TEACHER PROFESSIONAL LEARNING FOR INCLUSION

Policy Mapping Grid: Cyprus

The information in this document was current in February 2020.

Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

CONTENTS

SECTION 1: WIDER POLICY CONTEXT

Wider policy context

The Cyprus Pedagogical Institute (CPI) is a department of the Ministry of Education, Culture, Sport and Youth (MOECSY). According to the Council of Ministers' Decisions (19 August 2015 and 12 July 2017), the CPI is the official department responsible for teachers' professional learning. The Department of Teachers' In-service Training at the CPI aims to provide support to all teachers at all levels in different ways. This support aims to consider teachers' needs, the priorities set by the MOECSY and current scientific knowledge and practice in the area. According to the Cyprus Ministry of Education and Culture's Annual Report 2018, these aims are achieved by organising and offering:

> *… a variety of in-service training programmes which are repetitive and compulsory mainly because they are either provided by education laws or teachers' schemes of service, or because these programmes are developed with reference to the current needs and the context of schools.* (p. 82)

Additionally, the CPI offers different schemes of school-based seminars, conferences and an optional afternoon series of seminars. It also organises conferences in co-operation with other departments of the Ministry, universities and NGOs.

As stated on the Department of Teachers' In-service Training website, it co-operates with other departments of the CPI, focusing on adopting other forms of supporting teachers:

- it offers a combination of central training course accompanied by classroom implementation;
- e-learning courses;
- development of supportive educational material;
- implementation of intervention programmes in school units.

In-service training themes cover various subjects including dealing with diversity and inclusion. This is in order to broaden teachers' knowledge and to raise awareness and mobilise action on inclusion of all learners in the school and in the general social environment. (Cyprus Report on UNCRPD Article 24, 2015, p. 33)

In 2015, the Council of Ministers formed and approved the Teachers' Professional Learning Policy (Decision No. 79.273, 19 August 2015). After a pilot phase, the policy was implemented in 2017 (CPI File No. 7.1.10.8.3/4, 31 August 2017, Council of Ministers' Decision No. 82.966, 12 July 2017). Teachers' Professional Learning is one of the MOECSY's major policies for upgrading the education system. Professional learning is co-ordinated by the CPI, as the official provider of Teachers' Professional Learning of the MOECSY (Council of Ministers' Decisions No. 79.273, 19 August 2015; No. 82.966, 12 July 2017). As stated by the European Agency for Special Needs and Inclusive Education, professional learning is:

> *… mainly carried out within the school and focuses on the unit's own developmental/learning needs, the learners' needs and the general priorities set*

Wider policy context

out by the school itself. (European Agency, [Raising the Achievement of All Learners in Inclusive Education, Country Report: Cyprus](), p. 4)

Professional learning aims to improve the quality of teachers' and learners' education. All schools are expected to prepare an annual Professional Learning Action Plan (PLAP). This is integrated into the School Improvement Action Plan, also annually designed and implemented (CPI File No. 7.1.10.8.3/4, 31 August 2017, Council of Ministers' Decision No. 82.966, 12 July 2017). The schools' PLAP is focused on a specific issue set as the school improvement priority. This priority issue is decided following an assessment of teachers' and learners' needs. It should include focused school-based training as well as a number of school-based activities, also based on teachers' decisions. Activities should be internally evaluated to inform further decision-making. For the preparation and implementation of the PLAP described above, schools have at their disposal [the electronic platform for Professional Learning](). This platform offers supporting material (e.g. needs assessment tools, suggestions for actions), suggestions for co-operation opportunities with the MOECSY or other institutions e.g. universities and additional instructions.

