



CAYMAN ISLANDS

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

DECEMBER 2011



MINISTRY OF
EDUCATION, TRAINING,
& EMPLOYMENT
CAYMAN ISLANDS GOVERNMENT



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A Message From:

The Honourable Rolston Anglin, JP

16th December 2011

The greatest resource in our schools is our teachers. They account for the vast majority of our expenditure and potentially have the greatest impact on student learning and performance. As Minister I have pledged to establish clear standards for all aspects of education, across these islands. I recognised that, as with all effective education systems around the world, we needed to develop national professional standards for teachers, to ensure consistency and promote excellence.

Following widespread consultation and support from education professionals, I am delighted to launch the very first Cayman Islands National Professional Standards for Teachers.

These standards describe the skills, knowledge and values that make an effective teacher. They capture key elements of teachers' work, reflecting their professional expertise and targets. They represent statements that will enable us to communicate our expectations of any teacher that we employ within our system.

The new standards embody my commitment, and the commitment of this Government, to ensure the highest quality education for all our students. I thank all of those involved in their development, and all of those who are continuing to strive for excellence through their implementation.

Yours truly,

A handwritten signature in black ink, appearing to be 'Rolston Anglin'.

Hon. Rolston Anglin, JP

Minister of Education, Training and Employment

Introduction

The Cayman Islands is fortunate enough to have teachers from all parts of the globe joining our local workforce. Together they provide a range of experiences and strengths, making an important contribution to the lives of the children they teach. It is important that everyone who teaches our children understands what is expected of them as education professionals. In order to ensure that there is a consistent set of standards for all teachers, the Cayman Islands Ministry of Education Training and Employment has developed a set of standards which define the professional attributes, knowledge, understanding and skills expected of them. The Cayman Islands National Professional Standards for Teachers have been agreed after an extensive consultation process involving principals and teachers in government schools and with representation from the Private Schools Association.

These standards will be used in all government schools and will also serve as a useful tool for private schools.

How will the Cayman Islands National Professional Standards for Teachers be used?

They will:

- articulate transparently, the national professional standards expected of teachers
- set out clearly the professional attributes, knowledge, skills and understanding required of a teacher
- guide those recruiting new staff
- be used in the performance management of teachers
- be used to inform professional development needs
- help to guide principals and school improvement officers as they monitor the quality of teaching and learning in schools
- help teachers to self-evaluate
- help peers to provide constructive feedback to colleagues
- help to guide teachers in improving the outcomes for children across the ability range

Cayman Islands National Professional Standards for Teachers

1. DEVELOP AND MAINTAIN PROFESSIONAL RELATIONSHIPS
1.1. Hold positive values and attitudes and adhere to the teachers' code of conduct in their professional role, including dress and deportment. 1.2. Have high expectations of children and young people, including a commitment to ensuring that they have the opportunity to achieve their full educational potential. 1.3. Exhibit positive and respectful behaviour with regard to relationships and on-going appropriate communication with all stakeholders including: students, colleagues, school leaders, parents/guardians, Ministry of Education and Department of Education Services staff.
2. BE RESPECTFUL OF DIFFERENCES
2.1. Develop an understanding of and respect for the Caymanian culture. 2.2. Show respect and tolerance for differences in race, ethnicity, language, gender, culture and religion.
3. MAKE A POSITIVE CONTRIBUTION TO THE GENERAL LIFE OF THE SCHOOL
3.1. Undertake professional responsibilities within reason, (such as assigned daily duties) which contribute to the normal effective functioning of the school. 3.2. Implement school policies and procedures consistently and as outlined in the relevant documentation. 3.3. Collaborate effectively with colleagues, within the school and the wider education system e.g. Ministry of Education, Department of Education Services and Education Standards and Assessment Unit.
4. TAKE PART IN CONTINUING PROFESSIONAL DEVELOPMENT
4.1. Reflect on their performance and be committed to improving their practice through Professional Development. 4.2. Reflect on their practice and critically examine the impact on the achievement and pastoral care of students. 4.3. Act upon advice and feedback and be open to coaching and mentoring.
5. HAVE APPROPRIATE KNOWLEDGE AND UNDERSTANDING OF THEIR SUBJECTS/CURRICULUM AREAS AND RELATED PEDAGOGY
5.1. Know and understand the relevant curricula and frameworks (statutory and non-statutory). 5.2. Know how to use skills in literacy, numeracy and information and communication technology to support their teaching and wider professional activities. 5.3. Ensure that information and ideas conveyed are clear and accurate.

