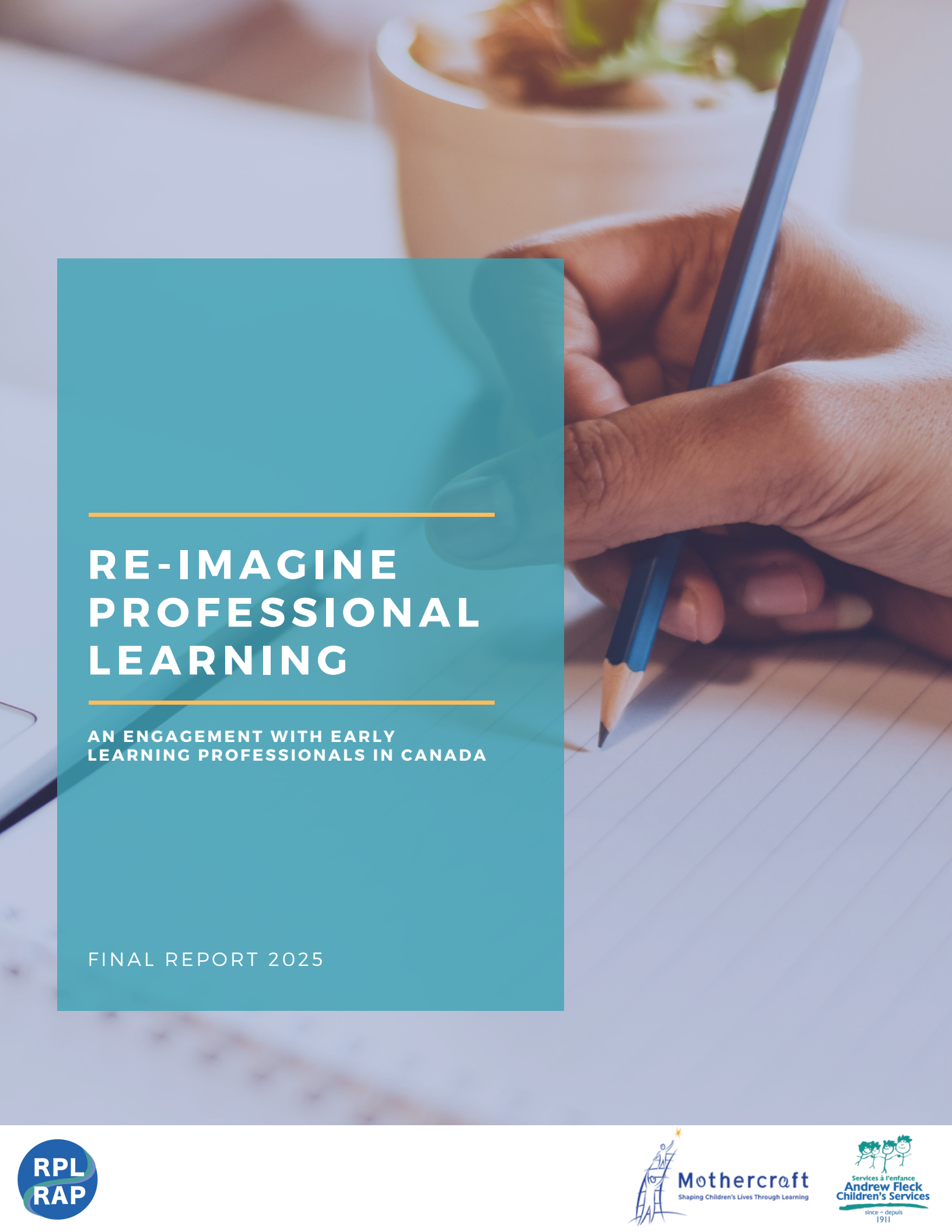
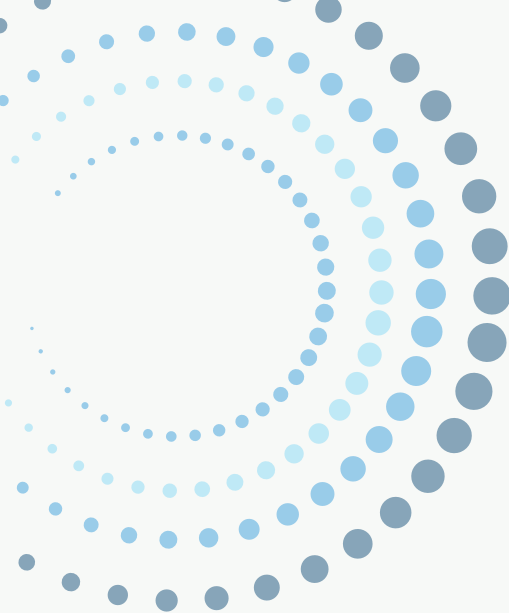




RE-IMAGINE PROFESSIONAL LEARNING

AN ENGAGEMENT WITH EARLY
LEARNING PROFESSIONALS IN CANADA

FINAL REPORT 2025



Copyright and Terms of Use

Copyright © 2025

You are free to share – You may copy and distribute this material in any medium or format under the following terms:

Attribution – You must give appropriate credit. You should:

-  credit the creators
-  provide the title of the work
-  provide the URL where the work is hosted

The following is an example for an APA-style reference:

Lalonde, L., Kaid, B., Raudsuss, H., Groom-Pike, J., Dumbrille, A., Publow, K., & Crogie, M. (2025). Reimagine professional learning: An engagement with early learning professionals in Canada.

