The Professional Growth cycle is focused on improving teaching practice and has a positive impact on children’s learning. It is an opportunity for teachers to engage in a process of critical reflection on their own professional practice, using the *Standards* and the relationship between their practice and outcomes for children’s learning.

The Professional Growth cycle is intended to capitalise on the authentic learning collaborations between teachers that are already in place. This is to be a holistic approach, focusing on how teachers use and meet the *Code Ngā Tikanga Matatika & Standards I Ngā Paerewa* in their everyday practice, as well as supporting professional learning and collaboration.

The Professional Growth cycle aligns with the annual renewal of teacher certification with the Teaching Council.

Authentic learning collaborations at kindergarten include:
- Professional discussions with colleagues both informal and formal (e.g., staff meetings)
- Internal evaluation (planned and emergent)
- Assessment, planning and evaluation – individual and group
- Professional learning
- External review or observations e.g., senior teacher, ERO
- Strategic or annual planning (DK and/or kindergarten’s)
- Policy and procedural review
- Priorities for teaching and learning (philosophy)
- Priority learners – Maori, Pasifika, low income, special needs, and vulnerable children
- National and international issues and trends
Professional Growth Cycle for Teachers

Beginning of cycle
• Teachers will discuss with their professional leader the ‘focus’ of their professional growth cycle, this could be an individual area of practice you wish to improve on, or it could be an individual aspect you are ‘focusing’ on as part of your kindergarten planned internal evaluation.
• ‘Focus’ area or goals do not need to span the entire professional growth cycle (1 year) but can be of lesser duration such as a term. A new ‘focus’ area or goal can be discussed with your professional leader when changing.
• Set an individual goal focused on how you will make progress in te reo me nga tikanga Māori over the year

Discussion and feedback sessions:
• Regular planned meetings occur focused on professional growth with the whole teaching team – plot on annual plan and document discussion
• Teacher discusses their improved teaching practice in relation to the Code and Standards/ DK Quality Practices – showing their understanding of the relationship between their teaching practice and outcomes for children’s learning.

Mid-cycle feedback session 1:1:
• Professional leader and teacher meet to discuss improved teaching practice, the impact on children’s learning and how the Standards are reflected in your practice, including DK Quality practices.
• Teachers should be prepared to show evidence of their improved teaching practice, and the impact this has had on children’s learning, as well as be prepared to use the evidence to reference the Standards – this evidence should be naturally occurring documentation.
• Teachers to consider if there are gaps in their practice in reflecting meeting the Standards and focus on this moving forward.

Professional Growth Observations:
• Two observations of your practice are required each year
• Teacher must request the observation from their professional leader, discussing what improved practices they seek to be observed on
• One must be from your professional leader and one can be from another colleague
• Professional discussion must occur between leader and teacher after observation, giving feedback on practice and growth, referring to the Code and Standards/ DK Quality Practices.(QPT)

Annual Summary Meeting:
• Teacher and professional leader meet to discuss the teacher’s professional growth over the past year and the professional leader completes the Annual Summary Statement, verifying the teacher is or is not meeting the Standards and has or has not made progress
Professional Growth

Teacher Name:
Kindergarten:
Date:

<table>
<thead>
<tr>
<th>My professional growth focus area or goal: (What do I want to achieve?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions: What do I intend on doing to grow my teaching practice in this area?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Te reo me ngā tikanga Māori goal: (How I intend on making progress/growing in this area)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Professional Growth Annual Summary Statement**

Teacher:

<table>
<thead>
<tr>
<th>Professional Growth:</th>
<th>What difference is there to your teaching and what improvement is there for children’s learning based on evidence? (Statement on teachers’ professional growth over the year – completed by Professional leader)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Te Reo me ngā tikanga Māori**

With reference to evidence and professional conversations between the teacher and professional leader:

*The teacher has continued to develop and practise te reo me ngā tikanga Māori in their teaching practice*  
Yes  
No

**Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga**

With reference to the evidence and professional conversations between the teacher and professional leader:

