



## Mariska

RECE in Child Care, Toddler Program

Hi I'm Mariska.

I've been an Early Childhood Educator for 15 years. For the last eight years, I've been working in the toddler room of a child care centre. I'm passionate about building strong relationships with children, families and colleagues and being a clear and open communicator. I see myself as a leader and I'm a part of a professional network that advocates for professional pay, decent work and accessibility to child care. I love my work and I'm eager to exchange knowledge and experiences with new graduates.

This CPL Portfolio Cycle example is fictional. The following Reflection and Planning Tool and Record of Professional Learning provide possible reflections, plans and documentation of professional learning goals and activities for a one-year CPL Portfolio Cycle. It has been designed to support and inspire RECEs as they complete their own CPL Portfolio.

**Name: Mariska****Registration #: 00000****Date: July 2022**

# Reflection and Planning Tool

## A. Self-Reflection and Discovery

1. In planning your upcoming CPL portfolio year, consider and record your potential professional learning priorities, interests and needs.

For inspiration, consider some of the following:

- your role and responsibilities
- daily practice
- experiences and opportunities
- challenges, concerns, or questions
- changes in the sector or in your work
- leadership development
- legislation, policy and research
- College advisories and guidelines

“RECEs are reflective and intentional professionals who engage in ongoing learning. They engage in critical reflection, collaborative inquiry and demonstrate their commitment to ongoing learning by engaging in the Continuous Professional Learning program.” (Standard IV: A, C.1)

I've been thinking a lot about this lately. I've worked in ECE for a long time and the last couple of years have come with major changes in my practice, including changes in my daily activities and societal changes that impact the sector.

- Strengthen family engagement and communication
- Support new grads in practice
- Review recent changes in legislation re. sexual abuse prevention program

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## Reflection and Planning Tool

### A. Self-Reflection and Discovery

2. What feedback have you received about your professional knowledge and practice? Reflect on feedback from others (e.g., colleagues, supervisors, families, children) about your strengths and areas for growth.

I used to have check-ins with my supervisor once a month, but this has changed, and we don't get to meet as often. One downside is that I'm not getting as much feedback as before and there's less opportunity to learn with and from each other.

My colleagues and I have open relationships and communication. We've really had to lean on each other lately and I feel lucky to have other leaders like them in my work environment. Since I've been at my centre for so long the other RECEs reach out to me. Some feedback I tend to hear about my strengths are:

- Leadership and mentoring
- Supportive, good listener, strong communication skills
- Approachable

I do hear from colleagues sometimes that I can be apprehensive about change. I do have a hard time with change at times, so this is something I am going to work on.

3. How do you learn best? Note the ways you like to learn. For example, reading, discussions, visuals, listening, experiential learning.

Some prompts for your reflection:

- Consider your past portfolio learning activities and reflections.
- What makes learning meaningful to you?
- How might you adapt your learning to co-construct knowledge with other RECEs and colleagues?

I typically do my professional learning through:

- Webinars or documentaries
- Articles rather than books
- Discussions with colleagues

I would be interested in leading more staff meetings. We usually meet once a month and I've done this a few times, but I'm thinking I can do this more often.

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## Reflection and Planning Tool

### A. Self-Reflection and Discovery

4. Based on your reflections above, identify one topic to prioritize for this year's CPL Portfolio.

Some questions to guide your decision-making:

- How would focusing on this topic benefit your current or future practice?
- What's your current knowledge and experience related to this topic?
- What outcome would you like as a result of additional learning in this area?
- Do you want to focus on enhancing knowledge, skills or experience?

Based on everything that happened through the pandemic, an area that I've really noticed that has changed is my engagement with families and communicating with them.

Since I'm working with toddlers, engaging with their families and parents is one of the most important aspects of my day. It's been challenging adjusting to guideline and protocol changes, parents' feelings of staying safe, and doing things that now feel like the "norm" for many.

I want to re-visit what I know about family engagement and find ways to get all families feeling like they're apart of the centre and their child's learning and development. Also, re-think my communication strategies with families.

Focusing on this will be beneficial for the families and children in my room. I'm hoping to be able to share what I'll learn with my colleagues, because as a centre this is something we can improve on.

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## Reflection and Planning Tool

### B. Integrate the *Code of Ethics and Standards of Practice*

As a regulated professional, it's important to regularly review the [\*Code of Ethics and Standards of Practice\*](#). Identify the Standards of Practice that relate to the learning you want to prioritize for this year's CPL Portfolio.

#### Standards of Practice

**Standard I:** Caring and Responsive Relationships

**Standard II:** Curriculum and Pedagogy

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

**Standard IV:** Professionalism and Leadership

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

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

Standard I: It's interesting how Standard I has always felt most comfortable for me but, as I'm re-reading it, so many aspects of this standard feel different for me now in my role with toddlers. It's not so much my relationships with the children that I feel have changed, it's more my relationships and communicating with their families ... something to think about.

Standard II: C.5, 6 and 7 stood out for me – the idea of using technology to support children's learning and sharing documentation with families is an area I've become a lot more familiar with. I'm thinking about what other avenues I can explore with technology to keep families engaged.

Standard III is also standing out to me now... I'm confident in ensuring children feel safe, included and have a sense of belonging, but I still feel that I'm lacking this with their families. It feels different than before the pandemic. I want to get back to a place where I'm working in partnership with the families where there are invitations to connect with families, so that it's a reciprocal relationship, instead of one-sided.

