

Continuous Professional Learning Program Development Process

Draft Design, Implementation Process and Member Resources for the Continuous Professional Learning (CPL) Program

Participant Feedback – Spring 2013

District: _____

Please check one of the following: Individual Response Group Response _____ No. in Group

I am responding to this questionnaire as a:

- Member of the College of Early Childhood Educators
- Member of the general public (please specify):

The first three digits of my home postal code are: _____



Contents

Introduction to the Continuous Professional Learning (CPL) Program Development Process	1
Continuous Professional Learning Program Design, Implementation and Member Resources	4
Overview of the Two-Year Self-Assessment, Learning Plan and Portfolio Maintenance Processes	6
Part A: Feedback Regarding CPL Program Design and Implementation	8
Part B: Introduction to the Draft Self-Assessment Tool	10
Draft Self-Assessment Tool	11
Part B: Feedback on the Draft Self-Assessment Tool	16
Part C: Introduction to the Draft Professional Learning Plan	18
Examples of Continuous Professional Learning Options	19
Draft Professional Learning Plan	20
Part C: Feedback on the Draft Professional Learning Plan	21
Part D: Introduction to the Draft Portfolio and Compliance with CPL Program	23
Draft Portfolio	24
Compliance with Continuous Professional Learning Program Requirements	26
Part D: Feedback on the Draft Portfolio and Compliance with the CPL Program	27
Part E: Overall Feedback	31

Introduction to the Continuous Professional Learning (CPL) Program Development Process

The College is now in the process of developing a Continuous Professional Learning (CPL) program for registered early childhood educators. This work is guided by the College's Standards of Practice Committee. This committee is responsible for keeping the Council, the governing body of the College, informed about the development process and for making recommendations to Council about the design and implementation of a Continuous Professional Learning program for members of the College.

The recognition that continuous professional learning is important to members of the early childhood education profession is not a new idea. Early childhood educators have always found ways to enhance their knowledge and skills and have viewed ongoing learning as part of their role.

What has changed however, is that early childhood educators are now part of a self-regulated profession. As a regulatory body, the College must transform the concept of professional learning from something that members of the profession “just did” into an institutionalized construct with specified requirements of members. The continuous professional learning construct will include expectations for members outlined in government legislation and College by-laws, policies, practices, programs and compliance mechanisms.

Part III Section 7 (2) of *The Early Childhood Educators Act, 2007* lists the College objects. Objects 2, 3 and 8 delineate the College mandate “to develop, establish and maintain qualifications for membership in the College”, “to promote high standards and quality assurance with respect to early childhood educators and to communicate with the public on behalf of members”. Part IX Section 43 (1) subsection 8 of the Act states that the College, subject to the approval of the Lieutenant Governor in Council and with prior review by the Minister, may make regulations “prescribing ongoing education requirements for members of the College”.

In addition, the *Code of Ethics and Standards of Practice* approved by Council in by-law on December 1, 2010 state that members “value lifelong learning and commit themselves to engaging in continuous professional learning to enhance their practice”. Standard IV: Professional Knowledge and Competence outlines the expectation that “Early Childhood Educators are current in their professional knowledge” and that “they access current evidence-based research and are able to transfer this knowledge into practice. They are aware of the need to enhance their own learning in order to support both children and families. Early Childhood Educators demonstrate their commitment to ongoing professional development by engaging in continued learning”.

As part of the validation process, members of the College and the public are invited to provide feedback on the draft Continuous Professional Learning program design, implementation process and member resources. The College of Early Childhood Educators encourages you to provide your input by engaging in this validation activity.

The Standards of Practice Committee Terms of Reference call for the Committee to “advise Council on the development of a plan to promote continued learning and ongoing professional development of members of the College and a process to implement such plan”.

Continuous Professional Learning Program Design, Implementation and Member Resources

Purposes of the Continuous Professional Learning (CPL) Self-Assessment Tool, the Professional Learning Plan and the Portfolio

The Continuous Professional Learning *Self-Assessment Tool*, *Professional Learning Plan* and *Portfolio* for registered early childhood educators:

- Highlight the ethical and practice expectations outlined in the *Code of Ethics and Standards of Practice*
- Provide a template for member self-reflection on their professional practice and their learning needs
- Assist members to develop a personalized *Professional Learning Plan*
- Establish a consistent member approach to providing evidence of self-assessment and member engagement in continuous professional learning
- Ensure that members are able to provide evidence of completion of the requirements for the Continuous Professional Learning program
- Demonstrate that registered early childhood educators are accountable and are committed to upholding ethical and practice standards throughout their careers.

