

Continuous Professional Learning Portfolio Cycle

Handbook 2019



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About this Publication



The CPL Portfolio Cycle Handbook is an instructional guide developed by the College of Early Childhood Educators (the College) to support Registered Early Childhood Educators (RECEs) in completing the required components of the Continuous Professional Learning (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 at the back of this handbook on pages 19-31.

This handbook and required portfolio components are also available electronically on the College's website at: college-ece.ca/CPL.

Continuous Professional Learning Program

Engaging in ongoing professional learning is part of the culture of the profession of early childhood education. As members of a self-regulated profession, RECEs are expected to engage in professional learning throughout their careers.

Ontario Regulation 359/15: Continuous Professional Learning, made under the **Early Childhood Educators Act, 2007**, requires all RECEs to fulfill the requirements of the CPL program. This legal obligation is also embedded in the **Code of Ethics and Standards of Practice**. Standard IV: Professionalism and Leadership C.1 says 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 formalizes and complements the ongoing learning that many RECEs do every day. The College defines the CPL program as an ongoing professional learning program that is grounded in self-reflection, self-directed learning and the [Code of Ethics and Standards of Practice](#). It is designed to support RECEs to systematically and intentionally increase their knowledge and skills, strengthen their professional judgement, and improve their practice with others throughout their career.

The CPL program includes the following required steps:

Step 1: Expectations for Practice Module

Step 2: CPL Portfolio Cycle

- Self-Assessment Tool
- Professional Learning Plan
- Engage in and complete the activities set out in the Professional Learning Plan
- Record of Professional Learning

The portfolio cycle is completed over a period of two years. A new CPL Portfolio Cycle begins every two years.

RECEs demonstrate professionalism by engaging in the CPL program. The program promotes leadership development for all RECEs, regardless of position or title. It also communicates to families, colleagues and the public that RECEs are members of a distinct profession that demonstrates accountability, maintains public trust, remains current in practice and values ongoing professional learning.

The program requirements outlined in the [Continuous Professional Learning Regulation](#) are described in the [Notice of Continuous Professional Learning \(CPL\) Program Requirements](#). Both the Notice and the Regulation are available on the College’s 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**. It is also designed to help RECEs integrate their learning into their professional practice. All RECEs, regardless of employment status, role or setting, must complete the CPL Portfolio requirements.

The CPL Portfolio is intended to:

- improve and strengthen the professional practice of RECEs
- support an increased understanding and application of the *Code of Ethics and Standards of Practice*
- facilitate **self-reflection**
- promote intentional **self-directed learning** activities
- support relevant goal development
- encourage professional communication and collaboration
- support **leadership development**

An RECE's CPL Portfolio will highlight their reflections, goals, learning activities and documentation. Some RECEs may have similar goals, but the activities they choose and methods of documentation may differ. Reflections, plans and learning outcomes will vary among 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.

Self-reflection is a process RECEs use to think about their professional practice. Self-reflection may lead to changes or improvements in practice. RECEs either reflect in the moment or they intentionally reflect on a particular experience after it has occurred. Self-reflection includes:

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

Critical reflection and **collaborative inquiry** are related concepts and found in the Glossary of the [*Code of Ethics and Standards of Practice*](#).

Self-directed learning is a flexible approach to professional learning that ensures RECEs are responsible for:

- identifying, planning and engaging in learning activities
- monitoring and evaluating their own professional growth and access available resources
- deciding to engage in activities that best support their individual needs and learning styles
- integrating new learning into their practice in ways that are meaningful and relevant

For more information, review the CPL Resource: [Reflective Practice and Self-Directed Learning](#) on the College's website.

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.

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.



Self-Assessment Tool: to be completed at the beginning of every two-year portfolio cycle.

This is a three-part process designed to facilitate:

- self-reflection
- brainstorming
- decision-making

At the end of this process, RECEs will have developed three professional learning goals that relate to the [*Code of Ethics and Standards of Practice*](#). These three goals will stem from an RECE's strengths, areas for growth, leadership development, or professional learning interests.



Professional Learning Plan: a chart that is completed at the beginning of every two-year portfolio cycle and updated as needed.

- Completing the plan requires that RECEs brainstorm and research professional learning activities to support them in meeting their goals.
- The plan supports RECEs to make connections between goals and learning activities, and set realistic timelines for engaging in activities over a two-year portfolio cycle.



Record of Professional Learning: 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 allows RECEs to document and describe their learning.
- The record provides space for identifying how learning has been incorporated into practice and for reflecting on activities and goals.
- In addition to completing the record, RECEs must collect evidence that demonstrates their participation in learning activities.
- Evidence may be kept in paper or electronic formats such as notes, certificates, audio/video files or electronic links.

CPL Portfolio Cycle: Required Steps and Recommended Timelines

The graphic below shows the required steps and recommended monthly timelines for each year in the two-year CPL Portfolio Cycle. The required steps for Year One and Year Two of the CPL Portfolio are also communicated in the [Notice of CPL Program Requirements](#).

Required Steps
Year 1
<ol style="list-style-type: none"> 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 completion of CPL requirements for the membership year upon annual membership renewal.



Recommended Timelines		
Month 1-2	Month 3-10	Month 11-12
<ol style="list-style-type: none"> 1. Complete Part 1, Part 2 and Part 3 of the Self-Assessment Tool. 2. Research and brainstorm learning activities and complete your Professional Learning Plan. 	<ol style="list-style-type: none"> 1. Participate in your planned learning activities. 2. As you engage in activities, complete the Record of Professional Learning and collect evidence of participation. 	<ol style="list-style-type: none"> 1. Continue to engage in your activities, collect evidence and complete your Record of Professional Learning for your Year One. 2. Keep portfolio components and documentation.

