

The Principles of the Professional Growth Cycle

A reflection on how they have been enacted in teaching settings – and some thoughts on how they can be expanded



**Teaching
Council of
Aotearoa
New Zealand**

Matatū. Tū Mataora.
Stand tall. Shape the future.



How you can use this document

When the PGC was created, the working group came up with eight principles that guided its development.

While the Elements give us content for what must be in a PGC, the principles are a useful way to reflect on whether the design of the PGC in your setting achieves some of the original goals for it.

We took each of the eight principles and wrote them on a piece of A3 paper, and handed them around our leaders from the project as a carousel activity. We asked them how the PGC at their setting achieved each principle, but also inviting them to think about what they would want it to evolve to.

We are sharing their collective responses here; they may give you some ideas.

We also invite you to do this activity with your staff, as a way of reflecting on:

- What you have achieved with your PGC thus far.
- What else you might like to do with it.



What does “personalised, specific to context, and responsive to learners” look like in your PGC?

- Staff choose own professional goals – encouraged to utilise data and think on school goals (coaching).
- Use a template to guide “what matters here”.
- Whole staff PLD is rotation based and staff can pick their sessions to align with professional goals.
- Professional learning groups (across a school weaving in ECE/Primary/Secondary looking/reviewing an area of growth in the school).
- Student voice is part of the reflection process eg whānau engagement
 - staff can align and
 - it’s generated from data.
- Inquiry model – staff can work collaboratively, consistently.

What would you like it to evolve to?

Through strategic plans and or Internal evaluation eg where do I see my best opportunity to grow so that ... Or where do I need to grow and develop so that... If ‘personal’ professional goals are set see the tension between where we want to grow and time to do all the other aspects of our role.



What does a “reflective” PGC look like in your context?

- Multiple reflective conversations (at least 3+ post observation) as part of the PGC process.
- Multiple reflections with multiple people/contexts (HOD, mentor, critical friend, prof learning groups, and learning areas).
- Coaching with open ended questions.
- Component of reflecting and thorough analysis of lesson recording (20 mins) (audio and video).
- Reflecting on student voice (engagement and achievement).
- Documented conversation – often led by the Professional Leader being the one making the links – not ideal.

What would you like it to evolve to?

- Needs to evolve to an evaluative approach – naturally occurring evidence that demonstrates your professional growth and improvements for learners.
- The kaiako coming prepared for the [things described here].
- [In terms of the reflective conversations], there needs a strong focus on “so what” – impact.



What does a PGC that “values what works” look like in your setting?

- Relevant, targeted, purposeful, successful.
- Home grown programme.
- Evidence and research based (student voice and whānau voice).
- Acknowledge what doesn’t work.
- Annual summary hui.
- Sharing outcomes of growth in the organisation (ECE, School) and success stories.
- Comes back to the concept of high trust: having a PGC that values their teachers working to do their best with the young people in front of them, with future focussed conversations, data analysis and reflection.
- Being able to see shifts in practice (growth) with direct impact/outcomes for learners (ideal).
Naturally occurring evidence that the kaikako can speak to and links to the Standards.

What would you like it to evolve to?



What does “an adaptive and responsive and authentic PGC ” look like in your context?

- Growth mindset/student focus.
- Pedagogy and practice.
- Responsive to values/strat goals.
- Flexible to accomodate/adapt to varying professional needs – beginning teacher to experienced.
- Flexibility to shift from inquiries to goals and back; the pivot across the cycle.
- Responsive to personal professional foci.
- As ‘templated’ discussion – responsive in that the Professional Leader and kaiako can identify priority areas but also can be limiting to what’s actually happening in the room/classroom.

What would you like it to evolve to?

- Supporting greater authenticity: how do we support this?
- Room to grow authentically vs fear of failure.
- Capturing ‘staff room’ conversations.
- That PGC conversation happen organically all the time.
- Equipping more Senior Kaiako or skilled Kaiako in coaching and mentoring to support ‘peer’ coaching and mentoring.



What does an “collaborative and inclusive” look like in your PGC?

- School wide process – deliberate acts of infrastructure. Consistent, collective and collaborative.
- Empowered and valued and supportive of growth – at whatever stage of growth the teacher is at.
- Variety of people/groups to have conversations with – mentor/HOD/critical friend etc.
- Including whānau and learners in the voices.
- Ownership.
- Sharing across centres/schools – growing and sharing learning.
- Kahui Ako supported this.

