



NAME HERE 's:

***Professional
Growth Cycle***

Implementing Best Practice through Spiral of Inquiry

How this works...

- This is a combination of the Spiral of Inquiry and Professional Growth Cycle together for 2024.
- You will choose 5 target students to complete your spiral about. The focus this year is: **ESOL**
- Follow the 'Spiral of Inquiry' process and use evidence you have gathered to show how you are meeting each standard of the teaching criteria **and** the Spiral of Inquiry.
- Evidence can be in the form of links to docs, slides, planning, photos, whānau/student voice, videos (all evidence needs to tell a story).
- Evidence can be used across different teaching standards (i.e. evidence from 'Developing a Hunch' can be used to show you have met different standards, not just 'Learning focused culture') but this needs to tell a new story.
- You will share your Professional Growth Cycle with a Senior Leader (or mentor teacher) in Term 2 and Term 4.
- A Within School Coach will be commenting on your Spiral of Inquiry through their Kahui Ako role across the year.

PROFESSIONAL GROWTH CYCLE

Performance Agreement

- Job Description including additional responsibilities
- Code of Conduct and Standards for the Teaching Profession
- Professional Growth Cycle (PGC)
- Spiral of Inquiry (Sol)

***PGC will be carried out with all staff members twice over an annual period.
The first meeting is to agree to all areas of the Performance Agreement for
the year***

***The second meeting is a mid year evaluation of all areas of the Performance
Agreement.***

***The final meeting is an end of year evaluation of all areas of the Performance
Agreement and to plan for the following year.***

Name of Teacher:

Year Level:

Position:

JOB DESCRIPTION

PURPOSE:

1. This job description sets out teachers' professional standards and additional responsibilities, and forms the reference point for performance appraisal.
2. Teachers are responsible to the Principal / or delegated senior leadership team for curriculum delivery, curriculum content, assessment of pupil progress, reporting to parents and other whole school responsibilities.

Delegation of Authority-Accountability:

1. The Principal delegates the responsibilities detailed in the Job Description to the teacher. Within these delegations she has the full authority to manage as she thinks fit, consistent with the Board's general and strategic policy directions, and the decisions of the Senior Leadership Team (SLT).
2. The Principal uses the job description and performance indicators to indicate how the teacher will meet responsibilities. The SLT provides evidence to the Principal, as part of the professional growth cycle process, about the extent to which performance expectations have been met and guidelines followed.
3. The performance agreement and associated process provides a mechanism for independent assessment of this evidence and an opportunity to recognise performance in terms of the Board's obligation as an Employer.
4. Each teacher is responsible for the welfare and education of the children and classes assigned by the Principal for specific duties delegated by the Principal.

Working Relationships:

1. Give priority to ensuring the well-being and education achievement of the students.
2. To have a functional relationship with the Principal, Students, Staff, Parents and Caregivers, and other Agencies, Board of Trustee Members, and other school and community members and groups.
3. Work as members of a staff team where support is provided, group decision making is encouraged and effective communication exists.
4. Have positive relations with parents / caregivers.
5. Help to promote the interests and image of the school.

The performance agreement is negotiated annually. It consists of four parts.

- Job Description including additional responsibilities
- Code of Conduct and Standards for the Teaching Profession
- Professional Growth Cycle (PGC)
- Spiral of Inquiry (Sol)

This performance agreement is for the period:

Start Date: January 2024

Mid-point: June/July 2024

End Date: December 2024

Professional Growth Cycle conversation will take place twice a year and follow the guidelines in the employment contract.

Signed:

Teacher signed:

Date

Signed:

Signed:

Date

Job Description for Additional Responsibilities 2024 - Term 1 and 2

Focus - (Strategic Team)

Description

-

Focus - (Strategic Team)

Description

-

Evidence Term 1 and 2:

Mid year review:

Job Description for Additional Responsibilities 2024 - Term 3 and 4

Focus - (Strategic Team)

Description

-

Focus - (Strategic Team)

Description

-

Evidence Term 3 and 4:

End of year review:

THE CODE OF PROFESSIONAL RESPONSIBILITY - NGĀ TIKANGA MATATIKA MŌ TE HAE PAPA NGĀIOTANGA

1. Commitment to the Teaching Profession - <i>Ko te ngākaunui ki te umanga whakaakoranga</i>	1. Commitment to Learners - <i>Ko te ngākaunui ki ngā ākonga</i>	1. Commitment to Families and Whānau - <i>Ko te ngākaunui ki ngā whānau</i>	1. Commitment to Society - <i>Ko te ngākaunui ki te hāpori whānui</i>
--	--	---	---

OUR VALUES - NGĀ UARA

These values underpin Our Code, Our Standards. They define, inspire and guide us as teachers.