Non-Commercial – This material is not for commercial purposes. This means that you may use the document to guide your professional development and practice. As well, you may share ideas and materials for educational purposes to support learners.

No Derivatives – If you remix, transform, or build upon the materials, you may not distribute the modified material. This means that if you use portions of the document, reword phrases, or combine it with other materials you may not distribute that modified material.



TABLE OF CONTENTS

Introduction	2
Our Vision	3
How We Got Here.....	4
What We Learned.....	5
01. Belonging and Community	5
02. Autonomy and Choice	6
03. Quality and Connection	6
05. Examples of Success	7
04. Barriers to Accessing Professional Learning.....	7
Opportunities	8
Where We Go From Here	10
Acknowledgements	12
Resources	15

INTRODUCTION

Canada's Early Learning and Child Care (ELCC) sector is experiencing a pivotal moment in its evolution, marked by unprecedented challenges and opportunities. The launch of the Canada-Wide Early Learning and Child Care (CWELCC) plan represents a historic shift towards a more accessible, affordable, and high-quality early learning system. However, the success of this initiative is fundamentally tied to the engagement and professional development of the workforce responsible for delivering these services—Early Childhood Educators (ECEs).

The ELCC sector in Canada is both dynamic and evolving, with significant successes as well as persistent challenges. One of the most pressing issues is the ongoing workforce crisis, exemplified by the fact that out of approximately 58,000 Registered Early Childhood Educators in Ontario, 44% are not employed in licensed childcare settings (McCuaig et al., 2022). These numbers are not isolated to Ontario, and are representative of the Canadian ECE landscape. This workforce instability is further exacerbated by high rates of educator burnout and turnover. Burnout, defined as a state of mental and physical exhaustion resulting from job demands (Schaufeli & Bakker, 2004), is a major contributor to workforce pressures, with approximately 50% of ECEs leaving the sector within their first five years (Ali et al., 2022; Doan, 2021).

The combination of burnout, inconsistent compensation approaches and inadequate support systems has led to high turnover rates and significant retention challenges.

What IF we could Re-Imagine what professional learning and engagement means?

The Reimagine Professional Learning (RPL) project, initiated in June 2023, is a collaborative effort with Andrew Fleck Children's Services and the Canadian Mothercraft Society – two longstanding non-profit child care organizations based in Ontario whom are committed to the advancement of the Early Learning profession.



We are all part of this journey, seeking to address this critical aspect by investigating the expectations, aspirations, and needs of ECEs about professional learning & engagement. We invite you to be part of this community with us.

THE VISION

The RPL Project is dedicated to amplifying the voices of Early Childhood Educators, understanding their needs, and fostering their engagement. This project is about reflecting, innovating, and envisioning a future where meaningful professional learning opportunities fuel passion, growth, and a sense of professional identity.

We know that there is in a workforce crisis across Canada. As the ELCC sector grapples with this reality, characterized by high turnover rates, burnout, and a shortage of qualified professionals, this type of exploration is both timely and essential. Amidst this pressure, we envision a revitalized path that respects, uplifts, and fully supports the indispensable role of Early Childhood Educators across Canada.

While compensation matters, professional engagement does too.

Throughout this project we heard from ECEs about compensation, and we acknowledge that monetary compensation is crucial. ECEs deserve recognition for their vital role in supporting children, families, and communities—a task that requires commitment, perseverance and considerable skill. Despite the importance of equitable pay, evidence suggests that even in higher-paying positions, ECEs continue to leave the sector due to a lack of support, recognition, and opportunities for professional development (Ali et al., 2022).

While equitable compensation is a cornerstone, we understand that the journey towards a thriving ECE workforce is complex in nature. ECEs deserve a professional working environment where their dedication, resilience, and profound impact on children, families, and communities are respected and nurtured. Our goal is to acknowledge the barriers and identify the enablers that will guide us in shaping a national conversation about professional learning and an engaged workforce. This dialogue is designed with the intent to discover more ways to attract, retain and elevate the profession, making a significant impact on the future of Early Learning and Child Care in Canada. Our aim is not to dictate solutions or 'solve' any one thing, but to spark a transformative conversation that inspires a supportive, inclusive, and sustainable professional environment for all ECEs.

This project is to honour our past, empower our present, and reimagine a vibrant future for professional learning for ECE's across Canada.

HOW WE GOT HERE



Our research journey began with a crucial realization: to engage Early Childhood Educators in a meaningful way, we must first grasp the values and conditions that are most significant to them. This understanding formed the bedrock of our investigation and allowed us to learn alongside ECEs across Canada. With this our curiosity brought us to our ‘Big Question’:

“

What are the key factors contributing to Early Childhood Educators engagement, professional fulfillment and well being in Canada?”

”

This question led us to some fascinating ideas and discussions. One principle has remained central to our exploration: focusing this investigation on the experiences of ECE professionals across Canada. By examining current policies and research, we have found ample evidence showing the vital role ELCC plays—not just for children, but for families, communities, the economy, and the nation as a whole.