What would you like it to evolve to?

- Logo, symbol or emoji to represent each domain or Standard.
- People willing to seek support if they are having trouble with something.
- Milestones.
- Sharing the learning along the way – being vulnerable/open/have a growth mindset. Creating a safe culture to share this and seek feedback/feedforward.
- Across school PLGs/PGCs.



What does “reduced compliance activity; recognising every day practice as it reflects the Standards” look like in your PGC?

- Observations.
- Discussions – planned (sometimes but not a strength – “show me”). Led by professional leader.
- Discussions at leadership meetings – eg with team leaders.
- QPT – where evidence is documented in this and agreed by the team.
- High trust but clear non-negotiables – needs building first.
- Built in structures, systems and processes across the year. Giving time to it and valuing PLD.
- Staffroom conversations.
- Feedback from walkthroughs by Tūmuaki/SLT.
- Acknowledgement of union advice on templates.

What would you like it to evolve to?

- Compliance is not the main motivator.
- Move to the kaiako saying – let me show you. Coming prepared to the conversation.
- Bring [the QPT] to life. If using as a ‘team’.



What does “High trust” look like in your PGC?

- Delegation of PGC to middle leaders in large kura. Policy sits behind this – not just trust in it being followed and implemented.
- Clarity of goals for growth and reflection.
- Choice of your mentor/growth coach.
- Control of process belongs to staff.
- Not having to bring reams of evidence to your hui with your Professional Leader (again sometimes this means coming unprepared). – Scaffolding process.
- Expectations.
- Non-negotiables.
- Professionalism.

What would you like it to evolve to?

- Ensuring middle leaders have PLD to do this skillfully. Feeding it into SLT discussions. (Consideration to new kaiako – experienced kaiako.
- Greater focus on growth/learning rather than compliance.



What does a focus on growth (improving not proving) look like in your PGC?

- Planned hui.
- Planned observation.
- Coaching.
- Planned PLD.
- Review QTP in relation to Standard.
- Continuous learning journey
 - Reflective, purposeful
 - Adds value to our kids
 - Shown in data – “show me”.
- Challenge/robust/fails – first attempts in learning/what are we going to do next?
- Not just focussed on Content (open to questions).
- ‘Next steps’ – reviewing, reiteration as part of the mahi.
- Open vulnerability.
- Growth Mindset.
- Providing up to date and readable data.

What would you like it to evolve to?

- More unpacking of what ‘improving’ looks like.

The original documents that were created are shared here. We've included them so that you can see the different voices that contributed.

Note that our focus group added some content to our typed version on day three that is not on these original docs from day one.



What does an "adaptive and responsive and authentic" PGC look like in your context?

- Growth Mindset / Student Focus
- Pedagogy and Practice
- Responsive to Values / Short Goals
- Flexible to accommodate / adapt to varying prof. needs - beginning teacher → experienced
- Flexibility to shift from inquiries to goals and back; the pivot across the cycle.
- Responsive to personal professional feel
- As 'emplanted' discussion - responsive in that the P.C. & Kaiako can identify priority areas but also can be limiting to what's actually happening in the room / classroom.

What would you like it to evolve to?

- Supporting greater authenticity: how do we support this?
- room to grow authentically vs fear of failure
- capturing 'staff room' conversations
- that PGC conversations happen organically all the time
- Equipping more Senior Kaiako or skilled Kaiako in coaching & mentoring to support 'peer' coaching & mentoring -

What does "collaborative and inclusive" look like in your PGC?

o School wide process - ✓
"Deliberate Acts of Infrastructure" ✓✓
- Consistent, collective, collaborative.

- empowered + valued + supportive of growth
↳ at whatever stage of growth the teacher is at ✓✓

- variety of people/groups to have conversations with - mentor/HOD/critical friend etc. ✓✓

- including whānau + learners - voice

- ownership

- sharing across centres/schools - growing + sharing learning.
(sector or Teaching Profession)

- Kahui Ako - supported this.

What would you like it to evolve to?

Logo, symbol or emoji to represent each domain or standard.

- people willing to ~~open~~ seek support if they are having trouble w something -

- milestones

- sharing the learning along the way (creating a safe culture to share this + seek feedback/being vulnerable/open growth mindset. feed forward).

- Across school PLGs / PGC's.

What does a PGC that
"values what works" look like
in your setting?