On a voluntary basis, a number of schools in all levels are given the opportunity to follow a more systematic procedure with annual systematic support by the CPI. The [CPI's Professional Learning Support Programme]() (CPI File No. 7.1.10.8.3/4, 31 August 2017; Council of Ministers' Decision No. 82.966, 12 July 2017), is one way that schools can choose to implement their teachers' professional learning. Each school follows a methodology (e.g. action research, lesson study, quality teaching rounds) which is considered suitable according to their specific priority issue and teachers' specific needs. According to the Ministry of Education and Culture's [Annual Report 2018]():

> *The CPI supports teachers in these participating schools in order to decide, plan and implement a variety of actions and practices that are consistent with the educational reality in their school and to reflect on them, aiming at critical awareness, always in order to meet the professional and learning needs of each school's teachers.* (p. 82)

Under the presidency of the CPI Director, a Monitoring Committee of Professional Learning was set up. Its objective is to monitor the implementation of the Professional Learning Unified Policy and promote co-operation among the Education Departments, the CPI and the Teacher's Organisations. It also aims to continuously upgrade and implement this policy (Council of Ministers' Decision No. 82.966, 12 July 2017). Expenses for professional learning activities are covered by the CPI's annual budget.

The CPI also supports teachers and schools to implement the anti-racist policy and in issues of racism, gender and human rights (CPI File No. 7.1.19.2, 23 November 2015). It conducts several actions and has developed the [anti-racist policy website]() which is continually updated with information on implementation, supporting material and answers to frequently asked questions. A support line (e-mail and telephone) also operates throughout the year.

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All schools in the three levels of education are encouraged to implement the MOECSY's anti-racist policy ['Code of Conduct against Racism and Guide for Managing and Recording Racist Incidents'](#), developed and piloted in 2014–2015. The policy was developed based on the Follow-up Report of Cyprus for Recommendation 20 and a recommendation by the Anti-Discrimination Body. The development and implementation of the policy was a response to the [European Commission against Racism and Intolerance's Recommendation 10](#). The policy is also in line with various international and European conventions that Cyprus has ratified, such as the [Convention on the Rights of the Child](#), the [Council of Europe's Recommendation CM/Rec(2010)5 of the Committee of Ministers to member states](#), the [Convention on the Elimination of All Forms of Violence Against Women](#) and the [European Social Charter](#).

As stated in the European Agency's [Country Policy Review and Analysis: Cyprus](#) report:

> *the anti-racist policy conceptualises racism in a broad manner, including all sorts of discrimination. It includes definitions of basic concepts which form the theoretical background (e.g. racism, racist incident, discrimination, stereotypes, diversity, etc.), outlines the responsibilities and commitments expected by each member of the school community and provides the steps to be followed by schools for dealing with racist incidents. It provides schools and teachers with a detailed plan on how to deal with and prevent racist incidents.*
> (European Agency, pp. 24–25)

The Ministry of Education and Culture's [Annual Report 2018](#) states:

> *As the antiracist views diversity as a multidimensional phenomenon, involving various aspects of people's identities, it is expected to contribute to the decrease of bullying and discrimination based on any form of diversity in schools (religion, ethnicity, language, appearance, disability, gender, sexual orientation, and so on).* (p . 87)

Besides implementing the anti-racist policy, in May 2016 the CPI prepared and adopted a [Policy Paper](#) by the Minister of Education Culture, Sport, and Youth. The paper covers the integration of learners with migrant background into the Cyprus education system (CPI, File No. 7.1.10.3.4, 28 February 2017). This was prepared in co-operation with the departments of the MOECSY. The paper references the following definition of children with migrant background:

> *Children with migrant background are defined as children who are immigrants themselves or have immigrant parents. Usually these children have particular educational needs, which may include difficulties in overcoming barriers – such as low performance in the language of the host country – or are subjected to discrimination. In such cases it may be required to take actions for their integration in the educational system, in accordance with the strategies set out by the EU. (Education and Training Strategy (ET 2020) to reduce school failure and dropout in member states).*