Required Steps

Year 2

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 completion of CPL requirements for the membership year upon annual membership renewal.



Recommended Timelines

Month 1-2

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

Month 3-10

1. Continue to engage in planned learning activities.
2. Continue to complete your **Record of Professional Learning** and collect evidence of participation.
3. Document your reflections and application of new learning into practice on your **Record of Professional Learning**.

Month 11-12

1. Finish engaging in your activities, collect any remaining evidence and complete your **Record of Professional Learning** for your Year Two activities.
2. Keep portfolio components and documentation.

Instructions for Completing the CPL Portfolio Components



In addition to the following instructions, visit the College's website for portfolio resources, including:

- [CPL Portfolio Examples and Snapshots](#)
- CPL Resource: [Reflective Practice & Self-Directed Learning](#)
- CPL Resource: [Mentoring](#)
- CPL Resource: [Communities of Practice](#)
- CPL Resource: [Leading Professional Practice Discussions](#)
- [Recorded webinars and short videos](#)



Instructions for Completing Your Self-Assessment Tool

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

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 etc.).

Consider reviewing:

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

Completing Your Self-Assessment

Part 1: Reflection Questions

Answer three reflection questions.

Part 1 is designed to get you thinking and reflecting on your practice realities, lived experiences, your interactions with others and any new knowledge, skills or resources you may need to support your professional practice. Take some time to think about your strengths and interests and how they can support your learning or leadership development.

Write your responses in a format that works for you such as bulleted lists, point form notes or paragraphs.

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 in the Self-Assessment Tool, that you have read each ethic and standard.

For each standard:

- respond to the statement and reference the specific sections of the standard 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 goals 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 goal, indicate the related Standard(s) of Practice.

Feel free to use a goal development method that works best for your learning needs and styles. Remember to create goals that are realistic, relevant and focused on your own professional learning.



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, etc.).

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](#)
- 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 the 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

The choice of activities and how many satisfy your goal is up to you! You are not required to complete a specific number of learning hours, or engage in specific workshops or courses.

You are required to engage in your planned activities and work toward meeting your goals throughout each portfolio cycle. This plan is intended to be a useful document to help you stay on track. However, your plan can always be revised. Some activities and goals may roll over into your next cycle. Just be sure to document the changes.

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 completed on an ongoing basis throughout the two-year portfolio cycle. 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](#).

Review your Professional Learning Plan and evidence of participation in 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
- brief descriptions of how you have integrated, or will integrate, your learning into your professional practice
- your final reflections on your experiences in your learning activities and your goals.

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:



A list of publications and online resources you have read



Summaries of study group discussions



Certificates, receipts or agendas from workshops, conferences or courses



Descriptions of podcasts/webinars



Slides or handouts for any presentations you have conducted



Samples of your work like newsletters, workplace policies, reports or articles



A reflective practice journal



Research that you have conducted

When completing your record:

- Make sure you obtain consent before collecting and sharing any information that includes children, families and colleagues in your CPL Portfolio components. Review Standard VI: Confidentiality, Release of Information and Duty to Report for more information on your responsibilities.
- Keep the paper or electronic evidence and documentation of your participation.

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

Your Record of Professional Learning may inspire your next two-year cycle. It's okay if a goal carries over into a new portfolio cycle, although you will still need to complete a new Self-Assessment Tool and Professional Learning Plan.

Completing and Keeping Your CPL Components

Some RECEs may choose to complete the CPL Portfolio components electronically and save them on 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 four years. RECEs do not need to send their completed CPL Portfolios to the College when declaring completion as part of their annual membership renewal. However, at any time, the College may require that an RECE submit their completed CPL Portfolios to confirm compliance or as part of an audit process. RECEs are only required to share their portfolios with the College if requested.

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.

All CPL Portfolio components and documentation must be the RECE's own work, not a copy or reproduction of another person's words or ideas.

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. Completing the CPL Portfolio components and engaging in professional learning activities is the professional responsibility of every RECE. Working collaboratively on the process may help you to realize your goals, integrate your learning 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.

You can also contact the Professional Practice Department at cpl@college-ece.ca or call us at **1 888 961-8558**.

Required: CPL Portfolio Components





Self-Assessment Tool

Name: _____

Registration #: _____

Date: _____

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.

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?



Registration #: _____

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*.



Registration #: _____

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).



Registration #: _____

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).

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).



Registration #: _____

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).



Registration #: _____

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.	
2.	
3.	



Professional Learning Plan

Name: _____

Registration #: _____

Date: _____

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.		



Registration #: _____

Professional Learning Goals	Professional Learning Activities	Timelines
2.		



Registration #: _____

Professional Learning Goals	Professional Learning Activities	Timelines
3.		



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.

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.			

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

* 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.



Registration #: _____

Professional Learning Goals	Description of the Professional Learning Activities	Documentation of Participation	Application of Professional Learning in My Practice
2.			

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



Registration #: _____

Professional Learning Goals	Description of the Professional Learning Activities	Documentation of Participation	Application of Professional Learning in My Practice
3.			

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

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Cette publication est également disponible en français sous le titre : *Cycle du portfolio d'apprentissage professionnel continu – Guide 2019.*

If you require an accessible format and/or communication support, please contact the College at 1-888-961-8558 / communications@college-ece.ca.