

# Briefing Paper

15/09/2021  
EC-2603

TO:	Hon. Chris Hipkins, Minister of Education
FROM:	Lesley Hoskin, Chief Executive
SECURITY LEVEL:	In confidence
PRIORITY:	Normal
FOR PROACTIVE RELEASE:	Yes

## Purpose

1. The purpose of this paper is to advise you of the decision made by the Governing Council for the Teaching Council (the **Council**) pertaining to the Professional Growth Cycle (PGC) with elements for principals, tumuaki and early childhood education (ECE) professional leaders. The elements for this PGC are in Appendix I.

## Background

2. Following ratification of the Accord developed within the collective bargaining between the Government, PPTA Te Wehengarua and NZEI Te Riu Roa, the Council convened a working group of Accord partners and cross-sector stakeholder representatives to respond to the removal of performance appraisal as an accountability measure. The working group explored the implications of this for quality teaching, specifically the Council's assurance that teachers meet the *Standards for the Teaching Profession, Ngā Paerewa mō te Umanga Whakaakoranga* as appropriate to the type of practising certificate they hold.
3. The outcome of this collaboration with the working group was the Council's decision to implement a PGC for teachers and kaiako based on a set of design elements.

## Principals, tumuaki and early childhood education professional leaders

4. The PGC for teachers and kaiako was released to the profession in July 2020. Following the release, the Council convened a parallel group of stakeholder representatives to discuss the Council's practising certificate appraisal requirements for principals, tumuaki and ECE professional leaders.
5. The working group recognised the complexity of these roles, and the range of priorities, regulations and performance management processes currently in place. They saw value in shifting the focus from a summative assessment approach to a growth and development approach built on professional conversations and network collaborations while serving the needs of leaders across and within the varied contexts of English and Māori medium settings.
6. It was envisaged that an approach that focused on professional practice (separated from employment aspects) could create positive change through increased opportunities for collaboration between principals, tumuaki and ECE professional leaders (with their boards or employers) and could:
  - support a collective responsibility for learning and quality teaching practice for all learners in Aotearoa,
  - foster new knowledge developed with colleagues about practices that make a positive difference for learners,

- increase more equitable access to opportunities for their own learning and growth, and
  - reflect the profession's commitment to Te Tiriti o Waitangi and *Our Code, Our Standards, Ngā Tikanga Matatika, Ngā Paerewa*.
7. In February 2021, a proposed PGC for principals, tumuaki and ECE professional leaders and developed with the working group was released to the profession by the Council along with a survey.
  8. Feedback from that survey included individual and group responses. The majority of responses were positive. Responses also highlighted aspects that needed greater clarity and indicated that the readiness to implement the changes proposed was varied. Of note was the variable access to networks that could be used for the professional learning collaborations.
  9. The Governing Council received the feedback findings and working group recommendations in June 2021 and
    - Approved minor revisions to the elements including who needed to be involved in creating the PGC and clarifying the place of the *Standards I Paerewa* in the principal, tumuaki and ECE professional leaders' contexts.
    - Agreed to allow flexibility in the timeframe for implementation. It was proposed that in mid-2021 this PGC would be released, and principals, tumuaki and ECE professional leaders would have the flexibility to begin their implementation of their PGC from then until the commencement of the 2023.
    - Agreed to next steps for the Council to support the implementation of the PGC for principals, tumuaki and ECE professional leaders.

## Next steps

10. The Council will convene a further zoom meeting of the working group members prior to the release of the PGC (planned for mid October). The focus of this meeting will be to discuss how we can collectively support members and their representative organisations to understand the PGC and engage in it for maximum benefit.
11. With the release of the PGC, other communications to support the change will be undertaken undertaken using the networks of our working group members, the Council's established processes of newsletter, website and zoom or face-to-face presentations and workshops with groups nationally.
12. A number of people within these schooling and ECE roles will help to communicate the changes with the profession over the next six-twelve months, alongside various associations and unions.
13. The Council will collaborate with members of the profession who have sector and context specific expertise to support the development of guidance materials. It is envisaged that these will be particularly in the areas of:
  - forming, adapting and sustaining valuable networks to support professional growth
  - giving and receiving feedback to professional network colleagues.
14. The Council is working with NZEI to create a Te Ao Māori change management framework that can be used by the profession to embed the teacher and kaiako PGC and also to implement future initiatives. Te Ao Māori concepts within the framework are also being used to explore, enhance and understand the ways in which the Council can support the move from appraisal to the PGC for principals, tumuaki and ECE professional leaders.

