



Government of Bermuda
Ministry of Education
OFFICE OF THE MINISTER

PARLIAMENTARY QUESTIONS

For Written Response on 15th May, 2026

- 1. Will the Honourable Minister please inform this Honourable House whether formal performance evaluations are conducted for teachers, school principals, paraprofessionals, and education officers within the Ministry of Education?**

Formal performance evaluations are conducted for teachers, school principals, paraprofessionals / Educational therapist assistants, and education officers within the Ministry of Education.

- 2. Will the Honourable Minister please inform this Honourable House how many teachers, principals, paraprofessionals, and Ministry administrators were identified as underperforming through formal evaluations, for each of the past five academic years?**

See the response to Question 3 below.

- 3. Will the Honourable Minister please inform this Honourable House how many teachers, principals, paraprofessionals, and Ministry administrators were placed on performance improvement plans, disciplinary action, reassignment, or removal from their position for each of the past five academic years?**

Performance Improvement Plans

Teachers are evaluated under one of three established cycles within the Teacher Performance Evaluation Program (TPEP):

- a. Clinical Cycle** — A comprehensive, in-depth review of a teacher's instructional practices and student achievement data. This includes formal observations, analysis of planning and assessment practices, and evidence of student learning.
- b. Administrative Monitoring Cycle** — A process involving frequent classroom observations and ongoing feedback from school administrators. This cycle provides continuous monitoring of instructional delivery, classroom management, and professional responsibilities.
- c. Professional Growth Plan (PGP) Cycle** — A structured professional learning pathway requiring teachers to engage in study, research, and the application of new strategies in



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the classroom. Growth plans are designed to improve student achievement in socio-emotional, behavioural, or academic areas.

Teaching staff who are identified as being at risk of not meeting the standards set out in the Teacher Performance Evaluation Programme may be placed on an Improvement Plan. This serves as a structured intervention designed to support the teacher in strengthening their practice and reducing the likelihood of receiving a formal unsatisfactory rating.

The Improvement Plan is co-designed by the Principal and the teacher to ensure it directly addresses the teacher's developmental needs. It includes targeted goals, clear expectations, and defined timelines. The Plan also requires enhanced supervisory action from school leadership to ensure that the teacher receives the coaching, monitoring, and professional support necessary to improve performance.

Performance Improvement Plans					
Staff Category	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Teachers	2	1	4	6	9
Principals	0	0	0	0	0
Paraprofessionals / Educational Therapist Assistants	0	0	0	0	0
Ministry Officers / Administrators	0	0	0	1	4

Disciplinary Action

The Department applies a progressive disciplinary framework that is designed first and foremost to support staff in improving their performance. Disciplinary procedures are structured interventions that escalate only when earlier supports have not resulted in the required improvement.

Under this framework, concerns are addressed at the earliest appropriate stage through coaching, feedback, and targeted support. Where additional action is required, formal disciplinary steps are



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taken in a measured and proportionate manner, with the goal of helping staff meet the professional standards expected.

There are however some instances when immediate disciplinary action is taken.

The data presented below reflects instances in which the Department of Education initiated disciplinary action.

Disciplinary Action					
Category	2022/2021	2021/2022	2022/2023	2023/2024	2024/2025
Teachers	2	4	3	0	6
Principals	0	0	0	0	0
Paraprofessionals / Educational Therapist Assistants	1	1	0	0	11
Ministry Officers / Administrators	0	0	2	0	0

Reassignments

School staff who are underperforming / on improvement plans are not eligible for reassignments or transfers. Similarly, the Ministry does not use reassignments for ministry officers or administrators in response to performance concerns.

Reassignments are used in accordance with what is laid out in the Government's Conditions of Employment and Code of Conduct (CECC):

3.6.2 Reassignments allow Public Officers to be temporarily assigned to special projects or to carry out tasks that may differ from those set out in their job description. Reassignments are available to Public Officers appointed to substantive posts or where additional assistance may be needed. A reassignment can also be used as an opportunity to assist a Public Officer in acquiring skills and competency. For information on reassignments, Permanent Secretaries and Heads of Department shall consult with the Department of Employee and Organisational Development. Documentation regarding reassignments may be downloaded from the Department of Employee and Organisational Development's intranet site.



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Removal (Terminations)

The Department of Education follows established procedures for the removal (termination) of staff when performance or conduct concerns warrant such action. These procedures are used when progressive supports and interventions have not resulted in the required improvement, and when the Department must act to uphold professional standards.

For the five-year period referenced in the Honourable Member's question, the Department can confirm that no staff were removed or terminated. During this period, concerns that did arise were addressed through coaching, supervisory support, improvement plans and progressive disciplinary measures, none of which escalated to removal or termination.

Senator, The Hon. Crystal Caesar, JP
Minister of Education