthening the teacher policy framework across the teaching life-course. Six policy areas were addressed in depth in the Report: initial teacher education, employment regulation, professional development, teaching practice & teacher autonomy, monitoring & evaluation of teaching quality, and school leadership. The Report makes a number of policy recommendations on teachers' learning that relate to the TPL initiative; most notably in terms of developing policy to ensure that mandatory CPD is presented in a more continuous manner and linked more evidentially to teachers' needs. The Report also advocates evaluating teachers' learning programmes – at both initial and continuing education contexts – to assess how they affect teaching and student learning. If adopted, this would have significant policy implication for the TPL initiative in any future form. Additionally, the Report observes on issues such as incentivisation, lesson-study within collaborative professional learning, and the assignation of development activities based on some perceived needs of the teachers. Articulations of several of these are evident in CPI literature around the TPL.

2: The Report of a Scientific Committee commissioned by MOEC, *Towards a Uniform Policy for Teachers' Professional Learning* (March 2015). This is a comprehensive Report on the state of teacher education within Cyprus. It was authored by a group of stakeholders central to the Republic's education and training system, led by Prof Michalinos Zembylas of the Open University of Cyprus. This Report involved a review of policies, institutional arrangements, and current practices in relation to teacher professional education and recommendations for far-reaching reform. The Report presents the theoretical framework and operational definitions underpinning

the proposed reform as well as describing in detail the existing training & development situation for teachers across the various sectors of compulsory education. This report contains recommendations on a set of mutually reinforcing reforms that, *inter alia*, propose greater devolution of teachers' learning opportunities to the level of the school and an association of this to ongoing work on whole-school evaluation. This document offers useful, locally-grounded insights into the challenges of evaluating and supporting through Technical Action the policy work needed to progress the TPL initiative. While the report was intended to be comprehensive and universal, it would appear that only selected elements have so far been operationalised. These, however, include central features of the TPL model and as such the Report has become within the CPI a central reference point for TPL development and action.

Additionally, two key policy documents connected to the MOEC need to be noted here. These have been fundamental to the definition and direction of the TA and the policy options subsequently presented in this Report.

1: The previously mentioned **Council of Ministers Decision** (No. 79.273, dated August 19, 2015), approved the proposal submitted by the Ministry of Education and Culture (MOEC) regarding a systematic policy initiative to design, develop and pilot the TPL initiative. The study team considered this document, noted the ambitious nature of the initiative and – in particular – the responsibility laid on the CPI to design, manage and evaluate the TPL initiative. This mandate is seen as significant in its implications for the functions of the CPI in terms of the timely, effective and sustainable introduction of this new and challenging mode of teacher learning. It also indicated unambiguously how the TPL initiative is seen to fit within MOEC Strategic planning in relation to the modernisation and reform of the overall education system. The study team further notes the affirmation of this earlier decision in the recent MOEC Circular on **Implementation of the Unified Policy of Professional Learning in Schools** (Ref.: 7.3.15.8; 31 May 2017).

2: The recent MOEC policy paper, **Proposed Arrangements for a New Evaluation System for Teachers & Schools** (December 2016), lays out in some detail the Ministry's intentions in relation to school and teacher evaluation and indicates plans to radically adapt existing evaluation practices to the new educational and social conditions. While the reach of this proposal goes beyond the area of teachers' professional learning, it is nevertheless viewed by the study team as an important reference point for the TA. There are considerable implications for the future development of TPL arising from the proposal's focus on the *assessment, improvement, development, appointment and promotion of teacher*s and its intentions to upgrade the quality

and effectiveness of the education and training system generally by strengthening teaching and learning through the support and mentoring of teachers and providing incentives for continuous improvements.[3] While recognising that this is currently only at discussion / proposal stage, the study team is strongly of the view the TPL cannot be viewed in isolation from such possible future developments.

As agreed in the ToR for this TA, a short, interim paper was prepared following the field mission. It was provided for comment and feedback to be incorporated as appropriate in the subsequent draft final and final TA Reports. This interim paper set out the key themes and issues identified, under headings in line with those on which the deliverables for the TA were designed. The content was framed around the key findings from the mission regarding the school-site, CPI-side, and policy context of the TPL – the latter includes commentary on Ministry, Inspectorate and third party / other stakeholder investments in the pilot phase and the current iteration of the initiative. The paper included an analysis of the issues identified in relation to TPL and its implementation, provided some very initial comparative perspective based on CPI practices within TPL and international experiences of teacher CPD, and set out broad parameters to assist in the identification of policy options relating to TPL.

These earlier actions provide the basis for this final report.

1:3 This Report is laid out as follows:

This section – **Section 1** – offers an introduction to the TPL initiative and places it within the context of ongoing and radical, policy-led reform of teachers' continuing professional development within the Republic of Cyprus.

Section 2 sets out the main themes and issues that emerged during the field mission, and offers discussion of these. It provides a detailed description of the TPL initiative, and then moves to consider the structures, processes and leadership of the TPL in light of insights drawn from the various data sources used with the TA.

Drawing primarily from a literature involving a mix of academic treatments (book chapters, monographs, policy reports, etc) and peer-reviewed journal papers, **Section 3** presents a discussion of models and practices in teachers' professional learning from a range of international settings have been considered for possible comparative insights.

[3] Para 1.2.2 5/137

Section 4 presents a discussion of selected policy options relating to the TPL. This brings together observations and findings from our desk research, key challenges and issues identified by the team during the field-mission, and the study team's analysis of the present and likely future policy context of the TPL initiative.

The final section, **Section 5**, offers closing observations and recommendations in relation to the future of the TPL initiative, with an emphasis on practical and policy actions that can add to the impacts and sustainability of the initiative.

An Executive Summary, extensive Annex materials, and a full bibliography complete the Report.

2. Themes and Issues

This section sets out the main themes and issues relating to the TPL initiative that arose during the field mission and offers discussion of these. It opens with a description of the TPL initiative and then moves to commentary on findings /outcomes from the TA. It should be noted that since the purpose of this TA is to identify and outline areas for development and improvement of the TPL, the emphasis below is on such areas that the team feels are usefully for their policy implications and for the type of very practical actions that they give rise to. These discussions build on earlier consideration offered in the interim paper and represent treatments of themes and issues that relate to supporting CPI in its TPL activity and, by extension, can inform MOEC thinking more generally to achieve its policy goals in relation to teachers' professional development across Cyprus.

2.1 *The TPL initiative in Outline*

The TPL initiative is now in its second year and currently involves 24 schools across Cyprus; 18 secondary, 1 vocational and 6 primary. The 2015-16 pilot involved 21 schools; 16 primary schools, 4 secondary schools and 1 vocational school. The team notes the stated intention to expand to 40 primary, 25 secondary and 3 VET as the initiative extends into a third cycle.

The current TPL schools are located mainly in the greater Nicosia region, though a small number are also present in other urban areas including Limassol. The organising protocols of the initiative centre around four central features:

- Determination of the TPL focus at school level, by the school itself;
- The organisation of focussed workshops and other learning activities at the school level, principally by a named TPL Co-ordinator;
- Individualised / bespoke support to the school and TPL Co-ordinator provided by a CPI Supporter with relevant academic and professional capabilities that align with the school's TPL focus; and
- CPI seminars and workshops designed specifically in support of the TPL initiative and as a complement to the regular schedule of CPI arranged professional development workshops, seminars and conferences.

Each of these features is now briefly discussed in order to offer an overview of the TPL in action.

The idea that the school itself decides its own focus for teacher development and then designs and structures a programme of professional learning is central to the TPL ideal. An initial listing of possible teacher development topics is provided by CPI and the school then decides through consultation and needs-analysis which of these becomes its focus for a *TPL action plan*. This plan is ideally drawn up by management with the active input of teaching staff through the TPL Co-ordinator and the assistance and guidance of the CPI Supporter. On our school visits we noted variations regarding this process but the protocol was essentially observed in all cases. Straightforward needs-analysis methodologies are used to identify individualised teacher development requests. School-level learning requirements are folded-in through discussions between teaching staff, CPI Supporter, the TPL Co-ordinator and the Head Teacher / Director. We noted that decisions on timescales and consultation procedures rest primarily with school management and that they are greatly facilitated in these by guidance from the CPI Supporter. Another marked feature of the TPL action planning process is the degree to which students' learning needs are evidently worked into the arrangement, from initial discussion through to deciding on the evaluation and targets of the TPL activity.

The role and function of the TPL Co-ordinator is another defining feature of the initiative. TPL Co-ordinators are members of the school staff who are nominated to coordinate the TPL process at school level. They contribute to the planning phase during which the TPL focus is decided and, indeed, play a central role in this – convening discussions with teaching colleagues, organising the practical aspects of needs-analysis, identifying potential training slots on school programmes and physical locations for the training activities, and so on. Once the TPL action plan is in place, their primary function is to organise the necessary series of relevant workshops and other learning activities on-site at the school level, and to liaise as appropriate with school management to arrange release and where necessary cover for teachers to participate. The schools visited by the team organise these activities during the school working day. The TPL Co-ordinator is assisted regarding content and expertise by the CPI Supporter who either brings the relevant expertise themselves to the sessions or identifies and arranges for external expertise, if required. This protocol was broadly observed in the schools visited. It may be a function particular to those sites but it was noted that the TPL Co-ordinators reported putting considerable effort and time into facilitating the participation of colleagues at training events by freeing them up through providing class-cover directly or arranging for other colleagues to do so within school class-cover structures. Another point that the team noted was that TPL Co-ordinators in secondary schools seemed, in the main, to be adding TPL responsibilities to an existing range of duties associated with a formal

CPD function and / or their position on staff, whereas primary TPL Co-ordinators took on the role specifically, apparently in the absence of a similar CPD function at school management level.

A third pillar of the TPL initiative – and perhaps the most innovative and challenging to implement – is the provision of individualised / bespoke support to the school and its TPL Co-ordinator by a designated CPI Supporter who offers academic and professional capabilities that align with the school's TPL focus. These Supporters are a cohort of individuals from diverse teaching and education backgrounds drawn from across the academic staff and associates of CPI. They are selected and supported by the CPI TPL core team at the Nicosia campus. As a first step, Supporters are assigned to schools according to their specialisms – primary specialists support primary schools, secondary CPI Supporters generally support work at secondary sites, often on an academic discipline basis but also in relation to thematic cross-cutting topics such as Student Responsibility. As the title itself suggests, the role is essentially a supportive one, with CPI Supporters contributing to every stage of the TPL process from initial contact, through planning and design, to the provision and facilitation of the on-site training sessions and the identification of off-site, CPI provided seminars and other CPD opportunities that can extend and enhance the work of the teachers within the focus of the TPL action frame.

This CPI Supporter role can prove demanding. The norm is one CPI Supporter per TPL school. However, reports from the focus groups and our observations on one of the site visits suggest that, in a number of instances, two CPI Supporters work in tandem to bring depth of support to school-level activities. It seems that sometimes an experienced Supporter partnered informally with a newly appointed Supporter as part of their induction into the role. This has advantages and could prove costly if scaled but could be considered further, when circumstances allow.

Even within the small number of school visits possible on mission, the closeness of the CPI Supporter / TPL Co-ordinator relationship was evident. So too was the continuum of role that the CPI Supporter operates across – from basic information provision and early-stage facilitation of needs-analysis, to action planning and the identification of possible avenues to progress the focus of the TPL, to more complex and nuanced roles such as career adviser and critical friend. In this regard, it was interesting for the team to note the range of professional capabilities required and the assurance with which CPI Supporters generally faced their work.

We note also that the broad composition of the CPI Supporter roster reflects a valuable diversity of primary and secondary training backgrounds, standing within the CPI, and pedagogical interests. This mix of full-time and seconded personnel provides a pool from which to draw CPI

Supporters, and a degree of flexibility in meeting schools' support needs that may otherwise not be available. Additionally, which specialists from university and other organisations and members of the Inspectorates are in principle also available as possible TPL Supporters, we observed that such individuals are currently viewed and utilised primarily for training inputs rather than on-site support. While the team understands that in the future certain of these specialists may be offered Supporter roles, this would require considerable orientation of the individuals involved to the core precepts of the programme and training in its practices; TPL activity is neither teacher education in the traditional university sense of the term, nor evaluative in a traditional, inspectorial tradition. Indeed, it is fundamentally and philosophically different to each at a number of significant levels. For this reason, it is essential that any expansion of the Supporter Roster is measured and done in a manner respectful of the ethical and essentially developmental nature of the TPL. This is considered further later in the Report at Sec 4:1:2.

As part of its remit in relation to teacher CPD since its establishment in 1972, CPI as a directorate of MOEC is the designated body through which all official, post-ITE professional learning and development of teachers should take place in Cyprus. Consequently, the Institute offers a broad programme of professional development workshops, seminars and conferences, geared to meet the system-needs of class teachers, head teachers, and other educators taking up mandatory or more voluntary, non-accredited CPD. TPL Co-ordinators are encouraged to avail of such offerings and systematically to include them in the school's TPL action plan.

Many of these offerings address contemporary social issues in Education such as Racism, Migrant Teacher Support, Cyber Safety, and so on. Transversal / horizontal aspects of pedagogical practice – such as ICT in education and sustainable development / environmental education – are also a highly significant area of the CPI's work. Other offerings focus on more general pedagogical topics such as Greek Language Education, Physics for Primary students, Design & Technology in Vocational Training, and so on. In general, these more pedagogical programmes address the content of curricula as appropriate to the Primary, the Gymnasium and Lyceum cycles, and encourage the understanding and implementation of the planning and evaluation processes for professional teaching. Recent CPI conferences have addressed areas such *Ensuring the Best Interests of the Child in the School Environment*; *Modern School Leadership – International Experience & Local Reality*; and *Smoother Transitions from Kindergarten to Primary* among many other topics.

CPI Supporters are seen as a source of information on such CPI events –as well as others offered by, for instance, private training providers and Educational bodies such as Universities and the MOEC Inspectorates.

In addition, a small number of CPI seminars and workshops are designed specifically in support of the TPL initiative and as a complement to this regular schedule of CPI arranged events. These seminars and workshops include informational inputs for schools considering participating in TPL, some training events for the TPL Co-ordinators that focus on TPL action planning and the process of using the on-line resources designed to support this activity at the school level, and an annual day-long showcasing and sharing event at which TPL schools meet to network, celebrate and share their experiences of participating in the initiative. There is a valuable and largely untapped source here for promoting the TPL – a point explored in more detail later in this Report. (See Sec 4:2.)

2.2 *Structure, Processes, and Leadership of the TPL*

Following this outline of the TPL initiative, we now consider the key issues that emerged from the field mission. This discussion takes place under three headings: the first set of issues relates to the structure of the TPL, the second set concerns TPL processes, and the third and final set relates to TPL Leadership & Management.

2:2:1 TPL Structures

As noted earlier, a number of recommendations made in *Towards a Uniform Policy for Teachers' Professional Learning* (March 2015) the Report of the Scientific Committee commissioned by MOEC to advise on teacher education across the professional life-course, were taken up and operationalised with the TPL initiative. This has been important in shaping the initiative – particularly in relation to its structure and processes. The key influence here was the Report's advocacy of a *school-based, teacher-centered* form of teachers' learning that would bridge what has long been perceived as a problematic gap between 'old-fashioned' in-service training and the realities of a working classroom / school. To do so the Committee suggest explicitly locating much of the training – from needs analysis to evaluation of efficacy – within the school setting.

Other influences can also be identified. In particular, previous CPI project work on *action research* at the level of the school has been important in terms of CPI's thinking about the optimal

structures for TPL. This earlier project (2014-15) sought to introduce into CPD in Cyprus new understandings of how teachers, 'co-ordinators' in schools, and 'critical friends' (staff of CPI) could, through a cycle of school-improvement activity, work to accurately diagnose teacher learning needs in a context sensitive way and then plan, implement, and evaluate a more personalised CPD programme at the whole-school level.

Taken together these provided both a modality and a rationale for the TPL initiative and encapsulate a vision for its structure that sits well with the CPI's view of teachers' learning and teacher continuing education in general.

However, during discussions with the TPL Co-ordinators and Head Teachers and over the course of the school visits the team formed the view that this vision and its operationalization as a coherent, school-led / CPI supported programme was proving challenging for some participants. Time to plan and to provide well-structured, reflective professional learning events within the restrictions of the school work-day was seen as particularly problematic for a number of secondary participants. Primary participants reported feeling less pressured by the demand to provide learning events within the school work-day but none the less, in conversation at the schools and in the focus groups, a number of primary TPL Co-ordinators also commented on the extreme difficulty devising and running 'whole-staff' events – the challenges of incorporating Learning Support Unit teachers into TPL activities was specifically mentioned by one. Staff-release / cover for teachers to participate in training activity was also raised as an issue by a number of participants from the Secondary sector. In general, release was seen as less a function of time than of staff-numbers; the larger the school, the more difficult it was to bring together a coherent project involving diverse discipline / subject interests. A number of TPL Co-ordinators and Head Teachers from schools with large teaching staffs held out very little hope for 'whole-school' activities on the scale necessary to meet the goals of a worthwhile TPL action plan. Various *ad hoc* solutions to these challenges were noted on our school visits – such as only involving Form Teachers in the activities of the initiative or focusing on a specific discipline or pairing of academic disciplines within the school, to the exclusion of others.

Regarding the structuring and organising of the TPL, therefore, a key question is whether the current structure can continue to accommodate the range of teaching situations TPL participants inhabit and provide a sound basis for the reform of teachers' professional learning as envisioned in the Council of Ministers' Decision (2015) and, if not, what alternative structure(s) might better support this reform. To this end, it was encouraging to note the consistent message from the CPI that – with MOEC agreement – a carefully 'stepped' expansion of the TPL programme is

envisaged, built around a planned and managed intake of schools year-on-year, rather than a universal opening-out of the initiative. This would, it was felt, allow schools to enter the initiative when they are ready and allow the CPI to extend support in a measured and sustainable way to schools, depending on their position within the cycle of TPL.

A second key question concerns the way specialists – from universities, teacher unions, and/or the Inspectorates – can better be incorporated into the work of the TPL as it grows and comes to involve more teachers across the various education sectors. In this regard, it was encouraging to note in conversations with the teacher unions, that they were well-informed on the TPL and all were willing to engage with TPL in principle.[4] Additionally, it was noted that the Inspectorates are open to considering closer involvement in the initiative – although the team also noted the challenges this would present in terms of moving between inspection / school evaluation paradigms and the more supportive approaches essential to TPL. Our contacts with university personnel were limited to those on the Scientific Committee; however, the team noted here also a willingness to continue supporting the work of CPI in relation to the TPL initiative into the future. Precisely how these can best be leveraged by CPI is the main issue here. Both questions are considered in some detail in Section 4 of the present Report.

2:2:2 TPL Processes

The principal learning processes that characterise the TPL are essentially developmental in nature. This is reflected in the manner in which schools conduct their needs analysis to identify teachers' and whole-school training and professional learning needs, how this is translated into an action plan at the school level, and in the various ways this plan is then articulated through group and individual learning activities at the school site and beyond.

The teacher needs-analysis model used in the TPL initiative can be traced to earlier work on school staff development at CPI[5] and centres around a series of questionnaires, that can be customised by schools, and which are distributed by the TPL Co-ordinator in the start-up stage. These address possible school level topics / focuses as well as individual teachers' needs to meet these. Identifying further, school-level needs appear to be the outcome of a three way conversations between the Head Teacher, TPL Co-ordinator and CPI Supporter. Using guidance materials from the CPI – much of which is available to the school on-line – the Head Teacher and

[4] It was noted by the team that ongoing primary teacher union action was explicitly *not* directed on TPL, but rather concerned members' terms & conditions, such as the new appointment system and the treatment of those on long-duration, fixed-term contracts.

[5] For example, CPI work on Teacher Induction during the EU funded project *In-Service Training Programme for Newly Qualified Teachers and Mentors.* See Panteli (2010).

TPL Co-ordinator then draft a TPL action plan, to which the CPI Supporter brings relevant CPI programme offerings and the bespoke localised workshop elements that they will offer personally or in association with CPI colleagues over the course of the plan. Additionally, schools are free to avail of training activities, seminars and programmes provided by universities, organisations and other Departments of MOEC; reflecting a TPL principle that each school decides for itself the elements that it brings into its TPL.

The resulting TPL workshop series is characterised principally by the training and mentoring activities of the CPI Supporter which are directed on to the specific needs of the teachers and school in a developmental, supportive and non-judgmental manner. Again, prior work at CPI can be seen to influence the mentoring aspect of this activity and also the concept of *full engagement* with the school as the focus for all project work.

Three things in particular struck the team as being of interest here. First, we note the manner in which a unique knowledge base, made up of prior learnings and expertise gained by the CPI, is purposively and effectively redirected within the scope of the TPL initiative. It is clear that a body of knowledge about interacting with schools and teachers to affect teachers' learning has been built up at CPI and that a specific and principled approach to teacher CPD has emerged. We refer to this as the *educative* value of the TPL initiative. In terms of the TPL, this is largely embodied in the professional values and practices of the CPI Supporters and sustained by regular – mainly informal – interaction among CPI staff at the Nicosia campus, with some opportunities for more formal CPI Supporter professional development through a series of events and seminars throughout the academic year. The organic nature of this CPI-level expertise and knowledge base is impressive. However, it also gives rise to our second point of interest; we note the difficulty that some secondary schools reported with the reflective nature of the evaluation required in parts of their TPL projects. We refer to this as the *technical* aspect of the TPL. Put simply, it is difficult to see how the current, predominantly reflection-directed approach embedded within TPL can provide the necessary range of practice-development options required to meet the diversity of pedagogical needs found in many secondary schools. Reflection as a core element of teachers' learning only works when the participants are reflection-ready. To assume all teachers are at this level is problematic[6] and so poses a considerable challenge to identify various alternative research-based approaches and provide CPI Supporters with the skills and understandings needed to provide appropriate TPL support to those schools, and in ways that may not be possible currently within the initiative. Thirdly, we noted in our visits to the TPL

[6] See, for example, Zeichner and Lui (2010) for a discussion of this.

schools both interest and a perceived difficulty in relation to the place of formalised *evaluation* within the TPL initiative. By its nature, the initiative is constructed around principles of formative support and is primarily *developmental*. This we observed is the feature that gives TPL credibility and attracts the interest and participation of teachers at the schools. However, under proposed reforms relating to their core functions as educational providers with a public remit and related responsibilities, the schools are experiencing some tensions in this regard. In particular, Ministry sponsored developments in *school evaluation* as outlined in the recent MOEC policy paper, **Proposed Arrangements for a New Evaluation System for Teachers & Schools** (December 2016) put forward a vision for teacher-learning with a different and more instrumental purpose. Unless managed carefully, this will almost certainly damage the support for TPL and its values observed among the schools and could even derail the high levels of buy-in to TPL noted in the schools and focus-group conversations.