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The CPI co-ordinates the work of the Interdepartmental Committee for the integration of learners with migrant background. In addition, and in accordance with the officially recorded policy, it organises a variety of training activities (conferences, experiential learning workshops, optional seminars, school seminars, etc.). The aim is to raise awareness and support primary and secondary education teachers on matters regarding the integration of learners with migrant background. In the case of secondary education, annually since 2008, it provides school-level support to teachers participating in the 'Learning Greek as a Second Language Programme'. It also created a website 'which includes informative, educational and support material for the teaching of Greek as a second language' (Policy Paper on the Integration of Pupils with Migrant Background into the Cyprus Education System, p. 4). In addition, the Second National Action Plan for Disability (2018–2020) includes actions regarding the training of teachers in mainstream schools, head teachers and special education teachers. The focus is on developing their skills to meet the diverse needs of all learners. Building on its existing structures of teachers' in-service training programmes, the CPI has already taken concrete steps to contribute to the implementation of the action plan, based on priorities set by the MOECSY: • special training courses in the form of seminars and thematic workshops, e.g. sexual education of learners with special needs; • training actions for teachers and special teachers working in mainstream schools, e.g. differential and individualised teaching; • training actions for the implementation of the anti-racist policy; • training actions for teachers who support children with migrant background, e.g. inclusion of learners with migrant background in the mainstream classroom; • training actions for the implementation and dissemination of results of European programmes that are related to inclusive education and practices, e.g. iDecide Erasmus+ KA3.

SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

2.1 Policy vision

Policy priorities	Findings
2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education	**2.1.1.1** The policy is expressed within the Special Education Law 113(I) of 1999, the Regulations for the Detection Early of Children with Special Needs 185(I)/2001 and the Regulations for the Training and Education of Children with Special Needs 186(I)/2001. The latter two regulate the implementation of the new law as from September 2001. (European Agency, Country information for Cyprus, Legislation and policy) **2.1.1.2** According to the Special Education Law 113(I) of 1999, article 18(2)(b), the Minister ensures that, before the beginning of the school year and whenever appropriate, teachers who get directly or indirectly involved with the education of learners assigned to special education and training and are enrolled in mainstream schools are informed through seminars, lectures or other means. (Government of Cyprus, 1999, Law on Education and Training of Children with Special Needs, p. 346) In addition, according to the Regulations for the Training and Education of Children with Special Needs 186(I)/2001, article 47, before the beginning of the school year and whenever appropriate, head teachers of mainstream schools are responsible for informing and raising awareness of teachers and other staff. This includes those who directly or indirectly get involved with the

Policy priorities	Findings
	education of learners attending special units. (Government of Cyprus, 2001, Regulations for the Training and Education of Children with Special Needs, p. 1,897) 2.1.1.3 The MOECSY is in the process of reforming the legislation and policy regarding special education, aiming for a more inclusive education system. As stated in the Agency's [Country Policy Review and Analysis: Cyprus](#), 'within this framework, the MOECSY is co-operating with all stakeholders involved to raise awareness about inclusive education'. (p. 10) Based on this and the action plans regarding the in-service training of teachers included in the Second National Action Plan for Disability, the CPI's in-service training programmes are expanded to subjects related to diversity and inclusion. The CPI, building on its existing structures of teachers' in-service training programmes, has already taken concrete steps to implement the action plan, based on the priorities set by the MOECSY: • special training courses in the form of seminars and thematic workshops, e.g. sexual education of learners with special needs; • training actions for teachers and special teachers working in mainstream schools, e.g. differential and individualised teaching; • training actions for the implementation of the anti-racist policy; • training actions for teachers who support children with migrant background, e.g. inclusion of learners with migrant background in the mainstream classroom; • training actions for the implementation and dissemination of results of European programmes that are related to inclusive education and practices, e.g. [iDecide Erasmus+ KA3](#).