Our Methodology

To explore the experiences, challenges, and opportunities in the ELCC sector, we employed a multi-method approach grounded in a literature review on early childhood education, workforce challenges, and professional learning. This informed our research design and key themes, including professional identity, systemic barriers, and emerging opportunities.

Over the course of this project, we spoke to over 1500 ECEs across Canada. We gathered data through focus groups, interviews, two national surveys targeting practitioners and students in preservice Early Childhood Education programs, and interviews with leaders and policymakers in Canada and internationally. Our thematic analysis identified common challenges—such as workforce retention, access to professional learning, and policy impacts—while revealing opportunities for growth, innovation, and systemic support to enhance outcomes for children, families, and educators.

We had the privilege of listening to Early Childhood Educators share their experiences, hopes, and challenges. Despite the demands of their roles, their passion and dedication remain evident, even in the most difficult circumstances. While many expressed optimism about their work, we also heard their exhaustion and frustration, which we fully acknowledge. These realities underscore the urgent need for greater support within this essential system.

To truly elevate the profession, we must listen to the voices of ECEs and understand their needs and aspirations. As the ELCC sector evolves, those working directly with children and families are increasingly more instrumental in shaping research, informing policy, and strengthening practices that support professional engagement. By amplifying their perspectives, we can advance recommendations to enhance the quality of Early Learning and Child Care for our youngest citizens.

WHAT WE LEARNED

The challenges facing the ELCC sector in Canada are complex and multifaceted — yet remarkably consistent across the country. What we heard from Early Childhood Educators coast to coast is a clear call for professional learning systems that are rooted in equity, responsive to their lived realities, and built to support their growth over time. Specifically, ECEs are looking for professional learning that includes:

01. Belonging and Community

The research uncovered that ECEs find a deeper sense of engagement and motivation when they are part of a supportive professional community. These environments provide a platform for them to share their experiences and challenges, fostering a sense of belonging and value in their ongoing professional learning. The importance of networking and peer relationships was underscored, with many ECEs expressing the value of learning from colleagues and mentors in collaborative settings like communities of practice. One participant shared: “I think of all the times I have met and interacted with colleagues, everyone carries so much experience and wisdom and so much learning happens through the informal conversations too!”

Ongoing collaborative learning opportunities, such as communities of practice, team meetings, book clubs, or study groups, were valued by ECEs for their ability to facilitate discussion, reflection, and the practical application of learning in a supportive context. These connections enhance learning and foster a sense of achievement and success among educators. 73% of respondents stated they valued professional learning as an opportunity to build relationships with their peers.

Mentorship emerged as a vital component of professional learning with ECEs highlighting the value of guidance from experienced colleagues, particularly during role transitions or professional challenges. The findings suggest that mentorship should be more widely supported and reimagined as a shared experience, moving beyond traditional hierarchies to promote autonomy and reciprocity. Structuring mentorship programs to encourage collaborative learning—where mentor and mentee exchange insights—can foster more equitable and beneficial relationships. However, only 34% of respondents reported having an ongoing professional relationship with a mentor, whether formal or informal in nature.

Did You Know...

Across Canada, qualifications for Early Childhood Educators vary significantly. Some jurisdictions have no legislated minimum requirements, while others mandate higher standards, such as a two-year diploma, a degree, or post-diploma certifications. These differences highlight the diverse approaches across provinces and territories. For a detailed analysis of workforce qualifications and policies, refer to Canada's Early Childhood Education and Care Workforce Report (ecereport.ca).

02. Autonomy and Choice

The research underscored the role of professional autonomy and choice in learning opportunities for ECEs. An overwhelming majority (80%) of participants reported valuing the ability to select professional learning experiences that resonate with their interests, professional needs, delivery modality and career goals. This autonomy plays a crucial role in their deep and meaningful engagement with the content, leading to more significant professional learning commitments. One participant highlighted the importance of autonomy in professional learning for ECEs:

“Autonomy is important. It would be ironic if we believe that the children are capable and competent, but then the educators who engage with them are not. It does not sit well with me”

Participants valued professional learning opportunities that provided flexibility and relevance to their practice. These included programs offering diverse self-paced learning (online and in-person) opportunities on pedagogical approaches, allowing educators to select those that align with their goals and personal circumstances. Study tours to observe other early learning environments were also appreciated, enabling educators to explore and be inspired by different settings. Additionally, having dedicated time within the workday—such as non-contact time, program enhancement time, or prep time — was seen as essential for supporting pedagogical practices, including team meetings, communicating with families, and the documentation of learning.

These findings highlight the importance of choice-driven professional learning as a way to increase educator engagement, motivation, and satisfaction. Providing Early Childhood Educators with greater control over their learning fosters professional growth and commitment, and should be prioritized in professional development programs.

03. Quality and Relevance

The research found that the quality and the relevance of professional learning are pivotal in ECE engagement and that existing professional learning opportunities could be improved. Only 29% of participants were totally satisfied with the amount of professional learning they participated in, and only 39% fully agreed that their professional learning had been meaningful and effective.