## Appendix I: Communication documents for the profession

### A. Professional Growth Cycle Announcement for principals, tumuaki and early childhood education professional leaders

We are pleased to announce the Professional Growth Cycle (PGC) for principals, tumuaki and early childhood education (ECE) professional leaders in all sectors and settings.

This PGC has been developed with our working group of stakeholder representatives from across the sectors. Much like the professional growth cycle for teachers, the PGC for principals will reposition the Standards | Ngā Paerewa within everyday holistic practice.

#### Changes

The key changes focus on a shift to a higher trust model with reduced compliance activity, that can also place value on professional learning networks where positional leaders can connect. Like the teachers' PGC, it will feature a set of elements that support principals, tumuaki Māori, and ECE professional leaders to focus on professional growth in their unique settings. The PGC is also designed to accommodate any current, and effective, appraisal arrangements that relate to professional features of a leader's role and the (related but different) employment aspects.

Our next steps for implementing the PGC for principals is to generate further conversation with the profession and explanation regarding the roles and activities within a PGC. Some also identified the need for preparation work to achieve the intended benefits of the PGC across the profession.

#### Timeline

We'll therefore be promoting a flexible timeline for implementing the PGC for principals to accommodate both those who want to start their PGC now, and for others who prefer more preparation time until February 2023 to begin. In the meantime, we'll continue work with our partner agencies and keep you informed on the next steps.

#### PGC Elements and FAQs

We've attached the PGC elements and a set of FAQs for you to begin familiarising yourself with as we collectively move towards implementation of the Professional Growth Cycle for principals, tumuaki and early childhood education (ECE) professional leaders in all sectors and settings.

### B. Professional Growth Cycle with Elements

The professional growth cycle:

- reflects the profession's commitment to Te Tiriti o Waitangi and *Our Code, Our Standards, Ngā Tikanga Matatika, Ngā Paerewa*,
- is intended to create more equitable, contextually responsive access to opportunities for the learning and growth than currently occurs through highly varied appraisal systems,
- promotes the use of research and frameworks while fostering new knowledge developed with colleagues about practices that make a positive difference for learners,
- encourages a collective responsibility for learning and quality teaching practice for all learners across the diverse contexts of Aotearoa.

**Element a: Principals and professional leaders** will facilitate a collective understanding of the *Standards | Ngā Paerewa* in their context and what meeting and using them in their teachers' and their own practice looks like.

**Element b: Principals and professional leaders** will plan their professional growth cycle and share this with their presiding board member or ECE employer to plan how they will be supported in it.

**Element c: Principals and professional leaders** will engage in professional learning using the *Standards | Ngā Paerewa*, within a professional learning network of colleagues to develop their professional practice.

**Element d: Principals and professional leaders** will look for and engage in opportunities to receive feedback on their practice from a range of sources, including the presiding board member or ECE employer or their delegate.

**Element e:** A professional learning network colleague who holds a Tūturu | Full (Category One) practising certificate will confirm annually that the principal or ECE professional leader has participated in the professional growth cycle and will also provide a statement to them about whether they meet (Tūturu Full (Category One) Practising Certificate) or are likely to meet (Pūmau Full (Category Two, previously subject to confirmation) practising certificate), the *Standards | Ngā Paerewa* (but with no evidence documents for the purposes of practising certificate renewal).<sup>1</sup>

**Element f:** If in the endorser's judgment, the principal or professional leader's practice does not meet (Tūturu Full (Category One)) or is not likely to meet (Pūmau Full (Category Two)) the *Standards/Paerewa*, they will discuss this with the principal or professional leader.

## C. Frequently Asked Questions

### *Background*

#### **1. What is the professional growth cycle for principals, tumuaki and ECE professional leaders?**

The professional growth cycle (PGC) is the learning-focused process that has replaced performance appraisal for the purposes of determining whether principals, tumuaki, teachers, kaiako and early childhood education (ECE) professional leaders meet the *Standards for the Teaching Profession* or *ngā Paerewa mō te Umanga Whakaakoranga*.

Using the elements as a guideline, principals, tumuaki and ECE professional leaders can develop a professional growth cycle that works for them in their setting. The elements are intended to structure the growth cycle, while leaving room to craft a process that is authentic to the professional learning focus. The design of the PGC centrally positions the distinctive contexts of learning environments, and as such, allows meaningful growth to occur for principals, tumuaki and ECE professional leaders.

