

Snapshot 1



Genevieve
Supervisor in a Family
Support Program

About Genevieve

Before becoming a supervisor, Genevieve worked as a lead educator in the preschool room at a small child care centre near Ottawa and later as an assistant supervisor at a large child care centre in Toronto. Although Genevieve no longer works directly with children, she has tried to remain connected to the children, families and community members who attend the family support program.

Below is a snapshot of Genevieve's CPL Portfolio, with the focus on one professional learning goal.

Self-Assessment Tool Highlights

Part 1

Genevieve reflected on her professional practice and noted the following:

- Recent focus on supporting RECEs and not necessarily connected to community members and families.
- Current attention given to leading workshops to help RECEs create warm, inviting and collaborative learning environments for children and families.

Part 2

Genevieve identified that some of her reflections and one of her priorities align with Standard I: C.7 that says that RECEs:

“Ensure that in their relationship with families and colleagues, the needs and best interests of the child are their highest priority. They collaborate with families to access information and resources to make informed decisions about their child. They advocate for children and families in partnership with families and colleagues.”

Part 3

Genevieve set one of the following goals:

- Improve the family education services offered by the program and make it more useful and relevant to families and community members.

Snapshot 1



Genevieve
Supervisor in a Family
Support Program

Professional Learning Plan Highlights

To achieve her goal from Part 3 of her Self-Assessment Tool, Genevieve planned and completed the following professional learning activities:

- Spent several weeks talking with and listening to families and community members about the current family education services.
- Created and distributed surveys to families and community members requesting information on areas of interest and needs.
- Met with colleagues to collect ideas and feedback on the current family education services.
- Researched effective family education services offered by other family support programs in her region.

Record of Professional Learning Highlights

As Genevieve completed the activities on her Professional Learning Plan, she documented her engagement and learning on her Record of Professional Learning in the following ways:

- Collected notes from her interactions with families and community members and kept a record of all the staff feedback.
- Kept the feedback from the family surveys.
- Noted that feedback from families, community members and staff highlighted new and unexpected areas for support (e.g. mental health and well-being and inquiry-based learning).
- Noted the most effective, community oriented components of other family education programs to include in current program.
- Wrote down plans for the future to apply new learning that included creating resource kits for families and community members on topics they highlighted.