Additionally, various small-scale school-improvement projects within the MOEC raise potentially conflicting demands for a different kind of action planning by schools. A number of TPL Co-ordinators referred to the difficulties of undertaking TPL planning along with other sorts of planning required under Circulars of the Administration of Secondary (General) Education. Additionally, a number of Head Teachers and Co-ordinators at the focus group events and during school visits also noted the interest of the MOEC Inspectorates in building aspects of professional learning activity into formal evaluations of the school within their own inspectorial agenda and policy remit. This was seen as problematic by the schools because it undermined the possibilities of using TPL action planning to prioritise focus within schools and so to reduce workload and channel different initiatives so that they as schools can better cope with the range of demands for planning and projects from the Ministry.

In sum, such tensions relating to countervailing directions in which other MOEC initiatives could push the TPL need to be addressed. Questions of process and intention relating to TPL as a developmental initiative need to be resolved in a way which retains the attractiveness and value of TPL as an initiative for all participants, and deepen its ability to provide a better range of options for participation to secondary schools. A key issue to consider here is the extent to which the current process of identifying and developing a sustainable pool of CPI Supporters with the necessary developmental mindset and the well-related technical skills to service the range of training needs, can be improved and strengthened. Options concerning this challenge are considered in Section 4.

2:2:3 TPL Leadership & Management

The leadership and management of the TPL initiative lie exclusively with the CPI under the terms of the Council of Ministers' Decision (dated August 19, 2015) to approve the MOEC proposal for a systematic policy initiative in the area of teachers' professional learning. Strategic direction for the initiative is taken largely from the previously mentioned Report of the Scientific Committee (*Towards a Uniform Policy for Teachers' Professional Learning*, March 2015). The CPI has been the main provider of teacher professional development in Cyprus (beyond the initial teacher education stage) since it came into operation in 1973. The CPI describes its role in terms of promoting the continuous professional learning of all teachers in the system, based on international and European trends in education, local needs and MOEC priorities. CPI also exercises functions in relation to advising and facilitating the MOEC in policy making for education. As such the CPI has strategic, policy, and practice elements to its work.

Day to day leadership and management of the TPL initiative is provided from within the CPI core team by the CPI Director, the Chief Education Officer, and the Head of In-service Teacher Training. Realising the initiative in the schools is the responsibility of the CPI TPL Supporter roster which currently stands at approximately 30 – a combination of 4 CPI full-time staff who are scheduled for about 40-50% of their time to TPL to the administration and general support of the initiative, and an additional number of teachers are on secondment to CPI to act as CPI Supporters and bring additional expertise as well as specialist academic and /or pedagogical qualifications to the initiative.[7] Some of these work full-time, others on a part-time basis with TPL – though all have other duties at CPI over and above TPL. This panel is augmented when it comes to delivering training by a number of additional university and other organisations who bring specialist knowledge to TPL related work – including members of the MOEC Inspectorates. Together, these make up a body of well-placed, well-qualified individuals who are predominantly primary teacher qualified and have a strongly shared ethos around PL resulting from their involvement in multiple CPI activities and projects over recent years. It is not surprising therefore that there is a marked coherence to the work of CPI within the TPL initiative. We found this degree of cohesion and related capability to be a strength of the TPL and a determining factor in the way the initiative is managed and led by the CPI. However, in the context of maintaining the momentum of the TPL initiative and building upon the effective delivery to date, as well as of plans to expand the initiative in a phased manner, some further attention and consideration will need to be given to the question of sustaining the leadership and management role of the CPI and to the skill sets

[7] Estimate based on CPI staff figures and numbers of CPI Supporters at the TA mission focus groups.

required within CPI itself in order to do so. This is addressed in Section 4.

Additionally, over the course of the TA the study team also came to the view that the CPI's sense of purpose is not shared by all key personnel at the MOEC. Aspects of the TPL seem to be viewed as problematic to their mission and administrative responsibilities by Secondary Administration and Planning, and Vocational Education & Training in particular. This was expressed in terms of difficulties faced when building elements of 'teacher development' into service plans concerning the monitoring and organisation of schools where a more system-led version associated with understandings of the purpose and approach required to deal with system weaknesses rather than the formative, teacher-centred nature of TPL action-planning was seen as required. Indeed, a number of issues that arose during meetings with MOEC officials were to do with how the Directorates – especially Secondary and VET – see their requirements concerning teacher CPD. As far as the study team can tell, these questions relate to issues of administrative leadership, to long-standing practices, or to strongly held personal views and understandings of teacher and school evaluation within the Cypriot education system. Points were also made to the study team regarding the responsibilities of MOEC Inspectorates in determining the content of any professional learning activities schools should undertake so that these fit with relevant ASGE policy and plans, and not *vice versa* (which is how TPL action planning appears to be perceived). The argument here was that ASGE 'policies and plans' – rather than teachers' individual or collective wishes – should drive the identification of learning needs at a school level. In addition, adherence to a distinctive and technical *school-improvement* ethos was presented to us as being at the heart of much of the Directorates difficulty with the TPL initiative, reflecting a strongly centralist view relating to responsibility for the management of change at a system level.

In short; from the position articulated by the Directorates, TPL is not seen as affording an adequately comprehensive model for *systematic* school-improvement, suitable for formal evaluation and reaching beyond the specific wishes of teachers as individuals, or as a school staff, to the level of the school as a functional unit within a wider system of provision. The study team does not share this perception. However, we can understand why it emerged and how it could present a serious challenge for realising the full potential of the TPL, going forward. In Section 3 these concerns are set in relation to international developments in school effectiveness and development.

The key issue here, in the study team's assessment, is essentially one of finding ways to ensure better understanding of the intentions of TPL, and greater trust among the Directorates in the possibilities it offers. Greater communication of intention and purpose from the perspective of

the CPI and more opportunities for dialogue could go a long way towards resolving such misunderstandings and building the necessary trust.

Regarding the question of leadership and management of the TPL initiative, a key challenge for the future is whether these divergences on the nature and purposes of school-level teacher professional development can be reconciled, and how the strengths and interests of all involved in the governance and servicing of the reform agenda can be incorporated into coherent policy-led action. The question is how this can be done given the strength of divergence evident in the current positions.

In sum: if the professionalising approach taken by the TPL initiative and the best of the practices underpinning this approach are to be at the core of initiative as it develops over the coming years, it will be necessary from time to time to revisit the principles that have sustained the TPL initiative to that point. The study team is of a view that the present Technical Assistance project offers an excellent platform for the first such re-evaluation of TPL structures, processes, leadership and management. In particular, we recommend that close attention is directed on the practicalities of staffing and supporting the *school-centred* aspects of the initiative. The field visits and readings in the survey returns conducted as part of this study suggest that it cannot be assumed all schools will share the CPI's enthusiasm for approaches that build on reflective, multi-level, multi-dimensional understandings of teacher learning. Action / practitioner research with reflective practice as its sustaining ethic may prove difficult to sustain as a single, central organising principle when increasing numbers of schools adopt the initiative without a culture of professional development that values reflective action-research as the processes of raising practice to new, critical levels. Alternative approaches may need to be added if the TPL initiative is to achieve its full potential. Similarly, treating the concept of *professional learning in community* as somehow unproblematic fails to acknowledge the complexity and problematic nature of this and so would seem unwise. We suggest that elements of the content tackled by TPL – and especially the vision of teachers' learning it promotes along with the underpinning central practices used to do so – need further consideration, particularly if the Directorates' reservations about the place of PI in relation to system and school-development are to be resolved. Section 3 of the report will bring key international literature to bear on these challenges and Section 4 will then present policy options relating to the issues involved.

2:3 *TPL Supplementary Survey returns; a discussion*

Following the field visits, the study team surveyed both TPL co-ordinators and participating teachers in order to provide corroboration of observations from the site visits, focus-groups, and meetings, and as a checking measure to ensure depth of reach among TPL participants. Outline findings from both surveys are used to inform this Final Report. The more salient of these are described below, as illustration of the value and detail of these returns.

2:3:1 CPI Teachers' Professional Learning (TPL) initiative: Co-ordinators' Survey

CPI arranged the distribution of the survey to all TPL Co-ordinators via Google Forms. The team received 29 responses, from primary (42%) and secondary school teachers (58%). The vast majority of these had in excess of twenty years teaching experience. Most had masters' level qualification (54%), 15% hold PhD, and 31% have Bachelor degrees. Most responders (65%) have prior experience of international and national research projects – comments to open questions suggest this is mostly connected to CPI projects. Importantly, the participants almost without exception see professional development in various forms as important, with many expressing interest in involvement with Higher Education institutions and experts from Cyprus and abroad.

Quality of CPI support

An analysis of the responses to co-ordinators' survey surfaced very considerable satisfaction with the quality of CPI seminars supporting the TPL project – these were seen to be relevant and well-structured. It also showed strong support in particular for the quality of CPI assistance offered to schools in the form of CPI Supporters/'critical friends'. Both findings corroborated the study teams observations from the field visits and from the meetings / focus group work with both CPI Co-ordinators and Head Teachers.

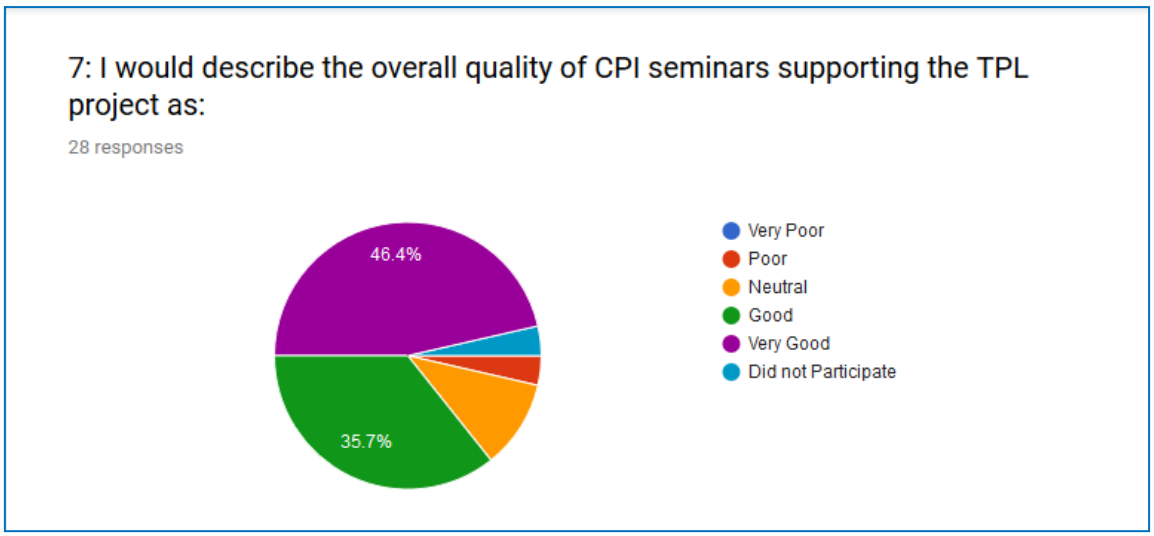

Figure 1; CPI Seminar Quality

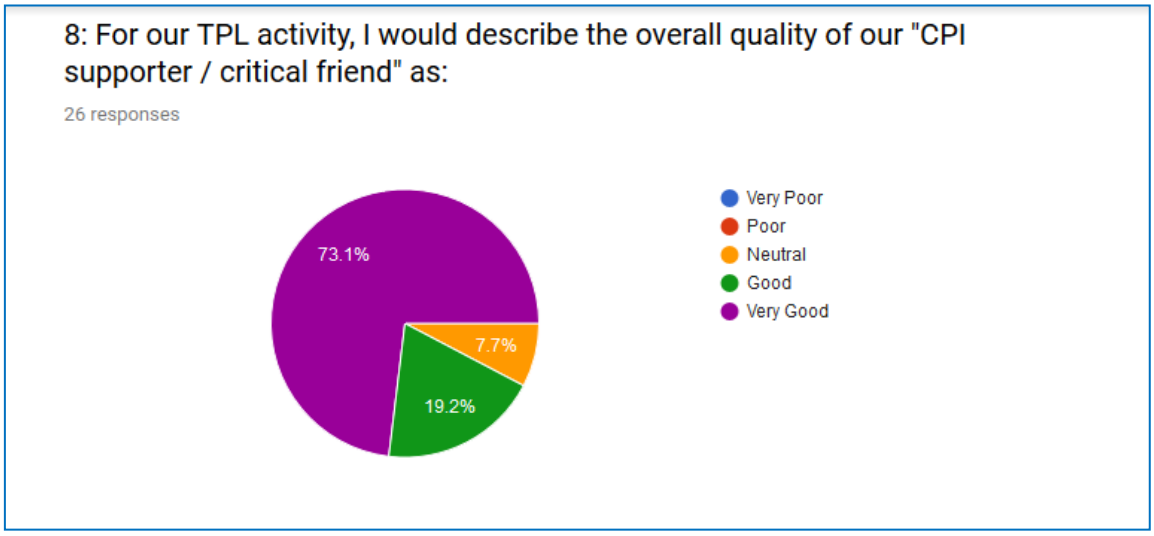

Figure 2; CPI Supporter Quality

Clearly, TPL Co-ordinators recognise these elements as essential and effective in the project. Seventy three percent of responders described the overall quality of CPI supporter/critical friend' as very good; a further 20% described it as good. More than 80% rated CPI seminars as good or better.

TPL as school-based, teacher-centred activity

The co-ordinators' responses confirmed observations from the field setting relating to both the nature and location of the school-based TPL activity. Survey returns allowed the study team to affirm three principle elements of the TLP project that can be considered as beneficial for teachers' professional learning through TPL.

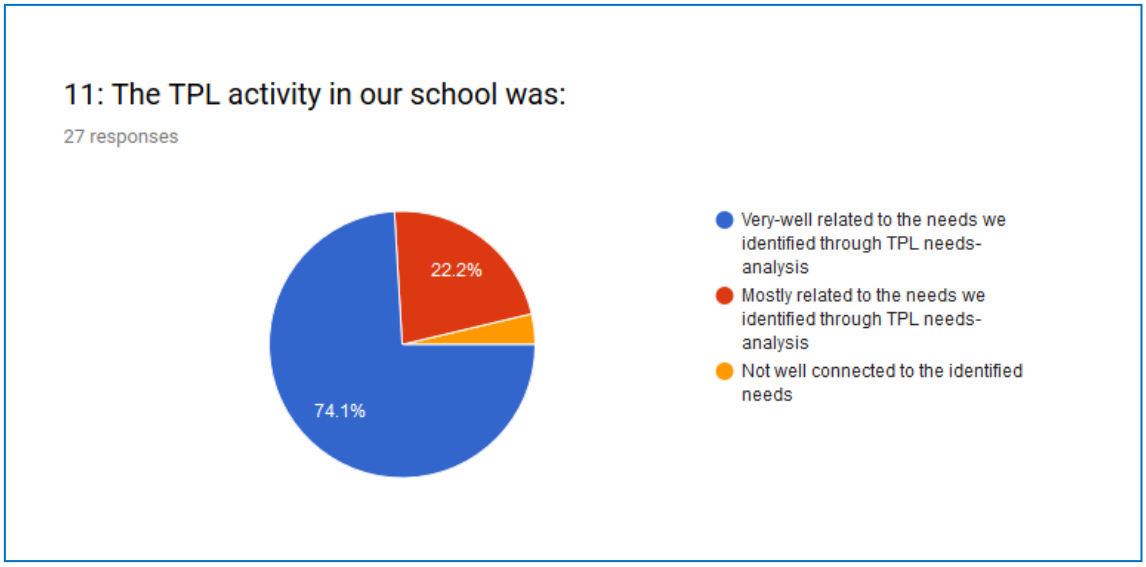

Figure 3; CPI Seminar Quality

First, the majority agrees that the TPL activities were *relevant* for teachers' practice and well related to the needs that were identified through TLP needs-analysis. The co-ordinators appreciated *the accessibility and availability* of CPI training and support in schools. This is consistent with observations from the field visit and the documented TPL training goal of offering a good balance between the school needs and teachers' personal professional needs. Additionally, the responders describe the project as engaging and encouraging, in particular, in the way they allowed for authentic activities and actions that teachers can learn from and apply in their everyday teaching practice, and so make their lessons more engaging and interactive. According to several co-ordinators, TPL activities were organised in collaboration with the school which allowed them to attend to 'practical' issues effectively and in good time. Also, the survey responses confirm the study team's observations that, the TPL activities helped to build new pedagogic skills, experiment with new ideas and find solutions to practice problems.

Importantly, training at school level was also confirmed as important in terms of providing stronger motivation for teachers to participate in TPL, and "gain new pedagogical skills in order to improve students' learning skills". The co-ordinators surveyed were positive about the guidance offered by CPI in designing lesson plans that would contribute to a more understandable and involving class, as well as in giving constructive feedback to students. However, some recognise a challenge for teachers, first, to identify their professional needs, and next, to design and provide action planned programmes to support the teachers accordingly. Many of the individual responses to open questions suggested that teachers' training needs are individually different and often relate to working with particular classes at a given time.

Second, there was strong agreement among respondent that involvement in TPL develops teachers' *reflexivity* about their practice. This of course is one of the started aspirations of the TPL and reflects in the learning approach championed by the TLP project. Interestingly, the survey confirmed the study team view that approach was well accepted by the co-ordinators: 27 of the responses agreed to some extent that the 'action research' recommended by CPI is a good approach to TPL project work in schools, and that TPL involvement increases both opportunity and expertise in this area of professional learning.

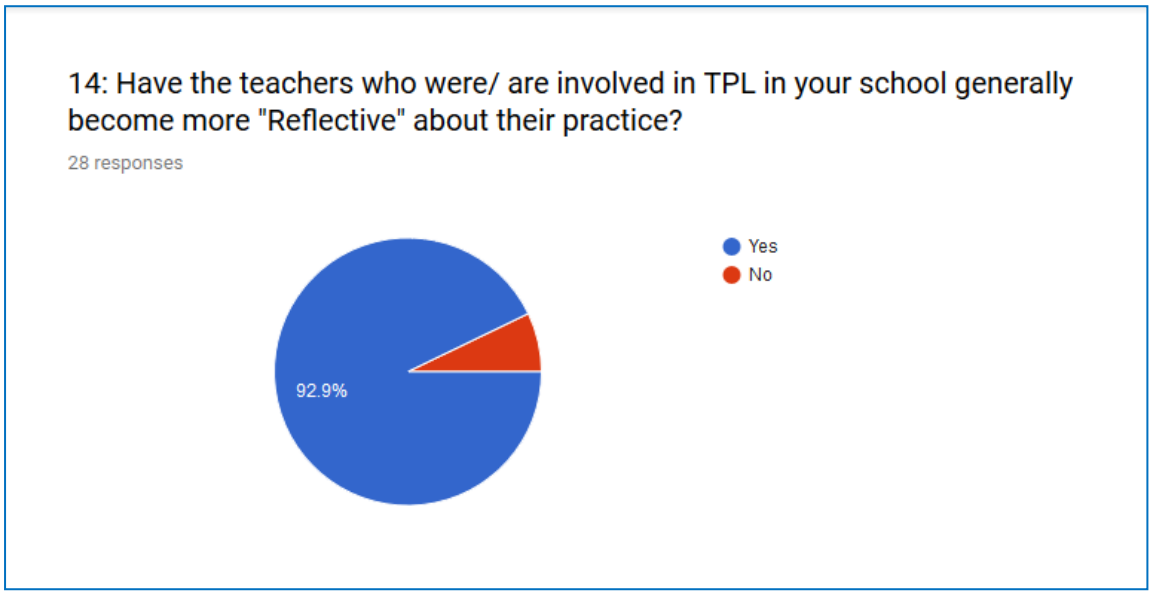

Figure 4; TPL and increasingly reflective practise

However, it should be noted that a number of the individual responses to open questions suggest considerable variation in the degree to which this was possible, particularly among secondary school Coordinators. Nevertheless, the respondent co-ordinators confirm that the broad architecture of school-level TPL activity - involving action planning, feedback, researching practice in collaboration with colleagues and a CPI Supporter encouraged teachers to vary their practice, ask more demanding questions to students, and increasingly over the project to reflect on and for their own professional development. Indeed, the survey returns corroborate the study team's observations that identifying school and personal professional needs, and then constructing an action plan around these, requires reflective ability on the part of teachers and co-ordinators. This also encompasses skills to allocate appropriate resources and find most adequate solutions.

Additionally, the TPL Coordinators' survey responses affirm that progressing the TPL as a teacher-centred, school-based professional learning initiative require constant commitment on the part of school leaders as well co-ordinators and teachers, as well as change in school climate and

culture. Despite a general agreement that professional development is crucial for teachers, the need to change personal attitudes regarding professional learning was highlighted in many of the replies to the open question sections. These returns affirm the stud team's view that the TLP can provide a powerful starting point for such change – particularly if it foregrounds opportunities for involving teachers in the action planning and identification of school and professional needs with support from CPI. These offer a valuable degree of self-efficacy agency to teachers when sufficient resources and time provision is factored in. The returns confirm that TPL Co-ordinators fully appreciate this possibility and see the future possibilities of TPL as a meaningful modality of professional learning.

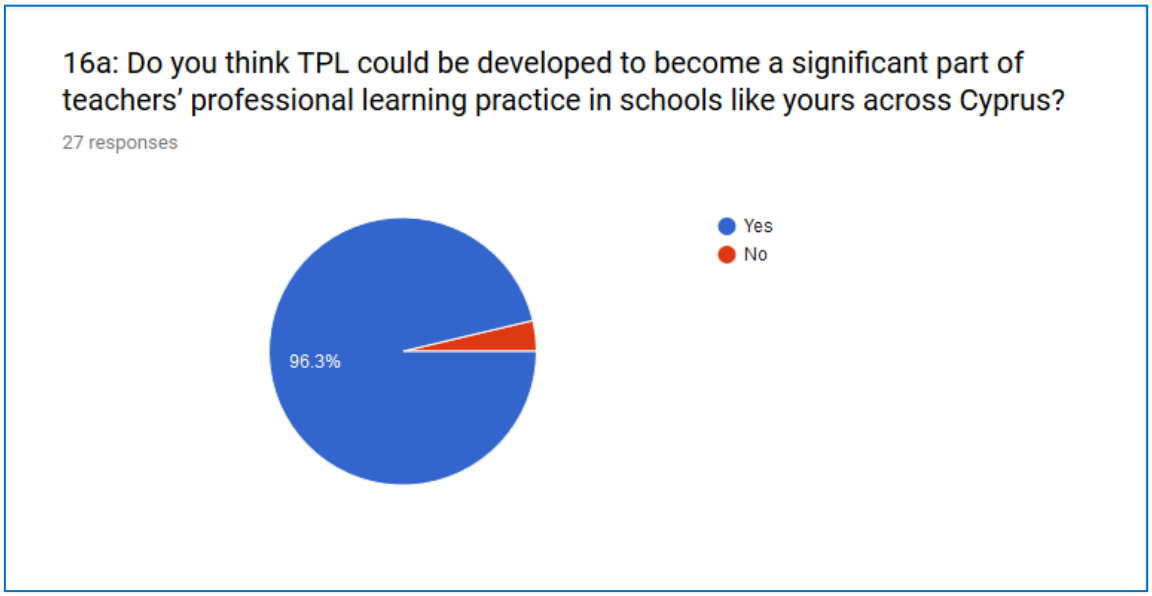

Figure 5; Viability of TPL as a mode of professional learning

The TPL co-ordinators' responses confirm that they were centrally involved in designing schools action plan within the TLP initiative. However, the survey also surfaces unequal distribution of teachers' participation in TLP action plan construction; 36% of the respondents reported little or no opportunity for such participation in their schools. There is a sectoral dimension to this; with primary co-ordinators reporting more success in this that secondary colleagues. From the study team's observations during school visits we suspect this might be accounted for by the significance of the Head Teachers' or School Directors' support and encouragement which seems to vary across schools, so determining a more or less supportive culture in individual school settings.

