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The CPL Portfolio Cycle Handbook 2017 is an instructional guidebook developed by the College of Early Childhood Educators (the College) to support registered early childhood educators (RECEs) in completing the required components of the CPL Portfolio.

This handbook provides information about what RECEs must do and at what time. It also provides tips and suggestions to support an understanding of how to complete the portfolio process.

It is highly recommended, but not required, that RECEs refer to this handbook when completing the necessary portfolio components.

The required portfolio components are included in the appendix at the back of this document.
Continuous Professional Learning Program

Engaging in ongoing professional learning is important to early childhood educators. It is part of the culture of the profession and an integral component of both professionalism and leadership.

Within the context of a self-regulated profession, the College offers this definition of continuous professional learning:

Continuous professional learning is the systematic and intentional maintenance, enhancement and expansion of the knowledge, skills and ethical values and behaviours necessary to ensure ongoing quality professional practice throughout a member’s career.

Ontario Regulation 359/15: Continuous Professional Learning, made under the Early Childhood Educators Act, 2007, requires all RECEs to fulfill the requirements of the College’s CPL program. This legal obligation is also embedded in the ethical and professional standards of the profession. Standard IV: Professionalism and Leadership C.1, of the Code of Ethics and Standards of Practice, states that RECEs “engage in critical reflection, collaborative inquiry and demonstrate their commitment to ongoing learning by engaging in the Continuous Professional Learning program.”

The CPL program is a framework and formal process to help RECEs increase their knowledge and skills and ensure quality professional practice throughout their careers. It also communicates to employers, families and the public that RECEs are members of a distinct profession that values ongoing professional learning.

The program requirements described in the Continuous Professional Learning Regulation are outlined in the Notice of Continuous Professional Learning (CPL) Program Requirements. Both the Notice and the Continuous Professional Learning Regulation are available on the College website.
CPL Portfolio

The purpose of the CPL Portfolio is to ensure RECEs reflect on their practice and plan for, engage in and document professional learning experiences linked to the **Code of Ethics and Standards of Practice**. All RECEs, regardless of employment status or title, must complete the CPL Portfolio components.

An RECE’s CPL Portfolio will highlight their reflections, priorities, goals and learning activities. While some RECEs may have similar goals, the activities they choose may differ. Reflections, plans and learning outcomes will vary between professionals.

The CPL Portfolio is not to be confused with a general professional portfolio many RECEs already maintain. Some RECEs may find it helpful to keep their CPL Portfolio records as part of their broader professional portfolios, if they have them.

The CPL Portfolio aims to:

- facilitate **self-reflection**
- support practical and useful goal development
- promote **self-directed learning** activities
- support an increased understanding and application of the **Code of Ethics and Standards of Practice**
- improve and strengthen the professional practice of RECEs.
**Self-reflection** is a process that early childhood educators use to think about their professional practice. Self-reflection may lead to changes or improvements in practice. RECEs may reflect in-the-moment during their practice, or they may intentionally reflect on a particular experience after it has occurred. Self-reflection may include:

- observing, recalling and interpreting professional experiences or events
- considering factors that impact practice
- thinking about interactions with others and taking multiple perspectives
- self-questioning and looking inward.

RECEs may also find it useful to explore the approaches and concepts of **reflective practice**, **critical reflection** and **collaborative inquiry**. These terms are found in the Glossary of the [Code of Ethics and Standards of Practice](#).

**Self-directed learning** is a method of professional learning that places the responsibility of identifying, planning for and engaging in learning activities on the RECE. Self-directed learning also means that RECEs monitor and evaluate their professional growth and decide how they will apply their new learning in their practice. Self-directed learning is a flexible approach to engaging in ongoing professional learning activities. Activities that are self-directed support the needs of individual RECEs—their goals, learning styles and access to resources.
About the CPL Portfolio Components

The CPL Portfolio has three components. RECEs are required to complete the following components over a two-year period and then begin the cycle again.

1. The **Self-Assessment Tool** is the first component of the CPL Portfolio. This tool is to be completed at the beginning of every two-year portfolio cycle.

   Completing the Self-Assessment Tool is a three-part process designed to facilitate reflection, brainstorming and decision-making. At the end of the Self-Assessment Tool, RECEs will identify three professional learning priorities that relate to the Code of Ethics and Standards of Practice and develop three professional learning goals.

2. The **Professional Learning Plan** is the second component of the CPL Portfolio. The plan is a chart that is completed at the beginning of the two-year cycle and updated the following year as needed.