These tools are designed to be appropriate and useful documents for members striving to maintain and enhance their level of professional competence.

Each of these tools, as part of the College's Continuous Professional Learning program, illustrate the College commitment to protect the public by requiring that College members remain competent and current in their efforts to provide quality learning and care for the children and families that they serve.

The graphic on pages 6 and 7 provides an overview of the two-year self-assessment, learning plan and portfolio maintenance processes.

The CPL program acknowledges that College members are motivated adult learners. The tools reflect the principles of adult learning. Engagement in the Continuous Professional Learning program provides members with opportunities for self-reflection, self-directed learning and personalized decision-making about enhancing their professional practice.

Overview of the Two-Year Self-Assessment, Learning Plan and Portfolio Maintenance Processes

Year One Begins

Months One and Two

- Review your recent professional learning activities, performance reviews, changes in relevant legislation, policy and procedures or other information relevant to your continuous professional learning
- Complete the Self-Assessment Tool
- Examine your completed Self-Assessment Tool and identify two to four of your highest professional learning priorities for your current practice
- Record the priority goals for your continuous professional learning over the coming months/year in your Professional Learning Plan
- Sign and date your Self-Assessment Tool and Professional Learning Plan

Months Three to Twelve

- Identify realistic goals, professional learning strategies, timelines and how your engagement in the professional learning will be demonstrated and applied in your current practice setting
- Engage in your CPL strategies to meet your Professional Learning Plan goals
- Record the programs and activities in the Portfolio charts
- Ensure that your Self-Assessment Tool, Year One of your Professional Learning Plan and evidence of your professional learning are maintained in your Portfolio

Months Eleven and Twelve

- End of Year One of Two-Year Cycle
- Declaration attesting completion of Year One of Two Year CPL cycle signed and dated on Membership Renewal Form
- Apply for your annual membership renewal

Year Two Begins

Month One

- Review your Professional Learning Plan
- Update your Professional Learning Plan for the second year of the two-year CPL process
- Ensure that your year two updated Professional Learning Plan and evidence of your professional learning are maintained in your Portfolio

Months Two to Ten

- Continue to engage in your program and activities to meet Professional Learning Plan goals
- Record the programs and activities in your Portfolio charts

Months Eleven and Twelve

- Review your Professional Learning Plan and record to what extent and when your goals were met and/or describe the challenges that did not allow you to meet all your goals
- Ensure that records and other evidence of programs and activities completed are placed in your Portfolio
- Year Two of Two-Year Process ends
- Declaration attesting to completion of Year Two of Two-Year CPL cycle signed and dated on Membership Renewal Form
- Apply for your annual membership renewal

Part A: Feedback Regarding CPL Program Design and Implementation

1. What was your first impression when you read over the draft introduction and overview for the proposed CPL program? Please explain.

.....

.....

.....

.....

Directions:
Please read the following statements, then circle a number from 1-5 to indicate how much you disagree or agree with the statement. The College would also welcome any comments you would care to provide.

2. Establishing a mandatory CPL program for all members of the College will enhance the professional capacity of College members.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

3. Establishing a mandatory CPL program for all members of the College will enhance the status of the profession.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

4. The professional learning expectations outlined in the Year One and Year Two graphic of the two-year cycle are realistic.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

Part B: Introduction to the Draft Self-Assessment Tool

The Self-Assessment Tool is designed to assist members to self-reflect on their professional practice in order to assist them to identify professional learning needs and priorities.

The Continuous Professional Learning *Self-Assessment Tool* is a mandatory part of the College Continuous Professional Learning program. Members are required to complete the *Self-Assessment Tool* once every two years.

Members who are new to the profession are required to complete the *Self-Assessment Tool* and develop their *Professional Learning Plan* at the beginning of their second year of membership.

College members are required to complete the *Self-Assessment Tool*, date and sign the completed document and retain it in their *Portfolio*. Retention of this document allows members to demonstrate their mandatory participation in the Continuous Professional Learning program.

