

Example 2



Stefano

RECE in a Kindergarten Program
3+ years of experience

Stefano is still fairly new to the profession as he received his diploma and registered with the College a few years ago. He has been working for a school board as a Designated Early Childhood Educator (DECE) in a Kindergarten Program for two years. Prior to this job, Stefano worked in preschool and in school-age programs for several child care centres.

Stefano is an enthusiastic and energetic RECE who is excited to be working in the Kindergarten Program and to learn from the other educators and professionals around him. He sees the value and benefits of inquiry and play-based learning and is passionate about learning more about the pedagogical approaches outlined in the Kindergarten Program document.

The following Self-Assessment Tool, Professional Learning Plan and Record of Professional Learning for Stefano are examples of possible reflections, plans and documentation of his own professional learning goals and activities. This portfolio record reflects Stefano's two-year CPL Portfolio Cycle from February 2018 to February 2020.

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: Stefano

Registration #: 00000

Date: February 2018

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.

- New employment role in Kindergarten
- School board culture, board policies and the union.
- Working relationships with my Kindergarten room partner, principal and other educators in the school.
- Implementing the Kindergarten Program document
- Classroom environment/design
- Interacting with families

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?

I am new to working in the Kindergarten Program and I ask a lot of questions. I'm the only REECE in the school so I rely on, and highly value, the feedback and support of other professionals, including my Kindergarten room partner who has many years of experience.

Unfortunately, my teaching partner and I do not have a lot of one-on-one time together so I am trying to find the answers to my questions on my own. I am also trying to spend more time with my Kindergarten partner to learn from her with a list of items to talk about so we make the best of our time.

I'm passionate about child development and pedagogy and enjoy discussing these topics. I'm looking forward to gaining more experience and knowledge that I can one day share 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?

- Spend more time collaborating and learning from my Kindergarten partner.
- Connect with other RECEs who are working in the Kindergarten Program in other schools.
- Gain a better understanding of the school board polices and the role of the unions.
- Understand my role in the Kindergarten partnership and how, together, we can implement the Kindergarten Program requirements.
- Communicate more effectively with families.
- Listen and learn from others.

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).

I'm a caring and responsive educator and am confident in my application of this standard.

I would like to strengthen my relationships with families and find new ways to connect with and support them. (C.5)

I would also like to improve my relationships with my colleagues and find ways to collaborate and communicate more effectively. (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).

The pedagogical approaches of the Kindergarten Program are still quite new to me so I would like to increase my knowledge in this area. (B.2)

I would like to take a leadership role and find ways to communicate with families about the learning that takes place. (C.9)



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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 am aware of the need to provide a safe and healthy environment for children. I'm also aware of how the environment (indoor and outdoor) impacts the well-being of each and every child.

I'd like to work with my Kindergarten partner to better design and modify the learning environments. (C.6)

In attempting to improve the learning environments, I would like to implement new and creative strategies to help the children move through their daily transitions. (C.8)

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 fairly knowledgeable in this standard but I'd like to gain more clarity on the school board policies and the role of the union and how it impacts my work. (B.1)

I'd also like to better communicate my knowledge and passion about child development and early learning pedagogies with families. I'm not sure that the families I interact with are aware of my education and training. (C.2)



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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 take this standard very seriously and avoid dual relationships when I can though I have managed one in the past. I work to ensure that my professional boundaries are maintained in all my professional relationships; however, I would like to learn more about these general concepts. (A)

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 knowledgeable about many aspects of this standard such as the duty to report. However, I'm less clear about my obligations with respect to managing and collecting personal and confidential information regarding children and families. I don't maintain this information in my employment role so I am not sure what I need to know. (B.2, C.1, C.3)



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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. Exercise leadership by communicating, collaborating and sharing information with families and Kindergarten partner.	Standard I: C.6 Standard II: C.7 Standard IV: C.2
2. Increase my knowledge of Kindergarten Program curriculum and pedagogy with a specific focus on modifying the learning environments.	Standard II: B.2, C.3 Standard III: B.2, C.1, C.6
3. Increase my knowledge of school board policies, my collective agreement and the work of my union.	Standard IV: B.1, B.6 Standard VI: B.1-B.2



Professional Learning Plan

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

Name: Stefano

Registration #: 00000

Date: February 2018, Revised in 2019-2020

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. Exercise leadership by communicating, collaborating and sharing information with families and Kindergarten partner.	<p>Collaborate with Kindergarten partner to brainstorm and add information about the children’s interests and play-based inquiry to the family newsletters.</p> <ul style="list-style-type: none"> • Take the lead and develop potential content several times a year. <p>Read articles and facilitate planned meetings with Kindergarten partner (e.g. College of Early Childhood Educator’s <i>Exploring Interprofessional Collaboration and Ethical Leadership resource</i>).</p>	<p>April-June 2018; September 2018-June 2019; September 2019-February 2020 (ongoing activity over the cycle).</p> <p>July-August 2018 (reading); September-October 2018 (planned meetings)</p>
2. Increase my knowledge of Kindergarten Program curriculum and pedagogy with a specific focus on modifying the learning environments.	Join a community of practice with other RECEs in my region to discuss the Kindergarten Program curriculum and pedagogical approaches – focus discussion on learning environments.	<p>September 2018 – potentially ongoing throughout cycle:</p> <p>October 2018; January 2019 <i>April 2019; June 2019;</i> <i>October 2019; February 2020</i></p>