5.4.	Ensure that lessons are pitched at the appropriate level for individuals and groups of students.
5.5.	Include high quality questioning and discussion techniques in their classroom practice to provide opportunities for students to apply, analyse, synthesize and evaluate information.
5.6.	Ensure that expectations of what students can achieve are high, but within their reach.
5.7.	Know how to make effective differentiated provision including for those with English as an Additional Language and Special Educational Needs.
6. ESTABLISH A POSITIVE LEARNING ENVIRONMENT	
6.1.	Establish a purposeful and safe learning environment which complies with national policies and guidance on the protection and well-being of children and young people, so that all students feel secure and sufficiently confident to make an active contribution to learning and school life.
6.2.	Identify and use opportunities to personalise and extend learning through out-of-school contexts and where possible, make links with in-school learning.
6.3.	Be enthusiastic and encouraging in their teaching.
6.4.	Speak to and treat all students fairly and with respect.
7. PLAN FOR ACHIEVEMENT	
7.1.	Plan to meet the needs of all students.
7.2.	Plan for progression across the age and ability range, informed by secure subject and curriculum knowledge.
7.3.	Have clear and appropriate learning objectives for each lesson and share these with students.
7.4.	Plan opportunities for students to develop literacy, numeracy, information and communication technology and thinking and learning skills, appropriate to their phase and context.
8. ASSESS, MONITOR AND GIVE FEEDBACK	
8.1.	Make effective use of an appropriate range of observations, assessment, monitoring and recording strategies in line with the school's assessment policy.
8.2.	Use evidence collected from the above strategies as a basis for setting challenging learning objectives and for monitoring students' progress and levels of attainment.
8.3.	Provide students, colleagues, parents and guardians with timely, accurate and constructive feedback on students' attainment, progress and areas for development.
8.4.	Know how to write reports for parents/guardians that clearly describe students' strengths and weaknesses and what they need to do to improve.

8.5. Support and guide students so they can reflect on their learning and identify progress made, so that positive targets for improvement can be set.
8.6. Use assessment as part of teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan future teaching so that it meets the needs of all students.
8.7. Know the assessment requirements for the subjects they teach, including those relating to external examinations.
8.8. Consistently implement the school's assessment policy.
8.9. Understand the importance of formative assessment (Assessment for Learning) as well as summative assessment.
9. MANAGE BEHAVIOUR EFFECTIVELY AND CONSISTENTLY
9.1. Manage students' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy and the national behaviour policy.
9.2. Use a range of behaviour management techniques and strategies, adapting them as necessary to promote students' self-control and independence.
10. MAKE EFFECTIVE USE OF TIME AND OTHER RESOURCES
10.1. Establish routines so as to minimise wastage of time.
10.2. Organise lessons so that a high proportion of time is spent on students' learning.
10.3. Match teaching style and classroom organisation to the learning objectives being addressed.
10.4. Make effective use of teaching assistants, where available, by ensuring that they have specific and understood roles.
10.5. Ensure that all resources for lessons are ready and easily accessible.
10.6. Use technology appropriately to engage students and to enhance and reinforce learning.
11. EDUCATION LAW AND OTHER RELEVANT LEGISLATION
11.1. Have, within reason, an understanding of the current education law and other relevant legislation.