WHAKAMANA: empowering all learners to reach their highest potential by providing high-quality teaching and leadership.
: ko te whakamana i te katoa o ngā ākonga kia eke ki te panekiretanga o tō rātou ake pito mata, mā te whakarato i te kounga teitei o te whakaakoranga me te kaihautūtanga.

MANAAKITANGA: creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.
: ko te waihanga i tētahi taiao akoranga e rongohia ai te wairua whakatau, te manaaki, te auahatanga, ka mutu, e ōrite ai te whai mana me te whakaaro nui ki te katoa.

PONO: showing integrity by acting in ways that are fair, honest, ethical and just.
: ko te whakaatu i te pono i runga o te whai i ngā āhuatanga matatika.

WHANAUNGATANGA: engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.
: ko te whai wāhi ki te whanaungatanga whaitake, ki te mahi ngātahi ki ā tātou ākonga, ki ō rātou whānau, ki ō tātou hoa mahi, ā, ki te hāpori whānui.

Standard	Elaboration of the Standard	SPS Indicators (What good looks like)
1. Te Tiriti o Waitangi Partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	<ul style="list-style-type: none">• Understand and recognise 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.	<ul style="list-style-type: none">• Know who your Māori students are, identify and set high expectations for Māori students.• Engagement with whānau - develop a shared understanding of what education looks like to them and how parents/families can help at home.• Integrate Te Reo and tikanga across the curriculum• School wide inquiries include Te Ao Māori knowledge and perspectives as normal and expected.
<p>Evidence: Term 1 and 2 -</p> <p>Principal/DP comment: Evidence: Term 3 and 4 -</p>		

Standard	Elaboration of the Standard	SPS Indicators (What good looks like)
<p>2. Professional learning</p> <p>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use of contemporary research that demonstrates best practice. • Spiral of Inquiry - new learning • Participation in all professional development/learning • Practice Analysis - act on feedback, teachers are able to identify next steps in practice • Professional learning groups • Community of Learning
<p>Principal/DP comment:</p> <p>Term 1 and 2 -</p> <p>Evidence</p> <p>Evidence:</p> <p>Term 3 and 4 -</p>		

Standard	Elaboration of the Standard	SPS Indicators (What good looks like)
<p>3. Professional relationships and behaviours</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> • Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> – learners, families 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. 	<ul style="list-style-type: none"> • Actively participate and contribute (evidence based) in staff meetings, team meetings • High quality data shared with whanau and students • Positive mind set in all interactions (with everyone) • Students are supported to discuss learning with others, peers and parents - 3 way conferences, conversations with parents before and after school • Students of concern are shared with the appropriate staff e.g. SENCO

Principal/DP comment Term 1 & 2:

Evidence:

Principal/DP comment Term 3 & 4:

Evidence:

Term 3 and 4 -

Standard	Elaboration of the Standard	SPS Indicators (What good looks like)
<p>4. Learning-focused culture</p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Student voice • Develop a community of learning where everyone feels safe and valued (all stakeholders) • Safe environment to take risks • Physical environment is welcoming to everyone • Authentic learning tasks with tangible outcomes (high expectations) • Catering for the diverse needs of the learners in the classroom - 'know your learner' • Ownership, responsibilities around our practice, treaty obligations and duty of care.

Evidence: Term 1 and 2 -

Principal/DP comment T1 & T2:

Evidence:

Term 3 and 4 -

Principal/DP comment T3 & T4:

Standard	Elaboration of the Standard	SPS Indicators (What good looks like)
<p>5. Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> • 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 that 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 that is informed by national policies and priorities. 	<ul style="list-style-type: none"> • Analyse and use current data to inform planning and teaching. • Formative assessment is embedded in all practice. • Learning tasks should be challenging and engaging. • Spiral of Inquiry • Develop programmes that reflects current, global contexts

Evidence:

Term 1 and 2 -

Principal/DP comment T1 & T2:

Evidence:

Term 3 and 4 -

Principal/DP comment T3 & T4:

Standard	Elaboration of the Standard	SPS Indicators (What good looks like)
<p>6. Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Teach in ways that ensure all learners are making sufficient progress, and 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 that 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 	<ul style="list-style-type: none"> • Evidence based teaching practices. • Engaged in a disciplined approach to the Spiral of Inquiry and the priority of the Community of Learning will be evident. • Change in practice is evident and justified. • Students know what they are learning, the purpose of the learning and what their next steps are in all curriculum areas.

