

## 1. Quality Programming

This section of the Assessment for Quality Improvement is organized into the following four categories: **Learning Experiences, Program Plan and/or documentation, Media Literacy and Physical Literacy.**

### 1A. Learning Experiences

**Intent:** A daily schedule is posted that reflects the current outline of the day. While certain transitions and/or activities may be set, other times may be flexible and, therefore, arranged by the children to better reflect the needs and/or wishes of the group. Based on regular observations children’s input, staff encourage and facilitate various learning experiences during the program time that offer opportunities for developing leadership skills, promote autonomy and peer relations. Pedagogical documentation created by staff and/or children acknowledge the dynamic co-learning opportunities occurring as well as strengthening the children’s sense of belonging.

**Inspiring Pedagogy:** “Through play and inquiry, young children practise ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond.”(How does Learning Happen? Ontario’s Pedagogy for the Early Years (HDLH), pg. 15)

**Reflective Questions:** How does the program encourage all of the children to be engaged? How do staff help the children learn about making choices and compromises? What strategies are regularly used to encourage autonomy and leadership in the program? How have the observations of the children been used to offer experiences that extend learning?

This indicator reflects the implementation of learning experiences from the Program Plan and/or documentation.

**Developmentally-appropriate:** Meets the individual physical, social, emotional and intellectual development of a child.

**Instructional day:** Days that the children are in school - September to June.

**Non-instructional day:** Full days children are in the program - summer, PA Days, March Break and Seasonal Holidays.

**Learning areas are planned:** Refers to pre-planned learning experiences based on current observations of the children and children’s input.

**Learning areas are documented:** Refers to emergent programming. For centres that use an emergent programming model, learning experiences must be documented by the end of each day; however learning experiences should be planned for the first day of each week. The previous week’s programming will be reviewed to ensure experiences are documented for all learning areas.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Learning experiences do not promote choice for children</b> Children do not have a choice of what learning experience they want to do. For example, children are only able to access books early in the morning or only one learning experience is offered at a time or children are not provided with a choice.</li> <li><input type="checkbox"/> <b>Learning experiences offered are not developmentally-appropriate</b> Learning experiences offered are either too advanced or do not present enough challenge for children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>A current daily schedule is accessible that reflects instructional and/or non-instructional days</b> The posted daily schedule reflects the current outline of the day. For example, during the summer a schedule would reflect the full day, whereas in February, the schedule would reflect just the before and after school hours.</li> <li><input type="checkbox"/> <b>Evidence children are provided with the opportunity to lead learning experiences and/or routines each week</b> Children are able to lead learning experiences or routines to build and support leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Children are provided with the opportunity to direct the daily schedule</b> Children are able to inform the schedule of the day, allowing for flexibility and independence. For example, the group may vote as to which activities to focus on that day or the order in which activities and experiences take place; or if children choose not to have outdoor play at the scheduled time then staff follow the children’s cues and plan other activities accordingly; or children vote to have snack at an earlier time so they can spend more time outside; or children can choose to go outside in the first group or the second.</li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><input type="checkbox"/> <b>Learning experiences offered do not reflect the current Program Plan and/or documentation</b> The learning experiences that have been pre-planned are not reflected in the program space or the children are not interested in the learning experiences offered. For sites practicing an emergent curriculum, learning experiences are not documented by the end of the day.</p>	<p>For example, this can be achieved by a child facilitating the measurements and/or instructions in a cooking activity, "leader of the day", mentors – older children supporting younger children.</p> <p><input type="checkbox"/> <b>There is current documentation which demonstrates that observations of children are used in the development of learning experiences</b> Staff keep a record of observations, photo documentation or learning stories. At least two observations per child per month are documented. Programs offering summer camp should still complete their observations based on children that are registered during the school year.</p>	<p><input type="checkbox"/> <b>Pedagogical documentation is accessible</b> Staff and/or children use photographs, artwork, stories and/or books of individual and/or groups of children participating in learning experiences, accompanied by a written description of the learning taking place. Pedagogical documentation is accessible in the program space.</p> <p><input type="checkbox"/> <b>Evidence of extended projects.</b> Evidence can be seen on the Program Plan and/or documentation or in progress in the program space. Past experiences within the last 4 months can be shown through photos, photo documentation, homemade books or charts.</p>

