

# Continuous Professional Learning Portfolio Cycle



**Handbook**  
2022



**cece**  
college of  
early childhood  
educators



**cpl** continuous  
professional  
learning



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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:

- an overview of what RECEs are responsible for throughout their CPL Portfolio Cycle;
- recommended timelines;
- instructions for completing and maintaining the CPL Portfolio; and
- links to College resources to support RECEs with the process.

It is highly recommended, but not required that RECEs refer to this handbook when completing the necessary portfolio components. The handbook is available electronically on the College's website and in printed format.

# Continuous Professional Learning Program

Registered Early Childhood Educators are professionals who engage in self-reflection and self-directed learning.

Participation in ongoing learning:

- Demonstrates RECEs' professionalism and leadership in early childhood education;
- Supports their ethical and professional responsibility to enhance knowledge about current research and practice, and develop their competencies;
- Builds RECEs' confidence, competence and capacity to practise in the best interest of all children and families; and
- Promotes a culture of growth and advancement within the profession.

The College's Continuous Professional Learning (CPL) Program is grounded in self-reflection, self-directed learning and the [Code of Ethics and Standards of Practice](#).

As members of a regulated profession, RECEs, regardless of employment status, role, or setting, are responsible for completing the CPL Program requirements, which include Educational Requirements and the CPL Portfolio Cycle.

The CPL Program requirements are described in the [Notice of Continuous Professional Learning \(CPL\) Program Requirements](#).

[Ontario Regulation 359/15: Continuous Professional Learning](#) made under the [Early Childhood Educators Act, 2007](#) requires all registered early childhood educators to fulfill the requirements of the College of Early Childhood Educators 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.”

“Educators are lifelong learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience, and their understanding of the individual children and families they work with.”

*How Does Learning Happen?  
Ontario's Pedagogy for the Early Years, 2014*

# CPL Portfolio

## What is the purpose of the CPL Portfolio?

The purpose of the CPL Portfolio is to help RECE's reflect on their practice, plan for, engage in and document professional learning experiences linked to the [Code of Ethics and Standards of Practice](#).



This graphic has a large circle in the centre and six small multi-coloured circles lay on the border of the large circle. Each of the small circles connects with rectangular blocks. Text within the rectangular boxes describe the purposes of the CPL Portfolio. There are asterisks in two descriptions and they are explained on the following page (6).

**\*Self-directed learning** is a flexible approach for RECEs to:

- identify, plan and engage in learning activities and experiences that best support their professional development goals;
- monitor and evaluate their own professional growth and access available resources; and
- integrate new knowledge and skills 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 RECEs to acquire the knowledge and skills, and strengthen professional judgment to support their capacity to lead. By identifying and engaging in leadership-related opportunities, RECEs not only improve their own practice, but also the wider profession of early childhood education. 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; and
- create and coordinate change through vision, inspiration, commitment and contribution.

For more information and insight into leadership, RECEs can review Standard IV: Professionalism and Leadership in the [Code of Ethics and Standards of Practice](#). The term *leadership* is defined in the Glossary.

## Collaborating on the CPL Portfolio process

Completing the CPL Portfolio components and engaging in professional learning is the professional responsibility of every RECE. However, RECEs are encouraged to collaborate with others throughout the portfolio process.

Consider connecting with colleagues, mentors, supervisors, or others in your community for feedback or support. Some RECEs may have similar goals; consider sharing ideas about learning activities or ways to document learning.

While reflections, plans and learning outcomes will vary among professionals, collaborating with others can:

- increase understanding;
- help in sharing and realizing goals, learning activities and experiences, and forms of documentation;
- support the integration of learning;
- deepen the learning and build a culture of learning; and
- improve and strengthen overall practice.

## About the CPL Portfolio Components

The CPL Portfolio has **two components** and RECEs are responsible for completing both components over a **one-year** period. Once completed, RECEs begin the cycle again, upon their next renewal.

The **Reflection and Planning Tool** is completed at the beginning of every one-year portfolio cycle and updated as needed.