Early Childhood Educator's feedback plays a crucial role in shaping professional learning opportunities, with their engagement being highest when there is a strong connection between the material they are learning and their 'real-world' experiences. Professional learning that closely aligned with the challenges they face in their practice, such as the impact of COVID-19 on children, families, communities and the ECEs themselves, was frequently discussed throughout the study. Participants emphasized that professional learning is most effective when it directly aligns with their specific needs and feels immediately applicable to their practice.

Relevance was a recurring theme, with many indicating that content reflecting their current realities fosters deeper engagement and meaningful growth. Tailoring professional learning to address ECEs contextual challenges enhances effectiveness and demonstrates support and understanding, ultimately strengthening professional commitment.



Other Factors to Consider

Barriers to Accessing Professional Learning

The ELCC sector in Canada is both complex and varied. Differing policies, standards, and preservice certification processes across provinces and territories contribute to a siloed landscape, complicating access to professional learning. Educators, particularly in remote or rural areas, often face barriers such as high costs, staffing shortages, limited availability, and a lack of clear, coordinated information. The absence of on-site mentors and coaches—necessary for experiential and reflective learning—and limited protected time for pedagogical dialogue can further impact engagement. Funding for professional learning is often inconsistent or tied to short-term grants, which may not always account for local needs or ensure equitable access. Educators in smaller or more isolated communities may also have fewer opportunities to connect with peers or participate in ongoing learning. In some cases, limited awareness of available opportunities or unclear access pathways can present additional challenges to participation and professional growth.

Examples of Success

Throughout this project, participants identified several successes in enhancing professional learning for ECEs through community-based and cohort-focused approaches. Community-based professional learning initiatives have been particularly effective, like the ECEBC's Peer Mentoring Program and the Alberta Family Wellness Initiative's Brain Story Certification.

Initiatives such as these emphasize hands-on, experiential learning, providing educators with practical skills and valuable insights that empower them in their practice. Early Childhood Educators have shared that they find these experiences highly rewarding, as they allow for immediate application in their practice.

Additionally, cohort-based networking programs (communities of practice) have proven successful by fostering support networks among peers, which not only aids in retention but also strengthens a sense of belonging within the community. Study tours and immersive experiences, where educators visit other early childhood settings, have also had a profound and inspiring impact. These opportunities enable educators to bring fresh ideas and innovative practices back to their communities, with the opportunity to reinvigorate their work.

In some regions, release time funding has further supported professional learning by compensating educators for their participation, alleviating financial constraints. While beneficial, this funding could be more consistently available, creating an opportunity for more comprehensive support across the sector.



ECEs are resilient. We learned that, despite facing inequities in compensation and a workforce crisis, they remain dedicated and enthusiastic about their roles as early learning professionals. Listening to ECEs across Canada, it became clear that they are both deeply passionate and increasingly frustrated about their profession. While they are committed to their work and want to continue making a difference, they emphasized the urgent need for greater financial support and a system prioritizing their well-being and ongoing professional engagement.

Additionally, 76% of respondents fully agreed with the statement, "I believe professional learning can support me in building understanding and knowledge," reinforcing the importance of accessible, high-quality professional learning opportunities in sustaining the workforces growth and commitment.

OPPORTUNITIES

We know how passionate and dedicated this profession is, and we feel that there are many professionals, researchers, policymakers, and advocates who are contributing to this progress—and we look forward to continued work alongside them in this pursuit. This work is not accomplished in isolation— but in transformative collaboration.

The Reimagine Professional Learning project was built from a sense of curiosity and deep commitment to the ELCC sector. Through our questions and experiences with Early Childhood Educators across Canada, we quickly realized this was just the beginning. In respect of this, we want to offer examples of meaningful opportunities for further exploration versus traditional outcome-based recommendations.

Opportunity 1: Develop a National Framework for Professional Learning

There is an opportunity to establish a coordinated national framework for professional learning to address the pressing challenges in Canada's Early Learning and Child Care sector. This framework would ensure equitable access to meaningful, autonomous, and community-focused professional learning opportunities for all ECEs, regardless of location. The framework can define quality expectations in professional learning, promote regional adaptability, and integrate a Justice, Equity, Diversity, and Inclusion (JEDI) lens by fostering a shared national vision that includes ECE voices in policy and implementation.

A key element involves engaging and nurturing Indigenous partnerships through respectful collaboration with communities to co-create culturally responsive professional learning. This ensures that the framework is respectful of reconciliation, reflects Canada's rich cultural diversity, and enriches early childhood education across the country.

Opportunity 2: Enhancing Access to Professional Learning and Resources

A significant opportunity exists to develop a National Professional Learning Portal, complemented by regional learning hubs, to ensure equitable access to quality professional learning and development for Early Childhood Educators across Canada. Regional hubs would provide localized workshops, networking, and resources focusing on underserved communities. Additionally, expanding access to the latest research and policy discussions empowers ECEs to contribute their frontline insights, ensuring that professional learning is informed by and responsive to the needs of those working directly with children. Ideally, this would be created through partnerships with existing sector associations and/or systems that currently offer professional learning opportunities.

Adequate funding directed to professional learning is essential to support Early Childhood Educators in accessing in-service opportunities, such as pedagogical planning, documentation, team meetings, and preparation time, ensuring they have the resources and capacity to enhance their practice and deliver high-quality early learning experiences.

