

Professional Growth Cycle Notes

Hagley's professional growth cycle is an annual process which is designed to support teachers to improve their practice, progress in their learning and to meet the Standards for the Teaching Profession. Conversations with colleagues, collaborative professional development and developing te reo me ngā tikanga Māori are key elements of the cycle. **NAME** _____

The beginning of the cycle

The cycle begins in Term 1 with the teacher reflecting on the agreed next steps identified by teacher and mentor from the end of the previous cycle:

Agreed focus for the next steps for the teacher's development 2020



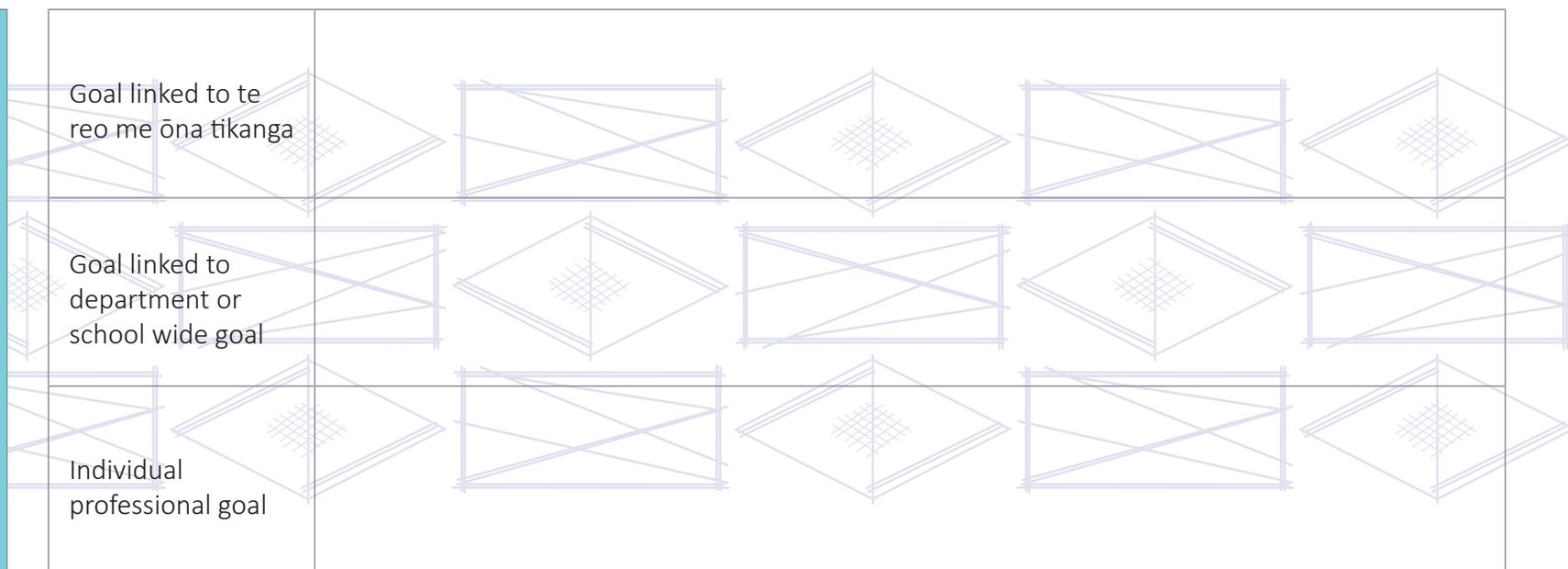
Reflecting on this feedback, the teacher meets with their mentor to set at least one goal in each of the three areas:

- *This conversation is likely to include discussion about proposed actions towards meeting these goals.*
- *The mentor is likely to note brief details of this conversation #1 on the PGC Summary doc.*

Goal linked to te reo me ōna tikanga

Goal linked to department or school wide goal

Individual professional goal





The teacher keeps notes on this document in an ongoing way about

- progress towards achievement of goals
- aspects of practice (linked to Standards) seen in the teacher's practice.

These notes inform subsequent conversation(s) with the mentor.

The mentor observes the teacher at least once during the cycle and records the date with brief notes on the summary document.

Towards the end of the cycle the teacher, as part of their review of progress, identifies next steps and records these on the Notes template to discuss with the mentor as part of their final conversation.

Commitment to Te Tiriti partnership

- ***My practice is characterised by tangata whenuatanga and a commitment to Te Tiriti o Waitangi partnership in Aotearoa New Zealand***

I demonstrate this in my practice when....