This three-part process is designed to facilitate:

- self-reflection
- review of the [\*Code of Ethics and Standards of Practice\*](#)
- development of one professional learning goal
- identification of learning activities or experiences to support working toward the goal

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The **Record of Professional Learning** is completed as an RECE engages in these learning activities and experiences. This component also includes a reflection at the end of each CPL Portfolio Cycle.

The College is committed to supporting the learning needs and styles of all RECEs. When completing the portfolio components, they can provide their responses in a format that works for them (e.g., writing, typing, bulleted lists, point form notes, paragraphs, mind mapping, diagrams). RECEs can keep their CPL Portfolio in any format that reflects the required content of the portfolio components (e.g., paper, electronic, audio/video/voice recordings, web- or app-based portfolio platform). They need to be prepared to share or provide access to their CPL Portfolio if requested by the College.

# CPL Portfolio Cycle: Required Steps and Recommended Timelines

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

## Required Steps

### One-Year Portfolio Cycle

1. Complete the **Reflection and Planning Tool**.
2. Engage in learning activities and experiences.
3. Document progress and learning in the **Record of Professional Learning**.
4. Reflect on activities, experiences, goals, and learning.
5. Declare completion of CPL requirements for the past membership year upon annual membership renewal.

Keep portfolio components and documentation for two years following completion.

## Recommended Timelines

### Month 1-2

- Complete your **Reflection and Planning Tool**.

### Month 3-10

- Participate in your learning activities and experiences.
- Complete section A of your **Record of Professional Learning** as you engage in your learning activities and experiences.

### Month 11-12

- Collate your documentation and complete your reflection in section B of your **Record of Professional Learning**.



# Instructions for Completing the Reflection and Planning Tool

The **Reflection and Planning Tool** is the first component of the CPL Portfolio and consists of three sections. Complete it at the beginning of each portfolio cycle. The tool will guide you through a series of reflection questions to help you determine your professional learning goal and activities for the year.

## Before You Begin

Set aside a block of time or several shorter periods of time to complete the **Reflection and Planning Tool**.

Consider reviewing:

- your past CPL Portfolios
- reflections or documentation of recent learning
- current professional records such as performance reviews
- CPL resources, including CPL Portfolio Examples

## Completing Your Reflection and Planning Tool

### A. Self-Reflection and Discovery

Section A includes a self-reflection to support you in discovering your professional learning priority for the one-year portfolio cycle.

**Self-reflection** is a process RECEs use to think about their professional practice, which can lead to changes or improvements. 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

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

Complete section A by answering the four questions to guide the development of your professional learning goal, as well as to plan for learning activities and experiences throughout the year. Some of the questions include optional prompting questions, which are designed to help you generate a deeper, more meaningful reflection.

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

Reviewing the Code and Standards annually is important for RECEs because these ethical and professional standards set out the professional knowledge, skills, values and expectations applicable to all RECEs regardless of role or the setting in which they may practise.

Review and reflect on the Standards and take note of the ones that align with your learning priority for the year.

### C. Take Action: Learning Goal and Plan

Review your responses in sections A and B to confirm your learning priority.

Identify **one professional learning goal** for the one-year portfolio cycle. Create a goal that is realistic and relevant to your practice or professional aspirations.

You have the option to develop additional professional learning goals; however, only **one professional learning goal** is required for the CPL Program. The template for additional goals, activities and documentation can be found on the College's website.

Begin planning learning activities or experiences that can support you in meeting your goal. For this process, you can:

- review section A of your self-reflection
- examine the [Examples of Continuous Professional Learning Activities](#)
- consider previous learning activities and experiences that worked well for you in the past
- identify resources or other options (e.g., professional learning resource centres, municipal initiatives, association opportunities) available to you in your practice setting, community or online.
- communicate, collaborate, and share ideas about local and virtual professional learning communities, networks, etc.

Note your selected learning activities in your portfolio. You can use the optional Timelines column to keep track of when you plan to engage in the learning activities or experiences.

Your activities and timelines may change throughout the year. Document the changes in your plan as needed.

**The choice and number of activities is up to you.** You are not required to complete a specific number of learning hours or engage in a specific number of activities. This plan is intended to be a useful document to help you stay on track.