Finally, there is an agreement among co-ordinators that TPL has helped the teachers to improve the overall experience of their students. As it was highlighted earlier, the teachers were exposed

to new pedagogical ideas. According to the co-ordinators, the project helped the teachers to develop more innovative teaching methods, which was sought in the TPL initiative.

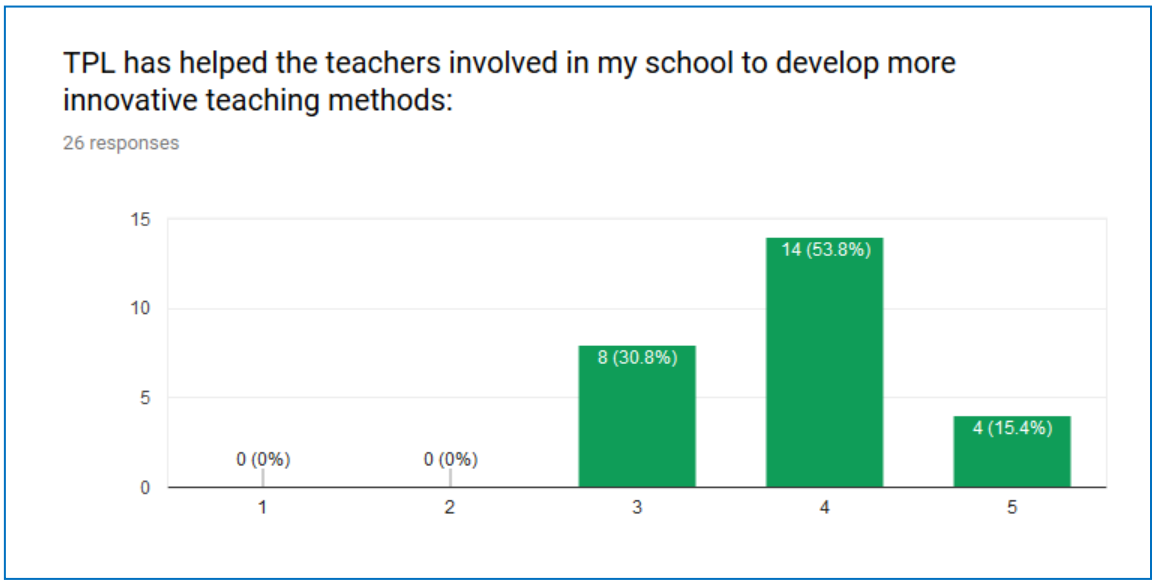

Figure 6; TPL and more Innovative Practice

Commentary

Generally, the TPL Co-ordinators survey confirms many of the observations and conclusions arrived at by the study team over the course of the research. Analysis of respondents' returns to the survey suggest that participation in the TPL initiative has been a valuable experience for both teachers and they themselves as co-ordinators and had led to teachers' professional growth and to some important early indications of changing school cultures in relation to professional learning in general. The return also confirm, however, challenges and constraints highlighted by the co-ordinators in face-to-face meetings with the study team during school visits. Importantly, the responders stress *time release* for participation and action planning as a significant challenge. As one of the secondary co-ordinators indicated, teachers are not overly willing to spend their free time on TPL activity "without getting something in return". Teachers need to see the benefits of participation in the initiative, in particular, in the form of qualification awards or promotion. There is also corroboration of the significance making sufficient time available for TPL activities for co-ordinators. One of the responses link this to possible financial expenses, as time costs money.

This remark is particularly relevant for sustainability of the TLP project. Since planning and designing for the TLP requires time and both theoretical and practical support, and according to the survey, meetings with CPI supporters should be on regular basis in order to guarantee good progress and response to the needs, certain conditions should be put in place. Some co-

ordinators highlight the need for more critical friends presence in schools. Whereas the TLP initiative envisaged face-to-face and virtual support for schools, the on-line platform with resources for TLP planning has been seen by the co-ordinators as moderately valuable with preference to collaboration with critical friends in schools.

Summarising the survey findings, it is reasonable to state that the survey broadly supports the study team's views that the TPL co-ordinators appreciate the value and benefits of TLP initiative for teachers' professional development and school/students' needs, and are very positive about its impact to date (75%) and its future potential as a teacher-centred, school-based professional learning initiative .

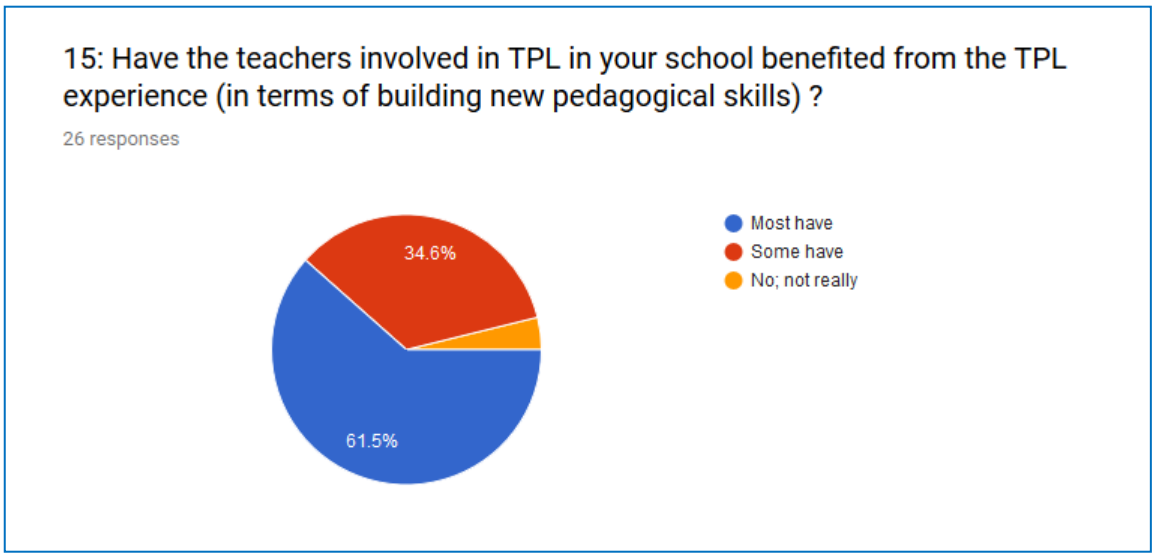

Figure 7; The value of TPL participation to Teachers [1]

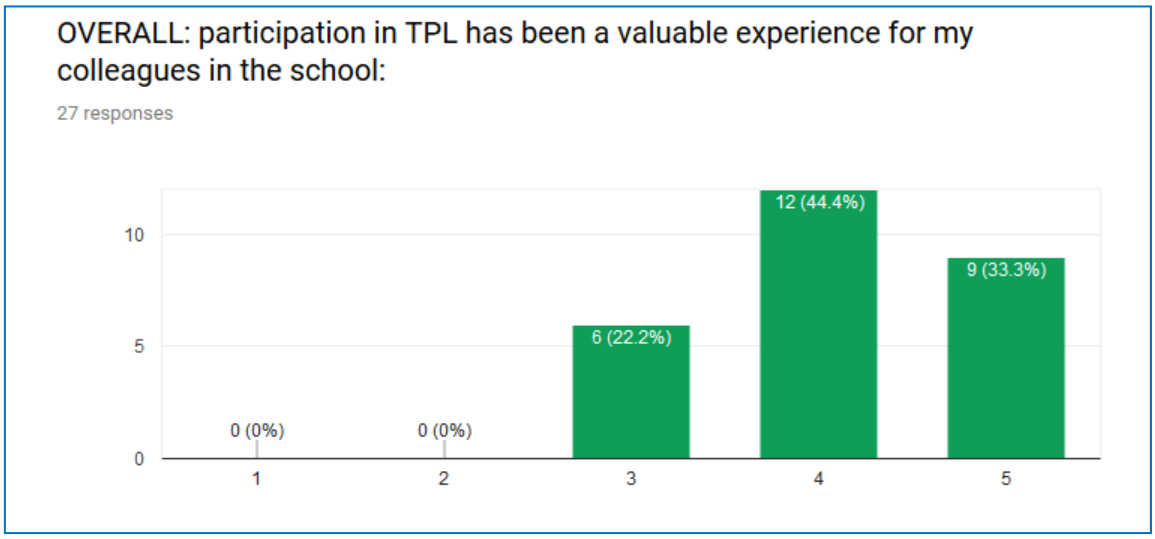

Figure 8; The value of TPL participation to Teachers [2]

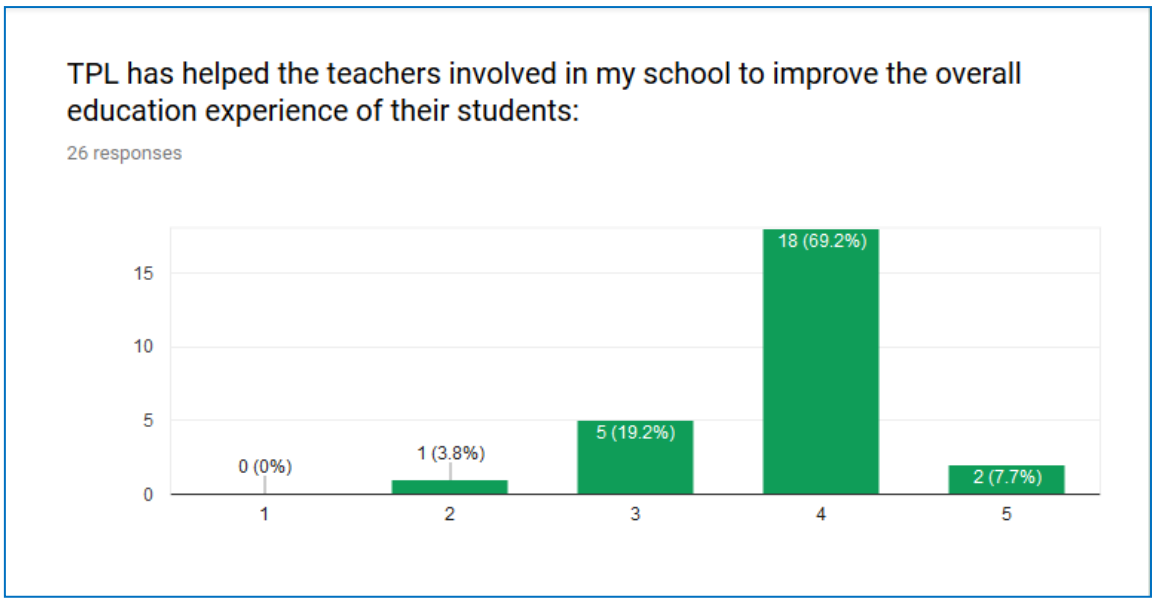

Figure 9 The value of TPL participation to Schools[1]

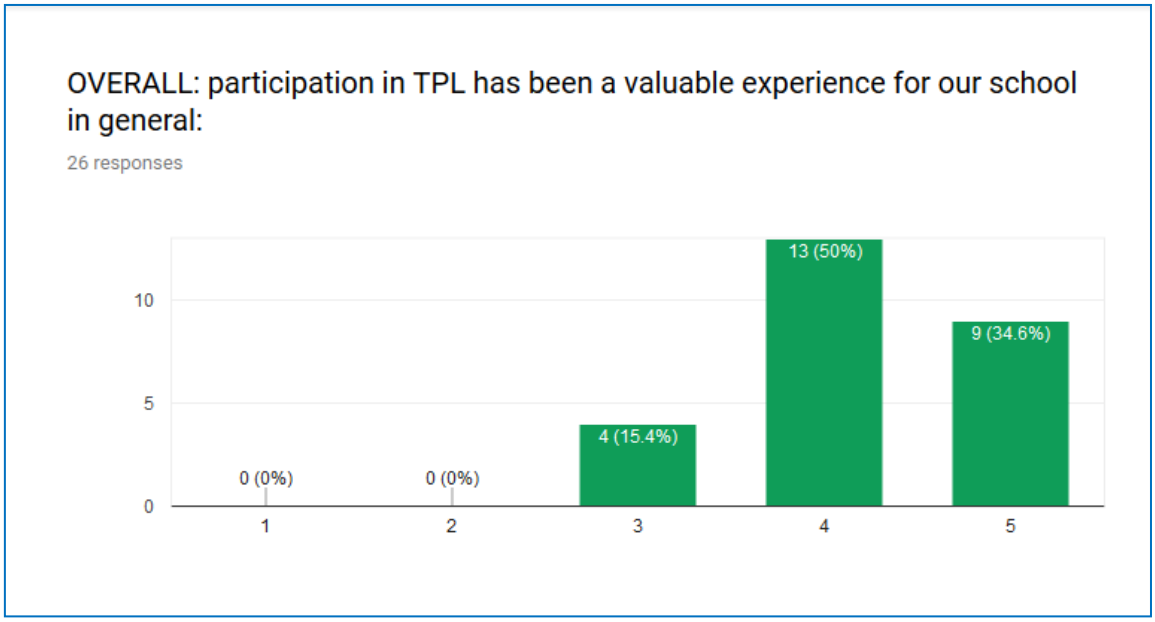

Figure 10 The value of TPL participation to Schools[2]

Finally, an interesting remark from one of the coordinators suggests that some teachers benefit from the TPL involvement more than others. The study team reached a similar view during the field stages. This may be explained by more openness for new ideas among some participants and teachers' prior experience. There are a number of general challenges presented by this: more time release and actively pursuing deep changes in the culture of school and encouraging teachers' better engagement and motivation are recognised as crucial for the sustainability of the project. Ways are needed of ensuring that school-centred research is placed at the heart of

the work and how best a diversity of research approaches and activities can be supported through existing and / or expanded CPI structures. Such supportive learning environments are needed if increasing numbers of teachers – across all sectors – are to be meaningfully in the TPL initiative.

2:3:2 CPI Teachers' Professional Learning (TPL) initiative: Participating Teachers' Survey

CPI once again arranged the distribution of the survey to all TPL current and previous TPL participating teachers via Google Forms. The team received 79 responses[8], from VET teachers (2%), from primary (30%) and secondary school teachers (67%), with the bulk coming from teachers currently involved in the TPL (91%). The experience profile of the respondents was different to the co-ordinators in some ways; while just under 60% had 20 or more years of experience, only 30% had masters' level qualifications and 8% doctorates. The gender balance of respondents was however similar at 66% female, 33% male. Most had experience of international or national research projects (56%) – open question comments suggested this Erasmus or eTwinning and often (47%) connected to university or CPI projects.

Quality of CPI support

An analysis of the responses to the TPL participating teachers survey confirmed considerable satisfaction with the quality of CPI seminars supporting the TPL project with almost 85% rating CPI based seminars as good or very good, and 80% rating the school-based seminars similarly.

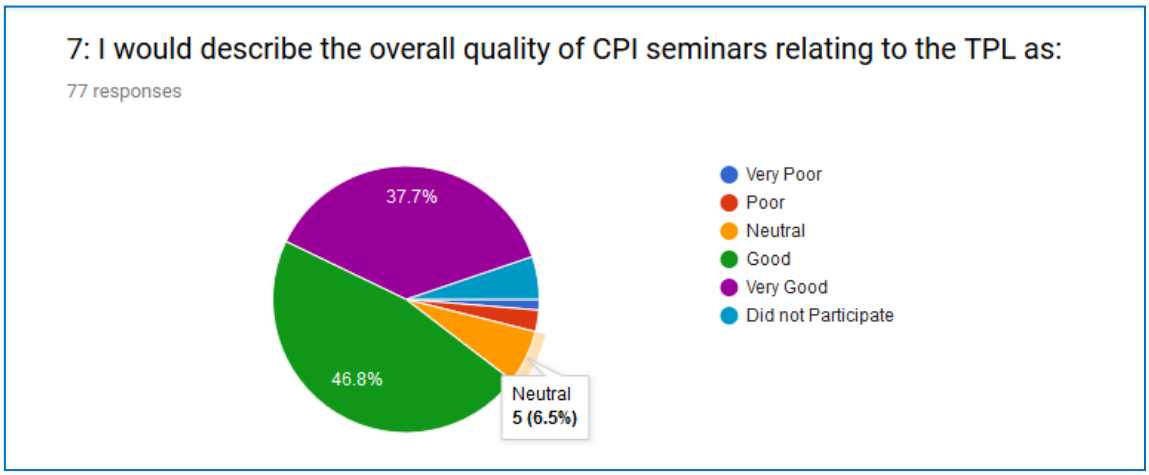

Figure 11; CPI Seminar Quality; TPL Teachers' perspective

[8] Two of these were of minimal use in data-question terms but were retained as they included a number of interesting observations in the open-question sections.

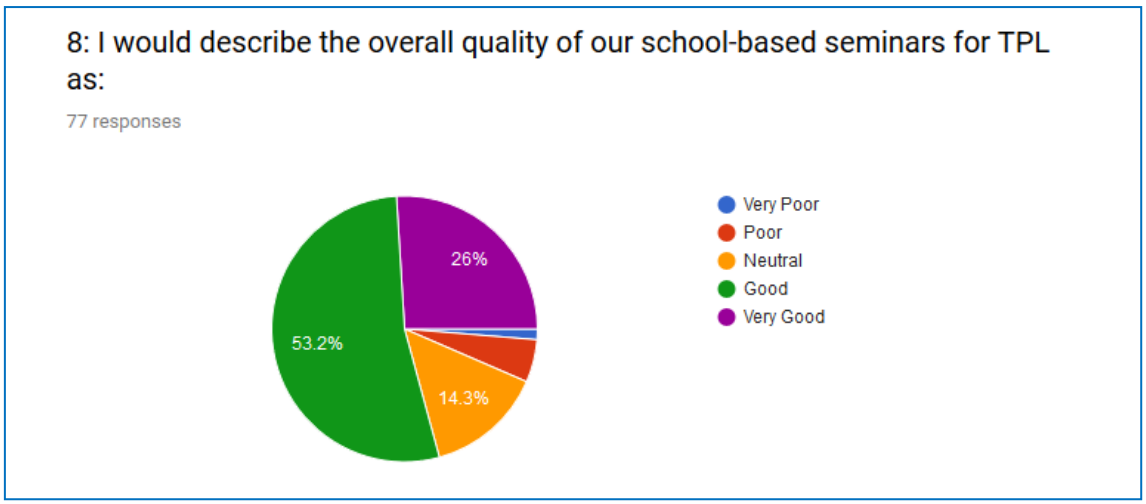

Figure 12; TPL School-based Seminar Quality; TPL Teachers' perspective

Interestingly, teacher respondents were less convinced by the value of school-based work than their co-ordinating colleagues with 26% rating these very good and almost 15% reserving judgement. This was not out of line with the study team's observations on school visits and readings of the data from workshops / focus groups. The quality achievement remains a positive one, however.

Additionally in terms of CPI provided support, the role of the TPL Co-ordinator was viewed positively by the majority of respondents with 95% seeing the school-level offering as matching well (54%) or very well (40%) to their needs as identified through the TPL action planning needs analysis phase. In this regard it was noted that only 50% ascribed similar value to the fit to needs of the CPI based offerings although they clearly enjoyed participating in these. The study team ascribes this apparent gap to the networking value of off-site elements of the TPL experience.

The CPI Supporter role was also highly valued with just under half of all respondents (49%) – regardless of sector – viewing it as essential and a further 40% seeing it as helpful. Clearly, the role resonates with the TPL teachers and what they view as useful in terms of support for their professional learning.

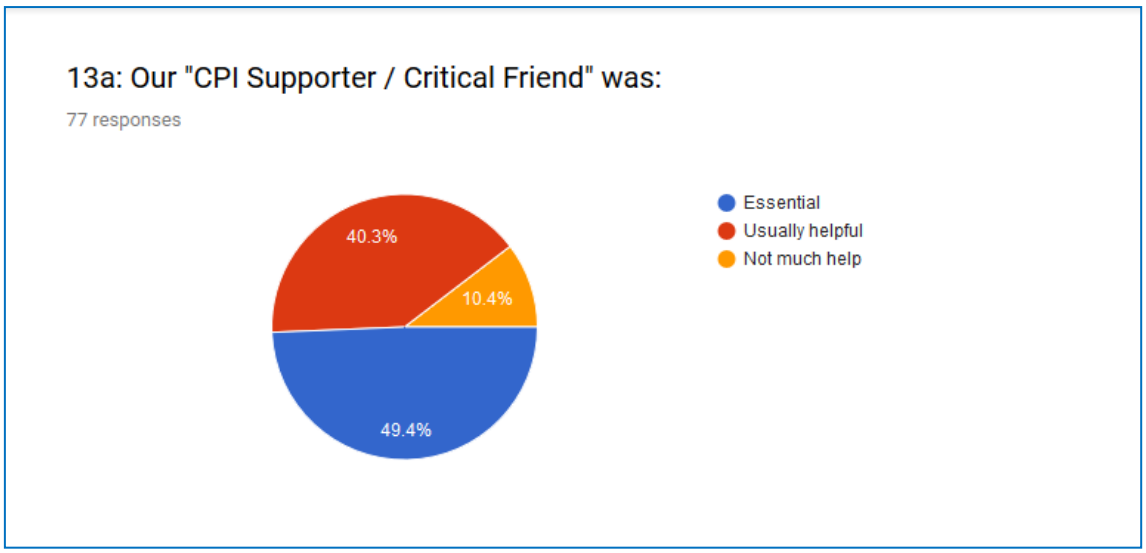

Figure 13; TPL Supporter Quality; TPL Teachers' perspective

Benefits from TPL participation

Observations from the school visits and from the study team's focus group and workshop activities suggested that TPL teacher participants were both challenged and empowered by aspects of the school-based, teacher-centred nature of the TPL. The TPL teachers' survey returns would certainly seem to corroborate this. These revolved in particular around aspect of the supports CPI put in place to sustain the TPL in schools, the issue of student-impacts – and how teachers viewed and valued this, and professional value offered to TPL in its efforts to balance the individual teacher's expressed interest and needs against those of the school as a learning organisation. Each of these is now explored briefly.

Taken together, the CPI-provided learning opportunities were highly valued by the teacher respondents with 53% attributing marked improvement in their pedagogical skills to TPL participation and slightly more than half overall viewing the TPL training activities as offering a good balance between pedagogical and research approaches.