Name: **Mariska**Registration #: **00000**Date: **August 2022**

# Reflection and Planning Tool

## C. Take Action: Learning Goal and Plan

Review your responses in sections A and B.

In the chart:

- Identify one professional learning goal based on the topic of learning that you prioritized above.
- Identify learning activities or experiences that will support you with meeting your goal.
- Indicate when you plan to engage in the learning activities or experiences during this portfolio year (optional).

*Refer to the CPL Portfolio Handbook, for examples of learning activities and experiences (p. 10).*

### Professional learning goal

I'm going to focus on re-engaging with families and enhancing my communication with them.

**Professional learning activities and experiences** (e.g., case study or practice scenarios, review College resources, webinars, facilitated discussions with colleagues, etc.)

**Timelines**  
(optional)

- College of ECE's [Practice Guideline on Communication and Collaboration](#) – Section 2 specifically on communicating and collaborating with families.
  - There are 4 pause and reflects –good to do in a staff meeting for discussion using the reflection questions – co-learning as a group.
- College of ECE's [Practice Guideline on Supporting Positive Interactions with Children](#) – pg. 5 has a section on families with some good reflection questions.
- Early learning group on Facebook – Post question to the group about the strategies they're using.

**August** - for reading the PG on Communication and Collaboration

**January to April** might be a good time for leading staff discussions

Name: **Mariska**Registration #: **00000**Date: **Sept '22-May '23**

## Record of Professional Learning

### A. Engagement: Document Your Learning

As you complete your professional learning activities and experiences, record them in the Record of Professional Learning chart below. Keep all documentation (e.g., notes, reflections, samples of your work) with your portfolio.

*Refer to the CPL Portfolio Handbook (p. 11) for examples of documentation.*

#### Professional learning goal

I'm going to focus on re-engaging with families and enhancing my communication with them.

Description of professional learning activities and experiences with dates	Documentation of professional learning List the documentation that shows you have engaged in your learning activities and experiences.	Next steps Consider some of the following questions: • How will you integrate your learning into your professional practice? • What are you inspired to learn next to build on your knowledge, skills and competencies?
<ul style="list-style-type: none"> <li>• “The Everything ECE Podcast”. Canadian-based and hosted by an RECE. Listened to Episode 26: Increasing Parent Engagement (September)</li> <li>• Posted in my Facebook group in September – had more than 120 comments with helpful strategies. Surprised to see that a lot of RECEs are feeling the same as me.</li> <li>• Read the Families section in the Practice Guideline on Supporting Positive Interactions (August) and used the reflection in my Community of Practice (November)</li> <li>• Read section 2 of the PG Communication and Collaboration (January)</li> <li>• Lead a series of staff discussions with the Pause and Reflects from the PG Communication and collaboration (February – May)</li> </ul>	<ul style="list-style-type: none"> <li>• Took notes while listening</li> <li>• Took screen shots of the comments and my discussions with others</li> <li>• Took notes while reading</li> <li>• Took notes from my reading</li> <li>• Prepared discussion points to initiate staff conversations; took notes during discussion and kept track of any questions.</li> </ul>	<ul style="list-style-type: none"> <li>• The podcast gave some great strategies around how to approach family engagement, particularly after a strained situation. I can see myself implementing some of these examples right away in my practice.</li> <li>• This was helpful to know I'm not alone in feeling a lack of engagement with families. I've shared a lot of the ideas with my colleagues, and we've started trying some suggestions.</li> <li>• I shared these reflection questions with my Community of Practice, and we ended up discussing them in one of our meetings. My supervisor, who is also in my CoP was particularly happy about this session because they were directly related to involving families.</li> <li>• There was a lot of useful content in this section – I've already used some of the family engagement strategies in my practice and have been sharing some messages with the families in my centre. I told my colleague about this practice guideline, and she read it afterward, so we were able to talk about the content.</li> <li>• This was such a good activity because I got to lead. There were a lot of questions in this section of the Practice Guideline, but I spaced them out over a few months to keep the conversation going. The team has integrated strategies from these conversations, and it remains a topic of conversation in the staff room.</li> </ul>

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## Record of Professional Learning

### B. Expression: Reflect on Your Learning

Reflect on your professional learning during the past portfolio year. Generate your response in a format (e.g., writing, mind mapping, etc.) that works for you.

Some prompts to support your reflection:

- What were your accomplishments, challenges, or unexpected outcomes?
- What new insights did you discover about yourself or your practice?
- Did you share your learning with someone else (e.g., colleague, employer)? What was the outcome?
- How did your learning activities and experiences support you with working toward your goal?
- Are there areas where you would like to extend your learning after this portfolio cycle? If so, how might you do this?
- If you are not currently practising in the sector, how will your professional learning this past year support your readiness to practise?

One thing that I learned from the podcast was to “start from new” when it comes to re-engaging families in my centre. Like pressing a re-start button, as if they were all new families. I’m going to expand on this next year with my CPL.

I also want to share more of my learning about family engagement with the rest of the staff in my centre... thinking about making this my goal for next year.

Some insights I learned about myself are that sometimes I struggle with change, but I have been pushing myself by accepting change faster, so I can be more comfortable with it. Since practising through the pandemic, I’ve been able to let go of the fact that things have changed, and now I’m coming out on the positive side with new perspectives and strategies.