The Professional  
Growth Cycle

For Casual Relievers

**For day-to-day relievers who hold a current Practising Certificate   
and are applying for or renewing a Pūmau | Full (Category Two)  
Practising Certificate.\***

\*If you no longer hold a current practising certificate, please see:  
[Return to teaching on the Teaching Council website](https://teachingcouncil.nz/getting-certificated/for-teachers/return-to-teaching/).

# Our Code, Our Standards | Ngā Tikanga Matatika, Ngā Paerewa

**Our Values / Ngā Uara**

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| **Who we are Ko wai tātou** | **What we do Ko ā tatou mahi** |
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**Commitment to Te Tiriti of Waitangi**

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| Code of Professional Responsibility | Ngā Tikanga Matatika mō te Haepapa Ngaiotanga (Code | Ngā Tikanga Matatika) |
| **Commitment to the teaching profession** |
| **Commitment to learners** |
| **Commitment to families and whānau** |
| **Commitment to society** |

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| Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga (Standards | Ngā Paerewa) | |
| **Te Tiriti o Waitangi partnership** | Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. |
| **Professional learning** | Use inquiry, collaborative problem-solving and professional capability to impact on the learning and achievement of all learners. |
| **Professional relationships** | Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. |
| **Learning-focused culture** | Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety. |
| **Design for learning** | Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and culture. |
| **Teaching** | Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. |

# Elements of the Professional Growth Cycle

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| **Preamble** | **Principals and professional leaders:**  The *Code* | *Ngā Tikanga Matatika* outlines the high standards of ethical behaviour expected of every teacher. This also influences the way in which the *Standards* | *Ngā Paerewa* understood and enacted within teachers practice in each context. |
| **Element A** | **Principals and professional leaders:**  Will facilitate a common understanding of the S*tandards* | *Ngā Paerewa* in their own context and what meeting and using them in their practice look like (not annually but once in place revisit from time to time and with new teachers to the setting). |
| **Element B** | **Principals and professional leaders:**  Will design with teachers an annual cycle of professional growth in their setting, using S*tandards* | *Ngā Paerewa* and support teachers engage in it, fostering an environment for inclusive, collaborative teacher learning. |
| **Element C** | **Every teacher:**  Will engage in professional learning using the S*tandards* | *Ngā Paerewa* to advance their understanding of their relationship between their professional practice and outcomes for learners. |
| **Element D** | **Every teacher:**  Will be given the opportunity to discuss and receive feedback on their practice including observation, particularly for teachers holding a Tōmua | Provisional Practising Certificate. |
| **Element E** | **Principals and professional leaders:**  Will confirm annually that each teacher has participated in the full annual cycle and will also provide statements to the teacher about whether they meet Tūturu | Full (Category One) Practising Certificate or likely to meet Pūmau | Full (Category Two) the S*tandards* | *Ngā Paerewa* (but with no requirement to create evidential documents). |
| **Element F** | If, in the principal or professional leader's judgement, the teacher does not currently meet S*tandards* | *Ngā Paerewa*, they will discuss that with the teacher and provide support to enable improvement; and if sufficient progress is not made, they may commence formal performance management processes outlined in employment agreements. Note that in these situations the Teaching Council's registration and cancellation policy will set out the expectations for the endorsement of a practising certificate renewal. |

# Policy References

[Requirements for Teacher Registration, Practising Certificate's and Limited Authority to Teach](https://teachingcouncil.nz/getting-certificated/getting-started/whhttps:/teachingcouncil.nz/getting-certificated/getting-started/what-is-registration-and-certification/registration-policy/at-is-registration-and-certification/registration-policy/)

All teachers are expected to participate in the Professional Growth Cycle within their setting; although some relieving teachers or teachers working outside early childhood services, schools or kura who may not be able to engage with a professional growth cycle, will focus on self-directed professional development goals. **Page 8.**

A Pūmau I Full (Category Two) Practising Certificate means you are an experienced teacher but are not currently able to demonstrate that you meet all the S*tandards* | *Ngā Paerewa* because of the nature of your role. You may move to Pūmau I Full (Category Two) if you last held a Tūturu I Full (Category One) Practising Certificate and are now in a role where you cannot be endorsed as meeting all the S*tandards* | *Ngā Paerewa*, but are considered by your professional leader as likely to meet them. You can apply to renew Pūmau I Full (Category Two), or if your role changes, you can seek to move back to Tūturu I Full (Category One). **Page 19.**

If your professional leader cannot endorse you as meeting all the S*tandards* | *Ngā Paerewa* because of your role type, but considers that you are likely to meet them, we are likely to issue you with a Pūmau I Full (Category Two). We may renew your Pūmau I Full (Category Two) if you have continued to be employed in a role not comprehensive enough for you to be endorsed as meeting all the S*tandards* | *Ngā Paerewa*, but you are considered likely to meet them. **Page 26.**

# Supporting you with your online practising certificate application

When completing your practising certificate application in [Hapori Matatū](https://haporimatatu.teachingcouncil.nz/s/), you will be asked:

Graphical user interface, text, application, email

Description automatically generated

1. What teaching experience have you completed in the last year?   
   Answers to select from include:

* <20 working days (less than 1 month)
* 21-60 working days (about 1-3 months)
* 61-120 working days (about 3-6 months)
* more than 120 working days (more than 6 months)

1. What teaching experience have you completed in the prior four years?  
   Answers to select from include:

* <20 working days (less than 1 month)
* 21-60 working days (about 1-3 months)
* 61-120 working days (about 3-6 months)
* 6 months-1 year
* 1-2 years
* 2 years or more

1. What school/kura/centre did you teach the most in, most recently? Your application endorser should come from this school/kura/centre.

You can use the search function to find your school/kura/centre.

1. Was any of your teaching experience worked outside the general education sector?

Enter your answer into the ‘free form text’ box.

**This may be a useful format to help you keep track and complete your application.**

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| School/Kura/Centre | Principal or Professional Leader | Number of Days |
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**These questions may be helpful for thinking about your learning and development:**

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| What opportunities have you had to use the standards to inform your teaching in any of the above contexts? |
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| What activities have you engaged in and in what ways have these contributed to your professional growth? |
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| When have you received feedback on your practice? How did this impact on your practice? |
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| How have you used and developed your te reo Māori me ngā tikanga Māori? |
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