- Relevant, Targeted, Purposeful, Successful.
- evidence + research based
 - ↳ student voice / whānau voice

- acknowledge what doesn't work ✓
- annual summary hui

- sharing outcomes & growth in the
organisation - ECE, school
+ success stories ✓

- comes back to concept of high trust:
having a PGC that values teachers working to
do their best with the young people in front
of them, with future focused conversations
data analysis + reflection.

- Being able to see shifts in practice (growth) with direct
impact / outcomes for learners. (Ideal). - Naturally occurring evidence that
the kaiako can speak to + link to the Standards -

What would you like it
to evolve to?

Have greater Programme.

What does a "reflective" PGC look like in your context?

- multiple reflective conversations ($\approx 3 + \text{post-observation}$) as part of the PGC process.
- multiple reflections w. multiple people/contexts
 - HoD, mentor, critical friend, Prof. Learning groups
 - + Learning Areas
- Coaching with open-ended questions
- Compare & reflecting through analysis of lesson recording (20 mins) (audio/video).
- reflecting on student voice - engagement & ach.
- documented conversation - often led by the Professional Leader, often being the one making the links.

What would you like it to evolve to?

- * Needs to evolve to an evaluative approach - naturally occurring evidence that demonstrates your professional growth & improvements for learners.
- * The kaiako coming prepared for the above
- * Need a strong focus on "so what" - Impact

⇒ some of this is important to be retained/reintroduced

Not ideal!

What does "personalised, specific to context, and responsive to learners" look like in your PGC?

Enquiry model - School can have collaboratively, consistently.

• Staff choose own professional goals - encouraged

✓ No utilize data & think on school goals
- coaching

• Use a template to guide "what matters here." (e.g.?)

• Whole staff pld is rotation-based
& staff can pick their own sessions
to align with prof. goals

• PLGs (across a school weaving in ECE/Primary/Secondary looking/renewing an area of growth in the school).

• student voice is a part of the reflection
✓ process

eg. whanau engagement increase - staff can align generated from data.

What would you like it to evolve to?

• Through Strategic Plans & or I-E (Internal Evaluation)
eg - where do I see my best opportunity to grow so that... or where do I need to grow & develop so that...
If 'personal' professional goals are set see the tension between where we want to grow & time to do all the other aspects of our role.

What does "reduced compliance activity; recognising everyday practice as it reflects the standards" look like in your PGC?

What would you like it to evolve to?

- compliance is not the main motivator.

* Observations.

* Discussions - planned (sometimes but not a strength - "show me!") - Led by Professional Leader.

* Discussions @ leadership meetings - eg with Team Leaders.

* QPT - where evidence is documented in this & agreed by the team

* High Trust but clear "Non Negotiables" needs building first.

* Built in structures, systems & processes across the year.

- staffroom conversations.

- Feedback from walkthroughs by Tumuaki / SMT

- acknowledge & value advice on templates

→ Move to the kaiako saying - let me show you... coming prepared to the conversation.

→ bringing this to life - If using 'as a team'

→ giving time to it
→ valuing pld.

What does "High Trust"
look like in your PGC?

• Delegation of PGC to middle leaders in large ✓

kura - Policy that sits behind this - trust in it being followed/implemented.

• Clarity of role of PGC vs. job description
ie. focus on improving/growth

• Choices of goals for growth + reflection ✓

• Choice of your mentor/growth coach ✓

• Control of process ~~the~~ belongs to staff

• Not having to bring reams of evidence to your hui with your Professional Leader (again sometimes this means coming unprepared).

• Expectation.

• Non-negotiables ✓

• Professionalism ✓

What would you like it
to evolve to?

✓ ensuring middle leaders have PLD to do this skillfully. Feeding into SLT discussions (consideration for new kaiako - experienced kaiako).

→ Greater focus on growth/learning rather than compliance.

→ Scaffolding process.

What does a focus on growth
(improving: not proving) look
like in your PGC?

- planned hui
- planned observation.
- coaching
- planned PLD
- review QTP in relation to Standard.
- Continuous Learning Journey ✓✓
 - Reflective, purposeful.
 - Adds value to our kids ✓✓
 - Shown in data: ✓✓
 - "Show Me": ✓✓
- Challenge / Robust / Fails - first attempts
in learning / what are we going to do next
- Not Just focussed on Content (open
to questions
- 'Next steps', reviewing/iteration as a part of the mehi
- Open vulnerability
- Growth mindset
- providing up to date & readable data

What would you like it
to evolve to?

- more unpacking of what 'improving' looks like -