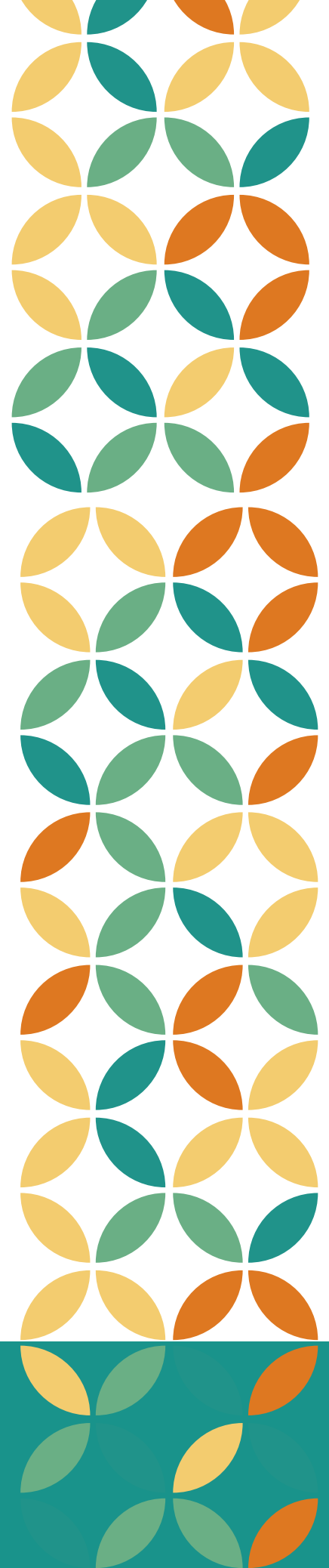


# Professional Learning Framework 2020

**Investing in Quality  
Peterborough**

  
**EARLY LEARNING**  
lasts a lifetime



# Professional Learning Framework

## Why a Professional Learning Framework?

It is our belief as a community that all educators are competent, capable and curious and can take responsibility for their own professional learning. We believe professional learning takes place every day in our practice through experience, observation, and reflection together. Collaboratively, we can build capacity by encouraging leadership opportunities for educators to share strengths and learn from each other.

## Approaches to Learning in our Community

Early learning programs, educators, and Investing in Quality (IIQ) collaboratively participate and learn through various approaches to learning:

- Communities of Practice
- Single Session Workshops
- Multi-Session Series
- Annual Conference
- Network Groups
- On-Line Learning Communities
- College of Early Childhood Educators (CECE): Continuous Professional Learning (CPL)
- Individual Studies/Readings
- Informal Reflections Between Educators
- Staff Meetings/ Team Development
- Mentorship

**We believe professional learning that influences change and continually moves us towards quality outcomes for all includes:**

- The provincial pedagogy, How Does Learning Happen?
- Current research and best practice in early learning
- Collaborative learning and inquiry through sharing perspectives
- Ongoing reflective practice both individually and collaboratively
- Mechanisms for educators to deepen their understanding of professional practice working towards quality improvement

## Definitions:

**Professional Learning:** Educators readily engage in a variety of learning experiences to inspire and improve their capacity. They exercise their professional responsibilities and knowledge in the early learning profession to ensure their practice is critically informed and current.

**Mentor:** A mentor is a person(s) who teaches, guides, and shares their professional expertise with their peers. A mentor demonstrates a positive attitude towards their peers and has a willingness to share their skills, knowledge, and expertise in their vocation. A mentor provides leadership and supports their fellow educators.

**Educator:** Refers to all individuals who work in an early learning program including: Registered Early Childhood Educators, non-ECE staff, enhanced staff, supply staff, licensed home childcare providers, nutrition staff, and supervisory positions.

**Community:** The term refers to the community as a whole- comprising of all individuals from single site programs, multi-site programs, and the early learning community. This includes children and families, educators, quality coordinators, resource consultants, early learning partners and community agencies.

**Meaningful Measurement:** Meaningful measurement is evidence-based outcome assessment and is defined by what is most valuable, rather than what is most easily measured. Community based data is used to inform goal setting and strategic planning. Data is not just collected to be collected; it is used to take action for continuous quality improvement.



**How Does Learning Happen?** is the foundational pedagogy for early learning and care programs in Ontario. Based on the four foundations of Belonging, Well-Being, Engagement, and Expression and with inquiry-based play at its core, it offers a clear vision for all Ontario children and families and educators.