The *Self-Assessment Tool* should be used in concert with a full-text version of the *Code of Ethics and Standards of Practice* including the accompanying endnotes.

Members are encouraged to consult with other registered early childhood educators while reflecting on their practice and identifying helpful and realistic professional learning activities. Consulting with professional colleagues will help members ensure that their *Professional Learning Plan* includes relevant, specific, and measurable learning goals

Directions:

The College is asking you to “try out” the Self-Assessment Tool. In your role as a member of the College, think about your own professional learning needs over the next two years. Review the Self-Assessment Tool for parts C and D of the Code of Ethics and Standards of Practice numbers I, II, IV and V included with this booklet.

Select two areas that might apply to your professional learning. Complete your *Self-Assessment Tool* entries for the two areas.

Draft Self-Assessment Tool

Code of Ethics

C. Responsibilities to colleagues and the profession	An area of strength in my practice	An area of focus in my practice	An area of growth for my practice	Enhancing this area of practice would require	Priority for my professional learning	Priority for enhancing my leadership capacity
<p>Early Childhood Educators interact with colleagues and other professionals in ways that demonstrate respect, trust and integrity. Through their conduct, Early Childhood Educators strive to enhance the status of the profession in their workplaces and in the wider community. Early Childhood Educators value lifelong learning and commit themselves to engaging in continuous professional learning to enhance their practice. They support experienced colleagues, those who are new to the profession and students aspiring to the profession.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
D. Responsibilities to community and to society	An area of strength in my practice	An area of focus in my practice	An area of growth for my practice	Enhancing this area of practice would require	Priority for my professional learning	Priority for enhancing my leadership capacity
<p>Early Childhood Educators value and engage in collaboration with community agencies, schools and other professionals. Early Childhood Educators recognize that they contribute to community and society by advocating for and promoting an appreciation of the profession, children and early learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

The *Self-Assessment Tool* should be used in concert with a full-text version of the *Code of Ethics and Standards of Practice* including the accompanying endnotes.

Standards of Practice

Standard I: Caring and Nurturing Relationships That Support Learning

Early Childhood Educators	An area of strength in my practice	An area of focus in my practice	An area of growth for my practice	Enhancing this area of practice would require	Priority for my professional learning	Priority for enhancing my leadership capacity
1.A Recognize that families are of primary importance in children's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
1.B Familiarize themselves with available information regarding the relevant family circumstances of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
1.C Establish and maintain open communication with parents and/or legal guardians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
1.D Are attuned to the needs of children and families and advocate with families on behalf of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
1.E Establish professional and caring relationships with children and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
1.F Ensure that the needs of the child are paramount.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

The *Self-Assessment Tool* should be used in concert with a full-text version of the *Code of Ethics and Standards of Practice* including the accompanying endnotes.

Standard II: Developmentally Appropriate Care and Education

Early Childhood Educators	An area of strength in my practice	An area of focus in my practice	An area of growth for my practice	Enhancing this area of practice would require	Priority for my professional learning	Priority for enhancing my leadership capacity
A.1 Demonstrate a thorough knowledge of child development theories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
A.2 Recognize children's unique characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
B.1 Provide care and education to individuals, small groups and large groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
B.2 Foster children's independence and inter-dependence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
C.1 Recognize that children have different learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

The *Self-Assessment Tool* should be used in concert with a full-text version of the *Code of Ethics and Standards of Practice* including the accompanying endnotes.

Standard IV: Professional Knowledge and Competence

Early Childhood Educators	An area of strength in my practice	An area of focus in my practice	An area of growth for my practice	Enhancing this area of practice would require	Priority for my professional learning	Priority for enhancing my leadership capacity
A.1 Remain current in their professional knowledge about the continuum of child development and the pedagogy related to early learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
A.2 Know, understand and abide by the legislation, policies and procedures relevant to their professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
A.3 Recognize their obligation, to comply with the Code of Ethics and Standards of Practice when there is a conflict between the Code of Ethics and Standards of Practice and their work environment and/or policies and procedures of their employer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

The *Self-Assessment Tool* should be used in concert with a full-text version of the *Code of Ethics and Standards of Practice* including the accompanying endnotes.

