



DECE Performance Appraisal, Learning Plans and Continuous Professional Learning (CPL)

Bill 242 which passed in 2010 amended the *Education Act* as well as other Acts in relation to early childhood educators, junior kindergarten and kindergarten extended day programs. As part of this Act the inclusion of the "designated early childhood educator" (DECE) position in Junior Kindergarten, Kindergarten and extended day programs was introduced.

Performance Appraisal for DECE Members

Included in the amendments to the *Education Act* is a requirement that every district school board establish and implement a program for conducting performance appraisals for designated early childhood educators.

ETFO collective agreements for DECE members contain language regarding performance appraisal. Collective agreement language speaks to boards and ETFO consulting when developing performance appraisal programs.

Only supervisory officers, principals and vice-principals can evaluate a DECE member. Members of the DECE bargaining unit cannot be required or requested to evaluate another DECE member. Teachers are not able to participate in any aspect of the performance appraisal of the DECE member. The *Act* clearly states in section 277.48 (3) that a board shall not require a teacher to conduct or to participate in the performance appraisals of designated early childhood educators.

There are two possible ratings for a performance appraisal: satisfactory and unsatisfactory. Performance appraisal processes may vary from board-to-board. A DECE member has the right to have a local president and/or PRS staff present at any post observation meeting that results in an unsatisfactory rating.

Learning Plans

As part of the performance appraisal process, DECE members are required to complete a learning plan. This plan will outline goals and learning objectives decided upon by the member. The school boards will have created a template that DECE members can use to complete the plan using their professional judgment. According to the *Education Act*, the learning plan will be reviewed periodically by an administrator. DECE members may want to speak with their administration about the professional learning plan. There may be activities they would like to access in order to meet the goals they have developed. If a member has questions or concerns regarding expectations about the learning plan or performance appraisal they should contact their local president.

What DECE members need to know about performance appraisals and learning plans

- DECE members take responsibility for their own learning and growth as professionals;
- DECE members should familiarize themselves with board policies and expectations as well as collective agreement language for performance appraisals as they may vary from local to local;
- DECE members must develop a learning plan that includes professional goals as well as an action plan for achieving these goals;
- DECE members should keep a list of professional learning activities, copies of learning plans and performance appraisals for your records.

PRS MATTERS



College of Early Childhood Educators Continuous Professional Learning (CPL) program

The College of Early Childhood Educators (CECE) is in the process of introducing a Continuous Professional Learning Program (CPL). The College has stated that it is a self-directed, self-reflective framework designed to help Registered Early Childhood Educator (RECE) members reflect, plan for and document professional learning in a meaningful way.

As an organization, ETFO continues to encourage ongoing professional learning for members that is voluntary and member-directed. The College of Early Childhood Educators' (CECE) website states that "beginning September 2014, new members and RECE's who are renewing their membership are encouraged to participate" in the introductory phase of this program.

It is ETFO's position that the program is voluntary.

The CPL is divided into different phases and information about these phases has been communicated by the CECE to all members. Information about the CPL is available on the CECE website.

The CPL is not based on a set number of courses. It is designed to be flexible, self-directed, ongoing and professional learning of your choice and not mandated by others. School boards offer a wide range of professional learning activities as does ETFO.

Suggestions for possible self-directed ongoing professional learning for DECE members are provided below. Many of these opportunities can be accessed within your school board or through various ETFO programs.

- Professional dialogue with colleagues
- Webinars and blogs
- Professional reading/writing
- Reflective practice and dialogue
- Video and audio resources
- Attending workshops and conferences
- Job shadowing/ practicum
- Preparing and delivering workshops, conferences, parent presentations
- Working with a mentor or mentoring colleagues

ETFO has a variety of resources to support members in their professional learning. Visit the ETFO website for more information at www.etfo.ca.

At this time the CPL program is voluntary. This program may become mandatory for RECE members based on the regulation in the *Child Care and Modernization Act* currently being developed. It is anticipated that the regulation will be passed in the 2015-2016 school year.

ETFO will continue to monitor the implementation of this *Act*, the implications for ETFO DECE members and will continue to keep local presidents and members informed.

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**For further information contact
Professional Relations Staff at
416-962-3836 or 1-888-838-3836 at the
provincial office. See also ETFO's
website www.etfo.ca - Advice for
Members.**

