

Example 1



Charlene

RECE in a Child Care Centre,
Toddler Program
15+ years of experience

Charlene has a degree in Early Childhood Studies and has been an Early Childhood Educator for approximately 15 years. For the last eight years, she has been working in the toddler room of a child care centre.

Charlene is passionate about building strong relationships with children, families and colleagues and is a clear and open communicator. She actively volunteers in her community and is part of a professional network that advocates for quality and accessible child care. Charlene is eager to share her knowledge and experiences with new graduates.

The following Self-Assessment Tool, Professional Learning Plan and Record of Professional Learning for Charlene are examples of possible reflections, plans and documentation of her own professional learning goals and activities. This portfolio record reflects Charlene's two-year CPL Portfolio Cycle from December 2017 to December 2019.

As you work through your own portfolio, feel free to refer to the [CPL Portfolio Cycle Handbook](#).

Note: *Year One* answers are in blue and *Year Two* answers are in *red italic*.



Note: Year One answers are in blue.

Name: Charlene

Registration #: 00000

Date: December 2017

Part 1: Reflection Questions

Instructions

Answer all of the statements and questions below.

1. Reflect on your practice and think broadly about what impacts your work.

Think about your:

- role
- responsibilities
- daily practice
- new experiences
- ongoing concerns or questions

Consider:

- new opportunities
- challenges
- changes in the sector or in your work setting
- leadership development

Brainstorm and make a list of things that impact your work.

- Licensing/legislative requirements
- Location of job (far from home)
- Understanding and incorporating *How Does Learning Happen?* into the program
- Mentorship and support from supervisor
- Strong relationships with colleagues and families
- Ensuring that the indoor and outdoor learning environments are stimulating and inclusive for everyone
- Community involvement
- Participation in advocacy groups

2. Think about the role of others in your professional practice. How do you seek, offer and consider feedback from others? What have you learned from others? What do others learn from you?

Over the years, I have received the support of my supervisor. It's been a great experience and has played a large role in improving my practice and building my confidence as an RECE. This year, my supervisor doesn't have as much time to mentor me as she did before, but I think I'm ready to begin mentoring others.

As an outgoing and honest communicator, I'm routinely asked for input and feedback which has helped me build strong relationships with families and children. I will continue to prioritize my work relationships and would like to share my passion and commitment for building strong rapport with others.



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3. Based on your professional practice and notes above, what additional knowledge, skills or resources do you need to support your strengths, areas for growth, leadership development or professional learning interests?

- More information on supporting adult learners, sharing information and learning with colleagues (e.g. mentoring relationships, communities of practice).
- More opportunities to discuss how to incorporate *How Does Learning Happen?* into our centre.
- Information and resources to improve the learning environments and create more exciting and inclusive spaces for play.

Part 2: Reviewing the *Code of Ethics and Standards of Practice*

Instructions

1. Before you begin Part 2, read the *Code of Ethics and Standards of Practice*.
2. Indicate, by ticking the corresponding boxes below, that you have read both the Code of Ethics and each of the Standards of Practice.
3. Respond to the statement that accompanies each standard and reference the standards. When responding, consider your reflections from Part 1.

Code of Ethics

- I have read the Code of Ethics on page 7 of the *Code of Ethics and Standards of Practice*.



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Standard I: Caring and Responsive Relationships

I have read Standard I: A – C on pages 8-9 of the *Code of Ethics and Standards of Practice*.

Identify your strengths and any areas for growth, leadership development or professional learning interests from Standard I. Reference the specific standards (e.g. Standard I: C.4).

While I'm a caring and responsive RECE who develops strong relationships with children and families, I would like to work on strengthening my relationships with colleagues. I'd also like to develop strategies to encourage, support and collaborate with them more. (C.6)

Standard II: Curriculum and Pedagogy

I have read Standard II: A – C on pages 10-11 of the *Code of Ethics and Standards of Practice*.