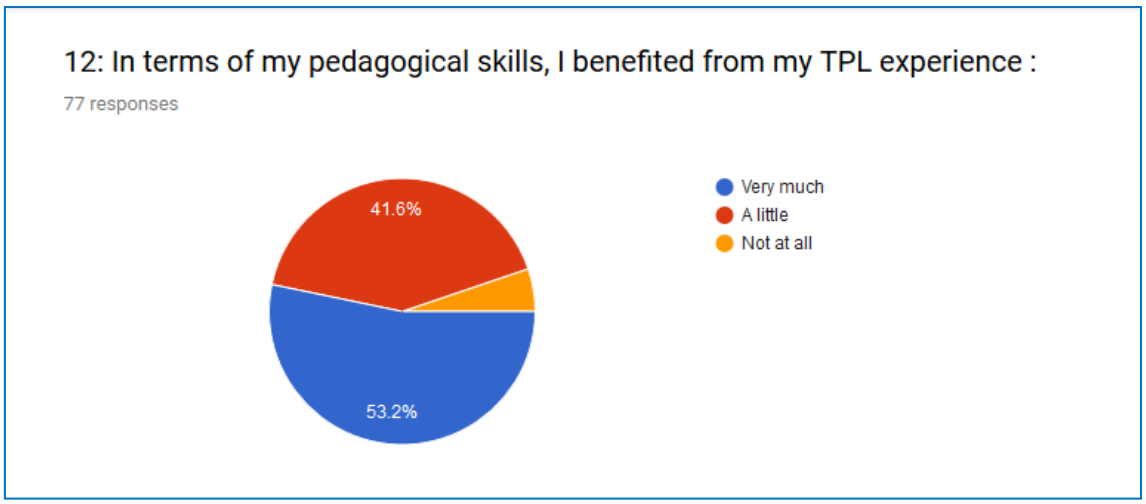

Figure 14; Benefit to pedagogical skill; TPL Teachers' perspective

Open comments from the teachers confirmed that this sentiment was stronger among primary participants than VET or secondary colleagues. Interestingly, many respondents reported that these learnings were also beginning to transfer into innovative changes in practice at the level of the classroom; with 63% indicating strong or very strong agreement on this idea. It should be noted though that only 8% of all respondents saw this change as truly deep-level in terms of longer-term classroom activity. Nevertheless, this overtly positive response affirms the study team's observations on the *quality of training* aspect of the TPL.

Like the TPL co-ordinators, TPL Teacher respondents to the survey were strongly of the view that TPL activities result in more reflection and more reflective teaching on their own part and on the part of colleagues at their schools (75% took this position on their personal practice and 38% on the practice of colleagues). Given the centrality of reflection within TPL as a modality of professional learning to the initiative this is both interesting and important. Increase in confidence was also seen by the teacher respondents as a benefit of TPL involvement. A number specifically mentioned this response to the open questions and almost two-thirds reported agreeing (42%) or agreeing strongly (16%) that TPL activity helped them on a personal level with this. Teacher confidence is another feature of interest in TPL activity in terms of its role in enhancing professional learning and identity.

Unsurprisingly perhaps, the TPL teachers attached a lot of importance to the impacts of TPL involvement on their students' learning as well as their own. The study team encountered very mixed messages on this topic during school visits and focus-group conversations. The survey was therefore useful in adding some clarity to this. In general, TPL was seen as having a positive influence at classroom level but with some reservations.

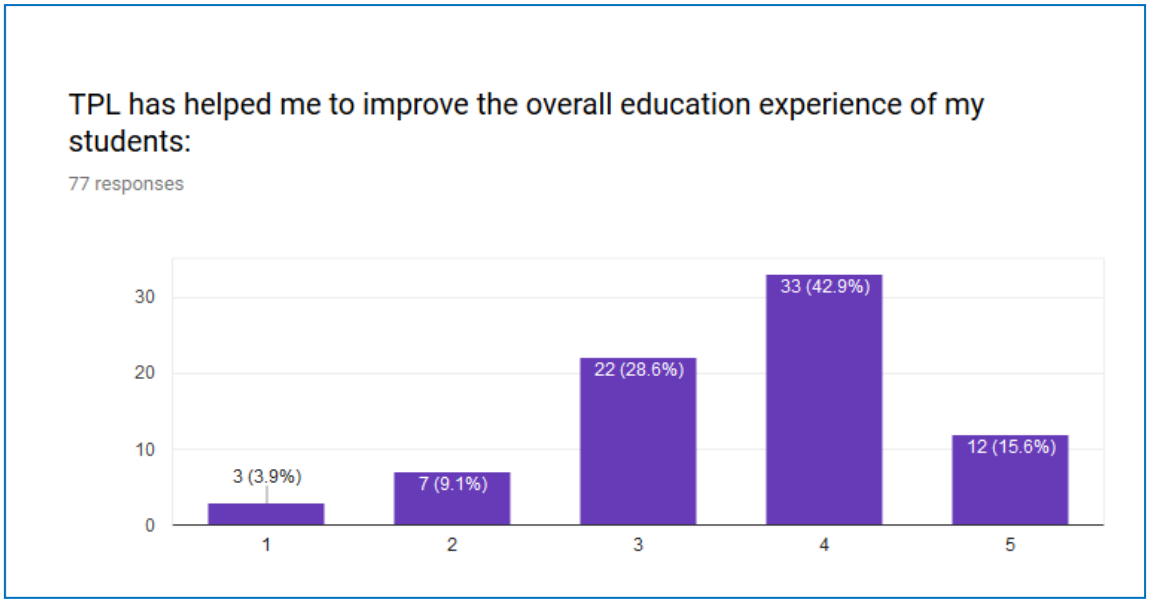

Figure 15; Benefit to overall student education experience; TPL Teachers' perspective

Almost 60% of teacher respondents reported that involvement in TPL has helped them to improve the overall educational experience of the classes they work with; comments from the open questions suggest this was reflected in more motivational topics and opportunities to engage in topics and work with more relevance to their lives and interests. However, a sizable minority (29%) reserved judgement on whether that TPL made any real difference to the classroom as far as their students were concerned and a further 13% - almost exclusively secondary based – were of the opinion that TPL did not help improve the overall educational experience of their students. One respondent connected this directly to timetable difficulties and a lack of flexibility in terms of organising extended sessions around TPL action projects.

A similarly if slightly more positive picture emerged from the teachers' survey around whether TPL offered opportunity to help students to develop better learning skills / habits. A majority (61%) of the teacher respondents agreed (45%) or agreed strongly (16%) that it did. Those who felt that the initiative did not impact in this regard (18%) were not predominantly from either the primary or secondary sector. Those who reserved judgement (20%) were however predominantly secondary and VET.

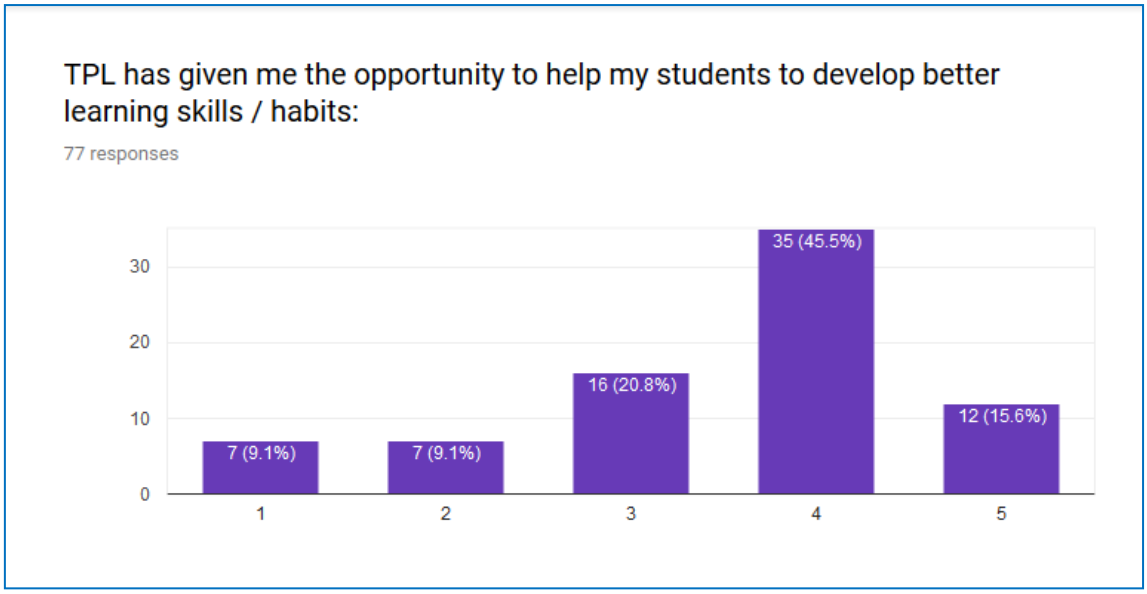

Figure 16; Benefit for student learning skills/ habits; TPL Teachers' perspective

This was, at a surface reading, somewhat surprising and posed a challenge to the study team to interpret. We agreed finally that it may be a reflection of both TPL teachers' reluctance to let the action project methodology over-dominate their pedagogy and students' reluctance to embrace some of the more self-actualising aspects of this type of classroom activity – perhaps though a lack of familiarity with the approach and some the responsibilities it devolves to learners themselves. There is some support for this reading in the teachers' response to the question of whether TPL-related lessons helped students to develop their team-work /group-work skills; less than half the teacher respondents felt that it did (45%) with the bulk of those who did not coming once again from the secondary and VET sectors. Notwithstanding the level of reserved judgement around these student capacity-building aspects of TPL in the classroom, a majority of respondents (56%) reported that participation in TPL was proving to be a valuable experience for their students. This would reflect the study team's view that there is considerable potential embedded in these aspects of the TPL initiative but that considerable work remains to be done in order to realise the possibilities here.

Other strengths of the TPL experience noted by study team and corroborated the teachers through the survey include the value of the balance between school- and self-development that is integral to TPL. Slightly more than 60% of teacher respondents agree (44%) or agree strongly (17%) that TPL training offered a good balance between the school's needs and personal / professional training needs as a teacher.

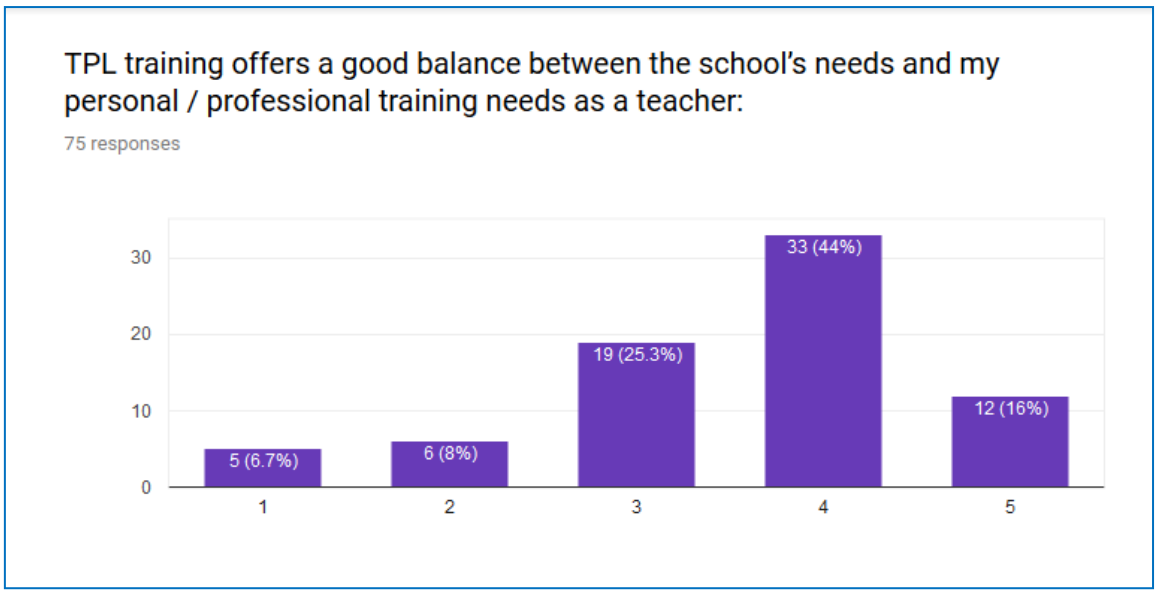

Figure 17; Balance between teachers' professional learning and school needs; TPL Teachers' perspective

Being able to participate in this training through a judicious blend of school-level and off-site training was also viewed as a considerable strength by the study team – and while the majority of TPL teachers surveyed were positive about this mix (53%) there is clearly further though required to bring out the full value of this arrangement. There was less reservation reported around the value of being able to participate in TPL training at the school level with a similar slight majority favouring the arrangement (53%) with only 19% expressing difficulty about the detail of this – with sufficient release-time from teaching being the principal problem noted by the teachers.

During meetings with Head Teachers and TPL coordinators, the study team encountered differing perspectives on the value and efficacy of the action research / reflective practice modality favoured by the TPL, this suggested that not all teachers were equally comfortable or capable within this approach, especially those from some secondary and VET discipline bases.

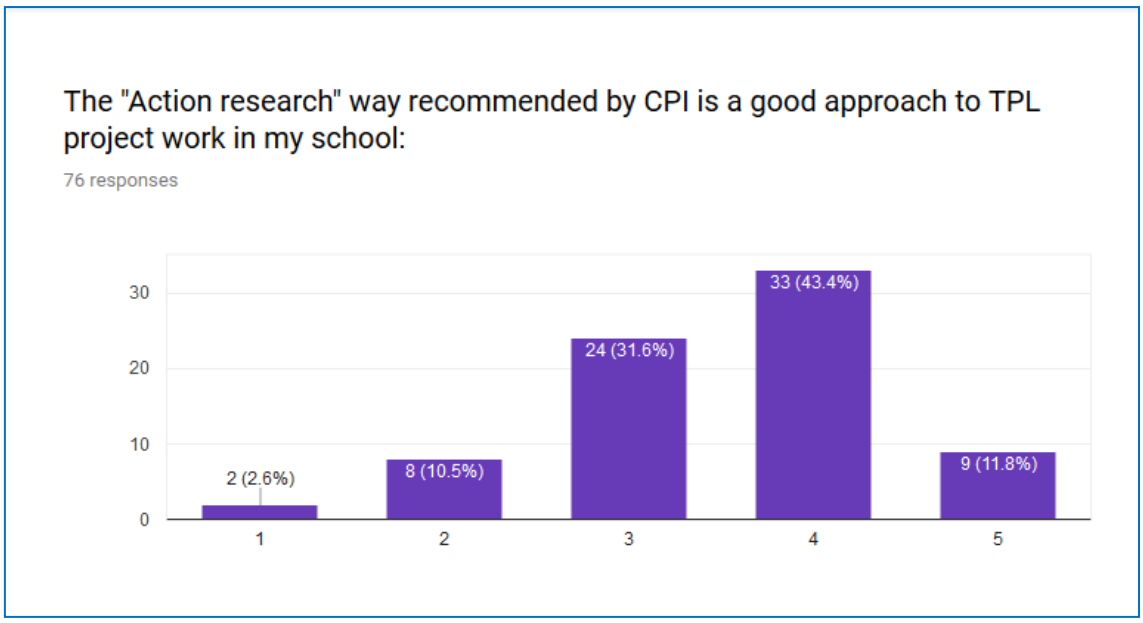

Figure 18; Value and efficacy of action research as a professional learning methodology; TPL Teachers' perspective

While the Co-ordinators survey added some detail to this, the teachers' survey helped to shape better understanding of this issues involved. While a majority (55%) supported the idea however a considerable number of respondents (32%) reserved judgment on this value of the approach, while a sizable minority (13%) were actively against the idea that action research was a good approach to framing TPL project work in their schools. On closer analysis it became clear that the advocates came principally from a primary teaching background and those less convinced of its merits came from secondary and VET. This corroborated, by and large, the study team's impressions from the field setting and confirms the value of the call for supporting a diversity of research approaches and activities as the TPL expands.

Notwithstanding the challenges noted in the discussion, it was encouraging to see the degree to which the TPL teachers responding to the survey supported the idea that TPL could become produce innovative practice at the level of the classroom and thus become a valid and significant part of teachers' professional learning practice in schools across Cyprus; 91% felt it could – the highest valuation offered at any point over the course of the survey stage of the research.

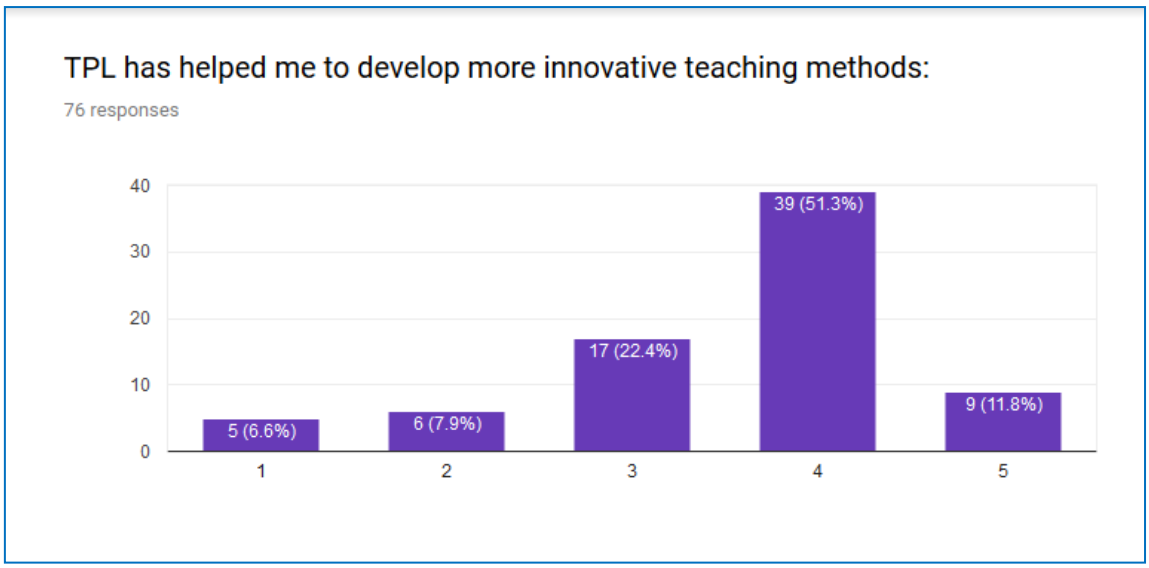

Figure 19; TPL impacts on capacity for innovative teaching; TPL Teachers' perspective

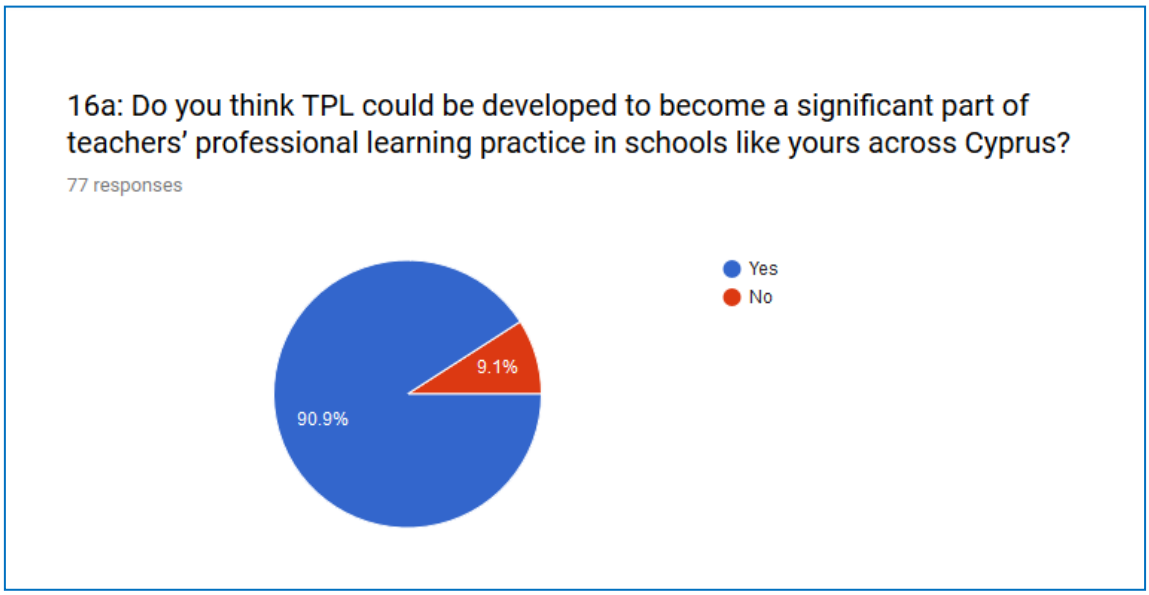

Figure 20; Viability of TPL as a mode of professional learning; TPL Teachers' perspective

Concluding comment

To conclude; during the focus-group activities the study team reached the view that while they proved both useful and productive in terms of insights and the presentation of ideas relating to the overall TPL experience a number of perspectives and voices relating to the TPL initiative were not sufficiently represented at those events. This was particularly true of the participating teacher's voice. The TPL Co-ordinators' and TPL Teachers' surveys were subsequently developed to help address this gap and so provide a degree of corroboration to observations from the site visits, focus-groups, and meetings, and to act as a checking measure and so ensure better depth of reach among TPL participants. The strengths articulated in both are remarkable similar – these revolve in the main around teachers' learning as a willing engagement in structured and

supported practitioner action that adds to the professional capabilities of the participant and enhances the work of the school within which they practice. There are a number of general challenges presented also; actively pursuing deep learning that changes not just the practice of individual teachers but also energises the learning culture of the school and thereby better engagement and motivation is – in the study team's view – critical to the continuing success of the TPL initiative. Ways are needed of ensuring that school-centred research is placed at the heart of the TPL. In addition, attention is clearly needed to how best a diversity of research approaches and activities can be supported as the TPL expands. Such supportive learning environments will be essential if increasing numbers of teachers in Cyprus – across all sectors of education – are to be meaningfully engaged and empowered by the TPL initiative.

3. Comparative Perspective on TPL

In the course of the desk research for this technical assistance project, models and practices in teachers' professional learning from a range of international settings have been considered for possible comparative insights regarding the TPL initiative. Particular attention has been given to teachers' learning developments in a number of EU settings; the USA; Canada; and Australia. Each of these CPD systems throws up differences in practice and vision. All are detailed and complex with extensive theoretical and practice frameworks underpinning their activities. In addition, the TA Expert team has first-hand experience of the Irish and UK systems. While acknowledging differences of setting and of scale in relation to Cyprus, a number of points of relevance to the specific scope of this TA are now discussed. In particular, certain key observations informed by studies on alternative settings are offered below in relation to the context and the content of TPL:

3:1 Context

Cyprus is currently experiencing education system reform with multiple, overlapping, time-delineated, policy-led initiatives characterising the policy context. The study team notes from a number of conversations during school-visits that this can prove problematic, and give rise to tensions and resistance to policy-led change at school level. However, this situation is not unique to Cyprus. Cuban (2011) notes similar reactions to the scale and pace of educational change expected of teachers in contemporary context in the USA. Ball & Olmedo (2013) raise the same concerns in relation to the scale of innovation and change expected in education systems across the EU where teachers face intensive / wide-ranging reform agendas, largely not of their making. Similarly, we note that much of the impetus for policy-led change within Cyprus' education reform agenda has its origins in a sense of crisis relating to standards in the school system. Various contributors to the consultations around this TA were strong in their views on this – citing both international tests such as PISA and more local test outcomes in relation to, for instance, Greek Language testing, as clear evidence of a deep-seated problem with standards for which TPL is seen as a significant part of the solution. Again, this discourse of crisis & urgency is not an unusual feature of education systems undergoing extensive and ambitious policy-led reform, particularly when this has an external aspect such as falling global rankings (Lawn and Normand, 2015).

