

Strive's Guiding Principles of Effective Professional Learning

The purpose of this document is to encourage reflection amongst facilitators and our Professional Learning Committees to ensure the Guiding Principles outlined below will be the framework for learning opportunities that are in alignment with our community needs and *How Does Learning Happen?*.

As a learning community, we commit to continually challenging our own assumptions and biases by embracing a multiplicity of perspectives, engaging in critical reflection, and valuing diverse ways of knowing and being. We acknowledge the harm and violence caused by ongoing systemic racism and resolve to interrogate the ways it is present within our practices. We commit to amplifying the voices of Black, Indigenous, and Peoples of Colour, and intentionally embedding Anti-Racism and Anti-Oppression into all of our work.

Objectives:

1. To promote intentional continuous professional learning.
2. To be responsive to our early years community's vision of professional learning, as identified in [Leading Inspired Learning](#).
3. To support Registered Early Childhood Educators (RECEs) and all early years professionals.

The Professional Learning Committee (PLC) reviews the content and delivery methods of learning opportunities to ensure that professional learning proposals are inclusive, equitable, and respectful, in order to support learning that is:

- Research Informed: supported by current evidence and/or grounded in an understanding of children, pedagogy, and the community. Connected to the values set by the Ontario Ministry of Education's pedagogical approach to the early years.
- Multi-faceted: considerate to the variety of learning styles, and utilizes dynamic and creative engagement strategies.
- Responsive: continuously responds to the evolving needs of our growing profession and community.
- Accountable: by demonstrating fiscal responsibility to early years professionals, the community, and our funders.
- Collaborative: work together to achieve shared goals through open dialogue and constructive feedback.
- Reflective: model and encourage the process of focused thinking to deepen our relationships with children, families, professional practice, and ourselves.
- Advocacy: upholds a strong image of the child, the family, the early years professional, and the profession.

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