Policy priorities	Findings
	2.1.1.4 The design, adoption and implementation of the Teachers' Professional Learning Policy was based upon the need for quality improvement of teachers' in-service education and learners' education. (Council of Ministers' Decisions No. 79.273, 19 August 2015, No. 82.966, 12 July 2017) **2.1.1.5** The development and implementation of the anti-racist policy and the policy paper covering all aspects of the integration of learners with migrant background into the education system are considered fundamental for raising awareness and supporting teachers in all levels on matters regarding the integration of all learners (regardless of religion, ethnicity, language, appearance, disability, gender, sexual orientation, etc.) into the education system, and consequently, into Cypriot society.
2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education	–
2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners	**2.1.3.1** In May 2016 the CPI prepared and adopted a Policy Paper by the Minister of Education Culture, Sport, and Youth. The paper covers the integration of learners with migrant background into the Cyprus education system (CPI, File No. 7.1.10.3.4, 28 February 2017). This was prepared in co-operation with the departments of the MOECSY. The CPI co-ordinates the work of the Interdepartmental Committee for the integration of learners with migrant background. In addition, and in accordance with the officially recorded policy, it organises a variety of training activities (conferences, experiential learning workshops, optional

Policy priorities	Findings
	seminars, school seminars, etc.). The aim is to raise awareness and support primary and secondary education teachers on matters regarding the integration of learners with migrant background. In the case of secondary education, annually since 2008, it provides school-level support to teachers participating in the 'Learning Greek as a Second Language Programme'. It also created a website 'which includes informative, educational and support material for the teaching of Greek as a second language'. (Policy Paper on the Integration of Pupils with Migrant Background into the Cyprus Education System, p. 4)

Evaluative comments for 'Policy vision'

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2.2 Main principles

Policy priorities		Findings
2.2.1	Teachers' professional learning is defined in policy as a prerequisite for inclusive education	–
2.2.2	Policy states that the principles and practice of inclusive education should be part of initial teacher education	–

Policy priorities	Findings
2.2.3 Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	2.2.3.1 All teachers (newly appointed and experienced) at all levels, as well as special teachers and other professionals, have access to a variety of in-service training programmes. Some of these are repetitive and compulsory, mainly because they are either provided by education laws or teachers' schemes of service, or because they are developed with reference to the current needs and context of schools. Additionally, the CPI offers school-based seminars and optional seminars. It also organises conferences in co-operation with other departments of the Ministry, universities and NGOs. In-service training themes are expanded to include subjects such as dealing with diversity and inclusion.
2.2.4 Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	–
2.2.5 Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	–

Policy priorities	Findings
2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy	–

Evaluative comments for 'Main principles'

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SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

3.1 Goals

Policy priorities	Findings
3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda	3.1.1.1 For pre-primary teacher education, compulsory courses include: • Introduction to Pedagogical Sciences • Educational Technology • Methodology of Educational Research • Theory and Practice of Teaching • Introduction to Inclusive Education • Educational Evaluation • Developmental Psychology • Principles and Perspectives of Early Childhood Education • Early Childhood Pedagogy. (Eurydice, National Education Systems, Cyprus, [Initial Education for Teachers Working in Early Childhood and School Education](#)) 3.1.1.2 Universities have the autonomy to define their own programmes of study.

Policy priorities	Findings
	3.1.1.3 For primary teacher education, compulsory courses for primary education include: • Introduction to Pedagogical Sciences • Educational Technology • Methodology of Educational Research • Theory and Practice of Teaching • Introduction to Inclusive Education • Educational Evaluation; Sociology of Education • Developmental Psychology. (Eurydice, National Education Systems, Cyprus, [Initial Education for Teachers Working in Early Childhood and School Education](#)) 3.1.1.4 Universities have the autonomy to define their own programmes of study.
3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)	_