Opportunity 3: Advancing Research to Support ECE Workforce Development

Future research should focus on exploring the long-term impacts of professional learning on ECE recruitment and retention, as well as examining the unique challenges faced by ECEs in isolated or marginalized communities. This ongoing inquiry is essential to refining and enhancing approaches that meet the evolving needs of the ECE workforce as well as the children, families and communities they support. It is equally important to empower opportunities for ECEs to be active collaborators in the research, ensuring their voices and experiences shape meaningful solutions.

WHERE WE GO FROM HERE

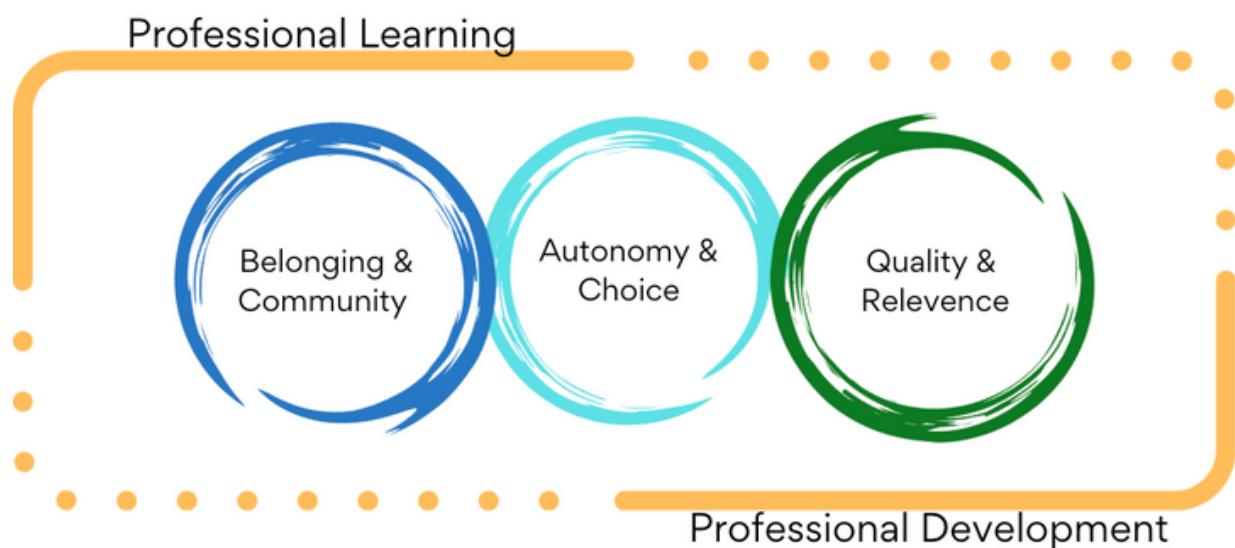
As we consider the path forward, it is important to recognize that this is neither the beginning nor the end. Early Childhood Educators across Canada have generously shared thoughtful insights grounded in their experiences. One clear message that has emerged through this project is that meaningful professional learning is not a one-time event—it is continuous and evolving. It demands sustained investment—not only of time and money but also of care and commitment. We must prioritize and support an engaged, well-resourced workforce to build and maintain a high-quality early learning and childcare system. But where do we start?

Adopting a Continuum of Professional Engagement

The Reimagine Professional Learning project invites us to shift how we view and support the growth of Early Childhood Educators by moving beyond the traditional categories of professional development and professional learning. While both concepts remain essential, the project proposes that they be understood together under a more inclusive and empowering term: Professional Engagement.

Professional development often refers to structured, formal opportunities—such as workshops, conferences, and training sessions—designed to build specific skills and competencies. Typically organized by employers or professional bodies, these experiences are valuable but represent only one dimension of an educator's growth.

Professional learning, by contrast, is a broader, more continuous process. It encompasses formal and informal experiences shaping educators over time, including self-directed inquiry, collaboration with colleagues, mentorship, reflection, and practice. It acknowledges that deep, meaningful growth often happens in less structured but equally transformative spaces.



Framing both of these under the umbrella of Professional Engagement allows us to recognize that ECEs are not passive recipients of knowledge but active participants in their professional journeys. Engagement reflects an ECE's ongoing relationship with their work, community, and development. It fosters agency, collaboration, reflection, and innovation, offering a more holistic understanding of how to support a thriving, empowered workforce.

Understanding professional engagement as a continuum is vital for supporting ECEs at various stages of their journey, recognizing their unique starting points and professional contexts. Central to this continuum are the principles of belonging, which emphasizes feeling connected and valued within professional communities; autonomy, which supports self-directed learning based on individual passions and needs; and relevance, which ensures that learning is meaningful and applicable to an ECE's unique context. This perspective offers flexibility and ensures that learning opportunities can adapt to their evolving needs and aspirations. By adopting this approach, professional learning and development become dynamic processes that foster continuous growth, enabling ECEs to enhance their skills and deepen their engagement over time. Additionally, it aligns with the diverse expectations for professional learning and development across provinces and territories, creating a more inclusive and adaptable framework to meet unique jurisdictional requirements.