## 1B. Program Plan and/or documentation

**Intent:** The learning experiences that occur daily, whether planned and/or documented, are identified on a Program Plan and/or documentation. The Program Plan and/or documentation is always accessible to staff, children, parents and visitors. The skills or goals that are in development either individually or by the group, are identified daily on the Program Plan and/or documentation. Children and staff, as co-learners, share ideas and plan for future experiences together. Encouraging children to participate in celebrations that occur throughout the year that are reflective of the communities in which they live supports the development and awareness of the impact of their citizenship, strengthens their ties to the communities and builds empathy. Staff are provided with time away from the children at least monthly to discuss how best to incorporate children’s interests, club experiences or celebrations into the regular schedule. As the pedagogical leader, the supervisor and/or designate reviews the Program Plans and/or documentation weekly to provide guidance, support and/or suggestions to staff.

**Inspiring Pedagogy:** "The focus is not on teaching a body of knowledge or a predetermined set of topics. Nor is it centered on children’s achievement of a specific skill set. In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry." (HDLH, p. 15)

**Reflective Questions:** Have recommendations from external agencies or professionals been considered when programming? How is the Program Plan and/or documentation inclusive and responsive to meet the needs of all of the children in the program? How do staff ensure all of learning experiences are inclusive and reflective of different communities and cultures, varying abilities and family structures? What strategies are used to enrich the program offered to the children? How are literacy and numeracy concepts imbedded into the learning experiences offered weekly? How are the children included in the program process weekly? How do staff ensure that celebrations represent meaningful learning opportunities?

**Program Plan and/or documentation:** Describes the specific learning experiences planned and/or documented for children by the end of day. It is different from a schedule in that it includes details of each learning experience. The Program Plan and/or documentation is unique to each individual centre/agency/program and reflects their curriculum model and philosophy. The program space has a Program Plan and/or documentation for both indoor and outdoor experiences that is reflective of the children enrolled in each particular program.

**Posted:** The Program Plan and/or documentation is posted in a place that is accessible to parents, staff, children and visitors in the program space.

**Learning opportunity:** Refers to the skill, goal or outcomes in development or exhibited by participants during the learning experiences taking place. At least one skill or goal should be identified daily on the Program Plan and/or documentation.

**Learning experiences are planned:** Refers to pre-planned learning experiences based on current observations of the children.

**Learning experiences are documented:** Refers to emergent programming. For centres that use an emergent curriculum model, learning experiences must be documented by the end of each day. Learning experiences should be planned for the first day of each week. The previous week’s programming will be reviewed to ensure experiences are documented for different learning areas.