Identify your strengths and any areas for growth, leadership development or professional learning interests from Standard II. Reference the specific standards (e.g. Standard II: B.3).

I'm very passionate about implementing creative and play-based curriculum but am having a hard time using *How Does Learning Happen?* in the program. I need to dedicate more time to fully understanding and using it with my colleagues in my practice. (B.2)

I also want to work on my skills in modifying and adapting learning environments to include more materials such as recycled items. (C.3)



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Standard III: Safety, Health and Well-Being in the Learning Environment

I have read Standard III: A – C on pages 12-13 of the *Code of Ethics and Standards of Practice*.

Identify your strengths and any areas for growth, leadership development or professional learning interests from Standard III. Reference the specific standards (e.g. Standard III: C.8).

I sometimes get frustrated with the limitations of our space (both indoors and outdoors). One of my goals is to take the time to re-think the spaces we use and collaborate with my colleagues and families to find ways to encourage more exploration, inquiry and risk-taking. (C.6)

Recently, I worked hard to ensure the toddler room was more inclusive and accessible for one child with a cast. I enjoyed challenging my thinking about the space and closely observing how it was used by everyone. If I have time, I'd like to support the other programs in the centre to adjust their environments to be more inclusive and accessible. (C.5)

Standard IV: Professionalism and Leadership

I have read Standard IV: A – C on pages 14-15 of the *Code of Ethics and Standards of Practice*.

Identify your strengths and any areas for growth, leadership development or professional learning interests from Standard IV. Reference the specific standards (e.g. Standard IV: C.7).

I'm working hard in this area of my practice through my recent involvement with a local social justice advocacy group. I'm helping the group understand child care and the role of RECEs. I'm also sharing my perspective on other local issues related to children and families. (C.3, C.5, C.7)

I'd like to get a better sense of what other child care organizations and networks are in my community, and how we might better work together. (B.4)

Another focus for me is to keep strengthening my communication skills to best support and guide colleagues and new RECEs at work. (C.8)



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Standard V: Professional Boundaries, Dual Relationships and Conflicts of Interest

I have read Standard V: A – C on pages 16-18 of the *Code of Ethics and Standards of Practice*.

Identify your strengths and any areas for growth, leadership development or professional learning interests from Standard V. Reference the specific standards (e.g. Standard V: C.6).

I think I maintain clear boundaries although sometimes I do have a hard time with the placement students I'm supervising. I have to remember that they are students and not staff at the centre. (C.1)

I'm always navigating boundary issues with families. Just the other day a parent invited me to their child's birthday party on the weekend. I refused because I felt this was overstepping our professional relationship. I wish our centre had clearer policies and communicated more with families on this issue. (B.5, C.5)

Standard VI: Confidentiality, Release of Information and Duty to Report

I have read Standard VI: A – C on pages 19-20 of the *Code of Ethics and Standards of Practice*.

Identify your strengths and any areas for growth, leadership development or professional learning interests from Standard VI. Reference the specific standards (e.g. Standard VI: C.2).

I haven't had any issues come up in this area of practice. The other day one of the students mentioned a College resource that supports discussion about the duty to report. It sounds interesting so it's a resource that I'd like to read. (B.5)



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Part 3: Professional Learning Goals

Instructions

1. Begin by reviewing your responses in Parts 1 and 2.
2. Complete the chart below by identifying three goals for your professional learning over the next two years.
3. For each goal, indicate the related Standard(s) of Practice.
4. You will work toward these **three** goals during this two-year portfolio cycle.

Professional Learning Goals	Related Standard(s) of Practice
1. Strengthen my capacity to support, guide and mentor colleagues and students.	Standards I, IV
2. Increase my understanding and application of <i>How Does Learning Happen?</i>	Standards I, II, III
3. Improve my skills in modifying learning environments and support all program environments to be more inclusive and accessible.	Standard II, III



Professional Learning Plan

Note: Year One answers are in blue and Year Two answers are in *red italic*.

