



Ministry of Education

POLICY ON PROFESSIONAL DEVELOPMENT

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1.0 POLICY OBJECTIVE

- 1.1 The Ministry of Education (herein abbreviated as MoE) is committed to providing a supportive and rewarding environment for its employees and recognizes that the quality, responsiveness and professionalism of its workforce are inextricably linked to the achievement of its mission and strategic directions.
- 1.2 This policy is to encourage and support employees in their professional and career development. MoE acknowledges that professional development is integral to personal job satisfaction, workplace productivity, reward and recognition, and is critical to the achievement of MoE's mission and continuous improvement in the quality of its services.
- 1.3 This policy applies to all employees of MoE, teaching staff, non-teaching staff, school committees and managements. It sets out the principles that underpin professional development in MoE, and the provision of various professional development activities that are available for employees

2.0 POLICY

- 2.1 Professional Development (herein abbreviated to PD) supported or endorsed by MoE will be aligned to the organisation's needs and support its strategic direction.
- 2.2 MoE will provide an ongoing programme of PD designed to address the needs of MoE requirement of its school leaders.
- 2.3 All paid leave for study purposes will be aligned to MoE's needs and established criteria.
- 2.4 All officers granted leave to attend PD/study shall contribute back to MoE as required and appropriate.
- 2.5 PD conducted at district, divisional or MoE level will be registered with participants recorded in a consistent manner and will be required to conduct evaluation of effectiveness and adhere to quality assurance process and data collection as co-ordinated by PDU.
- 2.6 Trainers acting for and on behalf of MoE will be registered through PDU.
- 2.7 MoE will acknowledge those who have successfully undertaken significant additional training/study.

3.0 BACKGROUND

3.1 Introduction

The Report of the Fiji Islands Education Commission (2000) highlights improving the quality of teaching throughout many of its recommendations. These include:

- 3.11 Improving *the* quality of teaching in schools *by* raising professional competence of teachers
- 3.12 A PD plan to be developed at national, divisional and school- based level
- 3.13 A Centre for Education Leadership *be established* to provide PD opportunities for current and future school leaders
- 3.14 Teachers *be actively encouraged* to access training to upgrade their qualifications & skills
- 3.15 Appropriate training to be provided to Education Officers to supervise, monitor and evaluate the performance of schools and to collaborate with teachers to improve quality of institution especially in underperforming schools.

MoE in partnership with FESP recommended in its 2006 Report that the Ministry establish a secretariat for PD which is to be called the Professional Development Unit (PDU). It will be guided by a Steering Committee which is responsible for making recommendations to the PSE for the development of PDs at school, district, divisional and central level.

3.2 Rationale

3.2.1 In the absence of central co-ordination, there is no standard of monitoring and evaluation of most PD activities; hence there is no quality assurance of the effectiveness of these activities. Returns for its investments to MoE cannot be adequately ascertained. With proper strategic management, stakeholders will be willing to sponsor further PD activities within MoE.

3.2.2 The principles that underpin the provision of PD at MoE comprise:

- 3.2.2.1 Quality provision of PD within MoE will lead to improved learning outcomes for children.
- 3.2.2.2 Decisions made on PD will consider the affordability and longer term sustainability of activities.
- 3.2.2.3 All PD activities are aligned to MoE's needs and planned targets in workforce development and delivery of education at schools.

- 3.2.2.4 PD activities should be accessible to all relevant people and allowance made to ensure equitable distribution.
 - 3.2.2.4 Decisions and mechanisms are established in a transparent and accountable manner and in accordance with approved policy or procedures.
 - 3.2.2.5 MoE will acknowledge and recognize PD activities within MoE and from recognized training institutions for qualifications upgrade.
 - 3.2.2.6 MoE will ensure the provision of mandatory programmes to cover the core requirements of employees' roles and responsibilities.
- 3.2.3 Participation in PD is a two-way process, benefiting both the staff and MoE. By encouraging and supporting PD activities, MoE aims to assist its staff to:
- 3.2.3.1 build their organizational knowledge and skills.
 - 3.2.3.2 obtain and maintain currency in PD and skills.
 - 3.2.3.3 enhance their career prospects.
 - 3.2.3.4 improve their leadership and management capabilities.
- 3.2.4 MoE expects that benefits gained are fed back into MoE, its schools and workforce. To this end, staff will:
- 3.2.4.1 develop and maintain the latest knowledge and skills in teaching and learning technologies.
 - 3.2.4.2 facilitate and promote in MoE the use of the most effective learning environments.
 - 3.2.4.3 provide examples of good practice amongst staff who are directly involved in presenting PD to other staff.
 - 3.2.4.4 increase the profile of MoE staff, enabling them to interact and network effectively within the broader professional community at the local, national and international levels.
- 3.2.5 Sections of MoE are required to plan and prioritize the development needs of their employees in alignment with MoE's goals. Section heads are to ensure equity of access to relevant PD activities and opportunities. Employees should take active role in their own on-going professional and career development and to apply their learning to its most effective use.

