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| **How to get started with planning for your annual PGC** | |
| **Element A** | Principals and professional leaders will facilitate 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. |
| **Prompt Qs** | 1. Review [TC template for Standards](https://teachingcouncil.nz/assets/Files/Code-and-Standards/Quality-Practice-Template-the-Standards-for-the-Teaching-Profession-Nga-Paerewa-in-your-setting.docx) 2. If this facilitation has not taken place yet, how, who and when will this be done? 3. If this facilitation has already been completed, how might I continue to make it part of our daily practice? |
| **Planning notes** |  |
| **Element B** | Principals and professional leaders will plan their Professional Growth Cycle and share this with their presiding board member to plan how they will be supported in it. |
| **Prompt Qs** | 1. What aspects of my professional growth would I like to further develop? 2. Why this particular focus? 3. What are the links to the school board’s strategic / annual plan? 4. What would this professional growth look like in 12 / 24 / 36 months from now? 5. What steps might I need to take to achieve this goal? 6. What support would I require from the school board to achieve this? |
| **Planning notes** |  |
| **Element C** | Principals and professional leaders will engage in professional learning using the Standards | Ngā Paerewa, within a professional learning network of colleagues to develop their professional practice. |
| **Prompt Qs** | 1. What professional learning networks do I already belong to? 2. Which professional learning network would best support me in achieving my professional growth? 3. How will this professional learning link to the Standards? |
| **Planning notes** |  |
| **Element D** | Principals and professional leaders will look for and engage in opportunities to receive feedback on their practice from a range of sources, including the presiding board member or their delegate. |
| **Prompt Qs** | 1. Where do I currently receive feedback from? 2. What other sources or opportunities could I use to receive feedback? 3. What might this feedback look like? |
| **Planning notes** |  |
| **Element E** | A professional learning network colleague who holds a Tūturu | Full (Category One) practising certificate will confirm annually that the principal or has participated in the Professional Growth Cycle and will also provide a statement to them about whether they meet (Tūturu Full (Category One) Practising Certificate) or are likely to meet (Pumau Full (Category Two, previously subject to confirmation) practising certificate), the Standards | Ngā Paerewa (but with no evidence documents for the purposes of practising certificate renewal). |
| **Prompt Qs** | 1. Who would be currently available from my professional learning networks to give this annual confirmation? 2. Which of my professional colleagues would be able to comment on my participation in a PGC? |
| **Planning notes** |  |
| **Element F** | If in the endorser’s judgment, the principal or professional leader’s practice does not meet (Tūturu Full (Category One)) or is not likely to meet (Pūmau Full (Category Two)) the Standards/Paerewa, they will discuss this with the principal or professional leader. |
| To support me in this focus, I plan to use 4.4 Professional coaching and wellbeing entitlement to *…. Eg. Employ a coach; attend a course; purchase relevant books.* | |
|  | |

*Transfer summary of planning notes onto PGC to be shared with presiding board member template.*

**How to get started with a Wellness Action Plan**

Plan some time in to fill in your Wellness Action Plan and think about the current pressures you’re facing, the impact they’re having on your mental health and wellbeing and what you can put in place to deal with these. Remember, this is about your professional wellbeing to support you to carry out your professional duties.

Just like with Health and Safety, you have a professional responsibility for your own wellbeing.

*Leading positive psychologist researcher, Dr Chris Peterson, states that ‘wellbeing is plural’. Wellbeing is not one thing but many practices. For some people, fun and amusement (positive emotions) are essential for their wellbeing. For others, it’s pursuing meaningful activities or helping others (meaning and purpose). (Quinlan, D., 2017)*

Some reflective questions to assist you to develop your Wellness Action Plan.

A strengths-based approach to wellbeing:

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| 1. | Think of a time / situation when you were at your best professionally. What did that look like, feel like? *Eg I successfully introduced and implemented a significant change*. |
|  |  |
| 2. | What supported me to be at my best in that situation? *Eg. I had time to plan; I met previously with key personnel who would need to support this work; I had the school board’s support.* |
|  |  |
| 3. | What are some of the obstacles that can prevent me from being at my professional best in some situations? *E.g. lack of planning time; frustration at lack of resourcing.* |
|  |  |
| Other things you might like to consider for your professional wellbeing: | |
| 4. | What are your current and intended working arrangements? *Expectations of hours onsite and/or out of hours availability?* *You might wish to highlight any flexibility that might assist your wellbeing.* |
|  |  |
| 5. | Are there any characteristics of your individual working style that you’d like to make your presiding board member aware of? *For example: a preference for face-to-face conversations or digital communications; having access to a mentor/coach as a sounding board; having a written, agreed plan of work in place for BOT reports which can be reviewed and amended regularly; tendency to have particularly high or low energy in the morning or in the afternoon.* |
|  |  |
| 6. | What helps you stay mentally healthy at work? *For example: taking an adequate lunch break away from your workspace, getting some exercise before or after work or in your lunch break; natural light at your workspace; opportunities to get out from behind the desk and visit classrooms.* |
|  |  |
| 7. | Are there any situations or behaviours that can trigger poor mental health for you whilst working? *For example: conflict at work; external pressures for organisational change; tight deadlines; people not responding in a timely manner to communications.* |
|  |  |
| 8. | What can you, your professional colleagues and / the Board put in place to proactively support you to stay mentally healthy at work and minimise these triggers? *For example: regular feedback and catch-ups; flexible working patterns; explaining wider organisational developments.* |
|  |  |
| 9. | How might experiencing poor mental health impact on your work? *For example: you may find it difficult to make decisions; struggle to prioritise work tasks; difficulty with concentration, drowsiness, confusion, headaches.* |
|  |  |
| 10. | What actions would you like to be taken if any of these early warning signs of poor mental health are noticed by your presiding board member or colleagues? *For example: talk to you discreetly about it; contact someone that you have asked to be contacted.* |
|  |  |
|  | Any other notes |
|  |  |