Name: Charlene

Registration #: 00000

Date: January 2018, Year 2 in 2019

Instructions

1. Review your Self-Assessment Tool.
2. Reflect on the **three** professional learning goals you have identified.
3. Research and brainstorm learning activities that support you in realizing your goals.
4. Complete the Professional Learning Plan below.

Professional Learning Goals	Professional Learning Activities	Timelines
Transfer over the three goals from your Self-Assessment Tool.	List professional learning activities that will support you in realizing each goal.	Indicate the timelines for engaging in your professional learning activities and when you plan to reach your goals.
1. Strengthen my capacity to support, guide and mentor colleagues and students.	<p>Read several books and articles on mentoring and supporting educators in practice.</p> <p>Attend workshop or series relating to mentoring or coaching.</p> <p>Engage in a mentoring relationship as a mentor with a colleague.</p>	<p>February 2018-December 2019</p> <p>When it becomes available <i>March 2019</i></p> <p>January 2019 <i>Initiate relationship – September 2019</i></p>
2. Increase my understanding and application of <i>How Does Learning Happen?</i>	<p>Watch webinars available on Ministry of Education’s website.</p> <p><i>Attend in-person workshop series at local professional resource centre.</i></p> <p>Facilitate a discussion group with colleagues and share ideas about implementing <i>How Does Learning Happen?</i></p>	<p>March 2018</p> <p><i>January 2019</i></p> <p>Once a month for 6 months throughout cycle April 2018, July 2018, October 2018</p>



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Professional Learning Goals	Professional Learning Activities	Timelines
<p>3. Improve my skills in modifying learning environments and support all program environments to be more inclusive and accessible.</p>	<p>Read several articles, books and practice resources about inclusion and universal design and creative learning environments.</p> <p>Develop a list of suggested changes to various program environments at the centre.</p> <p><i>Present suggestions to colleagues and supervisor at staff meeting, discuss and collaborate on planning implementation.</i></p>	<p>May 2018 – December 2018</p> <p>February 2019</p> <p><i>February 2019</i></p>



Record of Professional Learning

Note: Year One answers are in blue and Year Two answers are in *red italic*.

Name: Charlene

Registration #: 00000

Date: February 2018 – December 2019

Instructions

1. Review your Professional Learning Plan.
2. As you engage in professional learning activities, complete the Record of Professional Learning chart below and attach evidence or documentation of participation in planned learning activities.

Professional Learning Goals	Description of the Professional Learning Activities	Documentation of Participation*	Application of Professional Learning in My Practice
Transfer over the three goals from your Professional Learning Plan.	Provide brief descriptions of the professional learning activities including the date and professional learning provider, if applicable.	List the evidence or documentation that shows you have participated in your planned activities and keep this with your record.	Provide brief descriptions of how you have integrated, or will integrate, your learning into your professional practice.
1. Strengthen my capacity to support, guide and mentor colleagues and students.	<p>Read several books and articles on mentoring and supporting educators in practice - February 2018 - <i>December 2019 (throughout cycle)</i></p> <ul style="list-style-type: none"> • <i>Reviewed CECE resources such as CPL Resource: Mentoring, Practice Guideline: Professionalism and the Standards Matter resources on Standard IV</i> 	Notes, highlighted copies of resources	I've modified my communication approaches with colleagues and students. I spend more time actively listening and reflecting on their experience levels and strengths, and regularly journal the impact to help me develop effective mentoring strategies.