   Completing the Professional Learning Plan requires that RECEs brainstorm and research professional learning activities to support them in meeting their professional learning goals. The plan is designed to support RECEs in making connections between goals, concrete learning activities and realistic timelines for engaging in those activities over a two-year portfolio cycle.

3. The **Record of Professional Learning** is the third component of the CPL Portfolio. The record is a chart that is completed and updated on an ongoing basis as RECEs engage in professional learning activities throughout each two-year portfolio cycle.

   Completing the Record of Professional Learning allows RECEs to document and describe their learning and indicate how they have incorporated it into their professional practice. The record provides space for reflecting on activities and goals.

   Along with completing the record, RECEs are required to collect evidence that demonstrates their participation in learning activities. Evidence of participation in learning activities may be kept in paper or electronic formats such as notes, certificates, audio/video recordings or electronic links.
CPL Portfolio Components Flowchart

1st step of CPL Portfolio Cycle
- Linked to the Code and Standards
- Facilitates reflection and the identification of learning priorities
- Supports goal development

2nd step of CPL Portfolio Cycle
- Encourages research and brainstorming of professional learning activities
- Requires projected timelines for completing activities and goals

3rd step of CPL Portfolio Cycle
- Requires descriptions of activities, listing and collecting evidence or documentation of participation in activities
- Encourages reflection and integration of learning into practice
CPL Portfolio Cycle: Requirements

The graphic below shows the required activities for each year in the two-year CPL Portfolio Cycle. This information is also shared in the Notice of CPL Program Requirements.

CPL Portfolio Cycle

### Portfolio Cycle: Year One
1. Complete the Self-Assessment Tool.
2. Complete the Professional Learning Plan.
3. Engage in planned activities.
4. Track progress, collect evidence and document learning on the Record of Professional Learning.
5. Declare that you have completed Year One on your Membership Renewal Form.

### Portfolio Cycle: Year Two
1. Review and update the Professional Learning Plan, if needed.
2. Continue to engage in learning activities.
3. Continue to track progress, collect evidence and document learning on the Record of Professional Learning.
4. Reflect on activities, goals and learning.
5. Declare that you have completed Year Two on your Membership Renewal Form.
CPL Portfolio Cycle: Recommended Monthly Timelines

The chart below provides recommended monthly timelines to help RECEs plan their time and complete Year One and Year Two of the CPL Portfolio Cycle.

**Year One**

**Months One and Two**
1. Complete the Self-Assessment Tool.
2. Complete the Professional Learning Plan.

**Months Three to 10**
1. Participate in your planned learning activities.
2. As you engage in activities, complete your Record of Professional Learning and collect evidence of participation in learning activities.

**Months 11 and 12**
1. Continue to engage in your activities, collect any remaining evidence or documentation and reflect on your learning.
2. Keep all three portfolio components and documentation of participation together.
Year Two

Months One and Two

1. Review your Professional Learning Plan.
2. Update or revise goals, activities and timelines on your Professional Learning Plan, if needed.

Months Three to 10

1. Continue to engage in your planned learning activities.
2. Continue to complete your Record of Professional Learning and collect evidence of participation in learning activities.

Months 11 and 12

1. Finish engaging in your activities, collect any remaining evidence or documentation and reflect on your learning.
2. Keep all three portfolio components and documentation of participation together.
Instructions for Completing your Self-Assessment Tool

The Self-Assessment Tool is the first component of the CPL Portfolio. Complete it before you start the Professional Learning Plan and the Record of Professional Learning at the beginning of each two-year portfolio cycle.

Preparing

Set aside a block of time or several shorter periods of time to complete the Self-Assessment Tool. Consider asking for input from colleagues (e.g. supervisor, mentor, coworker etc.). Refer to the Self-Assessment Tool on pages 20-25.

Consider reviewing:

- documentation of recent involvement in professional learning activities
- recent professional records such as performance reviews.

Write answers that best support your learning needs and styles. Use whatever works best for you such as bulleted lists, short hand or paragraphs.

Completing your Self-Assessment

Part 1: Reflection Questions

Answer three reflection questions.

Part 1 is designed to get you thinking, brainstorming, and reflecting on your lived experiences and how you interact with others. It is also designed to help you think about what you are great at, what interests you, how you can focus on your leadership development and what else you need to know in your professional practice.

This section may take you some time. Consider stepping away and returning to the questions if you need more time to reflect.
Part 2: Reviewing the Code of Ethics and Standards of Practice

Read the Code of Ethics and Standards of Practice.

Indicate, by ticking the corresponding boxes, that you have read each ethic and standard.

For each standard:
- respond to the statement and reference the specific standards that apply to your answers (e.g. Standard I: C.4).