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

Early Childhood Educators	An area of strength in my practice	An area of focus in my practice	An area of growth for my practice	Enhancing this area of practice would require	Priority for my professional learning	Priority for enhancing my leadership capacity
C. Do not engage in professional relationships constituting a conflict of interest or in situations in which members ought to reasonably have known that the child would be at risk in any way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
C.1 Evaluate professional relationships and other situations involving children under the member's supervision and the families or guardians of those children for potential conflicts of interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
C.2 Avoid conflicts of interest and/or dual relationships with children under the member's professional supervision and/or their families or with colleagues or supervisees that could impair the member's professional judgement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
C.3 Declare if a conflict of interest situation does arise and take appropriate steps to address the conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> New Learning <input type="checkbox"/> Modifying my Practice <input type="checkbox"/> Both	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

The *Self-Assessment Tool* should be used in concert with a full-text version of the *Code of Ethics and Standards of Practice* including the accompanying endnotes.

Part B: Feedback on the Draft Self-Assessment Tool

After you have completed the selections of the *Self-Assessment Tool*, please read the following statements and circle a number from 1-5 to indicate how much you disagree or agree with the statement. The College would also welcome any comments or suggestions you would care to provide.

5. The directions accompanying the draft *Self-Assessment Tool* were clear.

1

2

3

4

5

**Strongly
Disagree**

**Strongly
Agree**

Comments:

.....

.....

.....

.....

6. The directions for completing the draft *Self-Assessment Tool* were helpful.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

7. Completing the selections of the draft *Self-Assessment Tool* provided a concise description of my identified professional learning needs.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

Part C: Introduction to the Draft Professional Learning Plan

The *Professional Learning Plan* is a mandatory part of the College Continuous Professional Learning program. Members are required to complete a *Professional Learning Plan* every year following the renewal of their annual membership.

The *Professional Learning Plan* assists members to identify specific professional learning goals and to match these needs with specific learning activities or strategies in order to address these identified needs.

The College acknowledges that continuous professional learning options include a broad range of formal and informal strategies or activities. Examples of professional learning options are highlighted on the following page.

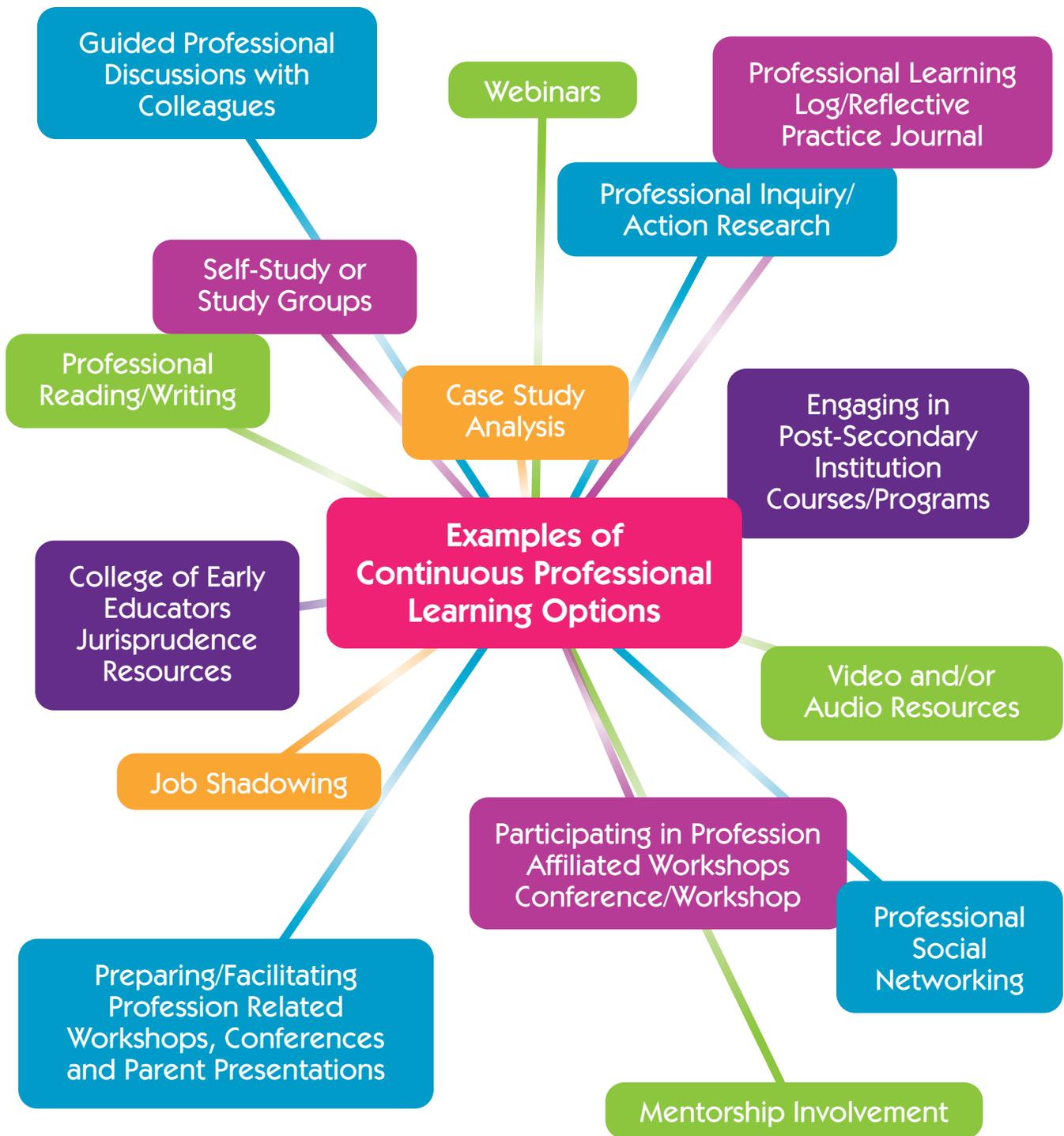
In addition, completing the *Professional Learning Plan* requires that members establish timelines, explain how the professional learning will be integrated into practice and describe how member engagement in professional learning will be documented.