#### **2. Where did the PGC come from?**

In August 2019, NZEI Te Riu Roa, PPTA Te Wehengarua and the Ministry of Education signed an Accord to give effect to building a high trust environment for the teaching profession and additionally to remove performance appraisal for teachers. A working group of Accord partners and cross-sector representatives was convened by the Teaching Council (the Council) to address the intention of the Accord for teachers. Subsequently, a second group was formed to consider the implications for principals, tumuaki and ECE professional leaders. As the Council is the professional body for teachers, the working groups included voices from ECE, primary and secondary, English medium and Māori medium settings.

#### **3. What is the purpose of the PGC for principals, tumuaki and ECE professional leaders?**

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<sup>1</sup> Endorsement scope

An updated Endorser Guideline will include a section for principal, tumuaki and ECE professional leaders'

a) annual endorsement and

b) triennial endorsement for the practising certificate application.

The FAQs attached here identify the expectations for each.

The PGC demonstrates trust in the profession to meet the high expectations they set for themselves. This would be done by removing unproductive compliance activities, reducing workload and enabling a focus on professional growth whilst upholding the legal obligation to ensure that everyone holding a practising certificate meets the *Standards I ngā Paerewa*.

It focuses on the professional aspects of these roles. The PGC should enable principals, tumuaki and ECE professional leaders to focus on their growth and support them to effectively undertake the complexity of their role in their unique setting.

#### **4. What is the relationship of the PGC to other performance review or employment requirements?**

With its strong learning focus, the PGC will most likely be designed independently from these other requirements. Alternatively, a single process that addresses the professional and employment aspects of the role remains an option.

The presiding board member or ECE employer alongside the principal, tumuaki or ECE professional leader will decide on the degree to which the PGC can address other aspects of performance management or employment processes of the context, such as Licensing Criteria GMA7 for the ECE professional leaders.

#### **5. What is the relationship of the professional growth cycle to the Leadership Strategy and Rauhuia?**

The PGC fully reflects the intention of the Leadership Strategy and the Council's overarching Rauhuia approach to building leadership. This can be seen through the recognition of networked leadership (focus area 4) as a way to foster and share quality practices and leadership knowledge. The PGC is designed to promote personalised professional learning (focus area 3) that recognises the importance of continual learning throughout the career of principals, tumuaki and ECE professional leaders. The *Leadership Strategy for the teaching profession of Aotearoa New Zealand (Leadership Strategy)* identifies participation in professional networks and engagement in collaborations for the benefit of their communities and young people as markers of educational leadership success.

#### *Timeframe*

#### **6. When does this need to start?**

Feedback from the profession alerted us to the varied circumstances and readiness to support this change. For this reason, there is a flexible timeframe for starting the professional growth cycle. It allows those who are ready to begin their PGC at the time of the announcement to do so and it also allows those who prefer more preparation time until 1 February 2023 to begin implementation.

#### *Designing a PGC*

#### **7. Who is involved when designing a PGC?**

The principal, tumuaki or ECE professional leader plans the PGC. It is expected that they will do this in consultation with others within their setting and beyond who can bring a valued contribution to the plan that supports meaningful professional reflection, conversations and growth. As part of the design, it is expected that the endorser would be identified. Element b also indicates the importance of sharing the plan with the presiding board member or ECE employer. This is in order to honour that partnership, ensure that there is a good understanding of the benefits to learners and support needed for successful implementation and valuable learning.

#### **8. What resources could be used?**

A range of resources and frameworks such as the *Educational Leadership Capability Framework* or *Tū Rangatira* are available to inform the design and implementation of the professional growth of the principal, tumuaki or ECE professional leader. As the PGC is implemented across settings, it is anticipated that a list of references that are recommended as valuable to the design process will be created using information from the profession and made available.

#### **9. What role does a presiding board member or ECE employer play in the design and implementation of a professional growth cycle?**

This PGC plan should be shared with the presiding board member or ECE employer so that they can understand and be effectively involved in planning the support needed for the PGC. It should enable the

principal, tumuaki and ECE professional leader to focus on their growth as leader of learning to effectively undertake the complexity of that role in their unique context. The Council is keen to provide some professional learning opportunity with NZSTA for Board members or with employers in ECE contexts to support their understanding of the role they may play in this PGC.