Consider your reflections from Part 1 to help inform your answers.

Part 3: Professional Learning Goals

Review your responses in Part 1 and 2.

Identify three priorities for your professional learning over the next two years. Ask yourself:
- What stands out in my answers in Part 2?
- What requires my immediate attention?
- What am I most interested in?
- What are my leadership development needs?

For each priority, indicate the related standards.

Develop professional learning goals for this two-year cycle. Aim to create SMART goals:
- Specific
- Measurable
- Action-oriented
- Realistic
- Timely

SMART goal development is just one way to help you think about and plan your learning goals. Feel free to use any goal development method that works best for your learning needs and styles.
Leadership development refers to steps taken by early childhood educators to acquire the knowledge, skills and judgement that support their capacity to lead. RECEs focus on their leadership development when they seek out and engage in opportunities to improve not only their own practice, but the wider profession of early childhood education. For example, RECEs develop as leaders when they:

- take responsibility for their professional practice
- support, empower and actively listen to others in their professional practice and community
- provide opportunities and space for others to lead
- contribute to an inclusive and collaborative working environment
- draw on collective knowledge and experiences to solve problems
- create and coordinate change through vision, inspiration, commitment and contribution.

For more information on the concept of leadership, RECEs should review Standard IV: Professionalism and Leadership in the Code of Ethics and Standards of Practice. The term leadership is defined in the Glossary of the Code and Standards.
Instructions for Completing your Professional Learning Plan

The Professional Learning Plan is the second component of the CPL Portfolio. Complete it after the Self-Assessment Tool. At the beginning of Year Two, you will be required to review your Professional Learning Plan and make changes as necessary.

Preparing

Set aside a block of time or several shorter periods of time to complete the Professional Learning Plan. Consider asking for input from colleagues (e.g. supervisor, mentor, coworker etc.). Refer to the Professional Learning Plan on pages 26-28.

Review your Self-Assessment Tool and reflect on the three professional learning goals you identified.

Completing your Plan

Research and brainstorm learning activities that could support you in realizing your goals, for example:

• review the CPL Activities Web on the following page (page 16)
• determine the resources and options available to you in your area
• communicate with others about local professional learning communities, networks etc.
• consider the role of online learning and self-directed learning experiences.

Complete the chart by:

• transferring over your three goals from your Self-Assessment Tool
• writing down the corresponding professional learning activities
• indicating realistic timelines for engaging in your learning activities over a two-year period.

You are required to work toward meeting your goals throughout each cycle. However, activities and goals may roll over into the next cycle.

The choice of activities and how many satisfy your goal is entirely up to you!

Remember to write this plan in a way that best supports your learning needs and styles. It is intended to be a useful document you can refer to while you engage in learning activities to ensure that you are on track.
Examples of Continuous Professional Learning Activities

- Planned professional discussions
- Independent study
- DVD videos, webinars or modules
- Communities of practice
- Case study analysis
- Professional social networking
- Reflective practice
- Qualitative or quantitative research
- Journaling
- Developing resources or writing articles
- Post-secondary courses or programs
- Job shadowing
- Action research
- Attending, preparing or delivering workshops and conferences
- Participating in professional organizations and associations
- Mentoring
- Social media, podcasts or blogs
- Communities of practice

CPL Activities Web
Instructions for Completing your Record of Professional Learning

The Record of Professional Learning is the third component of the CPL Portfolio. It should be used on an ongoing basis throughout the two-year portfolio cycle to record and reflect on your learning activities. You may choose to keep your evidence and documentation of participation in learning activities in any format that works best for you (e.g. paper, electronic, audio or video recordings).

Preparing

Set aside several blocks of time throughout the two-year portfolio cycle to complete the record of professional learning. Refer to the Record of Professional Learning on pages 29-31.

Review your Professional Learning Plan and your evidence of participation in your recent planned learning activities.

Completing your Record

Transfer over the goals from your plan and write down:

• a short description of the activity
• the dates completed
• the learning provider, if applicable.

List the type of documentation you have kept that shows you participated in your planned activities. Here, you could list types of evidence such as:

• personal notes from a discussion, study group or community of practice
• certificates, receipts or agendas from conferences or workshops
• samples of written work or articles
• electronic links demonstrating participation in webinars or online forums etc.

Provide brief descriptions of how you have integrated, or will integrate, your learning into your professional practice.

Take some time to list your final reflections on your experiences in your learning activities and realizing your goals by briefly describing the successes, challenges or unexpected outcomes related to meeting or not meeting your goals.

Keep the paper or electronic evidence and documentation of your participation with the record.