STANDARD	RATIONALE	VISION FOR CHILDREN AND FAMILIES	VISION FOR EARLY YEARS COMMUNITY	KEY INDICATORS
<p><b>1 Champion Professional Learning that Influences Best Practice</b></p> <p>The early learning community offers supports and continuous professional learning that is systematic and intentional with the goal of shifting attitudes, behaviours, and practice.</p>	<p>Professional learning that is planned with intention and offers opportunities for challenging current thinking and practice supports transferring knowledge into action.</p> <p>“Research demonstrates that the most effective way to influence quality in early learning is through ongoing professional learning.” Friendly &amp; Beach, 2015</p>	<p>The community sets the stage for educators as life-long learners. There are opportunities to engage in various types of learning with a lens on quality, collaboration, and critical thinking. These serve as a catalyst for engaging children and families in learning and growth.</p>	<p>A community that values learning and growth through critical reflection recognizes this as the basis of high-quality programs. Programs that work towards continuous quality improvement create environments and relationships that are meaningful for the children, families, and educators.</p>	<p>The community provides evidence that:</p> <ul style="list-style-type: none"> <li>professional learning offered is based on community system survey results, Early Development Instrument (EDI) results, other local data, and Early Years Planning Network (EYPN) sub-committee partnerships</li> <li>educators give input into their learning needs and interests through the bi-annual Educator Survey, Educator Interaction Tool, coaching sessions with supervisors, Quality Enhancement Plans (QEPs), and Continuous Professional Learning (CPL) goals</li> <li>professional learning is planned with intention and follows current research and best practices</li> <li>professional learning engages educators in ongoing practice by offering follow-up opportunities through reflection and evaluation</li> <li>facilitated conversations during professional learning are planned and intentional, using tools and resources to structure learning conversations</li> <li>program supervisors co-design learning opportunities with Quality Coordinators (QCs) and Resource Consultants (RCs) for their teams</li> <li>educators utilize resources that are available on the Investing in Quality (IIQ) website, professional library, and broader community resources</li> </ul>
<p><b>2 Enhance Learning Through Mentorship</b></p> <p>The community builds and supports intentional mentor relationships. Mentorship is responsive and reflective. Everyone is recognized as having the capacity to be a leader/mentor.</p>	<p>Working collaboratively through mentorship is foundational to supporting best practice and quality in early learning communities. Mentoring enhances growth and capacity building on the development of intentional relationships based on trust, agreements, and goals.</p>	<p>Mentorship that intentionally uses professional learning goals and best practice sets the stage for caring and nurturing environments for children and families.</p>	<p>Positive and successful mentoring relationships develop a culture of reflective practice. This includes collaborative inquiry, problem solving, mutual goal setting, and continuous professional learning.</p>	<p>The community provides evidence that:</p> <ul style="list-style-type: none"> <li>mentor relationships are built on trust and respect and remain confidential</li> <li>mentoring relationships are developed from a strength-based perspective, supporting educators where they are ready to learn</li> <li>mentoring relationships are supported through listening, problem solving and challenging thinking to extend learning and influence practice</li> <li>mentoring conversations are used to coach educators in bringing the knowledge they have learned from professional learning into practice</li> <li>mentoring conversations support the growth of leadership and setting career goals</li> <li>mentoring conversations may include community partners in the discussions</li> <li>each educator may be seen as a champion and/or mentor to their colleagues</li> </ul>

STANDARD	RATIONALE	VISION FOR CHILDREN AND FAMILIES	VISION FOR EARLY YEARS COMMUNITY	KEY INDICATORS
<p><b>3</b> <b>Meaningful Measurement for Quality</b></p> <p>The early learning community engages in regular evaluations, both system-wide and program specific, and understands the importance of being responsive to identified community needs. Measurement results are used to implement meaningful professional learning, create a growth-oriented workplace for educators, and to improve the quality of the community.</p>	<p>Measurement is important because it allows programs to track growth, identify where opportunities may lie, and identify areas requiring additional support for advancing quality. Using measurement allows programs to demonstrate year-over-year quality improvements, identify and measure impacts, and support strategic planning to meet goals.</p> <p>What gets measured, gets action!</p>	<p>Communities listen to the voices of children, families, and educators and respond to their needs through collaborative and engaging environments. Responsive communities use data and evaluation to mobilize knowledge.</p>	<p>A community that values the collection and use of local data creates an environment where everyone feels heard. Citizen engagement provides opportunities for everyone to take personal responsibility in creating change for the future.</p>	<p>The community provides evidence that:</p> <ul style="list-style-type: none"> <li>• they participate in the community based, bi-annual Family Satisfaction Survey (the minimum response rate expected is 10% of licensed site capacity)</li> <li>• they participate in the community based bi-annual Educator Satisfaction Survey (the minimum response rate expected is 50% of all educators in any one site)</li> <li>• data is used to plan and facilitate quality improvements and professional development</li> <li>• survey results are shared with parents, educators, board members, and Quality Coordinators (QCs)</li> <li>• they follow-up with survey respondents through alternative methods to dig deeper into areas of interest</li> <li>• professional learning is implemented into everyday routines in order to improve upon future measurements</li> <li>• opportunities are provided for educators to self-reflect and align professional learning with individual and program goals</li> <li>• learning opportunities are based on local data and community need</li> <li>• one Quality Enhancement Plan (QEP) per site location is submitted annually based on informed decision-making data (e.g. System Service, Family, and Educator surveys)</li> </ul>
<p><b>4</b> <b>Organizational Alignment to Support Transformation</b></p> <p>Collaborative, consensus-built alignment supports not only individual programs but unites our early learning community, ensuring families have access to consistently high-quality early learning opportunities for their children in our community.</p>	<p>Professional learning that is rooted in How Does Learning Happen? is supported and further enhanced by our community's Quality Standards and Professional Learning Framework. This benefits organizational alignment and consistent implementation across all sectors in our community.</p>	<p>An aligned early learning system that has children and families at the core is a system that bridges divides, engages and supports families, and creates opportunities for each child to reach their full potential.</p>	<p>Communities have a shared vision of educators as capable, competent, and full of potential. This ensures that there is a commitment to work across sectors to assess current educator needs/wants, identify shared goals, and take action in coordinated ways to support continual quality improvements.</p>	<p>The program provides evidence of:</p> <ul style="list-style-type: none"> <li>• a professional development policy that is implemented for all educators</li> <li>• active participation in community initiatives (e.g. Supervisor Network, 5 Year Strategic Plan, etc.)</li> <li>• all educators participating in the development and implementation of the program's Quality Enhancement Plan</li> <li>• being rooted in the How Does Learning Happen? framework</li> </ul>



*“High-quality early childhood settings are associated with immediate and long-term positive outcomes for children.”* — S. Shanker (2013)



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this document, please contact:  
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