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Professional Learning Goals	Professional Learning Activities	Timelines
<p>3. Increase my knowledge of school board policies, my collective agreement and the work of my union.</p>	<p>Closely re-read my school board policies (e.g. confidentiality, privacy and maintaining/sharing).</p> <p>Connect with other RECEs working in the Kindergarten Program online via social media platforms.</p> <p>Attend workshops offered by the union that address the role and work of the union.</p>	<p>April – May 2018</p> <p>June 2018 & September-October 2018</p> <p>TBD – Professional Development Day – September 2018; <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: Stefano

Registration #: 00000

Date: April 2018 – February 2020

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. Exercise leadership by communicating, collaborating and sharing information with families and my Kindergarten partner.	<p>Collaborated and regularly met with Kindergarten partner to develop monthly family newsletters.</p> <ul style="list-style-type: none"> • Wrote the content related to children’s interests and play-based inquiry April-June 2018; September - February 2019. 	<p>Notes from meetings</p> <p>Copies of newsletters</p>	Contributing to monthly communications with families has helped me to build stronger relationships with families, children and my Kindergarten partner. I share my knowledge and perspectives more confidently now and, in return, families have approached me to share their own experiences and information relevant to their child’s learning.



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Professional Learning Goals	Description of the Professional Learning Activities	Documentation of Participation	Application of Professional Learning in My Practice
(Cont'd)	<p><i>Worked with new Kindergarten partner to develop a new approach to family communication – September 2019- February 2020.</i></p> <p>Independent reading of the College's <i>Exploring Interprofessional Collaboration and Ethical Leadership</i> resource - July-August 2018</p> <ul style="list-style-type: none"> Facilitated two planned discussions with Kindergarten partner on the resource- September-October 2018. 	<p><i>Notes from meetings, documentations of learning</i></p> <p>Copies of the resource; notes from discussions</p>	<p>Sharing and discussing the resource with my Kindergarten partner has also helped us work more smoothly as a team and I continue to strive to actively listen and observe more.</p>

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

I increased my confidence and my ability to take on a leadership role and also improved my communication and collaboration skills. I feel that my Kindergarten partner and I have a good relationship that continues to be respectful despite challenges. I have also learned that I cannot know everything in relation to the Kindergarten Program especially since I'm relatively new to the job and the sector.

I began working with a new Kindergarten partner in September 2019 and, while she supported the ongoing communication with families, it was challenging to have to explain my knowledge and skills with a new partner. We are now using a new app with families and sharing photos and videos of children's learning. Even if I was frustrated at first, our information sharing methods with families has improved and I am strengthening my communication skills and use of technology.



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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 of the Kindergarten Program curriculum and pedagogy with a specific focus on modifying the learning environments.</p>	<p>Joined and participated in a community of practice with other RECEs in my region to discuss the Kindergarten Program – broad range of topics addressed - October 2018; January 2019; <i>April 2019; June 2019; October 2019; February 2020.</i></p>	<p>Agendas, slides, handouts and personal notes from discussions.</p>	<p>I gained a great deal of insight from these ongoing communities of practice and have begun to integrate some of the learnings into my practice. For example, we have discussed and researched well-being, self-regulation and supportive strategies to reduce and prevent challenging behaviours. I feel better equipped to support the children and families in this area.</p>

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

I've learned a lot in this community of practice, but I would like to focus more on learning environments as they relate to well-being and self-regulation. I may continue to research this area outside of this community of practice.

In April 2019, at my request, the community of practice expanded its discussion to highlight the role and impact of the learning environment on well-being, belonging and self-regulation. We have only just begun to address this component of the Kindergarten Program but, as it's so critical, I would like to see if my Kindergarten partner will join me in this community of practice next year. Any modifications to our environment will need to be made collaboratively.



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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. Increase my knowledge of school board policies, my collective agreement and the work of my union.</p>	<p>Re-read several school board policies related to confidentiality, privacy and sharing information – April-May 2018.</p> <p>Connected with other RECEs working in the Kindergarten Program online via social media platforms – June 2018 & September -October 2018.</p> <p>Attended workshops offered by the union that address the role and work of the union – September 2018; <i>February 2019.</i></p>	<p>Copies of policies and notes</p> <p>Screenshots from Facebook</p> <p>Handouts and pamphlets and notes</p>	<p><i>I have referred to the Code and Standards and my board policies frequently throughout the last two years especially with regard to sharing photos and videos with families through the app my partner and I are now using.</i></p> <p>The relationships I have built with other RECEs have contributed to my understanding of professionalism. I have often felt isolated as a new RECE working as a DECE but now I feel part of a community. I'm a more confident communicator in my workplace as a result.</p>
<p>Reflect on your learning. Describe the successes, challenges or unexpected outcomes related to meeting or not meeting your goals.</p>			
<p>I have learned a lot from RECEs on other boards. I'll continue to reach out and connect with RECEs working in Kindergarten Programs to maintain a connection to my professional community, share information and receive and offer support. I also have a greater sense of my collective professional identity as an RECE working in a DECE role.</p> <p>In my review of board policies, I learned a lot about the importance of maintaining confidentiality in our documentation process. <i>In the future, I would like to have a clearer understanding on why boards often differ in their policy approach to various topics and issues.</i></p> <p>I look forward to learning more about my union, the role I could play and my collective agreement at the end of February 2019 and at future events. <i>After attending several union workshops, I have decided to become more involved as a union representative or as a steward in the years ahead.</i></p>			