# Examples of Continuous Professional Learning Activities



This graphic has a large circle in the centre describing how an individual can participate in learning activities. Small circles are branched out of the centred circle. Each of the small circles includes text naming different learning activities. You can choose any of the learning activities that best suit your needs, and you are not limited to these suggestions.

# Instructions for Completing your Record of Professional Learning

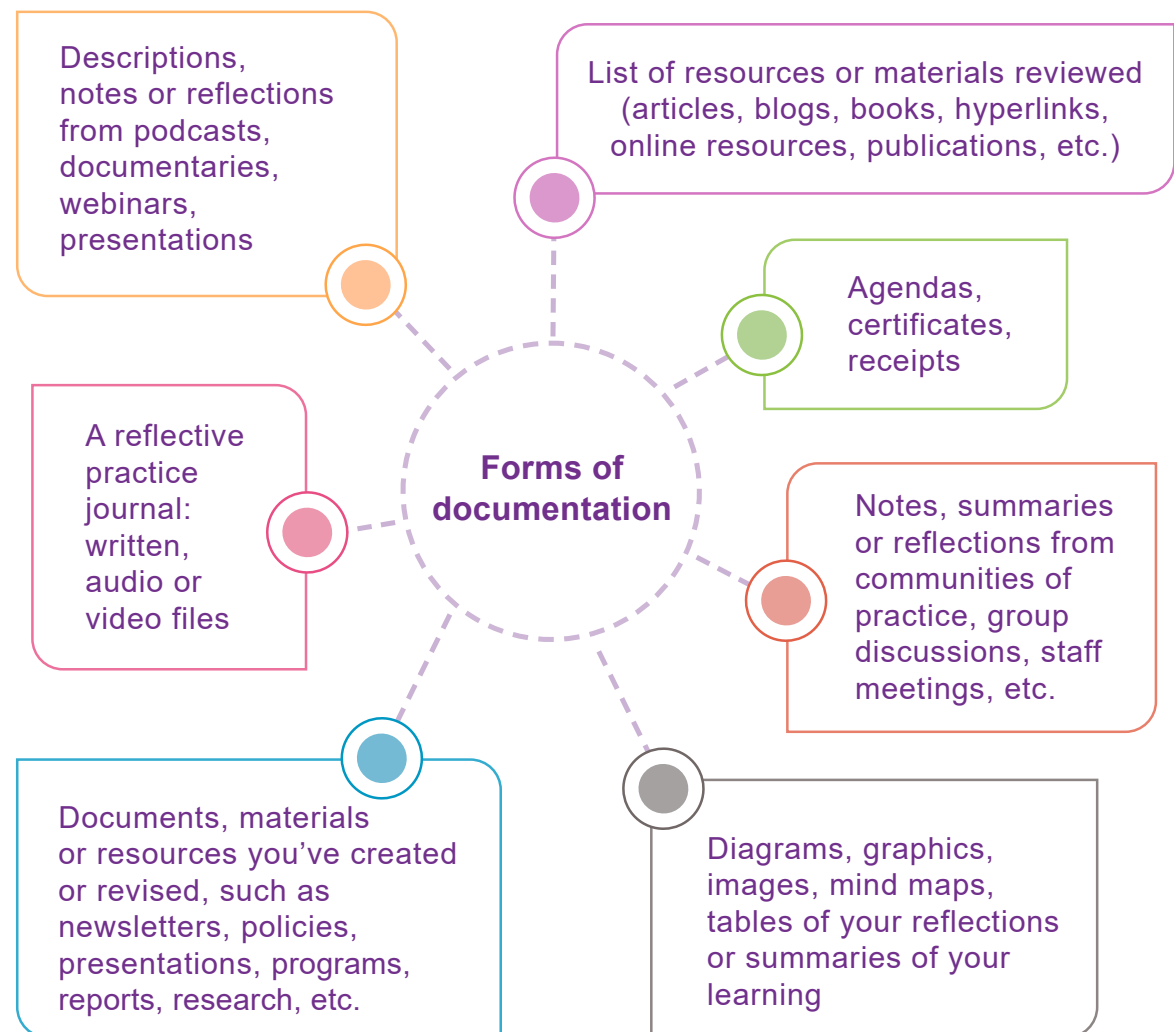
The **Record of Professional Learning** is the second component of the CPL Portfolio and is completed on an ongoing basis throughout the one-year portfolio cycle.

