

## DRAFT Professional Learning Facilitator Framework

The professional learning facilitator role encompasses those who facilitate on-going professional learning, including coaches, consultants, coordinators and teacher leads. This framework outlines sample practices the professional learning facilitators use in their role.

<b>Designing Professional Learning Opportunities</b>  <i>Professional learning facilitators use a planning process for effective professional learning.</i>	<b>Supporting Adult Learning and Building Relationships</b>  <i>Professional learning facilitators are leaders, guides and co-learners who support collaborative cultures.</i>	<b>Connecting with Improvement Planning</b>  <i>Professional learning facilitators contextualize and support improvement planning goals.</i>	<b>Utilizing Models of Professional Learning</b>  <i>Professional learning facilitators use models of professional learning appropriate to the goals, context, readiness and needs.</i>	<b>Monitoring Professional Learning Actions</b>  <i>Professional learning facilitators monitor the effectiveness of the professional learning based on evidence.</i>
<b>Professional Learning Facilitators</b>  <ul style="list-style-type: none"> <li>- Use a process for planning professional learning so that it is focused, targeted and effective by addressing the following questions:               <ul style="list-style-type: none"> <li>- <i>Who is the participant?</i> (audience)</li> <li>- <i>What is the participant expected to know and/or do as a result of the professional learning?</i> (goals)</li> <li>- <i>How will participants learn? What opportunities will be provided to participants?</i> (actions)</li> <li>- <i>How will the effectiveness of the professional learning be measured?</i> (evidence/monitoring)</li> </ul> </li> <li>- Draw on research that supports effective implementation of professional learning</li> </ul>	<b>Professional Learning Facilitators</b>  <ul style="list-style-type: none"> <li>- Set conditions for genuine, trusting relationships in learning teams</li> <li>- Encourage participants to take intellectual risks in a safe learning environment</li> <li>- Use skilled facilitation (e.g., protocols, norms) to foster dialogue, explore possibilities, surface and challenge thinking, and develop shared knowledge and commitment</li> <li>- Promote autonomy, collaboration and networking</li> <li>- Assess participant readiness, taking into account participant experiences, in order to move learning forward</li> </ul>	<b>Professional Learning Facilitators</b>  <ul style="list-style-type: none"> <li>- Work with professional learning teams to support school and board improvement planning</li> <li>- Connect with various improvement plans and build coherence</li> <li>- Support the use of data and evidence-informed decision making</li> <li>- Support the implementation and integration of ministry and board initiatives</li> <li>- Identify resources and promote their effective use</li> <li>- Contextualize and communicate goals and plans of improvement initiatives for a given audience</li> </ul>	<b>Professional Learning Facilitators</b>  <ul style="list-style-type: none"> <li>- Select and use professional learning models (e.g., collaborative inquiry, book study) appropriate to the goals and context of a professional learning team and available resources</li> <li>- Engage in and support professional learning inquiry</li> <li>- Model and guide the use of evidence-informed practices and resources</li> <li>- Draw on research and advocate for the use of professional learning models for deep and sustainable implementation</li> </ul>	<b>Professional Learning Facilitators</b>  <ul style="list-style-type: none"> <li>- Use tools, data and evidence to assess the effectiveness of professional learning</li> <li>- Encourage participant self-reflection and solicit feedback for future planning</li> <li>- Are able to report on the effectiveness of professional learning opportunities (e.g., to school and system leaders) using a variety of evidence</li> <li>- Self-assess their own practices to identify their own professional learning in the role</li> </ul>