There are two observations on such policy-led change the study team offers in relation to a 'busy' reform context and a connected discourse of crisis. First, while wholly understandable from a political perspective, in such situations 'crisis-response' policy making can unintentionally trade short-term gain for a longer-term re-emergence or even deepening of the initial problem (Ball 2012; Cairney 2014). Often a crisis results in a flurry of well-meaning policy action that generates a series of unconnected and even ill-conceived responses which then prove difficult to implement properly. Second, policy making for education – and indeed right across the public policy arenas – has become more complex as the causes / drivers of policy problems become increasingly complex, global and interconnected (Geyer and Cairney 2015). Failure to engage such problems in a multilevel or 'polycentric' way can result in an over-simplistic response to an essentially complex policy issue. Consequently, the results can be disappointing for all involved, and frustrating for those who have to try to action the prescriptions involved.

We suggest that this context for policy work is particularly problematic for TPL. TPL is a policy action set within a complex and multi-dimensional policy space and, in our view, needs to reflect a policy approach that uses a fine-grained, more empirical approach. Weible, Sabatier and McQueen (2009) argue for the ability of policy models such as advocacy coalition frameworks to provide this type of deliberation. Similarly, Geyer and Cairney (2015) argue for the incorporation into policy discussions of relatively simple 'key tenets' from policy theories designed to explain complexity and leverage the extent to which modern policy theories can provide straightforward and valuable insights to policy practitioners.

In sum: the overall context in which PTL initiative is being pursued is not helped by a complex and somewhat contradictory set of policy priorities pursued in schools under various MOEC initiatives. Even within a strategic vision, there is need for a communication and dissemination strategy that informs and drives the core mission. This is difficult at the best of times but doubly so in the context of fast-paced policy-innovation according to a **Strategic Plan (2016-2018)** with specific objectives 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. There is, therefore, an argument for rethinking and modernising also the policy process in use at the Ministry, drawing on contemporary policy scholarship to assist in this. The benefits of doing so would impact not only TPL futures but also the work of the Ministry and its departments / directorates in ways that assist better localisation of policy initiatives and a more strategic response to the increasingly global forces that impact education and education policy making in Cyprus as much as elsewhere.

3:2 Content & Central Practices

Aspects of the content underpinning the central developmental practices of the TPL have been discussed briefly under TPL Processes, above. We now return to this area to offer further observations on these in relation to emerging and established practices in teacher CPD across the EU and beyond. Specific points concerning TPL content and practice will be made regarding the school-centred nature of the initiative, its advocacy of 'action research' as its key learning modality – including the centrality of the idea of teachers' *reflective practice* to this, and the concept of *schools as learning communities* that TPL embodies.

3:2:1 The school-centred nature of the TPL initiative

The TPL initiative is designed and implemented as a school-centred solution to the challenge of providing timely and effective teachers' professional learning. The power of school-centred and school-based teacher CPD initiatives in affecting change in local practice is long recognised in the literature (e.g Cheng 2017, Gordon, 2004, Hord 1997). This is often expressed in terms of how practice-based CPD can serve as a catalyst for teacher capability / new skills development as well as providing a lens through which school leaders can identify and manage development to meet needs local to the site. Additionally, school-based CPD is seen as offering strong potential for teachers to develop in-depth skills for the formative assessment of their students' learning and progress (cf Luckin et al 2017). The central feature here is that the school-based elements of the initiative must be strongly practice-focused and that time and support are needed for teachers to develop an understanding of the application of this different approach to CPD and the capabilities to then use it to affect learning change in their schools. This is acknowledged in TPL actions, though a number of participants in the schools visited felt they were not yet in a position to identify the extent of the changes likely to result as they had been involved with the TPL initiative for only a few months.

3:2:2 'Action Research' as TPL's key learning modality

Action-research in a form building on earlier CPI work is seen as a central feature of the TPL initiative. From the field mission it became clear that this draws particularly on work undertaken within the CPI Action Research Project (2014-15), and from a report on effectively implementing curriculum reform prepared for MOEC / CPI (Townsend 2012). Action research and more recently a specific variation on this known as *practitioner research* has emerged across a considerable

number of settings in recent years as a preferred policy response to the challenge of putting into practice a form of professional self-study where teachers intentionally consider their work to collecting data which they then use to make informed decisions about their practice and their students' learning (Campbell 2013). In the literature these and other terms – such as inquiry-based teacher learning, practice focused analysis, and so on – are used, often interchangeably, despite some important distinctions in meaning and underpinning intentions. For our present purposes, the term *action / practitioner research* is seen as adequate in relation to TPL activity in this vein.

One of the principal intentions of action / practitioner research is that teachers raise the quality of their practice by engaging in basic classroom or school-set research addressing curriculum or other broadly pedagogical issues. This process is widely seen as a transformative force for teacher professional development (e.g. Cochran-Smith & Stern 2015, Gordon 2016, Ravitch 2014). Intentional habits of data collection are developed and become systemized, and so critical reflection and professional sharing enter more effectively into day to day practice through these growing research habits. Teachers working together or separately produce location-specific findings that are closely analysed and discoveries then shared among like-minded colleagues (Hill Campbell, 2013). Additionally, the power of this type of learning activity as a strategy for teachers to introduce practices validated by research into their classrooms reflecting evidence-based practice has also been noted (Reeves, Redford and McQueen, 2010). It is clear from even a preliminary reading of the findings from the TA that putting this methodology into practice is proving valuable within the TPL but also challenging. The mind-set needed for practitioner research to take root is not always evident. Changing this will require a considerable investment in cultural terms and in the practical capabilities required.

Another feature of the TPL initiative is the central place of *teacher reflection* within the learning practices of the initiative. This was originally modelled by CPI as a personalised process, spread across 'steps' and brought together in a personal portfolio. The portfolio aspect was retired after the pilot year but the ethos of reflection for professional learning was retained. Of course, it needs to be noted that the idea of reflection for professional learning is not without its difficulties and can be ambiguous (Clarà 2015). It is helpful therefore to clarify the precise nature of teacher reflection used within the TPL initiative. The core practice advocated is close to the classical version of *reflection on action* (Schön 1983) which involves thinking about information gathered from a learning event in order to turn that information into knowledge. It is based on school-set study and on action that is designed to encourage the participants to work with the complex and

unpredictable problems of actual practice. There is a *singular* dimension to this that sees TPL teachers take on a level of proactive learning activity requiring deep, personal engagement with the values, beliefs and assumptions of teaching (cf Dewey 1910, Benade 2015). There is also a *peer-assisted or directed* dimension expected in TPL which requires the practice to be collaborative and to occur in a community setting (cf Freidhoff, 2008). This is seen to involve teaching peers, the school's TPL Co-ordinator, and as appropriate the school's CPI Supporter. The targeted content of this reflective action within the TPL initiative would also align with practices internationally; the study team noted reports of professional reflection relating to a wide range of issues such as the changes teachers experience from one context to the next, the need to taking the opportunity to learn from each teaching / learning encounter, and the need to become aware of the theory and motives behind certain teaching activities, and to take deliberate steps to develop professionally from insights such as these (cf Surgenor, 2011). Such a model of reflection for professional growth acknowledges that teacher learning takes place at various levels, often unconsciously, and involves cognitive, emotional and motivational dimensions. As such, connections to the learning agendas of the individual teacher are crucial as these hold very practical consequences for the professional development concerned (Korthagen, 2017).

Opportunity to reflect is also an issue. Camburn and Won Han (2017) found that teachers engaged in reflective practice more often when they had more regular access to *embedded learning opportunities*. These they define as collaborating with peers on instructional matters or working with experts on topics relevant to their practice. Their research suggests that embedded learning opportunities may provide a supportive context for teacher reflection across a range of settings.

All of this would raise a number of challenges for maximising the value of *teacher reflection* within TPL. The study team would draw attention to two unresolved issues in relation to what we have learnt about the place and uses of reflection in the TPL initiative. First, a question arises on TPL teachers' readiness to engage in formalised reflection. Finlay (2008) suggests that teachers being asked to reflect for professional learning purposes need to be *developmentally ready* to engage in critical reflection and that some individuals may be incapable of doing so. She also argues that using 'borrowed' reflective routines (such as prompt lists and set activities) require depths of understanding that teachers do not necessarily possess, particularly those new to the concept of reflection. As a result, any reflection that does occur can only be less effective than might otherwise be the case. A second concern relates to the unintended results of reflective activity being seen as compulsory, particularly within an initiative where individual participants are required to note their progress through learning logs and assessment exercises. In such

situations, Finlay suggests, reflections can end up being superficial, strategic and guarded to the point where the reflections discourage *uninhibited, honest reflection* (Hargreaves 2004) – a central and necessary aspect of any deep, professional learning in this mode. This second point is not so immediately relevant here, given the voluntary nature of documenting any reflective activity within TPL. However, the first – readiness to engage in reflective activity – is of immediate concern.

One option to address this is to reframe the action research / reflective practice modality of the TPL initiative, so that it is introduced in a more incremental way to schools whose culture may not be as open to models of democratic, progressive, teacher-centred development as others. The assumption here is that the current model can be successfully adapted to suit the full range of school types and school contexts, system-wide. An alternative would be to return to first principles and see if models that better fit the practice cultures of the various school types can be identified, trialled, and customised to suit local and system requirements. This could, for example, involve exploring alternative teacher-learning approaches and their related practices such as Design Thinking (Brown & Katz 2009), the Practitioner Enquiry Approach (Donaldson, 2011), DHAC (Development of Habits through Apprenticeship in a Community; Etkina, Gregorcic, and Vokos, 2017), Quality Teaching Rounds (Bowe and Gore, 2017), or Lesson Study (Stigler and Hiebert 2016).

3:2:3 Complementing & extending TPL learning modality

Two of these approaches in particular would seem particularly suitable for the types of setting the study team observed in our visits to TPL secondary school sites: the Practitioner Enquiry Approach (Donaldson, 2011) and the Quality Teaching Rounds Approach (Bowe and Gore, 2017). Both could address the issue of reach within secondary and VET settings, where not all teachers from some discipline bases are equally comfortable or capable within an action research / reflective practice modality. Both also sit well with the culture of secondary and VET teacher-learning in Cyprus, while building in different ways on teacher-learning concepts, approaches and underpinning purposes. Each is now considered for its possibilities:

The **Practitioner Enquiry Approach** (Donaldson, 2011) also known as the **Practitioner Inquiry Approach** (Luft 2010) is usually undertaken within the practitioners own space / context and often in collaboration with others, using what Kelly (2013) describes as a *learning team* approach. Within collaborative inquiry the group shares a common research question which is then 'investigated' through different lenses to enhance knowledge creation and sharing within the

group and beyond. As such, evaluation of what is learnt is a fundamental elements of the inquiry if it is to have impact on the practice and ultimately on student learning. Menter et al (2011), describe practitioner inquiry as a 'finding out' or an investigation with a rationale and systematic approach that can be explained or defended. There is a rigour expected. The findings can then be shared, so becoming more than just reflection or a casual personal exploration.

In simple terms, most inquiry approaches in teacher development contexts follow a series of steps or stages starting with the identification of an issue or challenge from the teaching setting, the positioning of this against what is known either through literature or practice, the design and testing of a 'solution' in an individual classroom or teaching setting by an individual teacher, and the evaluation of the effectiveness of that activity (Kelly, 2013). The inquiry aspect reflects the belief that the approach is about making a discernible difference to practice and so impacts on teaching in the specific research setting. The approach is also characterised by a strong appeal to theory in its implementation. This allows the teacher to connect their current practices to a relevant theoretical framework – such as constructivism, for example – and so to examine for themselves why they are/are not doing certain things and how that is reflective of their values and philosophy of education (Bennett 2015). This process can help the teacher to 'recontextualise' their practice for contemporary times by bringing out how some practices may not be as effective as previously and so encourage them to find better ways and thus add new depths to their professional values and practice repertoires.

A number of intentions underlie practitioner inquiry. Primarily, it creates space and opportunity for deeper and more critical thought about practice and provides a language to share these subsequently. Doing inquiry research in this sense is discursive and encourages the teacher into systematically exploring what they are doing and why, and how it might be improved (Patel Stevens, 2011). This encourages a rigorous form of self-evaluation, based on more than hunches and informal observation. Additionally, when done properly, practitioner inquiry gives teachers a powerful sense of doing something meaningful for themselves in terms of their professional learning. Consequently, they can see how their own learning is being enhanced in a very visible way. This not only contributes to a teacher's sense of self-efficacy – both in terms of developing academic confidence (and so being better able to explain and defend their professional practice) and in terms of feeling as capable/competent as a professional – but also enhances their agency in the sense of ownership of the choices made in everyday practice (Hardy 2014). Participating in practitioner inquiry also enables deeper professional discussions among teachers and with others and so provides teachers with powerful opportunities to develop the language, theory and

framework to explain their practice to themselves and others (Donaldson 2010; Menter et al 2011; Hill Campbell 2013; inter alia.). The professional consciousness that comes from this is a formidable *force for personal growth* (Jäger & Maier, 2009) and helps greatly to broaden the range of people that teachers discuss their practice with, and so allows teachers to access the opinions of others with regard to their practice in a way that might not occur otherwise. Even where no great revelations may result from a specific inquiry, as Miretzky (2004) notes, the opportunity to talk together is beneficial in and of itself.

In sum: for the experienced teacher, regular engagement in practitioner inquiry is argued to support professional growth by challenging or disrupting 'ingrained habits of mind'. Internationally, practitioner inquiry is seen to play a major part in making change more sustainable as practitioners become 'agents of their own professional learning'. And, importantly, systematic inquiry helps teachers to 'let go, unlearn, innovate and re-skill in cycles of professional learning throughout their career in response to changing circumstances' Menter et al (2011). This resonates in a particular way with the underpinning purposes of the TPL initiative.

The **Quality Teaching Rounds Approach** (Bowe and Gore, 2017) is similar to practitioner inquiry in many respects. There are however two key differences at the conceptual level; quality teaching rounds start from a theorised position – usually presented in an academic or practice-based reading, and there is a central place given to a form of instructional leadership that values distributed responsibility and collective activity but also makes use of a *quality teaching framework* (NSW DET, 2003) to facilitate analysis and guide learning conversations. The approach has its origins in the idea of the 'instructional round' used in medical settings and was originally adapted for use in relation to the school development aspect of teacher CPD by Elmore and his team at Harvard (Elmore 2007, City et al. 2009, Roberts 2012, Teitel 2013). Bowe, Gore and Elsworth (2010) took the work of the Harvard team and adapted it further to add the NSW DET pedagogical framework to the process to complement the attention to evidence and collaborative decision making of the earlier instructional round model. This framework was developed with the intention of providing a knowledge-base that could be used to structure observations and post lesson discussions. Bowe and Gore (2017) argue that such a framework allows teachers not only to see the relevance of their individual and collective analysis of their own lessons and classroom activities and also to recognise ways that the various components of the knowledge-base represented in the framework relate to each other and so understand in a broader way what gets taught and how.

In terms of procedure, Quality Teaching Rounds involve a group of teachers working together with an instructional leader in a series of 'rounds' focused on professional learning and enhancing classroom practice. Each round has three parts; the first part engages the teachers in the discussion of a professional reading, often selected by one of the teachers themselves. This gives the group a shared focus and a basis for a further professional conversations that explore beliefs and values about teaching and learning. The second part involves a classroom observation where one participant leads a lesson that is observed by the others. (Over a series of rounds this allows each to take a turn hosting the group.) Schedules are used to guide this observation in ways that connect not only to the immediate lesson at hand but also to each individual's own practice, and teaching in the school in general. The third part of a round involves each participant coding and then discussing the lesson using the Quality Teaching Framework as a reference set. This is not however focused on feedback but rather it centres on a collaborative analysis of the experiences and happenings in the lesson. The key feature here is a structured, full-group discussion that involves using the framework to facilitate an analysis that leads to rich professionalising, conversations focused on specific conceptions of good teaching and learning. Much of this centres on elaborations on ideas such as curriculum, student engagement, and pedagogical knowledge. This is done in such a way that the framework offers a comprehensive set of entry-points to professional learning, both individually and collectively, appropriate at a number of levels to teacher and school development action.[9] The practical and ethical arrangements that make such observations and discussions possible need to be carefully negotiated in the first instance so that trust is established and teachers supported in opening-out their classrooms to peer-observation. The dynamics of the unusual instructional leadership that values distributed responsibility and collective activity which sits at the heart of the approach need also to be understood and accepted by the participants.

A number of intentions underpin Quality Teaching Rounds and provide coherence in terms of its operation. There is a logic to the steps / parts of each round that makes it easy for teachers to see how the process is developing and how their practice is evolving but without reducing the experience of participating in such learning to a complex process that can overwhelm or alternatively deskill the teachers if they feel they must develop rigid, pre-constructed 'better' classroom routines. The pedagogical framework at the heart of the approach is intended to draw attention to the purposes of classroom activity – to the features of a quality learning environment which can be worked on and improved systematically. In this way teachers existing theories and

[9] For a detailed discussion of this procedure, see Teitel 2013.

understandings are engaged and challenged. The purpose of the round is to provide both the structure and the support that teachers require to work together in order to challenge themselves as learners and professionals. The core of the approach is, essentially, about providing a focus on pedagogy and so have a substantial impact on practice. It seeks to guide participating teachers' efforts at improvement by using the strengths of the school community and context and bringing to these a substantive pedagogical framework that the teachers apply to their practice collectively and in a mutually supportive process; judgements of teaching focus on a specific lesson and collective practices, rather than the actions of any individual teacher. The process is guided by questions such *as how many of us engage in similar practices*? There are no ratings or scores of the type used in inspection settings, for instance. Rather, the process is descriptive (non-judgmental) and conversational (dialogical). Coding scales and subsequent analysis by the quality round group are led by reference to the pedagogical framework not individual 'performance', that is they are led by reference to matters of curriculum, student engagement, quality of learning, and pedagogical principles, and so on.

In sum: the Quality Teaching Rounds approach offers a robust, well-structured way of supporting the work of smaller groups of colleagues in schools in a manner that makes good use of their existing practice and the school context, offers challenging ways of 'seeing differently' in a supportive, collaborative process, and takes as its core reference an agreed pedagogical framework, against which the learning activity of the group is set. This approach would align well with the challenges CPI faces in terms of expanding TPL in secondary and VET settings, and specifically working with smaller, perhaps discipline based, groups of teachers who may not be as ready as many primary colleagues for full-scale, action-research approaches to their professional learning.

The above discussion of alternatives and complements to the dominant action research / reflective practice modality of the TPL initiative is not designed to be definitive or prescriptive in any way. It is intended simply to raise some possibilities that address issues the study team observed concerning the reach of TPL in secondary and VET settings and the particular challenges CPI faces in these sectors. We return to this later in Sec 4:1:2 of this Final Report.

3:3 Schools as Learning Communities

We turn now to the concept of *schools as learning communities* which is a central aspect of the policy embodied in both the vision for and practical realisation of TPL initiative.

A detailed study by Timperley et al. (2007, p. 41) suggests that effective professional development pedagogies should provide teachers with opportunities to discuss and negotiate the meaning of the new learning and its implementations for practice. In particular, they regard opportunities to interact in a community of professionals and engaging teachers in the learning process (where the learning content, the activities and the rationale for participation are crucial) – as central requirements in effective contexts for professional learning. Drawing on Vygotsky (1978), they propose that learning in community reflects the social nature of learning itself and that its power lies in collaborative work, discussion and acting together.

Hofman & Dijksra (2010) note a variety of concepts which are used to describe such learning in community. These describe differing forms of teachers' communal learning and/or collaboration between teachers for professional development purposes and include; professional communities (Grodscky & Gamoran, 2003), organizational learning, team-based schooling (LaChance & Confrey, 2003), learning communities, reform networks, teacher research groups (Lieberman, 2005), and professional networks (Smith & Wohlstetter, 2001). Hofman & Dijksra, (2010) also suggest a variety of types of networks with differing characteristics and purposes; formal and informal, exchange-, circuit-, developmental-, policy-, coalition- and competitive networks. However, although there is such a wide variety of types and terminologies, certain key dimensions of the communities and networks aims are similar. Most relevantly here, they all involve "using a bottom-up approach in which the teachers decide about goals for their professional development, as well as about fruitful ways and strategies to achieve their goals" (Hofman & Dijksra, 2010, p. 1035).

Communities and networks tend to use two common types of strategies: reflection (self-reflection and reflection with colleagues) and a focus on in-depth learning and learning through exchange of experiences and materials. Importantly, there is a strong emphasis on the notion of a community as a shared activity underpinning each, with agreed goals, and related social responsibility to learn from and for the community, despite possible differences in expertise and experience (Riel & Polin, 2004).

Lieberman and Miller (2008, p. 16) suggest that communities and networks "privilege theory as well as practice", in that they encourage and support members to "examine their practice, to try out new ideas, and to reflect together on what works and why"; and they provide opportunities for "the collective construction and sharing of new knowledge". Roche et al. (2017) show how meaningful change can take place, both in educational improvements, and also in more

transformative professional learning, when educators are encouraged to draw on their own personal educational values and share their ideas in a learning community.

Learning communities as a variety of teacher community are seen as offering valuable opportunities for authentic and personalized learning (Duncan-Howell, 2010), informal exchange of good practice and peer learning. Learning communities help teachers to take a more systematic view of their practice through critical inquiry with peers (Cochran-Smith & Lytle, 1999; Vescio et al., 2008). They are grounded in two assumptions: that knowledge is situated in the day-to-day lived experiences of teachers and best understood through critical attention with others; and that actively engaging teachers in learning communities increase their professional knowledge and enhance student learning (Vescio et al., 2008, p. 81). Research agrees that participation in learning communities contributes to pedagogic content knowledge and higher levels of authentic pedagogy (Andrew & Lewis, 2002; Cochran-Smith & Lytle, 1999; Vescio et al., 2008). A *Community of Practice*, as a type of learning community, unites groups of people who are engaged in the same occupation, and rely on voluntary on-going participation of members to move embodied knowledge around (Lave & Wenger, 1991). Wenger (1998) specified communities of practices as groups whose members (a) are mutually engaged in an activity, such as (co)planning instruction; (b) are held together by a joint enterprise, such as developing interventions for struggling students; and (c) have a shared repertoire of customs for practice, including meeting protocols and check-in routines.

Context also changes how teachers learn and develop their pedagogy. The literature suggests that well-designed learning communities, communities of practice, learning networks, or teacher inquiry communities can alter the way teachers reflect on and for their practice (Rivers, Richardson & Price, 2014).