4.0 RELEVANT LEGISLATION AND AUTHORITIES

- 4.1 Education Act - 1978
- 4.2 Fiji National Training (FNT) Act
- 4.3 Fiji Public Service Human Resource Training & Development Policy
PSC October 2010
- 4.4 Higher Education Promulgation
- 4.5 National Strategic Development Plan (NSDP) 2006 – 2008
- 4.6 People's Charter for Change, Peace and Progress – 2008
- 4.7 PSC Act 1999
- 4.8 State Services Decree – 2009
- 4.9 State Services Decree – 2010
- 4.10 Suva Declaration - 2005
- 4.11 Teacher Registration Board Promulgation

5.0 DEFINITION

5.1 Professional Development

Workshops, training programmes, conferences, short courses, university study programmes, community outreach, work attachments and meetings with a primary objective of improving skills, knowledge and understanding.

5.2 Steering Committee

Consists of the PSE, DSCS, DSP, DSPS, Director Primary, Director Secondary, Director Corporate Services, Director CAS/TVET.

5.3 Under-Performing Schools

Those failing to meet the required standard set by MoE.

5.4 Quality Assurance

Systematic monitoring & evaluation of various aspects of a service so that minimum standards of quality are being attained.

6.0 PROCEDURES

6.1 Co-ordination of large scale PD

- 6.1.1 PD needs to be aligned to MoE strategic direction, policies and approval procedures of MoE.
- 6.1.2 All plans for large scale PD activities will be submitted by each directorate/section to the PD Steering Committee (henceforth called The Committee) prior to the end of the preceding year. The Committee will consider these proposals in relation to all planned activities being considered by MoE and develop a systematic approach

to the conduct of activities and associated funding sources. No major initiative is to be undertaken until ratified by the Committee in relation to all of MoE activities.

- 6.1.3 All offers from outside agencies to conduct PD on behalf of, or in conjunction with, MoE are to be presented to the PDU for consideration and approval. They may only be approved if the activity is consistent with current direction and MoE's capacity.

6.2 Training Needs Analysis

- 6.2.1 MoE (through PDU) will coordinate an annual training needs analysis with significant input from all sections. This document will inform all sections' plans for their year training.
- 6.2.2 Study leave (with pay) and scholarships are considered forms of PD. The PDU will develop and manage a fair, equitable and resources efficient approach to access to this area. All applications for leave for the purposes of study are to be approved by the Committee.
- 6.2.3 All PD funding processes and procedures to be standardized all across MoE through the PDU.

6.3 Promotion of PD

MoE will create easy access to information regarding all professional development activities. This will be coordinated by MoE through the PDU with support of all sections of MoE.

6.4 Registration of PD

- 6.4.1 All planned PD activities conducted by MoE shall be registered first on FESA. Other relevant agencies shall register their PDs on FESA on completion of workshops. This is to avoid the coincidence of PD activities and ensure a systematic progression of all PDs conducted prior to being conducted.
- 6.4.2 All sections of the Ministry shall forward their training plan to PDU by end of January each year.
- 6.4.3 It shall be the responsibility of the MoE workshop coordinator/facilitator to furnish all relevant documents to PDU within seven (7) days after the workshop completion for the registration of activity. Non-compliance to this shall result in the immediate cessation of salaries and/or disciplinary proceedings against the facilitator/coordinator.

- 6.4.4 All schools shall have a PD Co-ordinator whose task is to coordinate and administer all PD activities and submit through their school head to PDU.

6.5 School Based PD

- 6.5.1 All school based and cluster based PD's shall be conducted after normal hours so that teaching and learning processes are not compromised.
- 6.5.2 Each PD activity must have a minimum of 5 hours duration
- 6.5.3 The activity however can be modularised into instalments to cater for the time allowed in schools for PD and be spread over days or weeks; the total instalments must add up to at least 5 hours.
- 6.5.4 Registration of the activity must be made with the first instalment and reports submitted at the end of the last instalment.
- 6.5.5 Registrations will only be made once all completed PDU A – PDU D forms and reports have been received by PDU.
- 6.5.6 District Education Officers shall have access to PD evidences during ESRI visits.
- 6.5.7 Teachers/Officers shall complete a *mandatory* 20 hours of PD every year.
- 6.5.8 Failure to register the mandatory 20 hours of PD per year shall result in salary cessation.

7.0 GUIDELINES

7.1 Quality Assurance

- 7.1.1 All providers of PD activities, within or on behalf of MoE, will evaluate the outcomes of their programmes. They will also ensure that standards required by MoE are maintained.
- 7.1.2 All PD organisers will conduct workshop evaluation and provide considered analysis of the effectiveness of PD. Where there is an ongoing programme of PD, the impact is to be evaluated, reported and appropriate changes made to the strategy being employed whenever demonstrated to be necessary.

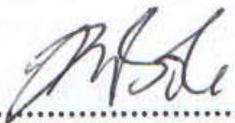
8.0 EFFECTIVE DATE.....11th August 2014

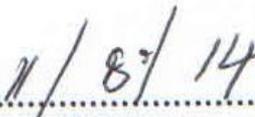
9.0 REVIEW DATE.....11th August 2017

10.0 KEY SEARCH WORD

Permanent Secretary for Education (PSE), Deputy Secretary- Corporate Services (DSCS), Deputy Secretary- Professional (DSP), Deputy secretary-Primary/Secondary (DSPS), Curriculum Advisory Services/Technical, Vocational Education and Training(CAS/TVET), Fiji Education Staffing Appointments (FESA), External School Review Inspectorate (ESRI).

11.0 APPROVED BY THE HONOURABLE MINISTER FOR EDUCATION, AMBASSADOR FILIPE BOLE.


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SIGNATURE *ME*


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DATE