

## Break out discussion two

### Designing our Professional Growth Cycle

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#### How will we design it?

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We think we will:

- start the design with staff review and discussion into that the PGC could look like (get more voices in review)
- give support for what teachers are already doing well
- encourage Principals and ECE PL in our area to combine to share our thinking and test ideas before we collaborate with teachers-connecting across levels
- recognise teachers are already doing a lot that is great-focus on effective practices (and teacher learning preferences), not an 'on-top-of' approach
- remember "Let's not replace (appraisal) as a big thing with a new big thing"
- build collaboration, flexibility
- adapt for individual centres and communities
- make sure we get buy-in from teachers, drive own learning

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#### What might be in our professional growth cycle design?

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We will build on what we already have been doing, we've:

- stopped evidence gathering/are using and discussing naturally occurring
- been working on Standards more (QPT, self-questioning)

Other aspects of the design might include:

- initial, interim and final conversations with information and data
- focus on quality of collaboration and observation and how we sustain quality (use of video)
- analysis of information and data around teaching and learning
- regular touch points and dialogue within and beyond teams/systems to support sharing
- feedback in different ways, empower colleagues to give feedback

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#### We will likely keep:

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- observations (by teacher request) (with coaching)
  - informal observations that we do within our practice
  - conversations (really important!)
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