**Specialized interest groups:** For example, skating club, Karate lessons, Lego club, knitting club.

**STEM concepts:** STEM refers to Science, Technology, Engineering and Mathematics

**Note: Programming for field trips:** Two or more learning experiences daily should be planned and/or documented for before and after the field trip.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><input type="checkbox"/> <b>A current Program Plan and/or documentation is not accessible</b> There is no current Program Plan and/or documentation posted in a place accessible to parents, staff, students, and visitors.</p>	<p><input type="radio"/> <b>Three or more learning experiences are planned and/or documented for instructional days</b> At least three learning experiences per day are planned and/or documented in a place that is accessible to parents, staff, students, and visitors for the time children are in school (September to</p>	<p><input type="checkbox"/> <b>The Program Plan and/or documentation is reviewed, signed and dated by supervisor</b> Evidence the supervisor reviews the weekly Program Plan and/or documentation. If the learning experiences are pre-planned then it is signed prior to posting, or signed by the end of the week after learning experiences have been documented.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><input type="checkbox"/> <b>Less than three different types of learning areas are planned and/or documented for throughout the week</b> Staff plan and/or document learning experiences for less than three learning areas weekly. For example, only art and cognitive experiences are planned and/or documented for the past week.</p> <p><input type="checkbox"/> <b>External agencies/professionals attend meetings to plan appropriately for children with individual support needs</b> External professionals and/or specialists do not provide support or share suggestions on how staff can support the needs of individual children and/or programs.</p> <p><input type="checkbox"/> <b>Each room does not have its own Program Plan and/or documentation</b> For example, there are two school age rooms and they share one Program Plan and/or documentation. This does not apply to rooms operating as flow-through.</p>	<p>June). This does not include physical play learning experiences. <b>(Sub-item potentially not applicable)</b></p> <p><input type="checkbox"/> <b>Five or more learning experiences are planned and/or documented for non-instructional days</b> At least five learning experiences per day are planned and/or documented in a place that is accessible to parents, staff, students, and visitors for the full days children are in care (Summer, March Break, seasonal holidays, PA Days). This does not include physical play learning experiences. <b>(Sub-item potentially not applicable)</b></p> <p><input type="checkbox"/> <b>Current Program Plan and/or documentation includes daily descriptions of the learning opportunities</b> A description of a daily learning opportunity is planned and/or documented and is reflected on the Program Plan and/or documentation. This can be accomplished in the following ways:</p> <ul style="list-style-type: none"> <li>list materials with a direct reference to the number and root skill within the <i>Early Learning for Every Child Today (ELECT) Continuum of Development</i> which describes the learning opportunities, for example: Marshmallows, tape, spaghetti, string - 1.3 Co-operation Note: if only referencing the number, the Continuum of Development must be posted beside the Program Plan and/or documentation for reference.</li> <li>describe the learning experience and include the skill children will potentially learn and develop by participating in the learning experience, for example: card games – self-regulation.</li> <li>curriculum learning outcomes. For example, Key Developmental Indicators from High Scope, Play to Learn, Montessori.</li> </ul>	<p>Note: The person completing the Program Plan and/or documentation should not be responsible for signing off where possible.</p> <p><input type="checkbox"/> <b>Evidence of formal programming time given to staff</b> Meetings are held away from the supervision of children that includes the whole room team. For example, evidence can be seen in meeting minutes, posting of scheduled room meetings. Formal planning meetings occur at least once a month throughout the year.</p> <p><input type="checkbox"/> <b>Evidence children are offered the opportunity to participate in specialized interest groups at least monthly</b> These opportunities occur onsite within the program, and the experience goes above and beyond regular experiences. Children are provided a choice whether to participate. For example, a cooking club is offered with a sign-up sheet and schedule, or a monthly karate lesson.</p> <p><input type="checkbox"/> <b>Evidence staff integrate content reflective of the communities, cultures and celebrations at least monthly</b> Community and cultural celebrations are acknowledged through Program Plans and/or documentation or pedagogical documentation. Celebrations are inclusive of many family structures, including structures that encompass LGBTQ2S families and families with one parent, the local community, or any mainstream celebrations. For example, celebrating Parent/Family Day versus Mother's or Father's Day; children ask to listen to Salsa music with the taco lunch they made for the group as a recall of a recent trip; or when the centre participates in the annual holiday food/toy drive facilitated by the school or a group of children present a play to the parents and children.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><input type="checkbox"/> <b>Evidence that children are included in the programming process weekly</b>                      Children participate in planning up-coming learning experiences. For example, weekly group meetings, identifying children's ideas directly on the Program Plan and/or documentation, suggestion boxes, or white boards.</p>	<p><input type="checkbox"/> <b>Evidence staff integrate science concepts into learning experiences weekly</b>                      Staff promote the children's scientific thinking by engaging them in a science learning experience where they can observe, ask questions, and seek information. For example, creating free-standing structures with loose materials or examining how a calculator is made.</p>

### 1C. Media Literacy

**Intent:** Guidelines for gaming and internet usage are available and utilized by staff and children to encourage safe, developmentally-appropriate electronic media usage. For example, the guidelines may include frequency of use, duration, and a sign-up sheet. Parents/guardians are aware at least a day in advance of which TV/Movies are watched in the program, and what materials are available for alternative learning opportunities if the children choose not to watch. Staff have a way of monitoring games brought from home, and Internet usage within the program is identified for parents. Staff use multimedia to extend and enhance learning experiences initiated by children and staff. Games, programs, apps and multimedia tech are purposefully chosen and used to enhance understanding of STEM (Science, Technology, Engineering, and Mathematics) subjects. Staff and children proactively use multimedia.