## Completing Your Record

When completing your record, include:

- brief descriptions of the activity or experience with dates;
- documentation that demonstrates that you engaged in professional learning;
- a brief description of your next steps (e.g., how you will integrate your learning into your practice, what you're inspired to learn in future); and
- your reflections about your learning.

The focus of documentation is about reflecting on your learning through reflective practice. Certificates are not required as a form of documentation.



This graphic has a large circle in the centre and seven small circles in different colours branch out from the centred circle and connect with rectangle blocks. The rectangle blocks includes text describing different forms of documentation an individual may want to use for documenting their learning.

## Completing and Keeping Your CPL Portfolio

RECEs can choose to keep their CPL Portfolio in any format (e.g., paper, electronic, audio/video/voice recordings, web- or app-based portfolio platform) that reflects the required content of the CPL Portfolio components (i.e., Reflection and Planning Tool, Record of Professional Learning). It is each RECE's responsibility to ensure that their portfolios, regardless of format, are safely stored for future access (e.g., backed up on an external hard drive, saving a second copy).

RECEs are required to keep completed CPL Portfolio(s) and documentation of participation for at least **two membership years** after completion. They need to be prepared to share or provide access to their CPL Portfolio if requested by the College.

The College may require an RECE to submit their completed CPL Portfolio(s) to confirm compliance or as part of an audit process. RECEs are only required to share their portfolios with the College **if requested**.

While RECEs are encouraged to collaborate with colleagues and their broader learning community and seek input or support in completing their CPL Portfolio components, all CPL Program records must be their own work, not a copy or reproduction of another person's words, ideas, or certificates.

Remember to always obtain consent before collecting and sharing any information that includes children, families and/or colleagues in your CPL Portfolio components. For more information on your responsibilities, review Standard VI: Confidentiality, Release of Information and Duty to Report.

Your Record of Professional Learning may also inspire your next portfolio cycle. It's okay if your goal carries over into a new portfolio cycle, you will simply need to complete a new **Reflection and Planning Tool**.

## CPL Resources

Visit the College’s website for the following portfolio resources:

- [CPL Portfolio Examples](#)
- [CPL Resource: Reflective Practice and Self-Directed Learning](#)
- [CPL Resource: Mentoring](#)
- [CPL Resource: Communities of Practice](#)
- [CPL Resource: Leading Professional Practice Discussions](#)

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/members/cpl/](http://college-ece.ca/members/cpl/)
- contact the Professional Practice Department at [cpl@college-ece.ca](mailto:cpl@college-ece.ca) or **1 888 961-8558**.

## Notes

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# Required: CPL Portfolio Components

**Name:****Registration #:****Date:**

# 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)



**Name:****Registration #:****Date:**

## 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.

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?

**Name:****Registration #:****Date:**

## 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?

**Name:****Registration #:****Date:**

## 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

**Name:**

**Registration #:**

**Date:**

# 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).

### Professional learning goal

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

*Refer to the CPL Portfolio Handbook, for examples of learning activities and experiences (p. 11).*

**Name:****Registration #:****Date:**

## 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. 12) for examples of documentation.*

**Professional learning goal**

<b>Description of professional learning activities and experiences with dates</b>	<b>Documentation of professional learning</b> List the documentation that shows you have engaged in your learning activities and experiences.	<b>Next steps</b> Consider some of the following questions: <ul style="list-style-type: none"> <li>• How will you integrate your learning into your professional practice?</li> <li>• What are you inspired to learn next to build on your knowledge, skills and competencies?</li> </ul>

**Name:****Registration #:****Date:**

## 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?





College of Early Childhood Educators

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Cette publication est également disponible en français sous le titre : *Guide du cycle du portfolio d'apprentissage professionnel continu 2022*

If you require an accessible format or communications support, please contact us at 1 888 961-8558 / [communications@college-ece.ca](mailto:communications@college-ece.ca).

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