

PPTA Professional growth cycle and Annual Summary report

Handy guidelines

Professional growth cycle involves:

- Allocation of a fully certificated teacher (tuakana) who is familiar with the day to day work of the teacher (teina), and who is confident in their own ability to make professional judgements
- Two annual professional conversations, usually at the start and end of the cycle
- Agreement on a development objective and its relation to the Standards for the Teaching Profession
- Agreement on professional learning relevant to the development objective
- A yearly observation and feedback from this
- Self-reflection on the development objective
- An Annual Summary report.



1. First conversation

Confirm:

- Development objective (area you would like to develop in your work)
- Relation to Standards for the Teaching Profession
- Professional learning that is relevant to the development objective and how this will be put in place
- Observation and feedback will occur once during the year (does not need to be a formal observation)
- A catch up and final discussion will occur towards the end of the cycle.



2. During professional growth cycle

- Observation and feedback – can be naturally occurring (notes not required unless the tuakana or teina considers them useful)
- Professional learning relevant to the development objective (evidence not required to be kept – but teachers should record that it has happened)
- Self-reflection – naturally occurring (documentation not required unless the teacher considers that useful).



3. Second conversation

- Discuss the development objective and reflections on it. If desired refer to observation notes or professional learning
- Complete Annual Summary report.

Te Pūrongo Whakarāpopoto I Te Tau me te Pūnaha Whakawhanake Kaiako a Te Wehengarua

Ngā aratohu o te huringa
whakatipu pukenga

Ko ta ngako a te huringa whakatipu pukenga

- Ka whai kaiako rēhita (tuakana) whai tohu kaiako, anā, e mōhio pai ana ki te ao mahi o ia ra a te Kaiako (Teina). Otirā, e whakapono ana te tuakana ki ōna ake pūkenga whakawākanga ā ngaio nei
- Kia rua ngā wānanga ngaio i te tau, ana ko tētahi hei te tīmatanga, ko tētahi anō hei te mutunga
- He whakaaetanga mō ngā pou whanake e hāngai ana ki te Paerewa Ngaio o te mahi Kaiako
- He whakaaetanga mō ngā akonga a mahi e hāngai ana ki te whāinga pou whanake
- He mātakitaki-ā-mahi kotahi mo ia tau, me te whakahoki kōrero mai i taua mātai
- Ka huritao whaiaro te Teina ki te whāinga whanake
- He Rīpoata Whakarāpopoto i te Tau.



1. Te kōrero tuatahi

Whakamana:

- Pou whakawhanake (tētahi wāhi whakawhanake e hiahia ana koe mai i āu mahi kaiako)
- Te hāngai ki ngā Paerewa Ngaio Kaiako
- Ko ngā akonga-ā-mahi e hāngai ana ki te whāinga whanake ana me te whakatinanatanga
- He mātai, he whakahoki kōrero kotahi te wā nei i te tau hoki (ehara i te mea me ōkawa tēnei mātai)
- He hui kōrero whakamutunga ka tū tata atu ki te mutunga o te hurihanga.



2. I te wā o te hurihanga whakatipu ngaio

- Ko te mātai me te whakahoki kōrero – he mea māori noa (ehara i te mea me whai tuhinga, engari mā te Tuakana, mā te Teina rānei e tīpako)
- Ko ngā akoranga ngaio e hāngai ana ki te whāinga whanake (ehara i te mea me whai taunaki engari he tika kia tuhi tautoko ngā kaiako, kua oti)
- Te huritao whaiaro – he mea māori noa (kāore he tikanga kia whaii tuhinga, engari mehemea e hiahia ana te kaiako, māna ngā tuhuinga e whakarite).



3. Te kōrero tuarua

- Wānangahia te whāinga whakawhanake me ngā whakaata mai i taua whāinga. Mēnā kei te hiahia, e huri rā ki ngā tuhinga me ngā hua rānei o te akonga ngaio
- Whakaotia te Rīpoata Whakarāpopoto i te Tau.