



Chayo

RECE in Child Care, Supervisor

Hola, my name is Chayo (Rosario)!

I have been an RECE for six years. I'm a new supervisor, but prior to this role, I worked for four years in the toddler and preschool rooms at the same centre. I have maintained a close relationship with my mentor, the previous supervisor Dierdre, who retired after working here for 25 years!

My favourite part about the ECE diploma was the close relationships I built with faculty, mentors in field practicum and students in my program. I seek ways to reach out to families with a range of different schedules, communication preferences, experiences and responsibilities. For me, this is one of the greatest rewards, and challenges, of my new role. Not only has it been rewarding to form trusting relationships with families, but as the supervisor, I am also establishing new relationships with my colleagues.

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: Chayo**Registration #:** 000000**Date:** February 2024

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 am excited to take on new responsibilities as a supervisor. Here’s what is inspiring me right now.

- **Role and responsibilities:** I have established relationships with colleagues that I’m now supervising. I need to continue to focus on the shift of these professional relationships as their supervisor.
- **Daily practice:** I know the children and families at our centre but have had limited contact with some that I didn’t work with directly. I want to get to know them all and promote a sense of belonging for everyone.
- **Leadership development:** This will be a priority for me and I want to get creative with it. I have been following the structure of the team meetings that Dierdre established, but now I want to look for ways to build a community of practice to explore topics of interest to the team.
- I want to encourage my team to explore the resources we have available to expand our knowledge and strengthen our practice. I’ve found a lot of good materials provided by the College that have made me think deeply about myself and my practice. I recently reviewed the Practice Guideline on Pedagogical Practice. It reminded me of a conversation that I had with my abuelita (grandma). She told me that my mother attended schools in Venezuela where their education was focused on a single worldview and didn’t reflect perspectives from their own or other cultures. I’m realizing now how my ECE courses were also dominated by single worldview theories of childhood, so I’m very curious to learn about childhood theories that are more aligned with my ancestry, language and customs.

Name: Chayo**Registration #: 000000****Date: February 2024**

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.

- The children are excited to see me when I visit each room. This warms my heart... they want to share their activities, stories or objects. It's awesome! What the children think and how they interact with me means so much.
- I have gotten positive feedback from families and colleagues. They often thank me for my clear communication and say I have a positive energy, am reflective and a good listener.
- I have been told that my colleagues trust me and that they are happy I am in this new role.
- I met with a program consultant in our region recently and they said with my experience, education and strong communication skills, that I have what it takes to be a great supervisor.

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

I like learning with people. I thrive in environments that promote healthy discussions. When I review articles, movies, podcasts or case studies, I like to talk with others because I learn so much from their unique perspectives. It's really rewarding when learning is shared, and I want to promote that idea among the staff here.

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: Chayo**Registration #: 000000****Date: February 2024**

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?

Single worldviews on early childhood education shouldn't be the only perspective we have at the centre, and I want to learn how to move away from this. I need to apply a culturally relevant lens and constantly check any ingrained beliefs and biases I have. Only then can I encourage staff to do the same. I'm looking forward to being a mentor for my staff just as Dierdre was for me!

Creating equitable relationships in our learning setting is an important focus and I would like to work towards this as a team. This feels like the topic that will be most relevant and meaningful to me and will be my focus for this year.

Name: Chayo**Registration #:** 000000**Date:** February 2024

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: "Families are of primary importance in children's development and well-being, and RECEs understand that children are best understood in the context of their families, cultures and communities" (B.3).
- Standard I: "RECEs communicate with children and families by being equitable, inclusive and respectful of diversity. RECEs are receptive listeners and offer encouragement and support by responding appropriately to the ideas, concerns and needs of children and families" (C.5).
- Standard III: "RECEs work in partnership with children, families and colleagues to create a safe, healthy and inviting environment that promotes a sense of belonging, well-being and inclusion" (C.1).

Name: **Chayo**Registration #: **000000**Date: **February 2024**

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. 11).

Professional learning goal

Support my team with examining and reflecting on their beliefs and biases and the influence they have on practice.

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

Timelines
(optional)

I will use the following to support my learning:

- [Practice Note: Beliefs and Biases](#)
- [Reflection Guide: Beliefs and Biases](#)
- Dierdre drew my attention to an article in the Practice Guideline on Child Development called [How teachers remember their own childhoods affects how they challenge school inequities](#). She shared how her own early experiences had influenced her practice and career. This was a very powerful experience for me and I want to keep reflecting on this.

The College Talk blog for articles such as:

- <https://cece-talk.ca/2021/03/elevating-voices-natalie/>
- <https://cece-talk.ca/2021/03/anti-racism-cpl/>

Like the authors, I want to build awareness of the ways that racism operates in early childhood education. I recall feeling singled out and bullied for speaking in Spanish when my parents or abuelita dropped me off. Learning environments also represented Latin Peoples in stereotypical ways, and still do. I want this to change.

I'll review resources from February to May so that I am familiar with the content.

I'll bring content for discussion to staff meetings for collaborative engagement and reflection about our experiences and how these may be impacting how we practise – and how we view children, families and colleagues. This will occur each month beginning in April.

Name: **Chayo**

Registration #: **000000**

Date: **Apr-Sep 2024**

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

Support my team with examining and reflecting on their beliefs and biases and the influence they have on practice.

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: <ul style="list-style-type: none"> • 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"> • Practice Note: Beliefs and Biases – Read in April. • Reflection Guide: Beliefs and Biases. Read and completed questions from April-June. • The article <u><i>How teachers remember their own childhoods affects how they challenge school inequities.</i></u> – Read in August. 	<p>I completed a review of the material within the resources and wrote my reflections in the Reflection Guide: Beliefs and Biases. The reflection guide was a great way to record my thoughts.</p> <p>I journaled the thoughts I had while reading this article.</p>	<p>These resources gave me insights into the ways that my early experiences, beliefs and biases, and inequities and racism are linked.</p> <p>I will be asking staff to review these articles and engage in self-reflection. I am hoping that with time, we will engage more and more in collaborative discussions. I am not rushing the process as I want to go at the staff's pace, I know I can get excited about things. If we have a trusting, open and reflective team, I will feel as though I am on my way to achieve an important goal as a supervisor.</p> <p>For next steps I would like to continue to develop strategies to have constructive discussions during staff meetings.</p>

Name: Chayo**Registration #: 000000****Date: January 2025**

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?

This past year's learning has been so valuable for me. I've grown a lot as a professional and feel proud of myself and the team. I'm happy that, as a team, we reflected a lot on beliefs and biases and all the different ways they can influence our practice, sometimes without us even realizing. I was nervous about how conversations related to beliefs and biases would play out, especially as a new supervisor facilitating these conversations, but coming together as a team and discussing things out in the open really created a foundation of trust and openness. This was an unexpected outcome for me, but in a positive way, which is great!

Maintaining open lines of communication will be a focus for me in my next portfolio, especially as I continue to think about professional boundaries and relationships with my team.