Policy priorities	Findings
3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education	3.1.3.1 The Teachers' Professional Learning Policy was formed and approved by the Council of Ministers in 2015 (Decision No. 79.273, 19 August 2015) and, after a pilot phase, was implemented in 2017 (CPI File No. 7.1.10.8.3/4, 31 August 2017, Council of Ministers' Decision No. 82.966, 12 July 2017). Teachers' Professional Learning is one of the MOECSY's major policies for upgrading the education system. Professional learning is co-ordinated by the CPI (as the official provider of Teachers' Professional Learning of the MOECSY, Council of Ministers' Decisions No. 79.273, 19 August 2015, No. 82.966, 12 July 2017). According the Agency's Raising the Achievement of All Learners in Inclusive Education Cyprus country report: *Professional Learning is mainly carried out within the school and focuses on the units' own developmental/learning needs, the learners' needs and the general priorities set out by the school itself.* (p. 4)
3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion	3.1.4.1 Professional learning aims to improve the quality of teachers' and learners' education. All schools are expected to prepare an annual Professional Learning Action Plan (PLAP). This is integrated in the School Improvement Action Plan, also annually designed and implemented (CPI File No. 7.1.10.8.3/4, 31 August 2017, Council of Ministers' Decision No. 82.966, 12 July 2017). The schools' PLAP is focused on a specific issue set as the school improvement priority. This priority issue is decided following an assessment of teachers' and learners' needs. It should include focused school-based training as well as a number of school-based activities, also based on teachers' decisions. Activities should be internally evaluated, to inform further decision-making. For the preparation and implementation of the PLAP described above, schools have at their disposal the electronic platform for professional learning. This platform offers supporting material (e.g. needs assessment tools, suggestions for actions), suggestions for co-operating

Policy priorities	Findings
	opportunities with the MOECSY or other institutions (e.g. universities), as well as additional instructions.
3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education	–
3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education	3.1.6.1 On a voluntary basis, a number of schools in all levels are given the opportunity to follow a more systematic procedure with annual systematic support by the CPI. The CPI's Professional Learning Support Programme (CPI File No. 7.1.10.8.3/4, 31 August 2017; Council of Ministers' Decision No. 82.966, 12 July 2017), is one way that schools can choose to implement their teachers' professional learning. Each school follows a methodology (e.g. action research, lesson study, quality teaching rounds) which is considered suitable according to their specific priority issue and teachers' specific needs. According to the Ministry of Education and Culture's Annual Report 2018: *The CPI supports teachers in these participating schools in order to decide, plan and implement a variety of actions and practices that are consistent with the educational reality in their school and to reflect on them, aiming at critical awareness, always in order to meet the professional and learning needs of each school's teachers.* (p. 82)

Policy priorities	Findings
	3.1.6.2 One of the CPI's training programmes offered to teachers in all levels is [School-based Seminars]. These seminars are organised during school time by different groups of interested teachers who work at the same school or at neighbouring schools (supporting networking schools). One of the basic prerequisites for the successful implementation of the school-based seminars is to respond directly to the needs of the learners and the school unit.
3.1.7 There is a medium- and long-term review strategy for teachers' professional learning opportunities to ensure they meet system requirements for an inclusive education system	–

Evaluative comments for 'Goals'

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3.2 Continuum of support

Policy priorities	Findings
3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work	**3.2.1.1** For pre-service teachers: In secondary education, mainstream subject teachers provide support for learners with special needs. A programme of seminars regarding special education is being developed to assist them in this task. (European Agency, Country information for Cyprus, Teacher education for inclusive education) **3.2.1.2** The programme is only for secondary school teachers. **3.2.1.3** Each year various seminars regarding special education are organised. **3.2.1.4** For in-service teachers: *All teachers are encouraged to attend professional development courses run by the Cyprus Pedagogical Institute, many of which have particular reference to special education. […] Attendance at in-service seminars is compulsory, while attendance at local seminars is encouraged.* (European Agency, Country information for Cyprus, Teacher education for inclusive education) **3.2.1.5** The Departments of Education, through the inspectorate, monitor the attendance and participation.

Policy priorities	Findings
	3.2.1.6 Teacher's in-service training is among the MOECSY's priorities. **3.2.1.7** All education professionals can take part in this course. They are offered in all districts of Cyprus. **3.2.1.8** The Pedagogical Institute, as the responsible body for the teachers' in-service education, offers both obligatory and optional courses free of charge. (Eurydice, National Education Systems, Cyprus, [Continuing Professional Development for Teachers Working in Early Childhood and School Education](#))
3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities	**3.2.2.1** Based on legislation, the CPI provides compulsory training for newly promoted head teachers in pre-primary, special, primary and secondary education as well as newly promoted deputy head teachers in secondary education. This training includes sessions on issues of special needs education, dealing with socio-cultural diversity in education and their role in schools and in-service training.
3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education	–