The work environment, the learning context and culture of collaboration, and critical thinking will influence the way reflection and inquiry in the community develops. There is considerable theory on prerequisites for successful communities of practice (Albinsson et al., 2008; Garrison, Anderson & Archer, 2000; Lieberman & Miller, 2008), with most of them concentrating around creating supportive environment through developing mutual trust, respect and shared values.

Therefore, initial strategic planning is recognised as crucial. Albinsson et al. (2008) suggest that a community needs to have a considerable impact on its participants from the very beginning. This involves clear understanding of a community aim and scope, which define membership, managerial staff, life cycle, content, and teacher-teacher, teacher-content discourse.

Members' strong identity with commitment to ongoing practice is important to build strong and sustaining group identity. The enthusiasm coupled with pedagogical energy, which characterises key members' contributions, affects the climate of the entire community.

Lieberman, Campbell and Yashkina (2016) suggest that system supports are needed for providing training, resources and access to online and in-person opportunities to facilitate mobilizing learning. Sharing knowledge requires development for individuals, groups, and networks that extend knowledge and practices beyond individual classrooms and schools. Such knowledge exchange involves attention to collaboration for professional learning and to communication for sharing information in person, online, and in-print. Importantly, their research supports that teachers can be the leaders and mobilizers of interactive (co) development and sharing of knowledge and practices.

However, one should also recognise the weaknesses of learning communities. Particularities and experiences of community members play a decisive role in the quality and engagement of such collaboration. Also, Little (2003) cautions against the limited nature of teacher-led collaborative groups, and warns that teaching communities could be limited by their own "horizons of observation". This is a point echoed by Bowe and Gore (2017) who argue for teachers to connect their development to pedagogical theory as well as their known-practices, and then go on to note how difficult it can be to enact the levels of trust, respect and support that characterise strong professional learning communities, while doing this. Finally, over-reliance on reflection as an unproblematised concept is also seen as a weakness in this model. Not everyone is either ready or capable for reflection as a learning act (Zeichner and Liu, 2010).

Essentially, it is important to note that contexts and cultures, which influence learning communities, are different and as such affect community learning (Wenger-Trayner et al., 2013). So too are the influences of subject discipline bases and the dominant practices of primary / secondary phases on practice communities within those settings (Etkina, Gregorcic, and Vokos, 2017).

All of this would raise a number of challenges for TPL, principally: how learning is to be shared beyond the participating group within a school, how to support teachers develop leadership skills for sharing learning practices on a subject discipline basis, how to facilitate knowledge exchange for spreading and sustaining effective and innovative practices. This is returned to in Section 4 where some policy options are outlined; it remains however and area where careful attention will need to be paid to any action and deep, local, knowledge will be required.

Notwithstanding the reservations noted earlier and the challenges noted immediately above, the study team sees strong arguments for maintaining and developing the idea of *communities of learning* embodied in TPL. We suggest that, at its best, this allows TPL the opportunity to create powerful shared values and vision among participants, and a sense of collective responsibility for professional learning in and through the TPL action project process.

4: Identification of Policy Options

Based on the situation analysis offered in Section 2 and the comparative perspective offered in Section 3, the study team sets out below a discussion of selected policy options relating to the TPL. These are offered in a way that engages detail from our desk research, from key field-mission findings and observation regarding the challenges and issues identified by the study team, from the follow-out surveys of TPL Co-ordinators and Participating Teachers, and from our analysis of the policy context of the TPL initiative.

4:1 The structures and role of CPI in relation to the TPL initiative

The study team notes that the resources that it was possible to offer from within the CPI have been an integral part of the success of the TPL initiative to date. This applies both in terms of leadership and the modality of the TPL initiative. Drawing on the key policy and conceptual documentation that guided the original introduction of the TPL and on data gathered through our visits to the CPI, we offered at 2:2 above a number of observations on the overall resourcing and role of TPL. We now address some policy and action options that these present.

4:1:1 CPI leadership & management capacity

The study team suggested earlier that some further attention and consideration will need to be given to sustaining the leadership and management role of the CPI and to the skill sets required within CPI itself in the context of maintaining the momentum of the TPL initiative, building upon the effective delivery to date as well as of plans to expand the initiative in a phased manner. In this regard, the Review Team suggests that a limited and small-scale workforce planning exercise be carried out within CPI and particularly among those who have direct involvement in the TPL initiative (irrespective of contract status – permanent, seconded, temporary etc). This workforce planning exercise would involve an element of 'skills auditing' to assist in establishing and documenting in a systematic manner, the skills in evidence at present and to highlight any possible gaps in terms of future requirements. In other words, assist in an identification of training needs (ITN) internally.

Strong evidence was available to the Review Team of management and leadership skills, attributes and abilities being well-deployed at present 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. The need also to understanding how schools operate as professional learning communities is, and will continue to be, necessary among all involved including those who may be brought on board as the initiative expands. The same will apply to often understated or taken for granted attribute of a nuanced understanding of the professionalism teachers display in the context of their day-to-day work and how this can be supported and enhanced.

It is to be noted that the comments and suggestion being made here relate purely to the professional development of the leadership staff working in and with CPI itself, in order to assist CPI continue to lead and manage the TPL initiative to the necessary standard of excellence. One way of doing this would be to liaison with the Cyprus Academy of Public Administration (CAPA) as a practical step in the identification of specific options aimed at addressing the further development of this CPI capability (including leadership and management skills and attributes) identified as being essential for staff in and working with CPI in terms of the continuing success of TPL.

4:1:2 TPL as school-based, teacher-centred professional learning

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 a participating teacher perspective. However, some substantial differences were observed in the levels of support required for the action-research that underpins this mode of professional learning noted between primary and secondary participants. From the field visits and returns to the TA survey questionnaires, it has become clear that CPI faces a need to diversify the range of learning-approaches offered within the TPL to accommodate secondary schools in particular. If TPL is to service the full spectrum of teachers' professional learning needs then a range of 'pathways' to learning need to be developed which reflect not only the more discipline-based nature of second level teaching but also the contexts and expectations of the teachers in those schools. We suggest that the current arrangement with its strong dependency on an action-research model while valuable in the extreme to those who are 'reflection-ready' may not be sufficient on its own to support the learning of all teachers – particularly those on the secondary and VET side. In order to address this issue some changes in the way the CPI approaches its work with secondary schools must be considered. In order to address this, some changes to the structure of TPL at the school level seem essential.

One option – put forward in Section 3 – to address this is to reframe the action research / reflective practice modality of the initiative, so that it is introduced in a more incremental way to schools whose culture may not be as open to models of democratic, progressive, teacher-centred development as others. The assumption here is that the current model can be successfully adapted to suit the full range of school types and school contexts, system-wide. This may not be the case in reality. An alternative would be to return to first principles and see if models that better fit the practice cultures of the various school types can be identified, trialled, and customised to suit local and system requirements. Either way, the decision that CPI needs to make centres on broadening the range of options open to schools in regards to the mode of school-centred research they place at the heart of their work and how best this diversity of approach can be supported through existing and / or expanded CPI structures. This could – as suggested earlier – involve exploring alternative research approaches and their related practices such as the Practitioner Enquiry Approach (Donaldson, 2011) or the Quality Teaching Round Approach (Bowe and Gore, 2017). This second option would address the issue of reach within secondary and VET settings, where not all discipline bases are equally comfortable with an action research / reflective practice modality. It would also go some way towards offering a TPL modality that seems more suited to the challenge of working with smaller groups of teachers on a cluster or discipline basis while using an approach that may resonate better with their learning requirements and understandings of professional development. Other options are of course possible also. These models are not offered in any prescriptive way; the intention is simply to point towards the possibilities of taking, adapting and using such contemporary approaches to teachers' learning where appropriate as an alternative or complement to action-research in future TPL settings. The Study Team notes that TPL currently accommodates, in principle, the possibility of such alternative. However, we feel it needs more prominence and systematic support. The Study Team also affirms that these are decisions that best start from the needs of the schools and the teachers and the central importance of the school guiding the action approach selected.

4:1:3 The use of specialist input into TPL

One feature of the structures underpinning TPL that needs further thought relates to the use of specialists to support and advise on aspects of the initiative. As mentioned earlier, this is an area that requires careful consideration. In term of options, the following should be kept in mind:

Internationally, **Universities** – particularly those with a tradition and interest in teacher education and development – are frequently involved in supporting programmes of teachers' professional

learning – both as individuals and as members of university staff. In these instances, academics frequently play a very beneficial role in enabling teachers, Head Teachers and other practitioners to understand better the value that small-scale / practitioner research, can so add to the work of schools and the learning of the teachers themselves (cf Petersen and Treagust 2014; Furlong 2013; inter alia). This is already true to a point for TPL. However, by developing more extensive and wide-ranging links with university academics, the CPI could add additional opportunities for TPL Co-ordinators, CPI Supporters and participants themselves to greater research literacy and understandings. This in turn would over time help normalise practitioner research activities within the practice of teaching and leading at TPL schools. One clear avenue for progress here is to include university staff in any monitoring and advisory board /group set-up to to help plan and develop the future of the TPL initiative.

The **Teacher Unions** are another group with specialist interests and considerable potential to contribute to the development of the TPL. As noted earlier, the study team found the unions to be well-informed on the TPL and supportive in principle. We also note the presence and contribution of the unions to the work of the Scientific Committee that provided much of the impetus for the TPL. Our assessment here is that, as partners in the policy process, the unions could make a particularly meaningful contribution to arguments for more release time for TPL participants. Additionally, unions in other jurisdictions and at EU level have made valuable contributions to the definition of teachers' learning as both a professional responsibility and an entitlement (cf INTO 2014; ETUCE 2008). A similar advocacy role could be invited from teacher unions in Cyprus as well as an invitation offered to sit on any monitoring /advisory group that CPI as a Directorate of MOEC may form in relation to TPL.

The **MOEC Inspectorates** are a third grouping with considerable potential in relation to supporting and advocating for the TPL. As noted earlier, the Inspectorates expressed openness to considering closer involvement in the initiative. We see considerable potential here but also a significant difficulty. 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 in TPL: ordinary teachers within the initiative almost exclusively see the evaluation of teaching practices as the sole function of the Inspectorates. This was confirmed in both the school visits and in the focus groups. There is clearly a cultural dimension to this which would require a very considerable effort on the part of individual inspectors to overcome. Indeed, in terms of the professional reculturation involved,

the process would most probably require all the theoretical and applied elements that Hislop (2017) observes are necessary for meaningful CPD for Inspectors; seminars, workshops, peer observation, lectures, personal reading and study, as well as post-graduate academic research and placement with other inspectorates on exchanges. This would represent a significant and costly undertaking. Nevertheless, if a way to facilitate this can be found within the Ministry then there would be benefits, in our assessment, to both the Inspectorates and CPI. The Inspectorates would benefit in terms of developing a broader range of skills and practices that could add value to both their accountability and improvement functions, as well as to their professional capacity in the increasingly important area of what Hislop (2017) terms *collaborative and co-professional work with teachers, school leaders, and others in the school communities*. This aligns with developing inspectorial practice internationally (cf Ehren 2016; Hislop 2017; Ehren et al 2017). The CPI would benefit from having access to the Inspectors' knowledge of schools and school-level issues. This would provide valuable insight for formative TPL action projects, particularly for the secondary and VET sectors – an underdeveloped area currently within TPL. Additionally as with the other specialist groups, there are good arguments for including the MOEC Inspectorates in any TPL monitoring /advisory group that may emerge from this TA review.

4:2 Strengths and Shortcomings of TPL

Following our initial mapping-out of the TPL initiative's practices and activities in the school settings, the study team met with groups of Head teachers, TPL Co-ordinators, and CPI Supporters in order to identify strengths and shortcomings of TPL from the participant perspective. Interviews with Head Teachers / Directors, TPL Co-ordinators and groups of participating teachers at a number of school sites were used to supplement and complement this data. Short questionnaires to TPL Co-ordinators and TPL participants from across the first two years of its operation are also drawn on as part of this information exercise.[10]

Our conclusion 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 professional development thinking and practice, as discussed earlier. However, this conclusion is qualified by noting that the initiative has to date been markedly more successful in some settings than in others –

[10] n=28 and n=79 respectively; these are précised in the Annex.

principally in settings where strong school leadership has combined with genuine efforts to involve the school staff in decisions around the TPL topic and the development of the TPL action plan. This needs to be replicated more broadly within TPL. Additionally, TPL gains traction more readily in primary school settings – in part, the study team suggests, because of the predisposition of primary teachers towards the type of professional learning the initiative advances, but also in our estimate because of the ways on-location training is practicable and possible in primary settings that are not possible at secondary level and above. The difficulties involving in inter- and cross-disciplinary action at the later levels are formidable – both in terms of structuring release and also getting buy-in from TPL participants who often do not have the degree of exposure to educational theory and reflexivity that primary colleagues display.

There are options available to address these as the initiative moves forward. We suggest that fundamental to any progress must be a significant and serious effort to equalise the experience of TPL involvement among and between participating schools and to plan for the expansion of participation in the initiative in a way that maintains, and build on, the quality and consistency of present arrangements. There are a number of requirements to this:

First, ways need to be found to involve more of a TPL school's teaching staff in the design and implementation of the TPL action plan. The field visits raised a number of issues around the difficulty of doing this and the role that Head Teachers often play in determining the proposed school focus for action planning. However, conversations with the TPL Co-ordinators and returns to the participant teacher survey suggest that this may not always be ideal. On the other hand, two of the schools visited by the study team illustrated exemplary practice in regard to the constructive role teachers themselves can play at every stage of the TPL planning from deciding the action focus, to developing personal action-plans in collaboration with their TPL Coordinators and CPI Supporters. What made this so effective was the sense of ownership of the process that resulted – a point recognised by the Head Teachers concerned. One option here could be to introduce discussions on the nature and value of distributed leadership at TPL seminars for Head Teachers as part of the next cycle of TPL support seminars and workshops. Alternatively, this practice can be build more strongly into the supporting materials used when schools begin their TPL activity. These could be made available through TPL Coordinators or the on-line TPL portal or both.

Second, more systematic pre-initiative training needs to be made available to candidate schools for the TPL initiative – and particularly to potential TPL Co-ordinators and Head Teachers. One option here would be to design and develop a pre-initiative package of information, training, and

support – taking as a start point the existing work in this area of the CPI. This could address both the practicalities of becoming a TPL school as well as an introduction to its formative nature and developmental intentions. In this way schools would have a pathway to TPL and the CPI could modulate its engagement with the candidate schools as resources allow. This would address concerns for more systematic pre-initiative training, and more democratic involvement at the school level. Supplementing this, Head Teacher specific training on TPL and its methodologies could be developed and interactive learning networks – both formal and informal – encouraged among existing TPL schools in ways that allow them to 'bring in' new participants as these schools are ready to take part in the TPL.

Third, there is a need to widen the networking aspects of the initiative so that is it is easier for schools, individual practitioners, and groups of teachers to reach out to each other – especially through a more open and interactive TPL on-line presence. This issue was raised frequently during the focus-group conversations and also at one of the visit-sites in particular where a group of predominantly younger teachers expressed a clear vision of how such a portal could operate, and how it would support them not only as staff at a specific school but also make possible communication and materials exchange with colleagues dealing with similar teaching challenges and issues. In order to meet this challenge, the CPI will need to revisit its existing on-line arrangements and consider how these can best be expanded to accommodate the more interactive type of on-line TPL community. There are a number of models for such a development ranging from the less formal 'local' type of web-presences that many subject associations run for their members in various EU countries[11] to the more European-level but no less effective teacher communities that flourish on platforms such as the EUN eTwinning TwinSpace.[12] Many of these operate as 'blended' communities incorporating both real-world and digital-world aspects. Others are wholly online. What they have in common is an ability to bring practicing teachers together in learning settings that foster collective identity and shared purpose along with opportunities for sharing knowledge, expertise, and teaching / learning experiences.

Fourth, more thought needs to be given to how the professional learning of all participants can be captured, shared, and celebrated at school level in the first instance and then beyond. The annual TPL conference offers some opportunities for this type of activity. However, the study team noted during school-visits and again during the various focus groups and conversations

[11] See the digital community of teachers of English in Ireland; http://www.inote.ie/ or http://www.teachmeet.scot for a more informal, cross phase, and interdisciplinary example.
[12] See http://www.etwinning.net

hosted at CPI during our field mission, an interest among TPL participants in celebrating the achievements that their projects represent at school and community level – several talked not only about the encouragement and confidence it gave them professionally, but also about how showcasing the results of their TPL projects helped them reach out into their local community in ways that both they, as teachers, and their students enjoyed. This raises a question about whether the achievements of the teachers and of the schools is adequately recognised for the quality of the teachers' learning involved and its impacts in their local setting. Developing a TPL Quality Mark system would seem to be a useful to address this. Such a quality award scheme would offer concrete recognition for teachers and schools of the high level of their action plan projects. Typically, such schemes address issues such as curricular integration, pedagogical innovation, communication to the wider world, quality of planning, documentation, and impact.[13] A feature of many such schemes is their open nature; a school identifies what needs to be done to reach a specific quality target, plans for it, and then applies for recognition when it is ready to do on, on its own terms. In such settings, not only is quality teaching being recognized among peers, but it is also being recognized publicly at the level of the school as a learning organisation. While it is the school which receives the Award, it can best reach the standard required by supporting teachers on their personal and collective learning journeys through a project such as TPL.

Finally, we suggest 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. At the moment there are healthy variations on these roles which reflect individual investment of time and effort and contain many elements of good practice typically acquired through CPI provided training. However, as the TPL initiative grows there is a possibility that these practices could become too divergent. 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 somehow captured and organised into a learning programme for future colleagues taking on these roles. On a connected issue, CPI should consider how best to recruit to these positions as appropriate to the revised scale of expansion, and to build systematic training offerings around this recruitment. This is likely to be resource intensive but should be seen as an essential step under this option.

[13] See, for instance, the Leargás Quality Mark which is highly prized in Irish schools; http://www.leargas.ie/wp-content/uploads/2015/08/eTwinning-National-Quality-Label.pdf

4:3 TPL as a means of building teachers' knowledge

Part of the study team's preparatory work ahead of the TA mission element of the project involved reading in the literature of leading-edge, international practices regarding: the development of teachers' professional knowledge, school-based and school-centred professional development activity, reflection for professional learning purposes, and the rapidly changing nature of participant and action research in support of teachers' learning. This is detailed in Section 3 above.

We note that much of the practice and procedure that characterise the TPL initiative draw from this literature and that CPI has put time and effort into localising such concepts and ideas as 'self-study', 'inquiry-led development', and 'project based learning' so that they fit better with the requirement of supporting teachers' professional learning across the Cypriot education system. The position of the study team is that this localisation has been largely successful.

The value to teachers of practitioner inquiry / research is widely recognised internationally. As noted earlier, Scotland has built much of its reputation for teacher development on this concept. As GTC Scotland note practitioner inquiry is at its best when undertaken within the practitioners own practice context and in collaboration with others. Within such collaborative enquiry projects, the group shares a common research question which each participant can investigate through different lenses, if necessary, to enhance knowledge creation and sharing within the group and beyond. As such, evaluation of learning impacts and reflexivity are seen as fundamental elements of practitioner inquiry if it is to have impact on the practitioners' learning and ultimately on the student experience at the school. TPL embraces this philosophy.

The study team's visits to TPL schools and indications from the follow-up surveys provide evidence of TPL activity creating spaces for deeper thought on pedagogical practices within a structured research framework and within reasonable timeframes. We noted that the nature of the TPL action-projects allowed teachers to set aside time for 'formal' conversations on their progress and challenges and while the initial intention of many projects to run with an academic cycle was often revised to allow further engagement, building on success, most from the first wave were reported to be closed-off successfully by the schools and often celebrated subsequently with an open event for parents and the community generally.

We also noted that the more successful TPL projects allowed participants to connect their current pedagogical practices more meaningfully to better theoretical understandings of why and how teachers and their students do certain things well, and other less so. The secondary schools

visited by the study team were particularly notable in this regard. This exemplifies a movement at TPL schools towards meaningful, recontextualisation *by the teachers themselves* of their work in ways that better meet the needs of their students. The self-efficacy that we observed in these situations is a hallmark of good teacher professional development. It indicates growing professional confidence and an increased ability / willingness on the part of the teachers of what is possible and how it might be pursued in professional learning terms.

In sum; 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. The study team observed first hand on school visits how the TPL action-project structures enabled shared discussion among teachers – involving colleagues and Head Teachers. These impressions were substantiated by evidence from the focus groups and the follow-up surveys. This broadening of the range of professional / learning conversations is a strength of the initiative.

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. And while we note that it is envisaged by CPI that less external support will be required as school developed their skills in TPL, the uncertainty created by questions of who will be on staff year-on-year add an unpredictability that needs to be factored into future planning. A well-maintained, open, interactive, on-line presence may go some way towards addressing this specific issue. Action should in the study team's view also be considered in relation to publishing and celebrating the achievements of schools within the TPL in a more systematic way; ideally through a quality award scheme, as discussed above at Sec 4:2.

4:4 Policy work for Sustaining and Improving the TPL

An aspect of the TA work involved desk-research into leading-edge policy work regarding Pedagogical Knowledge and the Changing Nature of the Teaching Profession in the EU. The need for attention to this area was confirmed over the course of the TA field-visit. 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 effective. However, we also noted that the CPI's policy leadership on TPL does not meet with the approval of some elements of the MOEC where aspects of initiative are

constructed as potentially problematic to their mission and administrative responsibilities within the education system.

There is an issue to be resolved here over policy responsibilities and the contributions that multiple parties in a shared enterprise can bring to the process and *how these can best be brokered*. However, two points can usefully be made: first, Cyprus is currently living through a time of post-austerity which, arguably, continues to redefine much of the value base, the institutional arrangements, and the practical processes involved in its education system. Second, effective policy making in such a context is inordinately complex. Indeed, public policy making has become exponentially more complex and multi-faceted in the present increasingly globalised context marked by policy-borrowing, policy-exchange and policy-diffusion. What the study team observed in terms of competing policy perspectives is not unusual in a system seeking to negotiate major changes in a tight timeframe, especially one unused to fast-tempo reform.

Essentially, Cypriot policy makers are wrestling simultaneously with both challenging local conditions (such as primary teacher action in Cyprus) and what commentators such as Darling-Hammond and Lieberman (2012) and Sahlberg (2014) have identify as 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. Tensions between proper partners in a policy making action are not therefore too surprising. However, they can be damaging and limiting to the overall impact of an initiative; TPL is no exception.

One option to address such tension is to start with lessons learnt from successful policy-led initiatives in fractious and contested settings – such as Flanders or Northern Ireland. This very quickly surfaces a key quality of such policy making in such settings; it is frequently *deliberative* (Reuchamps and Suiter, 2015) and focuses on *policy-learning* (Cairney 2013). That is, it shows concern with improving collective decision-making by emphasising the right, the opportunity, and the capacity of those subject to a collective policy decision to participate in consequential deliberation about that decision, and access to the information – both local and extraneous needed to make better policy and do better policy-work.