#### **10. Who else can be involved in my professional growth cycle?**

In the development phase of the PGC, other professionals (peers of the principal or ECE professional leader from other settings) who can support the learning within the cycle should be identified. Other people who can offer valuable input should also be involved. It can be whānau, family, kaumātua, iwi, hapū or community members. It could be your senior colleagues from your setting. Other professionals from outside the setting could be identified for the specific expertise and experience that they have. This would be done in order to support an area of growth for the principal, tumuaki or ECE professional leader or to provide mentoring or coaching as part of the cycle. This would not be a requirement.

#### *Networks*

#### **11. What is the purpose of the professional network?**

The PGC encourages teachers and kaiako to learn, share new knowledge and grow practice through collaborations with peers. In the same way, the principal, tumuaki or ECE professional leader is strongly encouraged to participate within a learning network of peers (locally or using distance technologies). These networks may already exist or could be created specifically for the professional growth cycle in the interests of improved professional practices and enhanced outcomes for learners. Within such a group, participants could:

- engage in collegial professional conversation where ideas can be tested and critique offered,
- collaborate in thinking, learning, generating new understandings as part of using the *Standards / ngā Paerewa* and
- support innovation.

The principal, tumuaki or ECE professional leader would be reciprocating in support of the learning of their network peers.

#### **12. What if I do not have a network?**

During 2022, the Council will be exploring ways people can be supported to access or form networks for this purpose. We will also continue conversations about the PGC with the profession using the experience and knowledge they have of successful professional learning networks to design guidance on how these can be set up and maintained for the PGC.

#### **13. Can we have more than one network?**

A principal, tumuaki or ECE professional leader may have several networks that can be used at various times to support their professional growth. Their setting may be part of a Kāhui Ako or a network of learning that they have created with colleagues. From the survey feedback, we learned that there are a variety of networks that are seen as suitable for professional growth cycle work. However, when creating a network for this purpose, it is important to realise that it does not need to be formalised, facilitated or locally based (distance technologies provide opportunities for remote networking).

#### *Feedback*

#### **14. Who gives feedback? How do we ensure that as network colleagues we can give, receive and use the feedback for its maximum advantage?**

It is envisaged that peers within the principal, tumuaki or ECE professional leader's network would provide feedback as part of their on-going interaction and collaboration. Similarly, feedback could come from other professionals with specific expertise. The range of feedback/feedforward sources that are 'naturally' available to the leader should be used in the PGC. The sources could include parents, whānau, hapū, iwi or the presiding board member or ECE employer.

Feedback to the Council about the PGC has indicated that this will be an area of development for some people as they discuss within their networks how to gain the benefits of feedback. Throughout 2022, the Council will continue conversations with the profession and facilitate opportunities for focusing on this aspect of learning in a network as part of professional growth cycle.

## Endorsement

### **15. Who is the endorser? How do they know enough about my practice to endorse me? What evidence do they need to collect?**

An endorser must hold a Tūturu Full (Category One) practising certificate and is expected to come from within the network that is used as part of the PGC. It is expected that the decision as to who will be the endorser will be made by the principal, tumuaki or ECE professional leaders with the presiding board member or the ECE employer.

The endorsement decision is not intended to be a summative assessment. Rather, it is a professional judgment about the PGC participation and the way the principal, tumuaki or ECE professional leader's practice meets the *Standards* or *ngā Paerewa*.

We do not envisage that the endorser must visit the school, centre or service. Instead, having collaborated within the network and engaging in evidence-based conversation, they would be able to make the decision about the practising certificate renewal. It is not expected that the endorser would 'collect evidence'; however, they would have been involved in conversations throughout the cycle that gave them the confidence that the colleague meets the *Standards* | *ngā Paerewa* and has participated in a PGC. This can be thought of as knowing the practice and the 'naturally occurring evidence' used by their teachers or leadership team members in their own context.

### **16. Would endorsement be reciprocal between two principals, tumuaki and ECE professional leaders?**

As the PGC is designed to promote collaboration and learning between networks of principals, tumuaki and ECE professional learners, it is not intended that the endorsement process would involve only two people each endorsing the other.

### **17. Why do we need to have annual endorsement when practising certificates are renewed triennially?**

Any teacher holding a Tūturu Full (Category One) practising certificate is expected to be demonstrating the *Standards* | *ngā Paerewa* in an on-going manner, as they are holistic descriptions of high quality teaching. Confirmation of this is one aspect of the annual endorsement. Confirmation of annual participation in the PGC as a replacement for appraisal is also expected (refer element e.). This confirmation is referred to here as annual endorsement.