*Standards for the Teaching Profession*  
have been met  
not met

For Standards not met, provide details of proposed action towards meeting them and timeline as appropriate:

Professional Leader:

Date:
## Record of Professional Learning

<table>
<thead>
<tr>
<th>Date</th>
<th>PL undertaken or where evidence can be found</th>
<th>Professional growth: Document your progress (using language such as I am….., I have….., therefore children are…..) What difference has this made to my teaching and learning? What difference has this made for children’s learning?</th>
<th>Nga Paerewa/Standards for the Teaching Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Rows will expand using the ‘enter’ key – add more rows by pressing ‘tab’ when curser is in the ‘standards’ box on row 3
## Standards for the Teaching Profession

**Nga- Paerewa mo- te umanga whakaakoranga**

<table>
<thead>
<tr>
<th>Standards for the Teaching Profession (Our Standards)</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| **Te Tiriti o Waitangi partnership**  
*Te hononga pātui i raro o Te Tiriti o Waitangi* |  
- Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.  
- Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.  
- Practise and develop the use of te reo and tikanga Māori.  
  
  ➢ **Tangata Whenuatanga:** Affirms Māori learners as Māori – provides contexts for learning where the identify, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed  

| **Professional learning**  
*Akoranga ngaiotanga* |  
- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.  
- Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.  
- Engage in professional learning and adaptively apply this learning in practice.  
- Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.  
- Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions  
  
  ➢ **Wānanga:** Participates with learners and communities in robust dialogue for the benefit of Māori learners’ achievement  
  ➢ **Ako:** Takes responsibility for their own learning and that of Māori learners |

Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.
### Professional Relationships
*Ngā hononga ngaio*

Establish and maintain **professional relationships** and behaviours focused on the learning and wellbeing of each learner.

- Engage in reciprocal, collaborative learning-focused relationships with:
  - learners, family and whānau
  - teaching colleagues, support staff and other professionals
  - agencies, groups and individuals in the community.
- Communicate effectively with others.
- Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.
- Communicate clear and accurate assessment for learning and achievement information.

**Wānanga:** Participates with learners and communities in robust dialogue for the benefit of Māori learners’ achievement

**Whanaungatanga:** Actively engage in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.

**Manaakitanga:** Demonstrate integrity, sincerity and respect towards Māori beliefs, language and culture

### Learning-focused Culture
*He ahurea akoranga*

Develop a **culture that is focused on learning**, and is characterised by respect, inclusion, empathy, collaboration and safety.

- Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.
- Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.
- Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.
- Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety.
- Create an environment where learners can be confident in their identities, languages, cultures and abilities.
- Develop an environment where the diversity and uniqueness of all learners are accepted and valued.
- Meet relevant regulatory, statutory and professional requirements.

**Manaakitanga:** Demonstrate integrity, sincerity and respect towards Māori beliefs, language and culture

**Tangata Whenuatanga:** Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed
<table>
<thead>
<tr>
<th>Design for Learning</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design learning</strong> based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.</td>
<td><strong>Teach and respond</strong> to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</td>
</tr>
</tbody>
</table>
| • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.  
• Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.  
• Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.  
• Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.  
• Design learning informed by national policies and priorities. | • Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.  
• Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.  
• Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.  
• Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.  
• Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.  
• Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.  
• Use critical inquiry and problem solving effectively in their professional practice. |
| ➢ **Wānanga:** Participates with learners and communities in robust dialogue for the benefit of Māori learners’ achievement  
➢ **Manaakitanga:** Demonstrate integrity, sincerity and respect towards Māori beliefs, language and culture  
➢ **Tangata Whenuatanga:** Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed  
➢ **Ako:** Takes responsibility for their own learning and that of Māori learners | ➢ **Wānanga:** Participates with learners and communities in robust dialogue for the benefit of Māori learners’ achievement  
➢ **Manaakitanga:** Demonstrate integrity, sincerity and respect towards Māori beliefs, language and culture  
➢ **Tangata Whenuatanga:** Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed  
➢ **Ako:** Takes responsibility for their own learning and that of Māori learners |