



PRINCIPAL PROFESSIONAL GROWTH CYCLE POLICY

Rationale:

At Whangārei Boys' High School, the Professional Growth Cycle (PGC) policy is used to determine whether the Principal is meeting the **Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga** (the Standards). Following the guidelines provided by the Teaching Council, the Principal develops their own PGC that promotes professional learning and growth within the setting of our school. The PGC encourages a collective responsibility for learning and quality teaching practice for all students.

The role of the Principal is considered a teaching position under the Education and Training Act 2020 (s. 10). This is reinforced by the Teaching Council, who state that all Principal positions are teaching positions (regardless of whether this is a teaching role at the school), as the Principal is responsible for all learning at the school.

Professional growth cycle process:

The Principal plans their PGC within the context of our school, and in consultation with school staff, the board, and external colleagues. In particular, the Principal and presiding member discuss the PGC to ensure there is a shared understanding of the benefits to students and the support that is required. As part of the PGC, the Principal seeks feedback from within the school and from external colleagues to support their professional growth.

While the PGC differs for each Principal, the cycle is always based on elements provided by the Teaching Council:

- The Principal and professional leaders facilitate a collective understanding of the Standards and what meeting and using them in the context of their school looks like.
- The Principal plans their PGC and shares this with the presiding member to plan any support that is needed.
- The Principal engages in professional learning and practice development within a network of colleagues, using the Standards.
- The Principal seeks feedback on their practice from a range of sources, including the presiding member or their delegate.
- A professional learning network colleague confirms annually that the Principal has participated in the PGC, and endorses whether the Principal meets or is likely to meet the Standards.
- If, in the endorser's judgment, the Principal does not meet or is not likely to meet the Standards, they discuss this with the Principal.



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The Principal may be endorsed as meeting the Standards (Tūturu | Full Practising Certificate – Category One), or as not currently able to be endorsed as meeting all the Standards, but considered likely to meet them (Pūmau | Full Practising Certificate – Category Two). See [Teacher Registration and Certification](#) for further information about the different types of practising certificates.

Professional learning network

The PGC facilitates the ongoing professional learning and growth of the Principal as part of a supportive professional network of colleagues. All members of the professional learning network must hold a Tūturu | Full Practising Certificate, as members are responsible for endorsement decisions regarding re-certification. The professional learning network may operate locally and meet in person, or remotely and use digital platforms to connect. These networks may exist already (e.g. a Kāhui Ako group) or could be created specifically for the PGC.

The Teaching Council recommends five or six members as an optimal number for a network. This allows members to establish a collective professional purpose, positively challenge each other, engage in feedback, and provide support as required. The Principal receives support from the network and provides reciprocal support to the other members. One person within the network is responsible for endorsing the Principal as meeting the Standards. It is not recommended that two people within a network are responsible for endorsing each other.

The Teaching Council provides a recommended kaupapa (set of principles) for a professional learning network, which states that members will:

- observe confidentiality (i.e. all members be respectful of what they hear and careful about what they share)
- support the agreed **facilitator**
- share responsibility for enriching the discussion
- come to meetings on time, prepared, informed, and open-minded
- contribute to the group by being responsive, reflective, and supportive
- agree to intentionally address the elements of the PGC
- ensure that the endorsement process is followed.

Role of the endorser

The person who endorses the Principal is selected in collaboration with other members of the



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professional learning network and in discussion with the presiding member. The endorser must hold a Tūturu | Full Practising Certificate, confirms that the Principal has participated in the PGC, and provide a statement to them about whether they meet or are likely to meet the Standards.

The endorser is not expected to collect evidence about the performance of the Principal. Instead, they are expected to make a decision about practising certificate renewal based on collaboration within the network and evidence-based conversation. The [Aratohu Kaiohia | Endorser Guidelines](#) provide a framework for assessing the capabilities of other network members, and outline the steps for endorsing or not endorsing another member.

Related Policies:

1. Appointments – Staff
2. EEO
3. Equity

References or Source

1. PPTA Secondary Principals Collective Agreement 2022 - 2025

Review Details:

Review Date	Reviewed by
SEP 2024	SMK
Review cycle: 1 year	Due date for Review: SEP 2025

Management Contact:

- Board of Trustees