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| To support me in this focus, I plan to use 4.4 Professional coaching and wellbeing entitlement to *…. Eg. Employ a coach; attend a course; get additional HR support* |
|  |

*Transfer summary of planning notes onto Summary wellbeing discussion with presiding board member template.*

**For PGC discussion with your presiding board member:**

*NB: Remember that the intent of PGC is ‘High trust, light touch’.*

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| **Element A** | Principals and professional leaders will facilitate 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. |
| Outline of how I will meet this element |  |
| **Element B** | Principals and professional leaders will plan their Professional Growth Cycle and share this with their presiding board member to plan how they will be supported in it. |
| Outline of how I will meet this element |  |
| **Element C** | Principals and professional leaders will engage in professional learning using the Standards | Ngā Paerewa, within a professional learning network of colleagues to develop their professional practice. |
| Outline of how I will meet this element |  |
| **Element D** | Principals and professional leaders will look for and engage in opportunities to receive feedback on their practice from a range of sources, including the presiding board member or their delegate. |
| Outline of how I will meet this element |  |
| **Element E** | A professional learning network colleague who holds a Tūturu | Full (Category One) practising certificate will confirm annually that the principal or has participated in the Professional Growth Cycle and will also provide a statement to them about whether they meet (Tūturu Full (Category One) Practising Certificate) or are likely to meet (Pumau Full (Category Two, previously subject to confirmation) practising certificate), the Standards | Ngā Paerewa (but with no evidence documents for the purposes of practising certificate renewal). |
| Outline of how I will meet this element |  |
| **Element F** | If in the endorser’s judgment, the principal or professional leader’s practice does not meet (Tūturu Full (Category One)) or is not likely to meet (Pūmau Full (Category Two)) the Standards/Paerewa, they will discuss this with the principal or professional leader. |
| To support me in this focus, I plan to use 4.4 Professional coaching and wellbeing support to …. | |
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**Summary wellbeing discussion with presiding board member**

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| **Wellbeing Action Plan summary** |
| My wellbeing focus for xx is: |
|  |
| To support me in this focus, I plan to ….. |
|  |
| To support me in the focus, I require the following support from the Board …. |
|  |
| To support me in this focus, I plan to use 4.4 Professional coaching and wellbeing support to …. |
|  |

**Annual Compliance Summary Report from <name of principal> for <name of college> school board.**

*NB: Remember that the intent of PGC is ‘High trust, light touch’.*

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| **Professional Growth Cycle for Principals Compliance** | | | |
|  | **Elements** | | **Yes/No** |
| a. | Principals and professional leaders will facilitate 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. | |  |
| b. | Principals and professional leaders will plan their Professional Growth Cycle and share this with their presiding board member to plan how they will be supported in it. | |  |
| c. | Principals and professional leaders will engage in professional learning using the Standards | Ngā Paerewa, within a professional learning network of colleagues to develop their professional practice. | |  |
| d. | Principals and professional leaders will look for and engage in opportunities to receive feedback on their practice from a range of sources, including the presiding board member or their delegate. | |  |
| e. | A professional learning network colleague who holds a Tūturu | Full (Category One) practising certificate will confirm annually that the principal or has participated in the Professional Growth Cycle and will also provide a statement to them about whether they meet (Tūturu Full (Category One) Practising Certificate) or are likely to meet (Pumau Full (Category Two, previously subject to confirmation) practising certificate), the Standards | Ngā Paerewa (but with no evidence documents for the purposes of practising certificate renewal). | |  |
| Name of Professional Learning Network colleague: | |  | |
| *I confirm that, as holder of a Tūturu | Full (Category One) practising certificate, that the principal <insert name> has participated in the Professional Growth Cycle and that they meet (Tūturu Full (Category One) Practising Certificate) or are likely to meet (Pumau Full (Category Two,) practising certificate), the Standards | Ngā Paerewa* | | | |
| Signature: Date:  *Professional Learning Network Principal* | | | |
| f. | If in the endorser’s judgment, the principal or professional leader’s practice does not meet (Tūturu Full (Category One)) or is not likely to meet (Pūmau Full (Category Two)) the Standards/Paerewa, they will discuss this with the principal or professional leader. | |  |

Annual declaration for Leadership development and wellbeing support

I, <name>, declare that the $6000 principal entitlement, a budget line that is tagged for principal wellbeing and leadership development, has been spent for this purpose.

Signature: Date:

*Principal*

*Optional*: The Board agrees that any funds that have not been spent in this financial year are able to re-allocate to next year’s tagged funding.

Signature: Date:

*Presiding Board Member*

On behalf of the school board, <name>, as the presiding board member, declare that there has been consultation with the principal on appropriate supports for the principal’s wellbeing as per 2.6 (c) of the current collective.

Signature: Date:

*Presiding Board Member*