Or

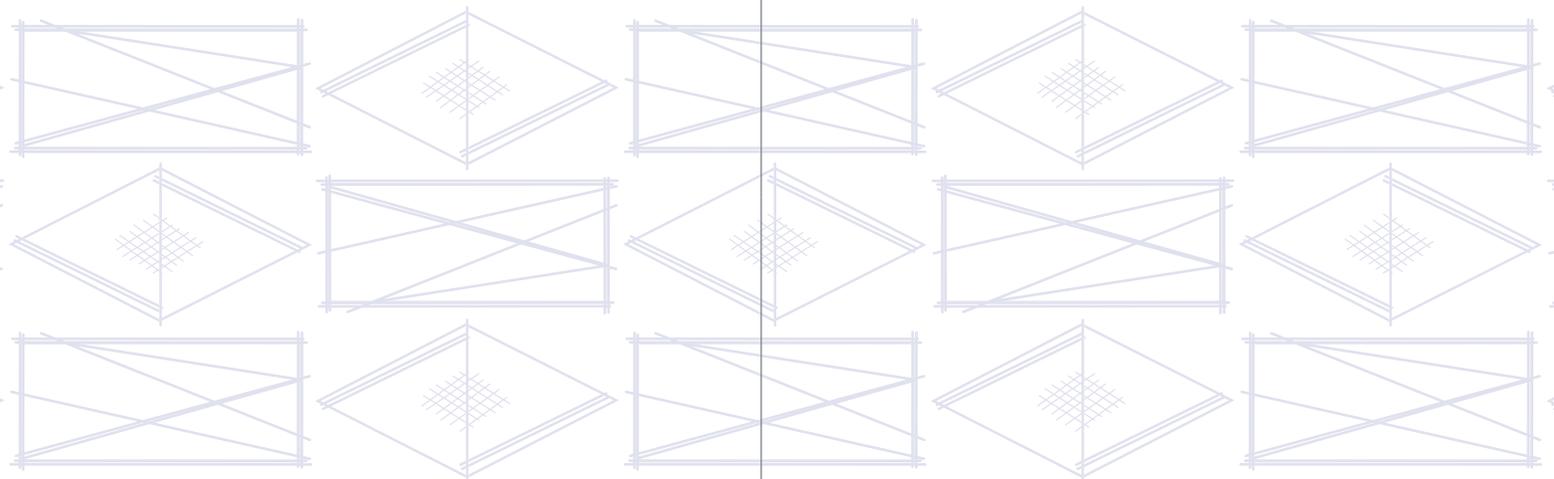
This can be seen in my practice when...

My reflections

(select one or more of examples you've listed)

eg What I have learned about my practice/ changes in my practice/ how has it improved outcomes for students I teach/ how it has helped me meet my goal(s)

Next steps



Commitment to professional learning

- ***My involvement in professional learning, collaborative inquiry or elsewhere has grown my capability to impact on the learning and achievement of all learners***
- ***I have made a contribution to my colleagues' professional learning.***

I demonstrate this in my practice when....

Or

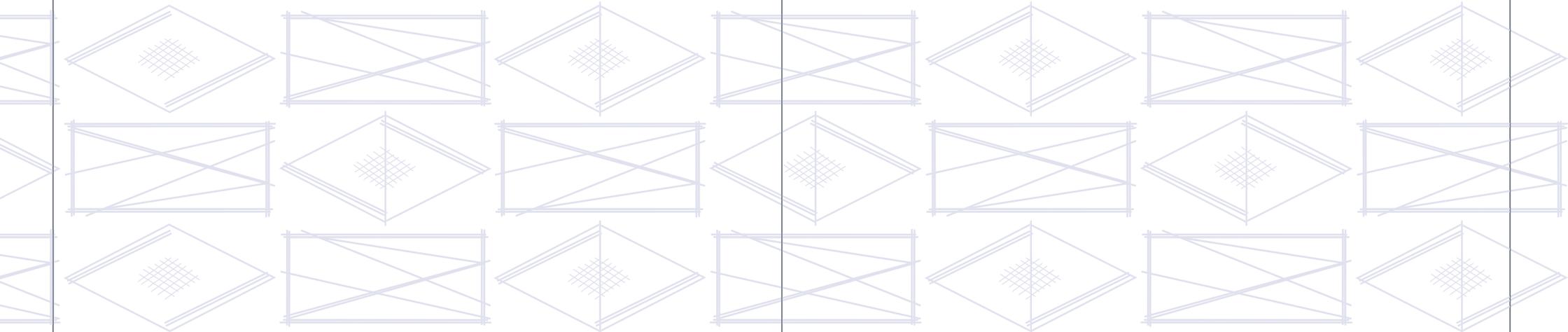
This can be seen in my practice when...