Evidence:**Term 1 and 2 -***Principal/DP comment T1 & T2:***Evidence:****Term 3 and 4 -***Principal/DP comment T3 & T4:*

Spiral of Inquiry

Use these slides to record your journey through the Spiral of Inquiry to implement the best practices into your classroom!



Spiral of Inquiry and Kāhui Ako

Our Kāhui Ako has developed three achievement challenges that will be addressed through our Spiral of Inquiry mahi:

- 1. Best Practice through the Curriculum Refresh**
- 2. Equal Status for Mātauranga Māori (selecting Māori learners as our target students)**
- 3. Attendance and Engagement (are our students engaged in learning + school wide processes to address attendance)**



The Spiral of Inquiry

Scanning

Scanning is all about collecting a variety of rich evidence about what is really taking place. What is going on for our learners?

Focusing

Where are we going to concentrate our professional energies so that we can change the experiences and results for our learners?

Developing A Hunch

The hunch stage asks us to probe 'what's leading to this situation?' and — every bit as important — 'how are we contributing to it?'

New Learning

Educators engage with designing best practice through New Learning - be it through professional development or powerful practices

Taking Action

Take action by trying out the new practices you have learnt. Ensure there is plenty of opportunity for discussion, observation, and reflection

Checking

This part of the spiral ask whether the interventions and new learning are making enough of a difference.

Scanning & Te Tiriti o Waitangi

How do we know?

Why does it matter?

Ask students:

Can you name two people in this setting who believe you will be a success in life?

What are you learning and why is it important?

How is it going with your learning?

What are your next steps?

Ask yourself:

Who are your champions and allies? Can you name two people you trust and will rely on for support and feedback in this inquiry?

What are you learning from this inquiry, and why is it important?

How is it going? What are your next steps?

Ask parents: What do you think is the best thing we can do to support your child in Writing?

1. Scanning Evidence

Focusing & Design for Learning

Where will we concentrate our energies in order to make a big and lasting difference for our learners?

What caught your attention during the scanning phase?

What's missing? What other evidence do you need?

What are some strengths that your learners show in this area?

How could you build on these strengths?

What can you most effectively tackle over the next few weeks or months?

2. Focusing Evidence

Developing a Hunch & Learning Focused Culture

How are we contributing to it?

**What are our assumptions about
what is contributing to the
situation?**

How can we check our assumptions?

3. Developing a Hunch Evidence

Spiral of Inquiry

Staff hui

Term 3, Week 5



Karakia Timatanga

Pou hihiri
Pou rarama
Pou o te whakaaro
Pou o te tangata
Pou o te aroha

Te pou e here nei i a tātou
Mauri ora ki a tātou
Haumi e, hui e, tāiki e!

Spiral of Inquiry Staff Hui - New Learning

Kaupapa o te rā:

- **2mins - read feedback comments on your spiral slides (either comment / speaker notes)**
- **5mins - Unpack 'New Learning' phase (Laura-Anne, Oriana)**
- **5mins - feedback from Practice Analysis for goal setting (Prahl)**
- **5mins - 'Take home task' - professional reading to then discuss at team meetings (Prahl)**
- **Pakirehua and planning in teams**

The Spiral of Inquiry

Scanning

Scanning is all about collecting a variety of rich evidence about what is really taking place. What is going on for our learners?

Focusing

Where are we going to concentrate our professional energies so that we can change the experiences and results for our learners?

Developing A Hunch

The hunch stage asks us to probe 'what's leading to this situation?' and — every bit as important — 'how are we contributing to it?'

New Learning

Educators engage with designing best practice through New Learning - be it through professional development or powerful practices

Taking Action

Take action by trying out the new practices you have learnt. Ensure there is plenty of opportunity for discussion, observation, and reflection

Checking

This part of the spiral ask whether the interventions and new learning are making enough of a difference.

New Learning & Professional Learning

How will we learn this?

What research or theory is informing our learning?

Practice Analysis

Why is an approach or principle important?

How can this learning be collaborative?

What New Learning Involves...

- Stay curious. Don't adopt a solution just because it's popular or readily available.
- Continue to ask the three big-picture questions: ***What is going on for our learners? How do we know? Why does it matter?***
- Look for insights from other schools and systems with a similar focus.
- Stay connected with your network to sustain the momentum of learning.
- Involve everyone in the learning, including formal leaders, teachers and support staff.

Example of New Learning

New Learning - What do we need to learn?

How will we learn this?

- Through various professional readings, ongoing observations, discussions and reflecting on our own practice, we will learn the importances of what the new learning area really means in classroom discussions and teaching sessions to benefit all of our students.

What research or theory is informing our learning?