Policy priorities	Findings
3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities	**3.2.4.1** *The Minister set up an educational research enquiry, with the University of Cyprus and the Cyprus Pedagogical Institute. The aim was to research and detect possible problems that learners with SEN were facing in their schools. It also aimed to investigate possible problems faced in the implementation of the Special Education Law in both primary and secondary education and to make suggestions for improvement.* (European Agency, Country information for Cyprus, Systems of support and specialist provision) **3.2.4.2** The research was conducted between 2005–2007 and the findings were used to improve some provisions of the law and the regulations. **3.2.4.3** This research has been completed for primary and secondary education. The Ministry of Education and Culture also produced a Strategic Directions Paper for Inclusive Schooling Practices in Cyprus, prepared by an external consultant. (European Agency, Country information for Cyprus, Systems of support and specialist provision) **3.2.4.4** The research was conducted between 2005–2007 and the findings were used to improve some provisions of the law and the regulations.

Evaluative comments for 'Continuum of support'

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SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

4.1 Capacity building

Policy priorities	Findings
4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education	–
4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all	4.1.2.1 Special Education Co-ordinators (SENCOs): *… offer guidance in both special schools and mainstream schools. They work under the guidance of the inspector of special education, offering advice and support to specialist teachers and co-operating with teachers and administrators in mainstream schools and with other professionals. After assessment and diagnosis is made, SENCOs visit both special and mainstream schools and offer advice and suggestions to school staff, parents and children.* (European Agency, Country information for Cyprus, Systems of support and specialist provision) 4.1.2.2 SENCOs are responsible for a number of schools in each district.

Policy priorities	Findings
4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education	–
4.1.4 There are guidelines that support all teachers to collaborate to support all learners	–
4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education	4.1.5.1 'School evaluation and quality assurance at national and local levels are available through school self-evaluation, the presence of school inspectors and data analysis.' (European Agency, Country information for Cyprus, Systems of support and specialist provision) 4.1.5.2 *The inspectors' evaluations and assessment during school visits provide important information about the quality of policy and practice. This information enables the development of in-service training programmes, which focus on specific teaching and learning areas.* (European Agency, Country information for Cyprus, Systems of support and specialist provision) 4.1.5.3 Inspectors submit their suggestions to the Departments of Education and then the CPI is informed to organise relevant in-service training to respond to teachers' needs.

Policy priorities	Findings
4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda	–
4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education	–
4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools	4.1.8.1 *Specialist educators who are fully assigned to mainstream schools, run special units in mainstream schools or are peripatetic are considered part of the school's teaching staff in much the same way as the music, physical education or art teachers.* (European Agency, Country information for Cyprus, Systems of support and specialist provision)
4.1.9 There are strategies to promote professional learning for inclusion in teachers' common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)	–

Teacher Professional Learning for Inclusion

Policy priorities	Findings
4.1.10 There are competences for professional learning in inclusive education for all teachers	–

Evaluative comments for 'Capacity building'

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4.2 Funding

Policy priorities	Findings
4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers' professional learning for inclusion	–
4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues	–

Policy priorities	Findings
4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level	–

Evaluative comments for 'Funding'

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4.3 Monitoring

Policy priorities	Findings
4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities	4.3.1.1 Under the presidency of the CPI Director, a Monitoring Committee of Professional Learning was set up. Its objective is to monitor the implementation of the Professional Learning Unified Policy and promote co-operation among the Education Departments, the CPI and the Teacher's Organisations. It also aims to continuously upgrade and implement this policy (Council of Ministers' Decision No. 82.966, 12 July 2017). Expenses for professional learning activities are covered by the CPI's annual budget.

Policy priorities	Findings
4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed	–
4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning	–
4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level	–
4.3.5 There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	–

Policy priorities	Findings
4.3.6 There are mechanisms to ensure that teachers' professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	–

Evaluative comments for 'Monitoring'

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