**Inspiring Pedagogy:** “STEM literacy encompasses skill sets such as spatial orientation, conceptual abilities, hands-on manipulative skills, and basic technological design. These can be particularly well developed through STEM disciplines.” (Some Assembly Required, pg. 78)  
<http://www.scienceadvice.ca/en/assessments/completed/stem-skills.aspx>

**Reflective Questions:** How does the use of media/technology enhance the learning opportunities taking place within the program? How do staff determine if the amount of screen time available to the children is developmentally-appropriate? What are the benefits to the children? How do staff ensure the movie or topic of interest is developmentally-appropriate? How are staff engaged with the children to enhance and to extend spontaneous learning opportunities when using multimedia tech? How do staff encourage children to apply skills learned through gaming to real world experiences (for example, turn taking and empathy or making virtual design real)?

**Electronic media usage:** Refers to any screen time children may be accessing. For example, watching TV/movies on a television, personal devices, computers, handheld devices, game systems, tablets, or laptops.

**Gaming:** Game systems, handheld devices, computer, laptops, tablets, or personal devices.

**Note:** Parents/guardians are given at least a day’s notice before any TV/Movies are shown. Websites used by staff and children are documented in a location where parents will be able to see. For example, on the Program Plan and/or documentation.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li>○ <b>Information, including the name, length and rating of the TV/Movie, is not documented on the Program Plan and/or documentation</b> Parents/guardians are not given advance notice of the TV/Movie being watched. Alternative activities for the children not interested in the TV/Movie are not documented on the Program Plan and/or documentation. <b>(Sub-item potentially not applicable)</b></li> <li>○ <b>TV/Movie usage exceeds 90 minutes per month</b> <b>(Sub-item potentially not applicable)</b></li> <li>○ <b>The use of electronic media is not supervised</b> Staff are unaware of what children are doing/playing with multimedia. <b>(Sub-item potentially not applicable)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>TV/Movie content is rated "Family" or "G"</b> Children under the age of 9 should only watch “Family” or “G” rated movies. Children 9-12 years of age may be able to watch "PG" rated movies with individual written parental consent for each movie. <b>(Sub-item potentially not applicable)</b></li> <li>○ <b>Posted guidelines are followed for computer and/or electronic game usage</b> Posted guidelines may include frequency of use, duration and a sign-up sheet, and are followed by children and staff. <b>(Sub-item potentially not applicable)</b></li> <li>○ <b>Three or more critical thinking computer and/or electronic games are available</b> There are three or more different types of game programs that have strategy thinking outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>□ <b>Information is accessible to parent/guardians on safe and effective use of media for learning</b> This may include brochures regarding cyber bullying, social media, digital literacy, parental controls or website links to events and extra-curricular activities. For example, Game Jams, camps. Evidence that resources have been emailed to parents at least every 4 months is acceptable.</li> <li>□ <b>Multimedia is used to enhanced learning</b> Staff and children use tech to experience, experiment, design and create. Children learn about Coding. For example, a 3D viewer and an iPod allow children to take a tour of the Louvre, or children are taught how to make movies using apps or creating apps.</li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li>○ <b>Time is not always allocated equitably</b> Staff do not monitor the amount of time children spend using multimedia or children play for long periods of time. <b>(Sub-item potentially not applicable)</b></li> <li>○ <b>Parents/guardians are not notified of Internet usage</b> Guidelines for Internet usage are not posted and/or followed. Parents are not informed if children have used the Internet. <b>(Sub-item potentially not applicable)</b></li> <li>○ <b>Games are not rated "E" for everyone</b> This includes games brought from home as well as online games. Children 9-12 years of age may play games "E10+" with individual written consent for each game. <b>(Sub-item potentially not applicable)</b></li> </ul>	<p>Multiplayer strategy games encourage team work, peer interactions and critical thinking. <b>(Sub-item potentially not applicable)</b></p> <ul style="list-style-type: none"> <li>○ <b>Multimedia are used by staff and children to extend topics of interest</b> For example, children are interested in building and robotics and the staff are able to assist the children in locating more information online which enables the children to extend their experimentation; or staff assist children in accessing information to complete school work. <b>(Sub-item potentially not applicable if the program does not have Internet access)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Projects created by children using multimedia are accessible</b> This could be seen through 3D printed object, child-made movies/videos/art, robotics, slide shows, and apps. <b>(Sub-item potentially not applicable)</b></li> </ul>