- [Accelerating writing progress in Years 7 & 8 \(TKI, 2017\)](#)
- [Teaching writing in Year 7 & 8](#)
- ELP Years 5 to 8 - Chapter 4
- [Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis](#)
- [Accelerated Learning in New Zealand Primary Schools](#)

Why is an approach or principle important?

- It is important to base our new learning on an approach that caters for our target writers. The research gathered in these articles underpin what is expected for both progression and understanding of “what makes a confident writer with a successful writing structure”. Therefore gaining knowledge from articles, like the ones above, shows teachers, students and families where our next steps lie. Making the new learning area vital for develop in all parties.

How can this learning be collaborative?

- The new learning, in the year 7 and 8 level is vital for all parties involved. Teachers’ gather and gain knowledge from various sources. This knowledge and new learning is installed into the students through modelling, scaffolding, student voice and discussion. These will then be transferable to various parties, like family members or other students, where the students become experts and share their new findings and understandings. With our focus of “How can we model writing structure so that all students are confident to write independently and have success underpins the readings we are focussing on as teachers to successfully gain the best possible outcomes.

Taking Action:

What can we do to make a meaningful connection?

How will we know?

What opportunities are there for dialogue, observation and reflection with others?

What's going on for our learners?

How will I know?

How and when can I share my learning?

5. Taking Action Evidence



Taking Action

What can we do to make a meaningful difference?



Considerations of Taking Action

- Ensure everyone knows they are expected to DO something different.
- Make time and provide support for the new action. If you are adding a new expectation, set something aside to make room.
- Make risk-taking less risky. Celebrate failures and successes as part of new learning.
- Ensure lots of opportunities for reflection. Keep your PLG involved.
- Ask how will we know? Have ways to measure the results of the actions at the checking phase.

Taking action involves

- Learning more deeply about new ways of doing things – and then trying them out
- Evaluating the impact on learners – and seeking their feedback
- Building trust and cultivating a growth mindset

Taking action is NOT

- Trying something new without considering its value and relevance in your situation
- Implementing without monitoring the effects on learners
- Assuming everyone feels OK about the change

EXAMPLE OF TAKING ACTION

Taking Action- What can we do to make a meaningful difference?

How will I know?

I will know I have made a meaningful difference when students use the feedback/feed-forward given to enable them to progress their learning and reach their potential in their assessment. Students will be confident in asking for feedback/feed-forward not just from the teacher, but also their peers. I will also have a good understanding of the most effective ways to communicate feedback/feed-forward with each of my students and understand that this may be different for individual students.

What opportunities are there for dialogue, observation and reflection with others?

Conferencing and dialogue with students has been put into planning and is now part of routine. Feedback/feed-forward is happening more regularly and the students and myself are consistently reflecting on what is working and what are our next steps.

What's going on for my learners?

Students are seeing the purpose behind feedback/feed-forward, rather than seeing the red pen and tossing the work to the side. Students engagement in seeking feedback/feed-forward has improved and they are asking important questions around their learning which allows them to accelerate their progress and know their next steps. There is a lot more clarity in their learning pathway.

How and when can I share my learning?

I can share my learning in staff meetings and present my spiral to other educators especially those in our CoL. I can inform and share my learning throughout this spiral with whanau and my students.

Taking Action-How are we tracking and monitoring student/teacher progress?

- Gathered student voice throughout to check their understanding of feedback/feed-forward.
- Observations when students were given feedback/feed-forward.
- Students are aware of standard criteria and what is expected of them at each level, they want to move from one grade to the next, so they like to know their next step (feed-forward).
- 1on1 learning conversations with students regularly to check in and see how they are going and explicitly given in-depth feedback/feed-forward.
- Feedback and feedforward not just given by teacher.
- Upskilling own teacher knowledge around effective feedback/feed-forward from new learnings.
- Learning conversations within English department to reflect on what feedback/feed-forward they have been giving students in their classes.
- Data.

Next steps:

Further contact with whanau to see what feedback/feed-forward they are receiving from home, what this looks & sounds like and whether they feel it is effective or not.



Sharing of Taking Action

Show teams recording for their taking action

Taking action recording document here

Checking:

Have we made enough difference? How do we know?

How do we know?

**What's going on for our learners?
How do we know?**

Checking can occur throughout a spiral. The involvement of learners and families in the checking process is important to get a fuller picture on the difference being made.

6. Checking Evidence

Performance Attestation:

Name:

Appraised by:

Appraisal period from: January 2024

Appraisal period to: December 2024

**Has met / not met
the Professional Standards**

Principal: Thomas Bartlett

Signed by teacher:

Signed by Senior Leader:

Date: