

Example 3



Linda

RECE, Faculty in an ECE Diploma Program

30+ years of experience

Linda is an RECE who obtained her ECE diploma 30 years ago. For the past 15 years, she has been a full-time ECE instructor at a post-secondary institution and recently became a board member for a not-for-profit agency.

When working directly with children, Linda demonstrated a passion for their ability to self-regulate in a range of early learning environments. Now that she is teaching, she is also interested in supporting the development of leadership skills in her students and new graduates.

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

Registration #: 00000

Date: September 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.

- Current research and changes in the sector (e.g. legislation, *How Does Learning Happen?* etc.)
- Advocacy and leadership development at the post-secondary level
- Collaborating with students with diverse backgrounds and experiences
- Awareness and understanding of practice realities for those working directly with children (e.g. system-wide issues, challenges for new grads and students)
- Time restrictions due to requirements of employment (e.g. course load etc.)

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?

My role as an instructor allows me to interact with many different colleagues and professionals. Within the ECE department, we have an open-door policy that ensures regular communication occurs regarding sector issues, leadership, research, curriculum as well as discussions about the various ways that we can continue to effectively support our students. Although I also have an open door-policy with my students, I find that I receive most of their feedback at the end of the course through a survey rather than throughout the year. I'd like to engage with the students more effectively and on an ongoing basis. This will help me make improvements and adjustments to my approach in each course so that I can support their diverse strengths and needs.



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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?

- Collaborate with and learn more from the students through regular course feedback by gaining a better understanding of their perspectives on advocacy, leadership and networking.
- Take on a leadership role and develop opportunities for students to assume leadership roles in the college community and elsewhere.
- Improve my knowledge of adult teaching approaches and become more aware of cultural variations in order to support my communication skills and teaching.
- Update my practical experience working directly with children, families and RECEs in order to better understand the realities and challenges in a range of early learning environments.

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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Registration #: 00000

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).

I am passionate about this standard and continue to find ways to improve how I explain the importance of supporting children's self-regulation in practice settings. (C.4)

I need to be more aware of the cultural diversity and different perspectives of my students. This will help me to better support them in our interactions and their learning. (C.5)

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 am confident in my knowledge of this standard. I'm aware of current research, pedagogical approaches and stay on top of any legislative changes that impact the profession.

To be a better role model, I'd like to strengthen my communication with families regarding the development and learning of children. (C.7)

Increase my ability to respond to diverse student groups. I'll consider the uniqueness of my students and take into account their diverse abilities and cultural and linguistic diversity. (C.4)



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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 teach the importance of safety, health and well-being in the learning environment.

This standard reflects my current focus on self-regulation and well-being as it relates to improving or modifying the learning environment. (C.6)

I'd like to support my students in monitoring and evaluating the quality of the learning environment. (C.9) Spending more time in a range of early learning environments would also further support me in this area.

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).

Although I feel knowledgeable in this standard, I think that I could strengthen my collaborative efforts with students and colleagues. I can also focus more on engaging with my professional community in order to better support students and find ways to empower them as leaders. (C.6-C.8)



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Registration #: 00000

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'm aware of the importance of this standard. I often reflect on the dual relationships I have maintained in the past and the potential for conflicts or boundary violations.

I am interested in learning more about professional boundaries regarding the use of technology and social media. I don't feel up-to-date in the use of these platforms. I'd like to be more familiar with social media, online forums and communities of practice in order to better support and guide students. (C.4)

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'm well versed in this standard but would like to take the time to update my knowledge relating to the duty to report. (B.4)



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Registration #: 00000

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. Lead and help develop ECE student groups or networks related to advocacy and leadership.	Standard IV: C.6-C.8 Standard V: C.4
2. Increase my knowledge and skills in the area of diversity and cultural awareness in adult education to support ECE students.	Standard I: C.5 Standard II: C.4 Standard III: C.1 Standard IV: C.6, 8
3. Update my practical experience working directly with children, families and RECEs in early learning environments.	Standard II: C.1-9 Standard III: C.1-9



Professional Learning Plan

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

Name: Linda

Registration #: 00000

Date: October 2017, Year 2 in 2018

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. Lead and help develop ECE student groups or networks related to advocacy and leadership.	<p>Conduct an environmental scan of ECE student groups and associations in other post-secondary institutions.</p> <p>Enroll in a social media course.</p> <p>Create a website or online forum for new graduates.</p> <p>Facilitate a meeting between current and former students. <i>Read the College's Practice Note: Social Media</i></p>	<p>November 2017-January 2018</p> <p>March-June 2018</p> <p>June 2018</p> <p>September 2019 – TBD for next portfolio cycle (October/November 2019) <i>January 2019</i></p>
2. Increase my knowledge and skills in the area of diversity and cultural awareness in adult education to support ECE students.	Attend a series of workshops or course on diversity and cultural awareness.	<p>When they become available</p> <p><i>September 2018</i></p>



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Professional Learning Goals	Professional Learning Activities	Timelines
<p>3. Update my practical experience working directly with children, families and RECEs in early learning environments.</p>	<p>Visit a variety of early learning environments.</p> <p>Join an early years community network or committee to receive information from other leaders</p>	<p>June-August 2018; <i>June-August 2019</i></p> <p>November 2017</p>



Record of Professional Learning

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

Name: Linda

Registration #: 00000

Date: November 2017 – September 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. Lead and help develop ECE student groups or networks related to advocacy and leadership.	<p>Conducted an environmental scan of ECE student groups and associations in other post- secondary institutions – November 2017 – January 2018</p> <p>Completed an online social media marketing course – May – June 2018</p>	<p>Environmental scan and notes</p> <p>Course outline, slides and notes</p>	<p>I shared the information about student associations to my students. After a class discussion students were eager to lead and develop a student group on campus.</p> <p>I created an online forum for students and graduates and moderated it to ensure the rules and guidelines for posting to this page are regularly communicated and understood.</p>



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Registration #: 00000

Professional Learning Goals	Description of the Professional Learning Activities	Documentation of Participation	Application of Professional Learning in My Practice
1. (Cont'd)	<p>Created an online forum for graduates - June 2018</p> <p><i>Read the College's Practice Note: Using Social Media – January 2019</i></p>	Planning notes and screenshot of the forum	<p><i>The Practice Note has been shared widely with students and has helped us all to consider the risks and benefits to social media.</i></p>

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

The social media marketing course helped me to reflect on the value of collaborating and building a professional network online. It also helped me to reflect on using professional judgment and establishing boundaries. *This year I reviewed the Practice Note: Using Social Media and found that it addressed many professional concerns and issues that were not covered in the broad course I took last year.*

I was pleased to see how many students and new graduates continue to participate on the social media platforms. I foresee potential challenges in expanding these networks to include the voices of experienced ECEs. I look forward to supporting these groups and reaching out to alumni and ECEs to get involved. I will also continue to monitor, provide guidance and act as the moderator for the group.

While I was unable to coordinate an in-person meeting between current and former students, I am planning on moving forward on that next year.



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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 knowledge and skills in the area of diversity and cultural awareness in adult education to support ECE students.</p>	<p><i>Completed a workshop series on diversity and cultural awareness – September 2018</i></p>	<p><i>Names, links and reflections</i></p>	<p><i>With more training in diversity and cultural awareness, I think that my teaching is more inclusive, culturally responsive and supportive of diversity. I will continue to integrate my new learning into all of the courses that I teach.</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>Completing this workshop was a valuable learning experience and helped me tackle this goal. I have more to learn in this area but I have a better understanding of how culture impacts perception, behaviour and values.</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. Update my practical experience working directly with children, families and RECEs in early learning environments.</p>	<p>Visited child care centres and family support programs. August 2018 (2 visits) <i>July 2019 (2 visits)</i></p> <p>Participated in early years community committee meetings in my region – November 2017 (bi-annual meetings for two years)</p>	<p>Notes (observations and reflections) photos, videos (confidentiality agreements signed by families and staff)</p> <p><i>Notes on my observations following the visits. Respected confidentiality.</i></p> <p>Notes, reflections</p>	<p>I have refreshed my knowledge and understanding of working directly with children. As a result, I am better equipped to support students in placements by providing them with more specific guidance and feedback. I'm working more collaboratively with students on challenges they face as well as supporting them to use their voices and skills to advocate for changes in the learning environments.</p> <p><i>I'm more aware of the range of leadership roles and early years' professionals in the sector. I have updated much of my course content to reflect current practice, expertise and employment roles in our community.</i></p>

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

Both of these learning activities supported me in realizing this goal. I will continue to engage in these activities over the years to stay connected to those working directly with children to ensure I am current in my knowledge of sector activities.

I had forgotten how physically challenging it was to work directly with children and how fast paced child care programs can be. I intend to observe interactions between children, staff and families and closely examine the environments to learn more about quality measures, current practices, opportunities for leadership and existing challenges in the sector.

As a member of the provincial association for ECEs and a board member of a local child care centre, I was not sure how much new learning I would acquire from this committee experience. I was surprised to learn about the expertise in the community and will continue to engage and integrate new information into my teaching.