## 1D. Physical Literacy

**Intent:** Daily physical play for children is important as it encourages them to stay healthy, learn to manage stress and allows them to experience their natural environment in all different weather conditions. Staff promote and encourage daily physical play learning experiences. Children are given a choice daily of two or more planned and/or documented physical play learning experiences, whether inside or outside, morning or afternoon. Staff are engaged in play with children both as participant and facilitator. Active physical play learning experiences promote large muscle development, co-ordination skills and self-confidence. By giving the children the opportunities to lead experiences, they can enhance their leadership qualities, understanding of team work and peer-to-peer interactions as well as self-regulation.

**Inspiring Pedagogy:** "Children thrive in programs where they can engage in vigorous physical play in natural outdoor spaces and playgrounds that present manageable levels of challenge. While these environments need to be safe, it is also important for them to provide children with interesting opportunities for a reasonable degree of risk taking." (HDLH, pp. 29)

**Reflective Questions:** How do the learning opportunities promote large muscle movement? How are staff meaningfully engaged in play with the children? How do staff create opportunities for children to develop self-regulation?

**Planned and/or documented physical play learning experiences:** Need to be learning experiences that encourage large muscle movement and co-ordination. For example, an obstacle course, throwing and/or running games, bowling, team games.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>There are no physical play learning experiences planned and/or documented daily for inside or outside</b></li> <li><input type="checkbox"/> <b>There is no active play equipment available</b></li> <li><input type="checkbox"/> <b>Active play equipment is in poor condition</b> Less than 25 per cent of the active play equipment or materials are not in good condition. For example, the soccer and basketballs are deflated, the scooters do not have handlebar covers, and the play materials are broken.</li> <li><input type="checkbox"/> <b>Staff withhold or use physical play opportunities as a form or reward or punishment</b> Physical play opportunities are used to reward, to acknowledge performance, to punish or to control children's behavior.</li> <li><input type="checkbox"/> <b>Physical play experiences are not offered daily</b> Children are not offered the opportunity to participate in planned and/or documented physical play learning experiences each day.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff are observed regularly engaging in physical play with children</b></li> <li><input type="checkbox"/> <b>Three or more types of active play equipment available</b> There are at least three different types of active play equipment available, in the space it will be used, for the children. For example, hockey sticks, balls, hula hoops.</li> <li><input type="checkbox"/> <b>Sufficient amount of active play equipment for the number of children who want to use it</b> There is enough active play equipment for all children who want to participate in physical play learning experiences.</li> <li><input type="checkbox"/> <b>Learning experiences are adapted to ensure that all children are able to participate</b> Each child is able to engage in a planned and/or documented physical play learning experience daily that meets their individual needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Two or more planned and/or documented physical play learning experiences offered daily whether inside or outside</b></li> <li><input type="checkbox"/> <b>Staff organize games using the equipment available</b> Staff use and/or encourage children to play games with active play equipment. For example, staff organize a game of Gaga Ball or Spud. Children use hockey sticks, small balls and pylons to create an obstacle course.</li> <li><input type="checkbox"/> <b>Community recreation resources are accessible to families</b> Staff provide resources to families on recreation programs within the community. For example, Parks and Rec, Fun Guide or community sports leagues. Evidence that resources have been emailed to parents at least every 4 months is acceptable.</li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><input type="checkbox"/> <b>Designated safe indoor space for physical play in case of inclement weather</b>                      In the event children are unable to go outside for physical play, a designated space is available. For example, a school gym, atrium, empty room, the program space.</p>	<p><input type="checkbox"/> <b>Physical play, group and/or team game resources are available to staff</b>                      Staff have resources on a variety of physical play experiences and/or games. For example, CATCH box with a list of games with rules, "Outdoors: The Ultimate Playground", resources books – Play It Fair.</p>