Don’t worry if your plan and record do not perfectly align! Just document any changes to your planned activities and unexpected events and reflect on how these experiences might support your future professional learning.
Completing and Keeping your CPL Components

Some RECEs may choose to complete the CPL Portfolio components electronically and save them to their computer. Others will complete them by hand on paper.

RECEs are required to keep all three completed portfolio components and evidence of participation for at least six years. RECEs do not need to send their completed CPL Portfolios to the College. However, at any time, the College may require that an RECE submit their completed CPL Portfolios.

The College is committed to supporting the learning needs and styles of all RECEs and may accept the use of alternate formats in the completion of the portfolio components.

Reviewing and Collaborating

As you complete the CPL Portfolio components and engage in professional learning activities over two-year cycles, remember to review your progress often and revise, if necessary.

Consider asking for feedback or support from your colleagues, mentors or others in your professional practice. While completing the CPL Portfolio components is the professional responsibility of every RECE, working collaboratively on the process may help you to realize your goals and improve and strengthen your professional practice.

For more information about the CPL Portfolio Cycle and resources to support you in completing the process, visit the College’s website at college-ece.ca/CPL.

E-mail the Professional Practice Department at cpl@college-ece.ca or telephone at 1 888 961-8558.
Appendix: CPL Portfolio Components
**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.**

<table>
<thead>
<tr>
<th>Think about your:</th>
<th>Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• role</td>
<td>• new opportunities</td>
</tr>
<tr>
<td>• responsibilities</td>
<td>• challenges</td>
</tr>
<tr>
<td>• daily practice</td>
<td>• changes in the sector or in your work setting</td>
</tr>
<tr>
<td>• new experiences</td>
<td>• leadership development</td>
</tr>
<tr>
<td>• ongoing concerns or questions</td>
<td></td>
</tr>
</tbody>
</table>

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

**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?**
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?

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.
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).

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).
<table>
<thead>
<tr>
<th>Standard III: Safety, Health and Well-Being in the Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ I have read Standard III: A – C on pages 12-13 of the <em>Code of Ethics and Standards of Practice</em>.</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard IV: Professionalism and Leadership</th>
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</thead>
<tbody>
<tr>
<td>□ I have read Standard IV: A – C on pages 14-15 of the <em>Code of Ethics and Standards of Practice</em>.</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>
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).

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).
Part 3: Professional Learning Goals

Instructions
2. Complete the chart below by identifying three priorities for your professional learning over the next two years.
3. For each priority, indicate the related standard(s).
4. Next, develop a professional learning goal for each priority and ensure that the goal is related to the standards identified for that priority. You will work toward these three goals during this two-year portfolio cycle. Consider creating goals that are:
   - Specific
   - Measurable
   - Action-oriented
   - Realistic
   - Timely

<table>
<thead>
<tr>
<th>Professional Learning Priorities</th>
<th>Related Standard(s)</th>
<th>Professional Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Professional Learning Goals</th>
<th>Professional Learning Activities</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer over the three goals from your Self-Assessment Tool.</td>
<td>List professional learning activities that will support you in realizing each goal.</td>
<td>Indicate the timelines for engaging in your professional learning activities and when you plan to reach your goals.</td>
</tr>
</tbody>
</table>

1.
<table>
<thead>
<tr>
<th>Professional Learning Goals</th>
<th>Professional Learning Activities</th>
<th>Timelines</th>
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<tbody>
<tr>
<td>2.</td>
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<td>Professional Learning Goals</td>
<td>Professional Learning Activities</td>
<td>Timelines</td>
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<td>3.</td>
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</table>
### Record of Professional Learning

Name: ________________________________  
Registration #: ________________________  
Date: ________________________________

**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.

<table>
<thead>
<tr>
<th>Professional Learning Goals</th>
<th>Description of the Professional Learning Activities</th>
<th>Documentation of Participation*</th>
<th>Application of Professional Learning in My Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer over the three goals from your Professional Learning Plan.</td>
<td>Provide brief descriptions of the professional learning activities including the date and professional learning provider, if applicable.</td>
<td>List the evidence or documentation that shows you have participated in your planned activities and keep this with your record.</td>
<td>Provide brief descriptions of how you have integrated, or will integrate, your learning into your professional practice.</td>
</tr>
</tbody>
</table>

### 1.

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

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*You may choose to keep your documentation in any format (e.g. paper, electronic, audio/video/voice recordings). Please ensure you indicate the form of your documentation and be prepared to share, or provide access to your documentation if requested by the College.*
<table>
<thead>
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<th>Professional Learning Goals</th>
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