My reflections

(select one or more of examples you've listed)

eg What I have learned about my practice/ changes in my practice/ how has it improved outcomes for students I teach/ how it has helped me meet my goal(s)

Next steps



During the final conversation the teacher and mentor collaborate on deciding on next steps for the teacher for their next PGC and the mentor makes brief notes about the next steps on the summary document.

The final stage of the cycle involves the mentor attesting to the principal in the Summary that the teacher has met the Standards for the teaching profession. In a case where a teacher does not meet the Standards, the mentor will notify the Principal (through SLT) and a plan will be developed to address this.

Commitment to professional practice

- *In my practice I help students progress their learning at an appropriate depth and pace and in a way that follows the Hagley Good practice teaching model.*
- *I design programmes/ lessons which are differentiated and based on sound curriculum, pedagogical and assessment knowledge, as well as on an understanding of each learner's needs, identity and culture*

I demonstrate this in my practice when....

Or

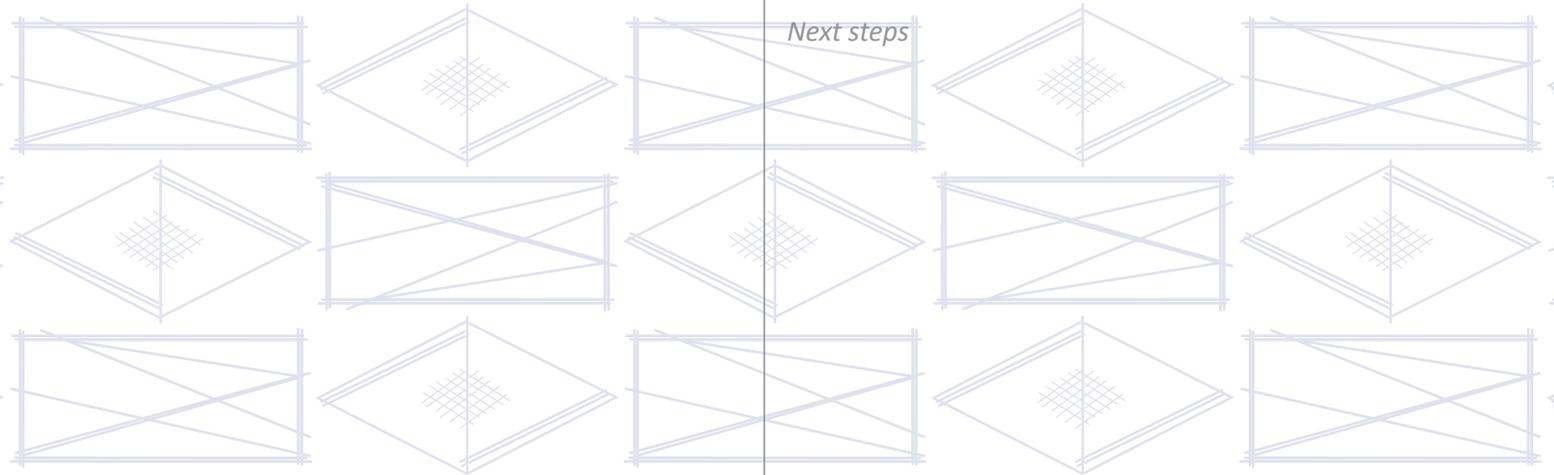
This can be seen in my practice when...

My reflections

(select one or more of examples you've listed)

eg What I have learned about my practice/ changes in my practice/ how has it improved outcomes for students I teach/ how it has helped me meet my goal(s)

Next steps



Commitment to learner well-being

- ***I build professional relationships Actions in the inquiry or elsewhere provide evidence of professional relationships focused on the learning and wellbeing of each learner.***
- ***The learning culture I develop is characterised by respect, inclusion, empathy, collaboration and safety***

I demonstrate this in my practice when....

Or

This can be seen in my practice when...

My reflections

(select one or more of examples you've listed)

eg What I have learned about my practice/ changes in my practice/ how has it improved outcomes for students I teach/ how it has helped me meet my goal(s)

Next steps