## 2. Interactions and Relationships

This section of the Assessment for Quality Improvement is organized into the following two categories: **Positive Interactions and Relationships** and **Program Space and Materials**.

### 2A. Positive Interactions and Relationships

**Intent:** Positive interactions and relationships between staff, colleagues, children, families and visitors lay the foundations for a strong sense of belonging. Positive interactions encourage respectful behaviours and interactions with others. Staff continually role-model appropriate social skills throughout the day. Through the support and guidance of staff who are empathetic, positive and welcoming, this nurturing environment allows children to develop their inter-personal skills and relationship with others. Children learn about natural consequences based on their choices. Staff support these meaningful learning opportunities by providing choices, whether individually or as a group, at times that meet the needs of the children and the program. Children are given time to play and complete projects as well as opportunities to enhance their self-help skills.

**Inspiring Pedagogy:** "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging." (HDLH, pg. 36)

**Reflective Questions:** How can staff ensure that their environment is positive for the children? How are positive social interactions modelled for the children? How are all people who enter the program space treated with respect? How is a sense of belonging evident within the program for both children and families? How is a positive atmosphere nurtured with all children in the program space? How are staff demonstrating an inclusive and responsive environment for the children and their families? What strategies are used to ensure children are not rushed? How are children supported as they make choices?

This indicator applies to staff interactions with children, colleagues and visitors within the program space.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff are harsh, use sarcasm or shout at the children</b> Any staff observed using sarcastic, mocking or harsh words that would negatively affect any individual or be considered demeaning. For example, staff shouting at children across the room to redirect their actions, or staff raising their voice to get an individual's attention.</li> <li><input type="checkbox"/> <b>Staff are repeatedly impatient and/or interrupt while others are talking</b> Any staff are repeatedly observed being impatient or observed interrupting others during conversations, with any individual. For example, rushing the individual to finish what they are doing, staff intruding in the conversations of others or stopping others from expressing themselves.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff are welcoming and maintain a positive tone of voice</b> All staff are observed displaying happiness when welcoming individuals into the environment. Everyone is greeted in a friendly manner. Staff are observed using a friendly tone of voice with any individual in the environment. Staff interact with others in a supportive and encouraging manner.</li> <li><input type="checkbox"/> <b>Staff direct positive attention to all children</b> All staff are observed speaking and interacting with children in a positive and supportive manner.</li> <li><input type="checkbox"/> <b>Staff provide children time to complete play/tasks at their own pace</b> All staff are observed allowing children the time to complete tasks and learning experiences. Children are not rushed through any routines,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff demonstrate flexibility</b> All staff are observed demonstrating the ability to accommodate for unexpected changes that may occur throughout the day. For example, staff adjust the schedule to reflect the children's desire to stay outside longer, or follow the children's lead in their play and inquiry.</li> <li><input type="checkbox"/> <b>Staff display empathy</b> Empathy is the ability to take another person's perspective and understand that individual's feelings about the situation. Empathetic staff acknowledge the experience or the message given by others. All staff acknowledge the situation by rephrasing what is said or has happened, and adjust their tone of voice and body language to reflect the emotions of the individual.</li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li data-bbox="79 272 703 487"> <input type="checkbox"/> <b>Staff repeatedly do not allow children to make their own choices</b>                      Any staff are repeatedly observed making all the choices for the children. For example, staff decide which learning experience the child will participate in or staff do not allow a child to leave the small group activity.                 </li> <li data-bbox="79 503 703 771"> <input type="checkbox"/> <b>Staff repeatedly do not follow the children's cues</b>                      Any staff are repeatedly observed not following the cues of the children. Staff demonstrate that they are not aware of the children's individual needs, interests or personalities. For example, a child is told several times to wait to use the washroom after having asked, or a child is told to sit still during a group talk.                 </li> </ul>	<p data-bbox="781 272 1218 332">and are allowed to complete learning experiences at their own pace.</p> <ul style="list-style-type: none"> <li data-bbox="735 349 1354 527"> <input type="checkbox"/> <b>Staff create opportunities for enhancing self-help skills through play</b>                      All staff are observed creating opportunities to enhance the children's self-help skills through play. For example, staff provide fine motor experiences such as cooking activities.                 </li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1390 272 2016 422"> <input type="checkbox"/> <b>Children are provided with choices within their interests</b>                      All staff are observed providing children the choice of learning experiences or tasks based on their interests.                 </li> </ul>

