

Getting started with your Professional Growth Cycle and Learning Network

This document has been summarised from Teaching Council material available [here](#).

This is a new process and this document is an attempt to provide a succinct guide. If there is any confusion on any points we will provide additional clarification, please also refer to the Teaching Council documents as the source documents for this process.

The Professional Growth Cycle for principals involves:

(See also the checklist at the end of this document)

1. The principal facilitating a collective understanding of the Standards | Ngā Paerewa in their context and what meeting and using them in their teachers' and their own practice looks like. [Teaching Council Template](#)
2. A professional learning network.
3. A professional learning network colleague who holds a Tūturu | Full (Category One) practising certificate to be the endorser.
4. A development objective and identification of how it relates to the Standards | Ngā Paerewa
5. Professional learning relevant to the development objective.
6. Identification of how the principal will make progress in Te Reo me ngā tikanga Māori (if not already covered as part of the development objective).
7. Identification of how the principal will engage in opportunities to receive feedback on their practice.
8. A discussion with the presiding board member to:
 - share the professional growth cycle;
 - confirm the endorser for the professional growth cycle;
 - agree how the principal will be supported in it;
 - agree professional learning relevant to the principal's development objective and how this will be put in place;
 - agree how the principal will receive feedback on their practice from the presiding board member.

[FAQ for boards is here](#)

9. Self-reflection on the development objective and collaboration and engaging in evidence-based conversation within the professional learning network.
10. Completion of an annual summary report

Professional Learning Network

Forming your network: 5 or 6 members is a good size. If you would like PPTA to place you in a network please express interest [here](#)

Before the first meeting

Review the teaching council material on [professional learning networks](#) and the [role of the endorser](#).

If you haven't already then jot down some ideas of the following:

1. What meeting the standards in your own role and context looks like (you could add these to the teacher work you have already done)
2. A development objective and identification of how it relates to the Standards | Ngā Paerewa
3. What professional learning relevant to the development objective you might do.
4. Identification of how you will make progress in Te Reo me ngā tikanga Māori (if not already covered as part of the development objective).
5. Identification of how you will engage in opportunities to receive feedback on your practice (this could include your network).

First meeting: Establishing a common sense of purpose

An interim chair/facilitator/leader could be chosen to ensure the first meeting is efficient, but the chairing role for subsequent meetings could be rotated at pre-agreed intervals to share the load and usefully distribute the leadership experience. Alternatively you may want to approach an external person with skills to facilitate.

The initial meeting could include:

- a draft set of principles to underpin the work of the group ([see example](#))
- agreement on how the meetings will be chaired/facilitated
- scheduled dates, times, and venue for future meetings – at least one a term.
- what professional growth is to all members and/or how the network can support the groups development objectives.
- discussion and/or agreement on what information needs to be stored and shared and where.
- establishing a shared understanding of the endorsement process, such as who will endorse who, and the role of naturally occurring evidence in making these decisions.
- the process for establishing the agenda – or agreed meeting formats, contributors

Subsequent meetings

The type and nature of subsequent meetings depends on the groups purpose and structure. However, could include, a second meeting in term 1 to discuss a collective understanding of the Standards | Ngā Paerewa in their context and what meeting and using them in your own practice looks like. Further meetings could then include a focus individual members development objective progress, with a short session for any other development feedback from other members. Sessions could be grouped by different themes based on development objectives. If not otherwise covered members could start meeting by taking turns sharing their learning in Te Reo me ngā tikanga Māori that term.

Role of the endorser

[Teaching Council Endorser Guidelines](#)

An endorser must hold a Tūturu Full (Category One) practising certificate and is expected to come from within the network that is used as part of the PGC.

The endorser will confirm annually that:

- the principal has participated in the Professional Growth Cycle; and
- the principal has met or is likely to meet the Standards | Ngā Paerewa

The endorsement decision is a professional judgment about the PGC participation, and the way the principal's practice meets the Standards | Ngā Paerewa.

Two professional leaders cannot endorse each other, ie., it cannot be a reciprocal process.

Naturally Occurring Evidence

The PGC and Performance Agreement framework demonstrates trust in the principal to meet the high expectations they set for themselves. Part of this includes removing unproductive compliance activities, reducing workload and enabling a focus on professional growth.

There is no expectation that the understanding of the Standards | Ngā Paerewa should be recorded in addition to what is recorded for teachers (eg a setting wide quality practice template or similar document).

It is not expected that the endorser would 'collect evidence' or visit the school of the colleague to observe or check on performance.

There is no expectation that principals will provide for the board more than the reporting that usually occurs on the charter/strategic plan which may include achievement, attendance and other engagement type data.

Starting your Professional Growth Cycle

Checklist for Principals

1. Facilitate a collective understanding of the Standards | Ngā Paerewa in your context and what meeting and using them in your teachers' and your own practice looks like (can also be done with your professional learning network)
2. Identify your Professional Learning Network
3. Set your Development Objective(s)
4. Identify how the development objective(s) relate to the Standards | Ngā Paerewa.
5. Consider how you will make progress in Te Reo me ngā tikanga Māori (if not already covered above)
6. Professional learning identified that is relevant to the development objective.
7. Any other support to be provided by the board.
8. Plan for seeking feedback on progress with development objective.
9. Endorser
10. Discussion held with presiding member of the board.