



PROFESSIONAL GROWTH CYCLE FOR TEACHERS POLICY

OUTCOME STATEMENT

Our professional growth cycle reinforces professional learning and development to ensure teaching is future-focused, innovative, and supports students to achieve academic success.

SCOPE

The professional growth cycle takes a holistic approach to performance management that embeds The Standards/Ngā Paerewa in everyday teaching. It is a model based on professional judgment and trust and all teachers are required to engage with the process.

DELEGATIONS

The Principal, as professional leader of the school, delegates responsibility for the implementation and delivery of the Professional Growth Cycle to the Deputy Principal Teaching and Learning.

EXPECTATIONS AND LIMITATIONS

The Principal, as professional leader of the school, and the Deputy Principal Teaching and Learning facilitate a common understanding of the standards, and staff at Wesley College engage in professional learning aligned with the standards.

PROCEDURE

The Deputy Principal Teaching and Learning is responsible for designing and implementing an annual professional growth cycle for teaching staff, which may include:

- Professional conversations (at least two per year)
- Lesson observations (at least annually, biannually for provisionally certificated teachers)
- Reflective practice
- Professional learning and development
- Teaching as inquiry

Teachers have opportunities to discuss and receive feedback on their practice, and brief documentation may be kept of any elements related to the above. 4.

Attestation

Attestation against The Standards/Ngā Paerewa is required to support an initial application and renewal for registration of the practicing certificate to the Teaching Council of New Zealand. The Principal endorses the issue/renewal of a practicing certificate based on the teacher's participation in the professional growth cycle. The Principal also completes an annual attestation of teachers against the professional standards for salary purposes. Attestation involves comparing each teacher's performance against the relevant professional standards to confirm that they have met the standards required. The professional standards are supplied as an appendix to the employment agreement. Should a Principal not attest, salary progression can be deferred, and a support or competency process started or continued. Further information is available in the relevant employment agreement. 5.

Competency

If the Principal has concerns about a teacher meeting The Standards/Ngā Paerewa, they will

discuss it with the teacher and provide support for improvement. Ongoing concerns are dealt with through the performance management processes outlined in employment agreements, and guidance from the Teaching Council.

LEGISLATIVE REQUIREMENTS

[Education & Training Act 2020](#)

The Wesley College School Board approved this policy May 2024.
This policy will be reviewed on / before the May meeting 2027.



PRESIDING MEMBER

23 May 2024
DATE