Directions:

The College is asking you to “try out” this draft Professional Learning Plan template. In your role as a member of the College, think about one area of your professional practice that you identify as an area for your professional learning over the next 12-18 months.

Considering the realities of your own situation and the opportunities and resources available to you, complete the draft *Professional Learning Plan* for your professional learning initiative(s).

Examples of Continuous Professional Learning Options



Draft Professional Learning Plan

Ethical or Practice Standard	Professional Learning Goal	Professional Learning Activity or Strategy	Projected Timelines	Projected Evidence of Engagement in Professional Learning	Projected Application of Professional Learning in My Practice	Projected Date of Professional Learning Activity or Strategy	Future Related Professional Learning Plans

Part C: Feedback on the Draft Professional Learning Plan

After you have completed recording your planned professional learning activities in the draft *Professional Learning Plan* please read the following statements and circle a number from 1-5 to indicate how much you disagree or agree with the statement. The College would also welcome any comments or suggestions that you would care to provide.

8. The directions accompanying the draft *Professional Learning Plan* were clear.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

9. The directions for completing the draft *Professional Learning Plan* were helpful.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

10. “Trying out” the draft *Professional Learning Plan* provided me with the opportunity to outline a concise description of my *Professional Learning Plan* for my identified area for professional growth.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

Part D: Introduction to the Draft Portfolio and Compliance with CPL Program

The *Portfolio* is a mandatory part of the Continuous Professional Learning program. Ensuring that members engage in continuous professional learning and document this participation in the *Portfolio* is an important aspect of professional self-regulation. This is one way that members demonstrate to the public that they are accountable to the high standards of the early childhood education profession.

The *Portfolio* includes the completed *Self-Assessment Tool*, the completed *Professional Learning Plan* and a record of programs, activities and/or strategies undertaken by the member to meet the goals outlined in their *Professional Learning Plan*. The programs and activities completed are recorded in the *Portfolio* charts. Additional evidence, such as activity completion receipts, certificates of completion, reflective journals and other documentation, are also included in the *Portfolio*.

Maintaining the Continuous Professional Learning documentation and information in your *Portfolio* is a mandatory requirement for the annual renewal of your Certificate of Registration. The contents of your *Portfolio* provide verification that you have met the College requirements for continuous professional learning.

Your *Portfolio* is an important document. The portfolio and enclosed documentation are personal member records and should be stored securely by members. Records should be retained by members for a period of six years (three two-year Continuous Professional Learning program cycles).