The future of Early Learning and Child Care in Canada depends on our ability to engage educators in ways that are meaningful and fulfilling within a robust, accessible, supported system. Future policy and research should prioritize the development and implementation of professional learning initiatives that meet the needs of the ECE workforce, ensuring that Early Childhood Educators are retained, empowered, and inspired to continue in their essential roles.

Looking forward, research, policy and practice must embrace a unified vision that values and invests in ECEs professional growth, recognizing their critical role in shaping our society's future. Active participation is crucial for policymakers, educators, and stakeholders. By doing so, we can ensure that the ELCC sector not only survives but thrives, providing high-quality learning experiences for all children across Canada.

What can you do to advance this work?

We want to hear from you, and your professional journey.

There is a brief follow up survey to hear your perspective on what professional engagement means to you, and your feedback on this project! <https://www.surveymonkey.com/r/RPLE2025>

You can subscribe to the RPL social media for more information here: <https://linktr.ee/reimaginepl>



ACKNOWLEDGEMENTS

We are deeply grateful to each Early Childhood Educator who sat with us, told us their story, who completed the survey and who shared their time with us. We know how precious that time is for you all and we hope you see yourselves in this work.

In acknowledging the Reimagining Professional Learning project, it is essential to highlight the instrumental role of the Canadian Child Care Federation, Child Care Now, and the provincial associations & advocacy groups across Canada. Their advocacy, expertise, and unwavering commitment have laid the foundation for progress in early childhood education. Their collective contributions continue to inspire and drive meaningful change in our sector.

With the utmost admiration, we want to acknowledge our advisory committee members for their invaluable guidance and support throughout the Reimagine Professional Learning research project. Our heartfelt thanks go to the lead agencies, Andrew Fleck Children's Services and Canadian Mothercraft Society, whose collaboration and dedication were instrumental in this project's success. We also extend our appreciation to the Early Childhood Educators who participated by completing surveys, engaging in focus groups and interviews. Your contributions have been vital in shaping the outcomes of this research.

This project was made possible through the generous support of the Waltons Trust, whose contribution went beyond financial assistance to play a significant role in the project's success. We extend our sincere appreciation for their crucial support.

Advisory Committee

Lea Blust, Alberta Early Learning and Care Leaders Caucus

Jenn Bugg, Yukon University

Peter Dixon, Storypark

Laura Doan, Thompson River University

Karin Duff, Saskatchewan Leaders Caucus

Marni Flaherty, Canadian Child Care Federation

Kim Hiscott, Andrew Fleck Children's Services

Michele Lupa, Canadian Mothercraft Society

Debbie Nystrom, Canadian Mothercraft Society

Alanna Powell, Association of Early Childhood Educators of Ontario

Amanda Rosset, Association of Early Childhood Educators of Alberta



ACKNOWLEDGEMENTS

Supporting Agencies

Alberta Early Learning and Care Leaders Caucus
Alberta Early Childhood Education Association
Algonquin College of Applied Arts
Andrew Fleck Children's Services
Association of Early Childhood Educators of Nova Scotia
Association of Early Childhood Educators Newfoundland and Labrador
Association of Early Childhood Educators, Ontario
Canadian Child Care Federation
Canadian Mothercraft Society
Children's First Society, Northwest Territories
City of Ottawa
College of Early Childhood Educators, Ontario
Compass Early Learning and Care
Department of Education and Early Childhood Development, New Brunswick
Early Childhood Educators of British Columbia
Early Childhood Development Association of Prince Edward Island
Early Years Thriving
Faculty of Education and Social Work, Thompson Rivers University, Canada
Grant Street Consulting (Ripple Effect Mapping)
The Grit Program
Leadership Alchemy Limited Liability Company
Manitoba Child Care Association
National Advisory Council on Early Learning and Child Care
Quality Roots, Yukon ELCC Programs
Saskatchewan Early Childhood Association
Saskatchewan Early Learning Caucus
Storypark
Strive
Today's Family
Yukon Early Learning Program Support at Child Development
YMCA-YWCA of Winnipeg

ACKNOWLEDGEMENTS

Quebec's Childcare System

We want to pay special recognition to Quebec, a province that introduced its own universal child care program in 1997. This well-established and robust system has been a pioneer in creating an important path for children, families, and communities across the nation. Quebec's program is not part of the Canada-Wide Early Learning and Child Care (CWELCC) system, as the province already had a subsidized child care system in place. However, Quebec has reached an agreement with the federal government to receive funding under the national plan, with the understanding that this funding will support the continued development and improvement of Quebec's existing childcare system. We thank Quebec for its leadership and look forward to learning valuable lessons alongside them as we collectively move forward.

The RPL Student Research Assistant's

We would like to express our heartfelt appreciation to the team of student researchers, who have been an integral part of this project over the past year and a half.

Abby, Bayan, Hannah, Kiera and Jade- your dedication, hard work, and insightful contributions have been invaluable in advancing this research. The quality of your efforts has significantly shaped the outcomes of this project, and we are profoundly thankful for your commitment, patience and enthusiasm.

You have not only enriched this project but also demonstrated the bright future of Early Childhood Education. Your passion and dedication to the profession are inspiring, and we are confident that the future of ECE is in capable and innovative hands with you leading the way.