For all teachers who are seeking endorsement as part of their practising certificate renewal, having the annual confirmation statements (which replace the lengthy summary report previously required by the Council in appraisal) gives them and their endorser the confidence that they can make the endorsement based on the previous three years. These statements are particularly important when endorsers change, often as a result of people changing their employment place or role within the three year cycle.

### **18. What is an endorser going to be endorsing annually?**

Annual endorsement for a colleague in your network involves providing a statement confirming that they:

- have participated in a professional growth cycle
- meet the *Standards* | *ngā Paerewa* for Tūturu Full (Category One) or likely to meet for Pūmau Full (Category Two).

### **19. What am I going to be endorsing for the renewal of the practising certificate triennially?**

Endorsement for the renewal of a practising certificate includes confirmation that the applicant:

- has participated in a professional growth cycle annually
- meets the *Standards* | *ngā Paerewa* for Tūturu Full (Category One) or likely to meet for Pūmau Full (Category Two)
- has developed and practised te reo me ngā tikanga Māori
- undertaken satisfactory professional learning and development (this is met through the engagement in a PGC).

### **20. What if a network colleague is not a suitable option for endorsement in any year?**

If endorsement by a professional learning network colleague is not suitable in any year, the following options may be selected:

- the presiding board member or ECE employer
- an external person with a Tūturu Full (Category One) practising certificate.

#### **21. Why has this changed from past practices where we have been able to use a consultant, our presiding board member or ECE employer?**

The professional growth cycle for teachers, kaiako, principals, tumuaki and ECE professional leaders places increased focus on the use of the *Standards | ngā Paerewa* in each context. It is unusual for a presiding board member or an employer to hold a Tūturu Full (Category One) practising certificate. Without that practising certificate, there is no guarantee of current knowledge and understanding of what the *Standards | ngā Paerewa* look like. This places an unrealistic expectation on many presiding board members or ECE employers.

The use of professional networks to encourage the sharing of professional knowledge and learning across settings makes endorsement conversation amongst colleagues an increasingly natural and valuable practice. It is believed that as principals, tumuaki and ECE professional leaders know what the *Standards | ngā Paerewa* look like in use within their setting, that engaging in conversation about this topic with colleagues from other settings will enhance knowledge sharing.

The use of consultants has been believed in some instances to be a Council expectation and resulted in expenditure that has been unnecessary and also highlighted inequities. This change does not preclude the involvement of consultants as experts to engage within the PGC to support a learning focus, but they would not be expected to be an endorser.

#### **22. Will the Council continue to explore the option of endorsement by someone holding a Pūmau Full (Category two) Practising Certificate?**

The Council has been asked if they will consider the option of an endorsement being undertaken by someone who holds a Pūmau Full (Category Two) practising certificate in some circumstances. This is an area that we wish to explore further with the profession using an evidence based approach over the upcoming year, to understand any advantages that this may bring to the principal, tumuaki or ECE professional leader and their PGC.

#### **23. If my colleague has concerns about my practice, what do they do?**

If the endorser has concerns about the practice of the principal, tumuaki or ECE professional leader's practice as meeting the *Standards | ngā Paerewa*, they will discuss that with them. The *Endorser Guideline* (section to be added) will outline any subsequent steps in the process for this occurrence.

#### **24. Do I need to be going to more courses or conferences?**

The PGC recognises that professional learning comes from formal and informal experiences with learners, teacher colleagues and others. Decisions about the kinds of professional learning experiences engaged in that are additional to the PGC will be made when the principal, tumuaki and ECE professional leader plan with the presiding board member of ECE employer the support they receive for their learning.

#### **25. Is it necessary to record what the *Standards | ngā Paerewa* look like in these roles?**

The PGC for teachers and kaiako (element a.) ensures that the principal, tumuaki or professional leader works with teachers to know what these look like in their unique context. This process of interpreting the *Standards | ngā Paerewa* is an act of trust in the profession, recognising that a range of contextual factors influence what quality practice looks like in each learning environment.

Moreover, it is understood that for the leader of learning these will look different. Being able to talk about this to colleagues and in reference to professional growth will make endorsement decisions transparent. There is no expectation that this must be recorded in addition to what is recorded for teachers (often using a setting wide quality practice template or similar document).