Directions:

Think about 2 or 3 professional learning activities in which you have engaged during the past year. “Try out” recording these activities in the draft Portfolio. Record your information in the draft Portfolio in order to facilitate the record keeping required to demonstrate your involvement in the 2 or 3 professional learning activities in which you engaged over the past year.

The Portfolio is a tool that assists members in being accountable for their own continuous professional learning. All members of the College are expected to engage in continuous professional learning and to maintain a record and related documentation relevant to their learning.

Draft Portfolio

Structured Programs and Activities

In this chart members will record information about engagement in professional learning programs/activities such as workshops or webinars, courses offered by post secondary institutions, community-based organizations or institutions, provincial associations serving the early childhood education sector, national, provincial or local conferences or specific learning requirements established by the College of Early Childhood Educators.

Program/Activity Provider	Description of the Structured Program/ Activity and the Relationship to Your Professional Learning Plan	Date Completed	Approximate Time Commitment Required to Complete the Structured Program	Evidence of Your Participation in the Structured Program	Descriptor of How Your Learning was Integrated into Professional Practice

Other Continuous Professional Learning Activities

In this chart members will record self-directed learning activities such as professional reading, purposeful colleague-to-colleague discussions that are part of a mentoring program or project related teamwork. Video, audio or computer-based learning activities that are not associated with a formal course or program, profession-related research, writing and or presentations or in-practice action research.

Description of the Activity and the Relationship to Your Professional Learning Plan	Date Completed	Approximate Time Commitment Required to Complete the Learning Activity	Evidence of Your Participation in the Learning Activity	Descriptor of How Your Learning was Integrated into Professional Practice

Compliance with Continuous Professional Learning Program Requirements

The College may exercise the right to ascertain that compliance with the CPL program has occurred, i.e. self assessments, learning plans, portfolios and any other relevant documents, as the College determines is necessary, have been completed. The College may conduct random audits, or specific audits where a compliance concern exists.

The College will consider non compliance to be any one or all of the following: the failure to complete a self assessment and learning plan, the failure to undertake activities identified in the learning plan, and the failure to maintain a portfolio which indicates that the identified activities have been undertaken.

Non compliance may result in suspension of membership as prescribed in the legislation. The College's non compliance policy will include criteria for exemptions from the CPL program and procedural fairness rules.

Part D: Feedback on the Draft Portfolio and Compliance with the CPL Program

After you have completed your record of engagement in professional learning activities and reviewed the segments regarding the compliance with the CPL Program, please read the following statements and circle a number from 1-5 to indicate how much you disagree or agree with the statement. The College would also welcome any comments or suggestions you would care to provide.

11. The directions accompanying the draft *Portfolio* were clear

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

12. The directions for completing the draft *Portfolio* were helpful.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

13. “Trying out” the draft *Portfolio* provided me with the opportunity to record an outline of my professional learning and to be accountable as a College member for demonstrating my engagement in the CPL program.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

14. The proposed College CPL program requirements are a fair expectation for members of a regulated profession.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

15. The expectations for members' compliance with CPL Program requirements are clear.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

16. The proposed College requirements for member engagement in the CPL program will enhance public trust and the status of the early childhood education profession.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

Part E: Overall Feedback

17. The overall design of the proposed CPL program facilitates College member self-directed professional learning.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

18. The overall design of the proposed CPL program provides College members with the opportunity to ground their professional learning in the context of their professional practice.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

19. The overall design of the proposed CPL program ensures that College members link the *Code of Ethics and the Standards of Practice* to their continuous professional learning.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

20. The overall design of the proposed CPL program accommodates a variety of member learning styles.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

21. The overall design of the proposed CPL program recognizes that member access to continuous professional learning initiatives will vary across the province.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

22. Please describe overall changes that you would suggest be made to the draft design, implementation and resources for the College CPL program.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Comments:

.....

.....

.....

.....

Thank you for taking the time to provide the College with your feedback.

You can mail, fax or email your feedback to:

**College of Early Childhood Educators
Professional Practice Department**

438 University Avenue, Suite 1900
Toronto, ON M5G 2K8

Phone: 416-961-8558 ext.298 1-888-961-8558 ext.298
Fax: 416-961-8772

Email : practice@collegeofece.on.ca

For more information regarding the
CPL Program Development, please visit
our website at www.collegeofece.on.ca