A Final Note

As with many great initiatives this project started with an idea, a conversation and a shared commitment to the children and families that attend our programs. We feel deep in our core that being able to offer the most effective early learning experiences for our youngest citizens requires investing in and supporting the Early Childhood Educators who are responsible for the daily interactions and engagement so they are able to bring their best selves to their roles. This commitment to re-imagining professional learning is one of the necessary pillars. This project was both interesting and inspiring, with deep appreciation to all that participated; we hope you recognize your voices. An extra big thank you to Michelle Crogie, Project lead and Lisa Lalonde, Researcher and Writer; you both walked us through this journey and summarized the many, many contributions into a digestible and impactful summary. We are excited to see what happens next.

Michele Lupa, Canadian Mothercraft and Kim Hiscott, Andrew Fleck Children's Services

RESOURCES

- Ali, A., Giesbrecht, D., Turner, J., McMillan, R., & Kennell, S. (2022). The burnout crisis: A call to invest in ECE and child and youth workers. BGC Canada. <https://cccf-fcsge.ca/wp-content/uploads/2022/09/The-Burnout-Crisis-EN.pdf>
- Battiste, M. (2013). Decolonizing Education: Nourishing the Learning Spirit. Purich Publishing.
- Brookfield, S. D. (2017). Becoming a critically reflective teacher(2nd ed.). Jossey-Bass.
- Carter, M., & Curtis, D. (2014). The visionary director: A handbook for dreaming, organizing, and improvising in your center (2nd ed.). Redleaf Press.
- Costa, A. L., & Kallick, B. (1993). Through the lens of a critical friend. Educational Leadership, 51(2), 49-51.
- College of Early Childhood Educators. (2017). Code of ethics and standards of practice: For registered early childhood educators in Ontario*(2nd ed.). https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf
- Collins Dictionary. (n.d.). Autonomy. In Collins dictionary.] (<https://www.collinsdictionary.com/dictionary/english/autonomy>)
- Dávila, N., & Piña-Ramírez, W. (2018). What works in talent development: Effective onboarding. ATD Press.
- Doan, L. (2021). Early childhood teacher education in Canada: Challenges and opportunities. In International perspectives on early childhood teacher education in the 21st century. Springer, Singapore. [https://doi.org/10.1007/978-981-16-5739-9_2]
- Flanagan, K. (2021). Professionalism in early childhood: Final report. In PEI Early Childhood Development Association. <https://ecdaofpei.ca/user-content/resources/Professionalism-in-Early-Childhood.pdf>
- Fullan, M. (n.d.). Leading in a culture of change. <https://www.csus.edu/indiv/j/jelinekd/edte%20227/fullanleadinginacultureofchange.pdf>
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. Journal of School Psychology, 43 (6), 495-513. (<https://doi.org/10.1016/j.jsp.2005.11.001>)
- Kashin, D. (2023). Cultivating Professional Friendships in Early Childhood Education: Balancing Support and Growth. Redleaf Press.
- Kennedy, A. (2014). Understanding continuing professional development: The need for theory to impact on policy and practice. Professional Development in Education, 40(5), 688-697. <https://doi.org/10.1080/19415257.2014.955122>
- King, R., Taylor, B., Talpur, A., Jackson, C., Manley, K., Ashby, N., Tod, A., Ryan, T., Wood, E., Senek, M., & Robertson, S. (2021). Factors that optimise the impact of continuing professional development in nursing: A rapid evidence review. Nurse Education Today, 98. <https://doi.org/10.1016/j.nedt.2020.104652>

RESOURCES

Kirkness, V. J., & Barnhardt, R. (1991). First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility. *Journal of American Indian Education*, 30(3), 1-15.

Kopf-Johnson, L. (2019). Coaching as a strategy for improving early learning program quality [PhD dissertation, University of Toronto] https://tspace.library.utoronto.ca/bitstream/1807/94189/3/Kopf-Johnson_Leslie_A_201903_PhD_thesis.pdf

Merriam-Webster. (n.d.). Onboarding. In Merriam-Webster dictionary. Retrieved May 21, 2024, from (<https://www.merriam-webster.com/dictionary/onboarding>)

Minnick, W., Wilhide, S., Diantoniis, R., Goodheart, T., Logan, S., & Moreau, R. (2014). Onboarding OSH professionals: The role of mentoring. *Professional Safety*, 27-33. https://aeasseincludes.asp.org/professionalsafety/pastissues/059/12/F2Minnick_1214.pdf

McCuaig, K., Akbari, E., & Correia, A. (2022). Canada's children need a professional early childhood education workforce. Atkinson Centre for Society and Child Development, Ontario Institute for Studies in Education, University of Toronto. https://ecereport.ca/media/uploads/wr-downloads/canadas_children_need_a_professional_early_childhood_education_workforce.pdf

Nazim, M., & Mukherjee, B. (2016). Chapter 6 - Knowledge management tools for libraries. In *Knowledge management in libraries: Concepts, tools and approaches* (1st ed.). Chandos Publishing.] (<https://www.sciencedirect.com/book/9780081005644/knowledge-management-in-libraries>)

