

# Te Whanake

## Annual Conversation – a resource for facilitators

### Your role

Your role as facilitator is to:

1. affirm good practice
2. optimise professional competence
3. clarify aspirations by identifying potential development opportunities.

This resource will help you to engage with your GP interviewee by asking the right questions during the different stages of the Annual Conversation (AC).

### The conversation

Focus on both the past and the future learning year across all CPD categories.

1

Review their CPD records and reflections and consider the value of the learning

2

Evaluate their progress towards learning goals

3

Consider their professional/personal needs that impacted their year

4

Help them identify their next learning steps

5

Help them develop and record revised goals

### At the end of the conversation

1

Sum up the conversation

2

Remind the GP interviewee to:  
(a) record the AC details on Te Whanake, and  
(b) update their goals for the next year

3

Remember that, if you are a GP, you can record your AC facilitation in your Te Whanake as a Reviewing Practice activity

*See the next page for suggested questions.*



## Suggested interview questions

- 1** Review their CPD records and reflections and consider the value of the learning

  - › What were your priorities in the past year and how did you determine them? How did you translate these into learning goals?
  - › Tell me about your learning activities: what motivated you to choose these ones, specifically? How and to what extent did they match your learning needs?
  - › How did you evaluate the effectiveness of your different types of learning?
  - › Tell me about your unplanned learning. What surprised/pleased you about it?
  - › How did you write your reflections, and what in particular did you find challenging about this task?
  - › What types of learning activities (reading/webinar/peer activities) have you used? Why those in particular?
  - › To which activities did you allocate increased credits? What caused you to value these activities more highly?

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- 2** Evaluate their progress towards learning goals

  - › Which goals did you not address in the past year? What prevented you from doing so?
  - › How did you implement changes in your practice?
  - › How did you determine the efficacy of changes you made?
  - › How is your cultural safety and health equity (CS and HE) learning impacting on you, your patients and your practice?

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- 3** Consider their professional/personal needs that impacted their year

  - › How did you determine the current needs for you and your practice?
  - › What personal stressors have you experienced in the past year, and how have/will you overcome these?
  - › What are your plans for self care? How might you build some of them into your goals?

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- 4** Help them identify their next learning steps

  - › How are you addressing the goals you are carrying through into next year?
  - › Which domains now need your attention? (Communication, Clinical expertise, Professionalism, Scholarship, Equity, Te Tiriti o Waitangi, or Leadership and Management)
  - › What kind of evidence of learning and development will be generated by your planned learning activities?
  - › In what way do CS and HE issues underpin some of your goals/activities for the year ahead?

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- 5** Help them develop and record revised goals

  - › Describe any difficulties you have had in defining new goals. Is there any way I can help you to refine these?
  - › How are you addressing your learning needs?
  - › Are there any audits or evaluation processes that might support changes you've made or clarify any need you may have for a future change?
  - › What would you like to change in your goals and/or your approach as a result of this conversation?