

**2015 INTERNATIONAL SUMMIT ON THE TEACHING PROFESSION  
COUNTRY UPDATE ON 2014 GOALS**

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**CANADA**

At the conclusion of ISTP 2014 in New Zealand, the Canadian delegation identified the following three priorities areas for the upcoming year. At the 2015 summit, representatives from across Canada met to discuss their progress.

***Strengthening early childhood learning and development, which includes recognizing the value of qualified educators as leaders in the early years***

In an effort to emphasize the value of the early childhood educator (ECE) as a leader in the early years, numerous programs designed to train, prepare, and professionally develop ECEs have been developed or are in the process of being implemented across Canada. Examples of these initiatives include ongoing job-embedded professional development, addition of program support staff, and the creation of partnerships with colleges to provide opportunities for educators to attain a diploma-level education. These programs and initiatives underline the common understanding that a continued commitment to support early childhood educators is essential for the success of Canada's education systems.

***Promoting a collaborative culture that supports the teaching profession and distributed leadership***

Building a model of professional learning for educators that is relevant, high quality, and positively impacts student learning is of the utmost importance as Canada's provinces and territories plans for the future of their respective education systems. In the past year, there has been increasing movement toward collaborative models of teaching, as the collective capacity of all teachers combined far outweighs the effect of individual excellence. Examples of new practices include the development of more professional learning sessions to provide teachers with increased opportunities to receive feedback and support and discuss new strategies that can positively impact student learning.

***Mobilizing broader resources to support learners and teachers by integrating services, exploring partnerships, and engaging families and the community***

Numerous programs across Canada have been created over the past year as a result of integrating services, exploring partnerships, and engaging families and the community. Some examples of these programs include:

- The desire to increasingly engage parents as both valued partners and active participants in their children's learning at home and at school has inspired the creation of numerous parent-resource kits and programs.

- The growth of dual-credit programs in several jurisdictions is providing increased avenues for students to continue on toward, and succeed in, postsecondary studies.
- Significant strides have been made in developing initiatives that focus on Aboriginal populations, cultures, and education. Further work has also been carried out to promote student well-being, antibullying legislation, and supports for students with complex needs.