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Professional Learning Goals	Description of the Professional Learning Activities	Documentation of Participation	Application of Professional Learning in My Practice
1. (Cont'd)	<i>Completed a 4-part workshop series on mentorship March – April 2019</i> <i>Engaged in mentoring a colleague – September 2019 (initiated relationship)</i>	<i>Workshop materials and notes</i> <i>Reflection questions, guiding protocol and notes of discussions</i>	<i>I'm encouraging my mentee to take more of a leadership role with regard to pedagogical documentation and supporting her to communicate more with families about this work.</i>
Reflect on your learning. Describe the successes, challenges or unexpected outcomes related to meeting or not meeting your goals.			
<i>The readings and mentorship series I completed over the last two years have really improved my confidence as an RECE and helped me to see how I can use my strengths as a communicator to support others. As a new mentor, I am focused on listening, observing and modelling. While I have seen tremendous growth in the mentee I'm working with, I have also learned so much from him, specifically in the area of curriculum and pedagogy.</i>			



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Professional Learning Goals	Description of the Professional Learning Activities	Documentation of Participation	Application of Professional Learning in My Practice
<p>2. Increase my understanding and application of <i>How Does Learning Happen?</i></p>	<p>Watched webinars available on Ministry of Education's website – March 2018</p> <p><i>Attended in-person workshop series at local professional resource centre – January 2019</i></p> <p>Facilitated a series of discussions with colleagues about implementing <i>How Does Learning Happen?</i> - April 2018, July 2018, October 2018; <i>April 2019, August 2019</i></p>	<p>http://www.edu.gov.on.ca/childcare/pedagogy.html</p> <p><i>Workshop materials</i></p> <p>Summaries of discussions</p>	<p>The discussion group has helped increase my understanding of <i>How Does Learning Happen?</i> and what it means in practice. As a team, we are now checking in with each other and seeking support with our programming and documentation. Together, we're learning and experimenting within our programs and I feel we're all more inclusive and responsive to the children and families.</p> <p><i>I'm sharing the learning I received from the in-person workshop with my colleagues. We are currently discussing the impacts of the learning environment and its impact on well-being which also connects with the activities of my third goal.</i></p>
<p>Reflect on your learning. Describe the successes, challenges or unexpected outcomes related to meeting or not meeting your goals.</p>			
<p><i>The discussion groups, workshop and webinars have all supported me to better understand How Does Learning Happen? and what it looks like in practice. While I have more to learn in this area, there's been a significant improvement to our workplace culture through this collaborative learning experience. This was an unexpected and positive result. In the future, I would like to continue to engage in planned discussions regarding goals and practice topics so that we can continue to learn from each other.</i></p>			



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Professional Learning Goals	Description of the Professional Learning Activities	Documentation of Participation	Application of Professional Learning in My Practice
<p>3. Improve my skills in modifying learning environments and support all program environments to be more inclusive and accessible.</p>	<p>Read several articles and practice resources about inclusion and universal design - May 2018 – December 2018</p> <p><i>Read CECE's Practice Guideline: Inclusion – June 2019</i></p> <p><i>Developed a list of suggested changes to various program environments at the centre - February 2019</i></p> <ul style="list-style-type: none"> <i>Presented suggestions to colleagues and supervisor at staff meeting, discuss and collaborate on planning – February 2019</i> 	<p>Notes, highlighted copies of resources and links to online articles</p> <p><i>Notes and diagrams/photos</i></p> <p><i>PowerPoint presentation and notes from discussion</i></p>	<p>I have begun to closely observe all the program environments in the centre. I'm also starting to ask my colleagues about their thoughts and observations regarding the learning environments they interact with every day.</p> <p><i>After developing and sharing a list and discussing the recommendations with my colleagues, I'm helping some of the programs in the centre move forward with slight modifications.</i></p>

Reflect on your learning. Describe the successes, challenges or unexpected outcomes related to meeting or not meeting your goals.

I didn't anticipate how challenging it would be to modify the learning environments across the centre! While I used my learning from my readings, observations and discussions with others to support the development of a list of suggested changes, it was hard to reach consensus among staff. There is still a great deal of hesitation about making changes. I hope that our work focused on How Does Learning Happen? will shift thinking and encourage others to see creative solutions for more inclusive spaces.