





## Professional Growth Cycle


NTK staff who work 0.5 or more need to conduct a Professional Growth Cycle (PGC) each year. A PGC shows that you are continually looking to improve your practice and grow your learning. The big difference between an appraisal and a PGC is that an appraisal is 'backwards-focused' by requiring evidence of your *past* practice to be gathered. But a PGC uses the Teaching Standards as a guide to continually grow your practice, so it is 'future-focused'. The following are the components of NTK's PGC:

### **1. Meetings**

You need to hold regular PGC meetings with your Head Teacher (or SEA if you are a Head Teacher). It is suggested that one be held in terms one, two and three. The purpose of these meetings is to discuss progress against areas you want to develop and formal observations of your practice. If there are concerns about specific aspects of your practice, these will also be discussed and documented in this meeting. If a workplan needs to be developed with you to further support you, your appraiser will document this with you.

A Storypark template for catch-up appraisal meetings for terms one to three is:


NTK PGC Professional Conversation 2021			
<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">  Our-Code-Our-Standards.pdf 2143.3 KB                 </div>	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">  Examples-in-Practice-.pdf 916.8 KB                 </div>	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">  Tataiako.pdf 1379.2 KB                 </div>	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">  Tapasa.pdf 1163.9 KB                 </div>
DATE:	Kaiako:	Professional Leader:	
1. What's the most important thing for us to talk about today?	2. What has been going well since we last spoke? What have you learnt? What shifts in your practice have you made? How have these changes impacted on learning outcomes for tamariki?	3. What roadblocks are you running into? How have you/might you overcome these?	4. What PLD have you engaged in and how did you apply the new learning in your practice?
Add here:	Add here:	Add here:	Add here:

<p>5. Where do you see yourself against each of the standards? <i>Must include how you have developed your knowledge and practice of te reo me ngā tikanga Māori over the term.</i></p>	<p>6. What is your focus for the next term? <i>Is there a goal you need to set regarding the teaching standards? What is your planned new learning/teaching strategies? (focus on curriculum priorities/ internal evaluations) What goal have you for increasing your knowledge and use of te reo, tikanga, and te ao Māori? What is the rationale for the focus?</i></p>	<p>7. Observation – 2 a year</p> <div>  Formal observation of practice by Professional leader.docx 44.0 KB </div>	<p>8. Other celebrations and challenges to be discussed? Any next steps put in place?</p>
Add here:	Add here:	Add here:	Add here:

## 2. Observations

Another component of your PGC is to have a minimum of two observations of your practice completed by your appraiser, SEA or peer. Observation can be conducted by your appraiser or someone who is familiar with your practice. You will need to have a brief conversation with your observer beforehand to agree upon the focus for the observation. Afterwards, you will need to consider reflective questions about your practice posed by your observer. This could well be part of a catch-up conversation, and reflections are recorded on the template. (If you are a Provisionally Certified Teacher, your mentor and SEA will need to observe your practice more regularly, as per the PCT Induction Programme.)

A template for observations is embedded in the Professional Conversation template, as below. However, you can use whatever format you prefer so long as the key components are covered.

1		2											
<p><b>Formal Observation of Practice</b></p> <p></p> <p><b>Ako – Teaching and learning from each other using observation.</b></p> <table border="1"> <tr> <td>Teacher:</td> <td>Observer:</td> </tr> <tr> <td> <p><b>Prior discussion</b> to negotiate focus of observation.</p> </td> <td>Notes:</td> </tr> <tr> <td> <p><b>Observation:</b> Noting information to help understand what is happening for learners as a direct result of teaching practice. <i>Note</i> Te reo Māori used and/or home language Emotional and social competency/ty/ty/ty strategies used.</p> </td> <td> <p>Date: Notes:</p> </td> </tr> </table>		Teacher:	Observer:	<p><b>Prior discussion</b> to negotiate focus of observation.</p>	Notes:	<p><b>Observation:</b> Noting information to help understand what is happening for learners as a direct result of teaching practice. <i>Note</i> Te reo Māori used and/or home language Emotional and social competency/ty/ty/ty strategies used.</p>	<p>Date: Notes:</p>	<table border="1"> <tr> <td> <p><b>Questions for reflection</b> on Goal/Inquiry/Teaching practice. (Coach)</p> </td> <td>Notes</td> </tr> <tr> <td> <p><b>Teacher Reflection.</b> eg. do more, do less, co-construct next steps with coach.</p> </td> <td></td> </tr> </table>		<p><b>Questions for reflection</b> on Goal/Inquiry/Teaching practice. (Coach)</p>	Notes	<p><b>Teacher Reflection.</b> eg. do more, do less, co-construct next steps with coach.</p>	
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### 3. Internal Evaluation involvement

The next aspect of the PGC is that you need to show your commitment to professional growth by being actively involved in the internal evaluation processes at your kindergarten. Depending upon the size of your position, and level of experience, this involvement will vary. However, experienced teachers who work full-time would be expected to be able to lead the work and documentation of a Regular internal evaluation. Other staff are expected to be able to add new learnings, evidence of practice etc.

### 4. Final Reflection & Attestation

The final part of the PGC is a summary meeting. This will be held in term four to review the whole process and for your HT or SEA to attest that you are meeting the Standards as you grow your practice. If you have not met the Standards to the satisfaction of this person, an advice and guidance plan will be put in place.

NTK PGC Annual Reflection and Attestation form 2021

Professional Growth Cycle Period:	Kaiako:	Professional Leader:	Statement of meeting or not YET meeting the Standards
Termly professional discussions between the Kaiako and Professional Leader.	Kaiako to complete this column prior to meeting with Professional Leader Kaiako Reflections: Key learning and shifts in practice over the year, including impact on learners	Professional Leader to complete this section following the meeting with Kaiako <b>Professional Leader's Summary Statement</b> Indicate how kaiako participation in the professional growth cycle has supported their understanding of the relationship between their practice, outcomes for learners, and standards. Also, comment on the Code of responsibilities.	With reference to the evidence and discussion between appraisee and appraiser all <i>Standards for the Teaching Profession</i> and the <i>Professional Standards</i> have been met / have not yet been met in this professional growth cycle. <b>Where practice does not yet meet the Standards</b> , indicate the support to be given and the timeframe. <i>To be discussed with SEA.</i>
Attach termly conversation notes here:	Add here:	Add here:	
Any additional meeting notes:	General overview of using the Standards/ Paerewa to advance your understanding of the relationship between your professional practice and outcomes for learners	Agreed next steps for Kaiako ongoing learning and development to meet /progress standards.	Assistance and Guidance Plan Development. Discuss type of support required and timeframe to complete the standard.
Add here:	Add here:	Add here:	Add here:
	General overview of meeting the Code of professional responsibilities.	<i>When process is complete and signed (electronically) then send pdf form to Administrators NTK for CEO to complete.</i>	Professional Leader Signature Date:
	Add here:	Kaiako Signature Date:	Authorised pay progression YES NO CEO Signature: Date:
	Areas wanting to strengthen and focus on next, including PLD interests.		
	Add here:		

## **Questions**

### **What if I work less than 0.5?**

If you work in a role less than 0.5, it would be up to you and your Head Teacher to decide the extent to which you would undertake a PGC. This may depend on individual circumstances, and if you wish to retain a full practicing certificate.

### **What if I'm a reliever?**

Contracted relievers are expected to be part of a PGC, and share working on an internal evaluation together. Other relievers can choose to be involved in a PGC, depending on individual circumstances. Please discuss these with the Head Teacher of Relievers.