



Professional Growth Cycle (PGC) for Registered Teachers (F/T and P/T) and Appraisal for the Principal, Learning Assistants and Support Staff

RATIONALE:

New Zealand legislation and Ministry of Education regulations make PGC and staff appraisal mandatory in schools. PGC & Appraisal aims to improve the quality of teaching and learning outcomes achieved by the school and the people in it by:

- linking the goals and efforts of staff to the goals and directions of the school
- providing staff with support and development opportunities to enable them to achieve their personal and professional goals

PURPOSES (PGC):

The Professional Growth Cycle is intended to capitalise on the authentic learning collaborations between teachers that are likely to already be in place. The Professional Growth Cycle replaces the previous performance appraisal process.

Ultimately, this is a more holistic approach, focusing on how teachers use and meet the Ethics Code / *Ngā Tikanga Matatika* & Professional Standards / *Ngā Paerewa* in their everyday practice, as well as supporting professional learning and collaboration.

GUIDELINES:

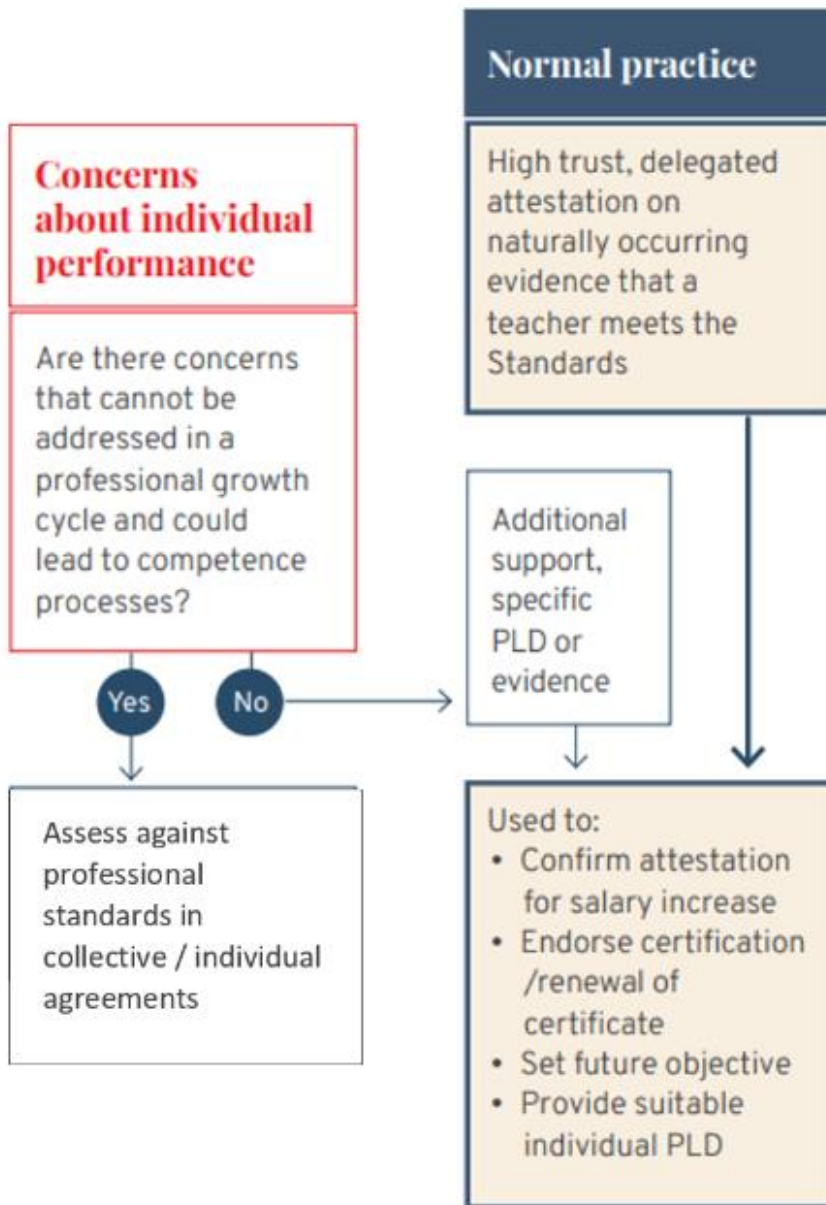
- **The Principal** is appraised by the Board and is accountable for the implementation of a staff appraisal scheme.
- **Provisionally Registered Teachers** (PRT/Beginning Teachers) undergo a 2-year training programme which includes continuous mentoring and appraisal. They are not required to participate in the PGC until they receive their full Teacher Council Registration.
- **Learning Assistants and Support Staff** have a separate appraisal process to teachers which is designed to inform and affirm their contribution to the workplace and where their voice can be heard in a confidential and safe environment.
- **Registered Teachers** will participate in a Professional Growth Cycle (PGC) which will;
 - focus on professional growth, development of teacher practice and collaborative learning
 - seek to develop professional accountability and trust
 - use the Professional Standards *Ngā Paerewa* to facilitate Professional Growth rather than focussing on proof of meeting them cognisant that there remains the legal obligation that every teacher meets the Standards / *Ngā Paerewa*.

- provide an annual summary report stating whether the appraisee has met the Professional Standards / *Ngā Paerewa*
- consist of a PGC which supports authentic, collaborative teacher learning and growth.
- include an annual observation and professional conversations with an appraiser who is familiar with the day-to-day work of the teacher. Who appraises the teacher is determined by a 3-year cycle.
 - ❖ 1st year of cycle – Senior Leader
 - ❖ 2nd year of cycle – Trusted colleague
 - ❖ 3rd year of Cycle – Direct Supervisor/Curriculum Leader/Team Leader/HOD/...
- include a range of strategies to facilitate growth including;
 - ❖ Access to Appraisal connector
 - ❖ Student voice
 - ❖ 4-min walk through observation
 - ❖ Resources to encourage the acquisition and use of te reo Māori, appreciation and understanding of tikanga Māori and Te Tiriti o Waitangi
 - ❖ Goal Setting
 - ❖ Inquiry
 - ❖ Appropriate Professional Development and Professional Learning
- Appraisal and PGC reports will be filed with the Deputy Principal.
- The PGC will be mandatory for all full and part-time teaching positions
- Appraisal will be mandatory for all support staff.
- The PGC and Support Staff appraisal process is written in accordance with MOE and ERO guidelines. It is reviewed annually.

DISPUTES PROCEDURE:

- The process for resolving teacher competency or disputes is outlined in the Area Schools Collective Agreement.
- The flow chart on the following page illustrates how this may work.
- The purpose of a PGC is not part of the process to determine teacher competency.
- In the case of a dispute the following procedures will apply:
 1. In the first instance an attempt should be made to resolve any dispute by the teacher and appraisee concerned.
 2. If this is unsuccessful, the Principal should be approached to resolve the issues and both parties given the opportunity to present their concerns.
 3. If this fails, or in the case of staff appraised by the Principal, then the concerns are presented to the Presiding Member of the Board who will adjudicate.
 4. The Board may choose to bring in an independent appraiser from outside the school.

The Appraisal Policy implementation will be monitored by the Principal.



Ratified by Board:9 June2022
Signed for Board

Date

Date for Review: 2023