Clearly, there is a strong history of policy work in MOEC and a repository of expertise exists within the Ministry and the CPI in this regard. We note both the political and education policy contexts that need to be navigated by the CPI when enacting the options that will move the TPL forward. It is the assessment of the study team that while the processes of policy making and policy action within the MOEC and CPI are strong, there is an opportunity for further work in this area, given

the need to not only advance the TPL agenda but to mesh it into the broader developments proposed as the MOEC moves to realise further elements of its Strategic Plan for 2016-2018, and beyond. We note the opportunity to build-out on the learnings from the TPL in order to position professional learning at the heart of the entire quality process across the education sector and the potential for TPL to act as an umbrella-type framework under which otherwise isolated / small-scale initiatives can be better pursued.

Unfortunately, education policy making is not widely regarded in the literature as being effective in terms of driving reform. As Cerna (2013) has argued education policy is often characterised by an untheoretical approach based on 'what works'. Mulgan (2003) goes so far as to describe the field of education policy making as 'chaotic and in flux' and suggests that in such settings systematic comparisons are essential to improvement, but need to be more like explorations which provide insights.

The type of policy-thinking necessary for this more theorised and comparativist work is difficult if not impossible to develop without outside guidance and support. It is termed *policy learning* in the literature. As Cairney (2013) notes 'policy learning' describes the use of knowledge based on information regarding the current problem, lessons from the past or lessons from the experience of others to inform policy decisions. The process of doing this effectively is not intuitive however and must be studied (Hartlapp 2009; OECD 2008; Cerna 2013).

There is a strong argument to be made for CPI and 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.

In addition, it would be advisable to build more opportunities for consultative processes across the life-course of the TPL initiative. For instance, it could be useful to have a forum within which to review the changing context of teachers' work in Cyprus when implementing the next iteration of TPL and especially the local factors (such as continuing union action) that are likely to influence future activity in relation to the initiative as a policy-driven initiative. At the very least this could ensure a more collective assessment of policy making outcomes before further stages of the TPL initiative are entered. Such a forum could also act as a focal point for dialogue and the sharing of ideas relating to the nature and progress of TPL.

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.

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Appendix A List of Meetings

SCOPING MISSION MEETINGS

CYPRUS PEDAGOGICAL INSTITUTE; mission, programmes and the TPL initiative
Wednesday, 9th of November 2016, 8:30-10:00

Director, Cyprus Pedagogical Institute (CPI), Dr Athena Michaelidou

First Education Officer, CPI, Dr Elena Hadjikakou

Head of In-service Teacher Training Department, CPI, Dr Pavlina Hadjitheodoulou

Tutor, TPL initiative Training Support, Ms Maria Pitizioli

THE TPL INITIATIVE AND CPI; support and training structures and arrangements
Wednesday, 9th of November 2016, 1030-12:00

Head of In-service Teacher Training Department, CPI, Dr Pavlina Hadjitheodoulou

First Education Officer, CPI, Dr Elena Hadjikakou

Tutors, TPL initiative: Ms Maria Pitizioli, Dr Efi Paparistodemou, Ms Christina Stavrou

THE TPL INITIATIVE AND CPI; experiences from the first year of the initiative
Wednesday, 9th of November 2016, 12:30-14:00

Head of In-service Teacher Training Department, CPI, Dr Pavlina Hadjitheodoulou

First Education Officer, CPI, Dr Elena Hadjikakou

Head Teachers / Deputy Head Teachers, TPL initiative Schools:

- Dr Georgia Pashiardis (primary school)
- Mr Efstathios Vasilas (primary school)
- Dr Pepi Michaelidou (secondary school)
- Mrs Elena Anastasiadi (secondary school)

THE MINISTRY OF EDUCATON AND CULTURE, CYPRUS, AND THE TPL INITIATIVE;
Ministry and Department perspectives
Thursday, 10th of November 2016, 09.00-11:30

1: Meeting with representatives of the MOEC Departments of Education (Primary, Secondary and Technical/Vocational Education) and Members of the MOEC Inspectorate.

2: Meeting with Ms. Egly Pantelakis, Permanent Secretary for Education and Culture, MOEC, Republic of Cyprus.

3: Meeting with The Honourable Prof Costas Kadis, Minister of Education and Culture, Republic of Cyprus.

THE CYPRUS TEACHER UNIONS; perspectives on CPD and the TPL initiative
Thursday, 10th of November 2016, 12.00-13:30

Meeting with representatives of the Teachers' Unions

MISSION WRAP-UP; review and response to emergent issues
Thursday, 10th of November 2016, 13.30-15:00

Wrap-up meeting with Director, Cyprus Pedagogical Institute (CPI), Dr Athena Michaelidou, First Education Officer, CPI, Dr Elena Hadjikakou, and Head of In-service Teacher Training Department, Dr Pavlina Hadjitheodoulou.

MAIN MISSION MEETINGS

IPA / SRSS EU TECHNICAL ASSISTANCE MISSION; Kick-off meeting with CPI Senior Staff
Monday, 27th of March 2017, 09:00-10:30

Director, Cyprus Pedagogical Institute (CPI), Dr Athena Michaelidou

First Education Officer, CPI, Dr Elena Hadjikakou

Head of In-service Teacher Education Department, CPI, Dr Pavlina Hadjitheodoulou

CPI SUPPORTS TO THE TPL INITIATIVE; supporters, trainers and e-platform
Monday, 27th of March 2017, 11:00-12:30

Meeting with CPI staff (TPL Supporters and trainers):

- Pavlina Hadjitheodoulou, Head of the In-service Teacher Education
- Elena Christofidou TPL – trainer
- Giorgos Tsalakos TPL – trainer
- Andreas Georgoudis TPL – trainer
- Panagiotis Petrides TPL – trainer
- Efi Paparistodemou TPL – trainer
- Christina Stavrou TPL – trainer
- Kalipso Apergi TPL – trainer
- Despo Kyprianou TPL– trainer
- Daphne Nicolaidou TPL – trainer
- Panagiotis Savva TPL– trainer
- Marilena Pantziara TPL – trainer
- Tonia Spyropoulou TPL – trainer
- Elena Papamichael TPL – trainer
- Maria Pitzioli TPL – trainer
- Maria Eracleous TPL – trainer

Meeting with CPI staff (responsible for the PL – e-Platform)

- Pavlina Hadjitheodoulou, Head of In-service Teacher Education
- Christina Stavrou , TPL – trainer
- Efi Paparistodemou ,TPL – trainer
- Maria Pitzioli, TPL – trainer
- Maria Eracleous, TPL – trainer

MOEC SCIENTIFIC COMMITTEE; authors of Report proposing TPL initiative
Monday, 27th of March 2017, 13:00-14:30

- Prof Michalinos Zembylas, Chair of the Committee, Professor at the Open University of Cyprus
- Ms Froso Tofaridou, Member of the Committee, Chief Education Officer at Secondary Education, MOEC
- Dr Elena Hadjikakou Member of the Committee, Chief Education Officer at CPI
- Dr Pavlina Hadjitheodoulou, Member of the Committee, Head of the In-service Education at CPI

TPL SCHOOL HEADS; meeting with Head Teachers and Directors from TPL schools [TA 1]
Tuesday, 28th of March 2017, 11:00-12:30

Meeting with Head Teachers:

- Pashiardis Georgia
- Christopoulou Fotini
- Kameri Nefi
- Vasilas Stathis
- Mallikidou-Dimitriou Aphrodite
- Georgiou Maria
- Koutsofta Chrystalla
- Zantiras Christos
- Chapeli Maria

TPL CO-ORDINATORS; meeting with Co-Ordinators from TPL schools [TA 2]
Tuesday, 28th of March 2017, 11:00-14:30

TPL Co-Ordinators Present:

- Dimitriou Stelia
- Frangou Litsa
- Seleari Elena
- Vladimirou Despoina
- Neophytou Evanthia
- Pieridou Andromachi
- Papamichael Elena
- Vasileiou Agathi
- Yiallouridou Antri
- Savvidou Kyriaki
- Loizou Maria
- Piponidou Eftychia

- Hadjipanayi Androulla
- Strati Katerina
- Mbaitelman Andreani
- Rousou Poly
- Megalemos Yiannis
- Michael Nicos

Other school-level participants (translating/ assisting etc.):

- Nicolaou Dimitris
- Amvrosiou Salomi
- Morfi Maria
- Georgiou Maria
- Constantinidou Maria
- Philippou Dimitris
- Damianou Andreas

THE CYPRUS TEACHER UNIONS; official perspectives on the TPL initiative [TA1]
Wednesday, 29th of March 2017, 08:30-10:30

Meeting with representatives of the OELMEK and OLTEK Teachers' Unions; sidebar meeting with POED.

OTHER MOEC DIRECTORATES' POSITION ON TPL; meeting with Inspectors and Education Officers of the Ministry of Education and Culture (MOEC)
Wednesday, 29th of March 2017, 13:00-14:30

- Mr Elias Margadjis, Director VET, MOEC
- Ms Eleni Karnou, Inspector General of Secondary Education, MOEC
- Ms Sophie Ioannou Georgiou, Inspector General of Primary Education, MOEC
- Mr Yiannis Ioannou, Educational Planning Officer, Secondary Education, MOEC
- Mr Theodoros Theodorou, Permanent Secretary's Office, MOEC / SRSS Contact Point.

CONFIRMATORY SESSION; review of study visit and validation of methodology
Thursday, 30th of March 2017, 13:30-15:00

Meeting with CPI staff (responsible for overall PL activity at CPI)

- Dr Athena Michaelidou, Director, CPI
- Dr Elena Hadjikakou, First Education Officer, CPI
- Dr Pavlina Hadjitheodoulou, Head of In-service Teacher Education
- Christina Stavrou , TPL – trainer
- Efi Paparistodemou ,TPL – trainer

- Maria Pitzioli, TPL – trainer
- Maria Eracleous, TPL – trainer

TA CLOSE-OUT MEETING; CPI and IPA / SRSS TA Study Team
Friday, 31th of March 2017, 12:30-14:00

- Dr Athena Michaelidou, Director, CPI
- Dr Elena Hadjikakou, First Education Officer, CPI

MAIN MISSION SCHOOL VISITS

TPL SCHOOL VISITS; official site visits to observe TPL activity / receive Action Plan briefings [TA1 & TA 2]

Ayios Demetrios Primary School (Nicosia); Pashiardes Georgia (Head, Coordinator), Antoniou Evi & Solomou Koula (teachers). **[TA1]** Tuesday, 28th of March 2017, 08.00-10:00

Makedonitissa Gymnasium (Nicosia); Zantiras Christos (Head), Vasileiou Agathi (Coordinator), Konstantinou Tasos & Ioannidou Andri (teachers). **[TA2]** Tuesday, 28th of March 2017, 08.00-10:00

Stavros Primary School (Nicosia); Vasilas Stathis (Head), Seleari Elena (coordinator), included meeting with full-staff for 40mins. **[TA2]** Wednesday, 29th of March 2017, 08.00-10:00

Laniteio Lyceum (Limassol); Iosifides George (Head), Loizou Maria (Coordinator), Pafiti Marianna & Christodoulou Yiota (teachers).). **[TA 1 & TA2]** Thursday, 30th of March 2017, 08.00-10:00

Nicosia Technical School A (Nicosia); Giannakas Polys (Head), Michael Nicos (Coordinator), Loukaides Costas (teacher). **[TA 1 & TA2]** Friday, 31st of March 2017, 08.00-11:00

Appendix B Main Mission; Final Programme

IPA / SRSS (EC) Technical Assistance Mission

Arrival Sunday 26 March 2017			
Monday 27/3/17		**Participants**	**Location**
9:00 – 10:30	Kick off meeting	CPI Director and senior staff	CPI
11:00 – 12:30	**CPI visit 1; 2 x teams** TA 1: Meeting with CPI staff (TPL Supporters and trainers) TA 2: Meeting with CPI staff (responsible for the PL – e-Platform)	CPI staff	CPI
12:00 – 12:15	COFFEE		
13:00 – 14:00	Meeting with members of the Scientific Committee	Members of the scientific committee [7 invites]	CPI
Tuesday 28/3/17			
8:00 – 10:00	**Schools visits; 2 x teams** TA 1: School 1	School staff	School 1
	TA 2: School 2 [Each team to speak with; Head Teacher for 30 mins, TPL Co-ordinator for 30mins, and 1 hour with participating / recently completed teachers.]	School staff	School 2
11:30 – 12:45 (parallel)	TA 1: Meeting with school heads	School heads [25 invites]	CPI
	TA 2: Meeting with school coordinators	School coordinators [25 invites]	CPI
12:45 – 13:00	Coffee & Review ahead of Full cohort meeting		
13:30-14:30	TA 1 & 2: Meeting with the full cohort (school Heads, school TPL Co-ordinators, CPI staff)	School heads & school TPL coordinators [as above], CPI Supporters [8 invites]	CPI
Wednesday 29/3/17			
8:00 – 10:00	TA 1: School visit 3 [Team to speak with; Head Teacher for 30 mins, TPL Co-ordinator for 30mins, and 1 hour with participating / recently completed teachers.]	School staff	School 3
	TA 2: Meeting with Teacher Union representatives - Formal meeting with secondary and VET [MOEC]	TPL connected Teacher Union representatives	MOEC

08:30 Meeting with Union Representatives	- Informal meeting with primary [Location to be arranged]		
10:00 – 12:00	TA 1 & 2: Preliminary Review of data from school visits. [MOEC]		
12:00 – 13:00	LUNCH		
13:00 – 14:30	TA 1 & 2: Meeting with Inspectors and Education Officers of the Ministry of Education and Culture (MOEC)	Inspectors and Education Officers of the MOEC	MOEC
Thursday 30/3/2017			
8:00 – 10:00	TA 1 & 2: School visit 4 (outside Nicosia) [Team to speak with; Head Teacher for 30 mins, TPL Co-ordinator for 30mins, and 1 hour with participating / recently completed teachers.]	School staff	School 4
10:00 – 13:00	TRAVEL & TEAM REVIEW OF SCHOOL VISITS [CPI]	Full IPA Team	CPI
13:30 – 14:30	TA 1 & 2: Meeting with the Director and CPI staff (responsible for the PL)	Director and CPI staff	CPI
Friday 31/3/2017			
8:00 – 10:00	TA 1 & 2: School visit 5 (VET) [Team to speak with Head Teacher for 30 mins, TPL Co-ordinator for 30mins, and 1 hour with participating / recently completed teachers.]	School staff	School 5
10:30 – 11:30	Discussion with CPI Director and senior staff regarding closing-out timeframe and the TPL initiative Report	CPI Director and senior staff	CPI
11:30 – 13:00	TA team Review of Field Visit & Collected Data Sets	Full IPA Team	CPI
13:00 – 13:30	LUNCH		CPI
13:30 – 14:30	Close-out of Field Visit	CPI Director and senior staff	CPI
Departure, Saturday 1 April 2017			

Appendix C IPA Technical Assistance Study Team:

Project Management

Mr James Connington is a Lecturer in the Whitaker School of Government & Management at the IPA. He has been with IPA since 1997. He has played a key role as part of the IPA Training and Consultancy team, involved in the design and delivery of training, learning and development programmes for the public sector, private sector and major voluntary bodies in Ireland and internationally. His international project work has included public sector HRM reform & education projects in Cyprus, Greece, Slovenia, Turkey, Lesotho and Seychelles as well as significant work in the Western Balkans region (including FYR Macedonia and Croatia along with a number of training and workshop interventions at ReSPA in Danilovgrad, Montenegro.) From December 2014 to December 2015 and between December 2015 and April 2016 he was responsible for project coordination and management on multifaceted public service reform project: Functional Reviews of three Ministries of the Government of Cyprus under Phase II of "Cyprus: Public Administration Reform - Strengthening the Efficiency of the Public Sector". In addition, he played both a project co-ordinating/management and a HR expert role in related reviews of the PAPD (Public Administration and Personnel Department, and PSC (Public Service Commission), Nicosia, Cyprus. His more recent project work has also included public sector reform initiatives in both Albania (for *l'Ecole National d'Administration* - ENA, France) and in Greece at the Ministry of Administrative Reform (MAR / EG) with Expertise France/Adetef – part of the French Ministry of Finance.

Education Experts

Dr Conor Galvin is the Lead Education Expert on the project and an IPA Associate Consultant. He is a Lecturer & Researcher at UCD Dublin where he works on various education, public policy, and research methods programmes. His research interests include policy networks, professional knowledge, innovation transfer, and the impact of new and emergent technology on learning and society. He is outgoing Director of Graduate Studies at UCD College of Social Sciences & Law and is currently President of the Education Studies Association of Ireland and a Council member of the European Educational Research Association. He has been an evaluator on a number of EU actions and National Delegate (Ireland) to a OECD summit on the Information Society & Education. He is a graduate of the University of Kent at Canterbury and the University of Cambridge.

Dr Deirbhile NicCraith is Director of Education & Research and Assistant General Secretary of the Irish National Teachers Organisation (INTO) which is the largest teachers' trade union in Ireland. Dr NicCraith previously served as Equality Officer and as secretary to the INTO Equality and Education Committees. Her research interests include primary education issues and policy, curriculum and assessment, special education, social inclusion, and teachers' professional education. She represents the INTO on a number of external education bodies including the National Council for Curriculum & Assessment (Ireland), The Teaching Council (Ireland), and the Standing Committee of Heads of Education and Teacher Unions, Ireland. Dr NicCraith is a graduate of St Patrick's College, Dublin, and University College Dublin, and is an IPA Associate Consultant.

Dr Celine Healy is a Lecturer & Researcher at Maynooth University, The National University of Ireland, where she teaches on the Professional Masters in Education, the Masters in Education, and PhD in Education programmes. She has extensive experience in initial teacher education, in newly qualified teacher education, and in the continuing professional development of teachers. Dr Healy has a keen understanding of the realities of teachers learning practices and professional development. Her research interests include language teaching and learning, active teaching and learning approaches, creativity in the classroom, Drama in Education, and teachers' knowledge. She is a graduate of the University College Dublin and Trinity College Dublin and an IPA Associate Consultant.

Ms Elena Revyakina is a Doctoral Researcher at UCD and a practicing teacher of Modern Languages at a prestigious secondary school in Ireland. She is a graduate of Moscow State Linguistic University with a Specialisation in Semantics, and of The National University of Ireland, where she won Doctoral Support for her Master's thesis. Ms Revyakina is currently studying and researching reform in regards to teacher education policy in the Russian Federation, 1995 to date. Her research interests and teaching also include Teachers' Continuous Professional Development, Education Policy & Policy action, On-line Personal Learning Networks, ICT in Education, Digital Literacy, and Language Learning & Acquisition.

Appendix D Extract from Terms of Reference (TOR) for IPA /SRSS (EC) Technical Assistance

1: COMPONENTS & OUTPUTS

The main deliverable of the technical assistance is a comprehensive evaluation Report that will assess the Teachers' Professional Learning (TPL) initiative led by the Cyprus Pedagogical institute (CPI), including the structures of the CPI in relation to this initiative, as well as provide recommendations for further improvements on the initiative.

Intermediary outputs leading to the delivery of the final study and the presentation of its findings to the Cypriot Authorities are: (1) an interim paper to be delivered for comment and feedback subsequent to the field mission. This will be framed around the key findings from the mission regarding the school-site, CPI-side, and policy context of the TPL – the latter to include commentary on Ministry, Inspectorate and third party / other stakeholder investments in the pilot phase and the current iteration of the initiative, and (2) a Draft Report extending the analysis of field mission data and incorporating responses from all relevant stakeholders to the interim paper. This will form the basis for closing discussions with both CPI and MOEC prior to the final evaluation Report being delivered.

The technical assistance in question will incorporate the following components:

COMPONENT 1:1

CONCEPT: An analysis of the structures and role of CPI in relation to the TPL initiative, including its allocation of resources and functions within the pilot stage, in order to make recommendations on how this may need to change for CPI to effectively fulfil its central role in any significant scaling-up of this initiative. While not addressing specific staff numbers, the analysis would comment on overall resourcing and skills needs and make general recommendations on the organisational structure and resources to effectively fulfil its role in relation to the TPL initiative.

APPROACH: Desk research – drawing in particular on key policy and conceptual documentation that guided the original introduction of the TPL – will provided a basis for intensive discussions and fact-finding during the field mission. IN relation to this Component, members of the IPA team will meet and interact with CPI personnel involved directly and indirectly with the TPL pilot and its current extension. Where possible, and as opportunity allows, these conversations will take place within the scope of related, on-going CPI training and support events at CPI or regionally. The constituency will include 'critical friends' working with CPI in relation to the initiative. It is envisaged that interview, focus group and short questionnaire formats will be used to harvest this data set.

COMPONENT 1:2

CONCEPT: A critical examination of aspects of the TPL pilot programme in order to identify strengths and any shortcomings of TPL, as experienced by the schools involved in the early implementation.

APPROACH: As mentioned above, desk research will provided a basis for intensive discussions and fact-finding during the field mission. In relation to this Component, members of the IPA team will meet and interact in particular with Headteachers and school-based facilitators, in their schools where possible. Interview and short questionnaire formats will be used to harvest this data set. Opportunistic interaction with pilot-study participants will augment the data.

COMPONENT 1:3

CONCEPT: An evaluation of the current practices/methods of the CPI set against leading-edge international practices regarding the development of teachers' professional knowledge.

APPROACH: A number of fundamentals define the nature of the TPL and set it apart from other forms of school development and teacher CPD. These include in-school facilitation, the deliberate construction of teacher learning networks, and 'critical friend' support arrangements provided through CPI. Data on the nature, detail and perceived impacts of this new approach will be gathered during the field mission. Subsequently, these will be compared with the reported impacts and practices of policy-led initiatives in teacher knowledge and professional development, and in particular across the EU. This will be a desk-based exercise in support of both the interim and final evaluation Reports.

COMPONENT 1:4

CONCEPT: Identification and examination of selected policy options for further sustainable and robust improvements of the TPL at both the school and CPI level, in order to allow recommendations for future action in this regard.

APPROACH: This Component will consist of desk-research into leading-edge policy work regarding Pedagogical Knowledge and the Changing Nature of the Teaching Profession, specifically as this relates to the development of such knowledge, and available research publications on the impacts and practices of policy-led initiatives more widely across the EU. The emphasis within this work will be on identifying possible policy exemplars that may inform the Cyprus setting and policy context.

COMPONENT 1:5

CONCEPT: A review of policy learning processes and procedures involving both CPI and MOEC, with the intention of identifying strengths while also alerting both to possible ways to strengthen their capacities for policy making and policy analysts in relation to teachers' professional learning and within any future scaling / expansion of the TPL initiative. This component will focus on exploring how to shift from small-scale pilots to intervention practices which may ensure lasting sustainable development achievements and particularly the need for appropriate linkage to centres of policy excellence and co-ordination of opportunity to participate in such high-level policy learning activities.

APPROACH: Using data from the field-mission to identify possible areas of capacity building for policy-action, an opportunity review will identify programmes of policy education at EU and transnational levels that may be of benefit to policy professionals in the MOEC and CPI. The principal output will be a section of the draft and of the final report/study relating to the affordances of such policy education and any relevant opportunities – both formal and informal – identified.