Ontario Ministry of Education. (2014). How does learning happen?: Ontario's pedagogy for the early years: A resource about learning through relationships for those who work with young children and their families. Queen's Printer for Ontario. <https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>

Peer Mentoring Program. (n.d.). Early Childhood Educators of BC.](<https://www.ecebc.ca/professional-development/peer-mentoring-program>)

Peeters, J., De Kimpe, & Brandt, S. (2016). The competent early childhood education and care system in the city of Ghent: A long-term investment in continuous professional development. (https://www.researchgate.net/publication/323676031_The_competent_early_childhood_education_and_care_system_in_the_city_of_Ghent_a_long-term_investment_in_continuous_professional_development/citations)

Siraj-Blatchford, I., & Sylva, K. (2004). Researching pedagogy in English pre-schools. *British Educational Research Journal*, 30(5), 713-730.

Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25(3), 293-315. <https://doi.org/10.1002/job.248>)

RESOURCES

Statistics Canada. (2024). Labour force characteristics by occupation, annual - 2024. <https://www150.statcan.gc.ca/n1/pub/36-28-0001/2024012/article/00004-eng.htm>

Swaffield, S. (2008). Critical friendship, dialogue and learning, in the context of leadership for learning. *School Leadership & Management*, 28(4), 323-336.

The Social Research and Demonstration Corporation. (2021). Evaluation of early care and learning recruitment and retention strategy: Evaluation report 2020. https://www.ecebc.ca/application/files/3116/2326/4444/Evaluation_Report_2020_Deliverable_15_04Jun2021.pdf

Thornton, K., & Cherrington, S. (2013). Continuing professional development in early childhood education in New Zealand. *Early Years an International Journal of Research and Development*, 33(2), 119-132. (<https://doi.org/10.1080/09575146.2013.763770>)

Truth and Reconciliation Commission of Canada (TRC). (2015). Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada
Wenger-Trayner. (n.d.). Communities of practice. Wenger-trayner. <https://www.wenger-trayner.com/communities-of-practice/>

White, J., & Rae, T. (2016). Well-being and involvement in early years settings: A practitioner's guide. SAGE Publications.

Early Learning Pedagogical Frameworks & Documents

Alberta

Alberta Education. (2008). Kindergarten program statement. Government of Alberta. Retrieved from (<https://open.alberta.ca/publications/9780778569288>)

Government of Alberta. (2014). Flight: Alberta's early learning and care framework. Retrieved from <https://flightframework.ca/>

British Columbia

British Columbia Ministry of Education. (2019). British Columbia early learning framework. Government of British Columbia. Retrieved from (<https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>)

Manitoba

Manitoba Education and Training. (2015). Early returns: Manitoba's early learning and child care curriculum framework for preschool centres and nursery schools. Government of Manitoba. Retrieved from (https://www.gov.mb.ca/fs/childcare/resources/early_returns.html)

RESOURCES

New Brunswick

New Brunswick Department of Education and Early Childhood Development. (2008). New Brunswick early learning and child care curriculum framework – English. Government of New Brunswick. Retrieved from (https://www2.gnb.ca/content/gnb/en/departments/education/early_childhood/content/curriculum/curriculum_framework.html)

Newfoundland and Labrador

Government of Newfoundland and Labrador. (2013). The kindergarten curriculum guide: KinderStart and kindergarten. Department of Education. Retrieved from (<https://www.gov.nl.ca/education/k12/curriculum/guides/>)

Northwest Territories

Government of the Northwest Territories. (2014). NWT early childhood development framework. Department of Education, Culture, and Employment. Retrieved from <https://www.ece.gov.nt.ca/en/services/early-childhood-development-framework>

Nova Scotia

Nova Scotia Department of Education and Early Childhood Development. (2018). Nova Scotia early learning curriculum framework. Government of Nova Scotia. Retrieved from (<https://www.ednet.ns.ca/earlyyears/documents/curriculum-framework.pdf>)

Nunavut

Government of Nunavut. (2007). Nunavut early learning and child care framework. Department of Education. Retrieved from (https://www.gov.nu.ca/sites/default/files/nunavut_early_learning_and_child_care_framework.pdf)

Ontario

Ontario Ministry of Education. (2016). The kindergarten program. Queen's Printer for Ontario. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

Prince Edward Island

Government of Prince Edward Island. (2011). PEI early learning framework: Relationships, environments, experiences: The curriculum framework for early childhood in Prince Edward Island. Department of Education and Early Childhood Development. Retrieved from (https://www.princeedwardisland.ca/sites/default/files/publications/eecd_early_learning_framework.pdf)

Québec

- Ministère de l'Éducation et de l'Enseignement supérieur. (2021). *Programme-cycle de l'éducation préscolaire*. Gouvernement du Québec. Retrieved from <http://www.education.gouv.qc.ca>

Saskatchewan

Government of Saskatchewan. (2008). Play and exploration: Early learning program guide. Ministry of Education. Retrieved from (<https://www.saskatchewan.ca/residents/family-and-social-support/child-care/early-learning-and-child-care>)

Yukon

Government of Yukon. (2016). *Yukon early learning curriculum. Department of Education. Retrieved from (<https://yukon.ca/en/education-and-schools/early-childhood-education/early-learning>)

