



Links to three components of the report — the executive summary, the call to action, and the case study on British Columbia — can be found at

www.learningforward.org/publications/canada-study.

PROFESSIONAL LEARNING IN CANADA

LEARNING FORWARD RELEASES A LANDMARK STUDY AND CALL TO ACTION

Learning Forward recently released findings from a new study that fills a long-standing gap in existing Pan-Canadian research, identifying key components of effective professional learning based on findings from educators' experiences in Canada. Accompanying the study is a call to action by Michael Fullan and Andy Hargreaves making the case for a culture of collaborative professionalism for educators.

The study, *The State of Educators' Professional Learning in Canada*, is the work of a research team led by Carol Campbell, associate professor of leadership and educational change at the Ontario Institute for Studies in Education at the University of Toronto. The report examines the professional learning that educators experience in

the provinces and territories of Canada — recognized internationally as a high-performing education system. The study's purpose is to advance a priority focus on the elements of and conditions for effective professional learning in Canada and across the world.

"Our intent in doing the study was not to argue for a uniform approach to professional learning across Canada; rather, it is the opposite," Campbell says. "The purpose was to understand, value, appreciate, and respect the rich mosaic of educational experiences and diversity of approaches and outcomes from professional learning within and across Canada's provinces and territories."

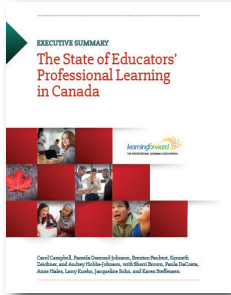
Here are highlights of each paper, as well as links to download PDF copies.



THE STATE OF EDUCATORS' PROFESSIONAL LEARNING IN CANADA:

EXECUTIVE SUMMARY

By Carol Campbell, Pamela Osmond-Johnson, Brenton Faubert, Kenneth Zeichner, and Audrey Hobbs-Johnson, with Sherri Brown, Paula DaCosta, Anne Hales, Larry Kuehn, Jacqueline Sohn, and Karen Steffensen



Several key findings emerged from the study, which includes a review of research literature and existing data, case studies, surveys, focus groups, and collaboration with a national advisory group. The study outlines features of effective professional learning based on a review of the research literature and finds that practices in Canada are broadly consistent with those

features. At the same time, the study identifies variations in the conception and implementation of those practices, offering opportunities for further exploration into local application of professional learning to advance next actions.

Findings include:

- Evidence, inquiry, and professional judgment are informing professional learning policies and practices.
- The priority area identified by teachers for developing their knowledge and practices is how to support diverse learners' needs.
- A focus on a broad range of students' and professionals' learning outcomes is important.
- The appropriate balance of system-directed and self-directed professional development for teachers is complex and contested.
- There is no "one-size-fits-all" approach to professional learning; teachers are engaging in multiple opportunities for professional learning and inquiry with differentiation for their professional needs.
- Collaborative learning experiences are highly valued and prevalent within and across schools and wider professional networks.
- Teachers value professional learning that is relevant and practical for their work; "job-embedded" should not mean school-based exclusively as opportunities to engage with external colleagues and learning opportunities matter also.
- Time for sustained, cumulative professional learning integrated within educators' work lives requires attention.
- Inequitable variations in access to funding for teachers' self-selected professional development are problematic.

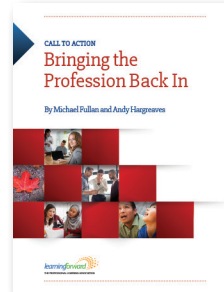
- System and school leaders have important roles in supporting professional learning for teachers and for themselves.

www.learningforward.org/docs/default-source/pdf/CanadaStudyExecSumm2016.pdf

BRINGING THE PROFESSION BACK IN:

CALL TO ACTION

By Michael Fullan and Andy Hargreaves



This essay by study advisors Michael Fullan, former dean of the Ontario Institute for Studies in Education at the University of Toronto, and Andy Hargreaves, Thomas More Brennan Chair in the Lynch School of Education at Boston College, leverages the study as a stimulus for offering a new approach to developing and deepening the teaching profession in Canada and elsewhere.

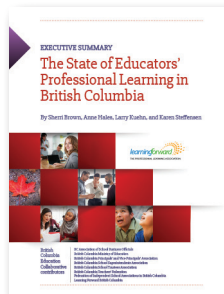
Fullan and Hargreaves argue that professional learning and development, carefully defined, is at the heart of an effective and continuously growing teaching profession. In turn, the authors say the best visions and versions of professional learning and development are rooted firmly in a system culture of collaborative professionalism that cultivates individual and collective efficacy.

www.learningforward.org/docs/default-source/pdf/BringingProfessionFullanHargreaves2016.pdf

THE STATE OF EDUCATORS' PROFESSIONAL LEARNING IN BRITISH COLUMBIA:

EXECUTIVE SUMMARY

By Sherri Brown, Anne Hales, Larry Kuehn, and Karen Steffensen



The heart of the British Columbia Case Study is a collection of reports that highlight key professional learning initiatives across a diverse range of educational organizations in the province. Collectively, the organizational case studies portray and critically examine the landscape of British Columbia's professional learning culture in all its geographical

and philosophical diversity, through its organizational strengths and tensions, and by highlighting promising practices and most pressing challenges.

www.learningforward.org/docs/default-source/pdf/bccaseexecsumm2016.pdf