[Extracted from ToR IPA /SRSS (EC) Technical Assistance Study of the Teachers' Professional Learning Initiative (TPL) in support of Cyprus Pedagogical Institute (CPI), a Directorate of the Ministry of Education and Culture.]

Appendix E Précis of Returns to Co-ordinators' Survey; data set

For purposes of illustration only

CPI Teachers' Professional Learning (TPL) initiative: Co-ordinators' Survey

29 responses

SUMMARY DATA

1: Number of years teaching (18 responses)

30241 (3.6%)1 (3.6%)2 (7.1%)2 (7.1%)1 (3.6%)1 (3.6%)2 (7.1%)2 (7.1%)1 (3.6%)1 (3.6%)4 (14.3%)4 (14.3%)2 (7.1%)2 (7.1%)1 (3.6%)1 (3.6%)1 (3.6%)1 (3.6%)1 (3.6%)1 (3.6%)1 (3.6%)1 (3.6%)1 (3.6%)1 (3.6%)

Value	Count
3	1
21	2
22	1
23	2
24	1
25	4
26	2
28	1
30	1
31	1
35	1
38	1

2: Gender (27 responses)

Female Male Prefer not to say 18.5% 81.5%

Female	22
Male	5
Prefer not to say	0

3: Highest academic qualification (26 responses)

Bachelors Masters PhD 15.4% 53.8% 30.8%

Bachelors	8
Masters	14
PhD	4

4: Previous projects; Before becoming a TPL site, had your school any involvement in EU projects (such as Erasmus):(26 responses)

Yes No 34.6% 65.4%

Yes	17
No	9

5: Previous projects; Before becoming a TPL site, had your school any involvement in Research Projects (with CPI, university in Cyprus, others):(26 responses)

Yes No 34.6% 65.4%

Yes	17
No	9

6: School type where you currently work (26 responses)

Pre-Primary Primary Secondary VET 57.7% 38.5%

Pre-Primary	1
Primary	10
Secondary	15
VET	0

Reflections on Training in support of TPL

7: I would describe the overall quality of CPI seminars supporting the TPL project as:(28 responses)

Very PoorPoorNeutralGoodVery GoodDid not Participate46.4%35.7%

Very Poor	0
Poor	1
Neutral	3
Good	10
Very Good	13
Did not Participate	1

8: For our TPL activity, I would describe the overall quality of our "CPI supporter / critical friend" as: (26 responses)

Very PoorPoorNeutralGoodVery Good7.7%73.1%19.2%

Very Poor	0
Poor	0
Neutral	2
Good	5
Very Good	19

9: The teachers in this school are supportive of FORMAL professional development activities. (eg masters, diploma etc.)(25 responses)

Not at allA littleVery Much52%44%

Not at all	1
A little	11
Very Much	13

10: The teachers in this school are supportive of GENERAL professional development activities. (eg seminars, conferences, etc.)(26 responses)

Not at allA littleVery Much69.2%30.8%

Not at all	0
A little	8
Very Much	18

11: The TPL activity in our school was:(27 responses)

Very-well related to theneeds we identified throughTPL needs-analysisMostly related to the needswe identified through TPLneeds-analysisNot well connected to theidentified needs22.2%74.1%

Very-well related to the needs we identified through TPL needs-analysis	20
Mostly related to the needs we identified through TPL needs-analysis	6
Not well connected to the identified needs	1

12: I have enough release-time to coordinate TPL activity in our school:(26 responses)

I agree totally that therelease-time allowed issufficientIt is possible but difficult toCoordinate TPL activitieswithin the release-timeallowed.No; more release-time isessential42.3%53.8%

I agree totally that the release-time allowed is sufficient	1
It is possible but difficult to Coordinate TPL activities within the release-time allowed.	14
No; more release-time is essential	11

13a: Our "CPI Supporter / Critical Friend" was:(27 responses)

EssentialUsually helpfulNot much help29.6%66.7%

Essential	18
Usually helpful	8
Not much help	1

13b: If you have time, can you please give one or two SHORT examples of how your CPI Supporter / critical friend helped your TPL work?(18 responses)

[REDACTED]

Benefits from the TPL

14: Have the teachers who were/ are involved in TPL in your school generally become more "Reflective" about their practice?(28 responses)

YesNo92.9%

Yes	26
No	2

15: Have the teachers involved in TPL in your school benefited from the TPL experience (in terms of building new pedagogical skills) ?(26 responses)

Most haveSome haveNo; not really34.6%61.5%

Most have	16
Some have	9
No; not really	1

16a: Do you think TPL could be developed to become a significant part of teachers' professional learning practice in schools like yours across Cyprus?(27 responses)

YesNo96.3%

Yes	26
No	1

16b: What would you see as the biggest challenges to making TPL available to every teacher in Cyprus?(20 responses)

[REDACTED]

Final Section

The professional standards of Cypriot teachers are high:(27 responses)

123450510152 (7.4%)2 (7.4%)0 (0%)0 (0%)4 (14.8%)4 (14.8%)16 (59.3%)16 (59.3%)5 (18.5%)5 (18.5%)

Value	Count
1	2
2	0
3	4
4	16
5	5

TPL has helped the teachers involved in my school to improve the overall education experience of their students:(26 responses)
12345051015200 (0%)0 (0%)1 (3.8%)1 (3.8%)5 (19.2%)5 (19.2%)18 (69.2%)18 (69.2%)2 (7.7%)2 (7.7%)

Value	Count
1	0
2	1
3	5
4	18
5	2

TPL has helped the teachers involved in my school to develop more innovative teaching methods:(26 responses)
123450510150 (0%)0 (0%)0 (0%)0 (0%)8 (30.8%)8 (30.8%)14 (53.8%)14 (53.8%)4 (15.4%)4 (15.4%)

Value	Count
1	0
2	0
3	8
4	14
5	4

TPL training offers a good balance between the school's needs and the teachers' personal / professional needs:(27 responses)
123450510151 (3.7%)1 (3.7%)1 (3.7%)1 (3.7%)4 (14.8%)4 (14.8%)15 (55.6%)15 (55.6%)6 (22.2%)6 (22.2%)

Value	Count
1	1
2	1
3	4
4	15
5	6

The "Action research" way recommended by CPI is a good approach to TPL project work in my school:(27 responses)
12345051015200 (0%)0 (0%)0 (0%)0 (0%)6 (22.2%)6 (22.2%)18 (66.7%)18 (66.7%)3 (11.1%)3 (11.1%)

Value	Count
1	0
2	0
3	6
4	18
5	3

The TPL action plan in my school was designed by the teachers: (27 responses)
1234505101 (3.7%)1 (3.7%)5 (18.5%)5 (18.5%)4 (14.8%)4 (14.8%)8 (29.6%)8 (29.6%)9 (33.3%)9 (33.3%)

Value	Count
1	1
2	5
3	4
4	8
5	9

The TPL on-line platform is a valuable resource for TPL planning:(26 responses)
1234505100 (0%)0 (0%)4 (15.4%)4 (15.4%)11 (42.3%)11 (42.3%)10 (38.5%)10 (38.5%)1 (3.8%)1 (3.8%)

Value	Count
1	0
2	4
3	11
4	10
5	1

Being able to offer training at school level is valuable:(26 responses)
123450510150 (0%)0 (0%)0 (0%)0 (0%)0 (0%)0 (0%)14 (53.8%)14 (53.8%)12 (46.2%)12 (46.2%)

Value	Count
1	0
2	0
3	0
4	14
5	12

The Head Teacher's / School Director's support of TPL was very important: (26 responses)
123450510150 (0%)0 (0%)1 (3.8%)1 (3.8%)1 (3.8%)1 (3.8%)8 (30.8%)8 (30.8%)16 (61.5%)16 (61.5%)

Value	Count
1	0
2	1
3	1
4	8
5	16

Our Head Teacher/ School Director had too much influence on the "content" of our project:(27 responses)
1234505100 (0%)0 (0%)3 (11.1%)3 (11.1%)6 (22.2%)6 (22.2%)6 (22.2%)6 (22.2%)12 (44.4%)12 (44.4%)

Value	Count
1	0
2	3
3	6
4	6
5	12

As TPL Co-ordinator, I was centrally involved in designing the School's TPL Action Plan:(27 responses)
123450510150 (0%)0 (0%)1 (3.7%)1 (3.7%)5 (18.5%)5 (18.5%)4 (14.8%)4 (14.8%)17 (63%)17 (63%)

Value	Count
1	0
2	1
3	5
4	4
5	17

As TPL Co-ordinator, I was centrally involved in designing the School's TPL Action Plan:(26 responses)
123450510150 (0%)0 (0%)1 (3.8%)1 (3.8%)5 (19.2%)5 (19.2%)3 (11.5%)3 (11.5%)17 (65.4%)17 (65.4%)

Value	Count
1	0
2	1
3	5
4	3
5	17

OVERALL: participation in TPL has been a valuable experience for me professionally:(26 responses)
12345051015200 (0%)0 (0%)0 (0%)0 (0%)2 (7.7%)2 (7.7%)6 (23.1%)6 (23.1%)18 (69.2%)18 (69.2%)

Value	Count
1	0
2	0
3	2
4	6
5	18

OVERALL: participation in TPL has been a valuable experience for my colleagues in the school:(27 responses)
1234505100 (0%)0 (0%)0 (0%)0 (0%)6 (22.2%)6 (22.2%)12 (44.4%)12 (44.4%)9 (33.3%)9 (33.3%)

Value	Count
1	0
2	0
3	6
4	12
5	9

OVERALL: participation in TPL has been a valuable experience for our school in general:(26 responses)
123450510150 (0%)0 (0%)0 (0%)0 (0%)4 (15.4%)4 (15.4%)13 (50%)13 (50%)9 (34.6%)9 (34.6%)

Value	Count
1	0
2	0
3	4
4	13
5	9

If there is anything else you would like us to know about your TPL experience, please tell us below in a short comment:(6 responses)
[REDACTED]

THANK YOU !

Appendix F Précis of Returns to Participating Teachers' Survey; data set

For purposes of illustration only

CPI Teachers' Professional Learning (TPL) initiative: Teachers' Survey

[79 responses]

SUMMARY DATA

1a: Number of years teaching 59 responses

11602461 (1.3%)1 (1.3%)4 (5.1%)4 (5.1%)1 (1.3%)1 (1.3%)2 (2.5%)2 (2.5%)3 (3.8%)3 (3.8%)2 (2.5%)2 (2.5%)5 (6.3%)5 (6.3%)2 (2.5%)2 (2.5%)4 (5.1%)4 (5.1%)1 (1.3%)1 (1.3%)6 (7.6%)6 (7.6%)1 (1.3%)1 (1.3%)3 (3.8%)3 (3.8%)4 (5.1%)4 (5.1%)1 (1.3%)1 (1.3%)5 (6.3%)5 (6.3%)2 (2.5%)2 (2.5%)1 (1.3%)1 (1.3%)1 (1.3%)1 (1.3%)3 (3.8%)3 (3.8%)3 (3.8%)3 (3.8%)1 (1.3%)1 (1.3%)2 (2.5%)2 (2.5%)1 (1.3%)1 (1.3%)

Value	Count
1	1
7	4
8	1
9	2
10	3
11	2
12	5
13	2
14	4
25 years	1
15	6
15.5	1
16	3
17	4
18	1
19	5
20	2
21	1
22	1
23	3
24	3
25	1
26	2
29	1

1b: Involvement in TPL : 77 responses

Only this academic year Only last year, during the pilot stage BOTH this year & last year28.6%9.1%62.3%

Only this academic year	48
Only last year, during the pilot stage	7

BOTH this year & last year	22

2: Gender : 79 responses
Female Male Prefer not to say 1.3% 32.5% 66.2%

Female	53
Male	25
Prefer not to say	1

3: Highest academic qualification: 75 responses
BachelorsMastersPhD8%62.7%29.3%

Bachelors	22
Masters	47
PhD	6

4: Previous projects; Before becoming a TPL site, had your school any involvement in EU projects (such as Erasmus): 75 responses
YesNo44%56%

Yes	42
No	33

5: Previous projects; Before becoming a TPL site, had your school any involvement in Research Projects (with CPI, university in Cyprus, others): 76 responses
YesNo52.6%47.4%

Yes	36
No	40

6: School type where you currently work: 76 responses
Pre-PrimaryPrimarySecondaryVET67.1%30.3%

Pre-Primary	0
Primary	23
Secondary	51
VET	2

Reflections on Training in support of TPL

7: I would describe the overall quality of CPI seminars relating to the TPL as: 77 responses
Very PoorPoorNeutralGoodVery GoodDid not Participate37.7%46.8%

Very Poor	1
Poor	2
Neutral	5
Good	36
Very Good	29
Did not Participate	4

8: I would describe the overall quality of our school-based seminars for TPL as: 77 responses
Very PoorPoorNeutralGoodVery Good14.3%26%53.2%

Very Poor	1

Poor	4
Neutral	11
Good	41
Very Good	20

9: Most TPL seminars run by CPI *away from the school site* were: 77 responses
Well related to my training needs forour TPL projectUseful but not always related to mytraining needsNot well related to my training needsfor our TPL projectI did not participate in any of these20.8%49.4%27.3%

Well related to my training needs for our TPL project	21
Useful but not always related to my training needs	38
Not well related to my training needs for our TPL project	2
I did not participate in any of these	16

10: Overall, the training we have for TPL is: 77 responses
Mostly about pedagogies Mostly about doing classroom research A balance of both51.9%9.1%39%

Mostly about pedagogies	30
Mostly about doing classroom research	7
A balance of both	40

11: The TPL activity *in our school* was: 77 responses
Very-well related to the needs weidentified through TPL needs-analysisMostly related to the needs weidentified through TPL needs-analysisNot well connected to the identified needs 54.5% 40.3%

Very-well related to the needs we identified through TPL needs-analysis	31
Mostly related to the needs we identified through TPL needs-analysis	42
Not well connected to the identified needs	4

12: In terms of my pedagogical skills, I benefited from my TPL experience : 77 responses
Very muchA littleNot at all41.6%53.2%

Very much	41
A little	32
Not at all	4

13a: Our "CPI Supporter / Critical Friend" was: 77 responses
EssentialUsually helpfulNot much help10.4%40.3%49.4%

Essential	38
Usually helpful	31
Not much help	8

13b: If you have time, can you please give one or two SHORT examples of how your CPI Supporter / critical friend helped with your TPL work?: 16 responses
[REDACTED]

Benefits from the TPL

14a: Have the teachers who were/ are involved in TPL in your school generally become more "Reflective" about their practice? 77 responses
YesNo24.7%75.3%

Yes	58
No	19

14b: Has enough time been available to you to work on TPL project activities? 77 responses
YesNo58.4%41.6%

Yes	32
No	45

15: Have the teachers involved in TPL in your school schol benefited from the TPL experience in terms of building new pedagogical skills? 77 responses
Most haveSome haveNo; not really13%49.4%37.7%

Most have	29
Some have	38
No; not really	10

16a: Do you think TPL could be developed to become a significant part of teachers' professional learning practice in schools like yours across Cyprus? 77 responses
YesNo9.1%90.9%

Yes	70
No	7

16b: What would you see as the biggest challenges to making TPL available to every teacher in Cyprus? 27 responses
[REDACTED]

Final Section

The professional standards of Cypriot teachers are high: 77 responses
12345020400 (0%)0 (0%)4 (5.2%)4 (5.2%)19 (24.7%)19 (24.7%)43 (55.8%)43 (55.8%)11 (14.3%)11 (14.3%)

Value	Count
1	0
2	4
3	19
4	43
5	11

TPL has helped me to improve the overall education experience of my students: 77 responses
1234501020303 (3.9%)3 (3.9%)7 (9.1%)7 (9.1%)22 (28.6%)22 (28.6%)33 (42.9%)33 (42.9%)12 (15.6%)12 (15.6%)

Value	Count
1	3
2	7
3	22
4	33
5	12

TPL has helped me to develop more innovative teaching methods: 76 responses
12345020405 (6.6%)5 (6.6%)6 (7.9%)6 (7.9%)17 (22.4%)17 (22.4%)39 (51.3%)39 (51.3%)9 (11.8%)9 (11.8%)

Value	Count
1	5
2	6
3	17

Value	Count
4	39
5	9

My classroom activities have changed *very much* due to TPL: 76 responses
1234501020307 (9.2%)7 (9.2%)13 (17.1%)13 (17.1%)30 (39.5%)30 (39.5%)20 (26.3%)20 (26.3%)6 (7.9%)6 (7.9%)

Value	Count
1	7
2	13
3	30
4	20
5	6

TPL has helped me to become more confident as a teacher: 76 responses
1234501020306 (7.9%)6 (7.9%)10 (13.2%)10 (13.2%)16 (21.1%)16 (21.1%)32 (42.1%)32 (42.1%)12 (15.8%)12 (15.8%)

Value	Count
1	6
2	10
3	16
4	32
5	12

TPL has given me the opportunity to help my students to develop better learning skills / habits: 77 responses
1234501020307 (9.1%)7 (9.1%)7 (9.1%)7 (9.1%)16 (20.8%)16 (20.8%)35 (45.5%)35 (45.5%)12 (15.6%)12 (15.6%)

Value	Count
1	7
2	7
3	16
4	35
5	12

TPL has helped my students develop their team-work /group-work skills: 75 responses
12345010206 (8%)6 (8%)11 (14.7%)11 (14.7%)23 (30.7%)23 (30.7%)26 (34.7%)26 (34.7%)9 (12%)9 (12%)

Value	Count
1	6
2	11
3	23
4	26
5	9

TPL has helped me to work within our school plans more effectively: 75 responses
1234501020303 (4%)3 (4%)10 (13.3%)10 (13.3%)18 (24%)18 (24%)32 (42.7%)32 (42.7%)12 (16%)12 (16%)

Value	Count
1	3
2	10
3	18

Value	Count
4	32
5	12

Being involved in TPL has increased my workload: 75 responses
123450102030401 (1.3%)1 (1.3%)7 (9.3%)7 (9.3%)19 (25.3%)19 (25.3%)37 (49.3%)37 (49.3%)11 (14.7%)11 (14.7%)

Value	Count
1	1
2	7
3	19
4	37
5	11

TPL training offers a good balance between the school's needs and my personal / professional training needs as a teacher: 75 responses
1234501020305 (6.7%)5 (6.7%)6 (8%)6 (8%)19 (25.3%)19 (25.3%)33 (44%)33 (44%)12 (16%)12 (16%)

Value	Count
1	5
2	6
3	19
4	33
5	12

The "Action research" way recommended by CPI is a good approach to TPL project work in my school: 76 responses
1234501020302 (2.6%)2 (2.6%)8 (10.5%)8 (10.5%)24 (31.6%)24 (31.6%)33 (43.4%)33 (43.4%)9 (11.8%)9 (11.8%)

Value	Count
1	2
2	8
3	24
4	33
5	9

The TPL on-line platform is a valuable resource for me personally: 75 responses
1234501020306 (8%)6 (8%)12 (16%)12 (16%)29 (38.7%)29 (38.7%)22 (29.3%)22 (29.3%)6 (8%)6 (8%)

Value	Count
1	6
2	12
3	29
4	22
5	6

Having a TPL Supporter /critical friend from CPI was useful: 75 responses
1234501020303 (4%)3 (4%)5 (6.7%)5 (6.7%)16 (21.3%)16 (21.3%)28 (37.3%)28 (37.3%)23 (30.7%)23 (30.7%)

Value	Count
1	3
2	5

Value	Count
3	16
4	28
5	23

Being able to participate in TPL training *at school level* is valuable: 75 responses
1234501020301 (1.3%)1 (1.3%)5 (6.7%)5 (6.7%)14 (18.7%)14 (18.7%)32 (42.7%)32 (42.7%)23 (30.7%)23 (30.7%)

Value	Count
1	1
2	5
3	14
4	32
5	23

CPI has organised the overall TPL training effectively (good mix of school-based and off-site): 75 responses
1234501020302 (2.7%)2 (2.7%)13 (17.3%)13 (17.3%)20 (26.7%)20 (26.7%)29 (38.7%)29 (38.7%)11 (14.7%)11 (14.7%)

Value	Count
1	2
2	13
3	20
4	29
5	11

Our Head Teacher's / School Director's support of TPL was very important: 75 responses
1234501020301 (1.3%)1 (1.3%)7 (9.3%)7 (9.3%)8 (10.7%)8 (10.7%)30 (40%)30 (40%)29 (38.7%)29 (38.7%)

Value	Count
1	1
2	7
3	8
4	30
5	29

Our Head Teacher/ School Director had too much influence on the "content" of our project: 75 responses
1234501020303 (4%)3 (4%)10 (13.3%)10 (13.3%)21 (28%)21 (28%)28 (37.3%)28 (37.3%)13 (17.3%)13 (17.3%)

Value	Count
1	3
2	10
3	21
4	28
5	13

As a TPL Teacher, I was involved in designing the School's TPL Action Plan: 74 responses
123450102011 (14.9%)11 (14.9%)11 (14.9%)11 (14.9%)22 (29.7%)22 (29.7%)22 (29.7%)22 (29.7%)8 (10.8%)8 (10.8%)

Value	Count
1	11
2	11

Value	Count
3	22
4	22
5	8

As a TPL Teacher, I was involved in deciding the focus of the TPL project at our school: 75 responses
12345010205 (6.7%)5 (6.7%)15 (20%)15 (20%)19 (25.3%)19 (25.3%)23 (30.7%)23 (30.7%)13 (17.3%)13 (17.3%)

Value	Count
1	5
2	15
3	19
4	23
5	13

OVERALL: participation in TPL has been a valuable experience for me professionally: 75 responses
1234501020304 (5.3%)4 (5.3%)7 (9.3%)7 (9.3%)15 (20%)15 (20%)33 (44%)33 (44%)16 (21.3%)16 (21.3%)

Value	Count
1	4
2	7
3	15
4	33
5	16

OVERALL: participation in TPL has been a valuable experience for my colleagues in the school:75 responses
1234501020303 (4%)3 (4%)10 (13.3%)10 (13.3%)19 (25.3%)19 (25.3%)29 (38.7%)29 (38.7%)14 (18.7%)14 (18.7%)

Value	Count
1	3
2	10
3	19
4	29
5	14

OVERALL: participation in TPL has been a valuable experience for my students: 75 responses
1234501020306 (8%)6 (8%)9 (12%)9 (12%)19 (25.3%)19 (25.3%)31 (41.3%)31 (41.3%)10 (13.3%)10 (13.3%)

Value	Count
1	6
2	9
3	19
4	31
5	10

OVERALL: participation in TPL has been a valuable experience for our school in general: 76 responses
1234501020303 (3.9%)3 (3.9%)10 (13.2%)10 (13.2%)17 (22.4%)17 (22.4%)32 (42.1%)32 (42.1%)14 (18.4%)14 (18.4%)

Value	Count
1	3

Value	Count
2	10
3	17
4	32
5	14

If there is anything else you would like us to know about your TPL experience, please tell us below in a short comment: 4 responses

[REDACTED]

THANK YOU !