## 2B. Program Space and Materials

**Intent:** The program space is a positive and safe space for all who enter. The program space is organized, inviting and adapted to meet the needs and interests of the children. This fosters the children's need to engage in meaningful ways within their environment. All play materials, furnishings and learning areas are developmentally-appropriate and safe for the children. Materials reflecting people with disabilities and diverse cultures should be placed in an inclusive manner throughout the program space, being mindful that they reflect the children, families and local community. Ideally, staff are provided with time daily to prepare materials and set-up the program space with learning areas that encourage children to be engaged in complex creative play and inquiry.

**Inspiring Pedagogy:** "From the aesthetics of the space, to the type of furnishings and materials available, to the organization of time, the environment communicates a powerful message and contributes to shaping the actions that can be taken within it." (HDLH, p. 20)

**Reflective Questions:** How is the program space arranged in a manner that is inviting and encourages children to explore? How do staff regularly assess if there are any barriers to the children that would prevent them from playing freely or do not make them feel comfortable or safe? What strategies are used to ensure there are no barriers to supervision? How do toys and play materials reflect the different ages and interests of the children enrolled in the program? What strategies are used to strengthen the children's sense of belonging and ownership in the program space?

**Program space:** The space/room where children spend their time.

**Positive and safe space:** The space/room is inclusive by removing barriers and providing equitable materials that support and recognize multiple identified groups of children and families within the community.

**Homework materials:** Dictionary, calculator, internet access, school supplies.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Play equipment, toys and materials are not complete</b> For example, game pieces are missing or there is an incomplete set of playing cards which will limit the children's experience.</li> <li><input type="checkbox"/> <b>Play equipment, toys and materials are not developmentally-appropriate for the children</b></li> <li><input type="checkbox"/> <b>Insufficient number of play equipment, toys and materials for the number of children enrolled in the program</b> There are not enough play equipment, toys and materials for the number of children who want to use them.</li> <li><input type="checkbox"/> <b>Play equipment, toys and materials are disorganized</b> Similar equipment, toys and materials are not grouped together and/or toys and materials are carelessly piled on shelves.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Five or more types of play equipment, toys and materials are accessible to the children</b> For example, games, blocks, puzzles, books, art materials.</li> <li><input type="checkbox"/> <b>Play equipment, toys and materials are adapted to meet the needs of all children</b> For example, staff simplify steps in game instructions so children can better understand the rules, or using bigger blocks for building verses small Lego pieces.</li> <li><input type="checkbox"/> <b>Two or more materials reflecting people with disabilities are accessible</b> Educational play materials may include toy wheelchairs or guide dogs, dolls with leg braces, puzzles, blocks and/or books that depict people with disabilities or using adaptive equipment. Materials are incorporated into different learning areas in the program space.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff have scheduled time to prepare materials ahead of experiences</b> Staff have time scheduled daily to prepare materials in advance and/or to set up the program space in advance so that children are not kept waiting. For example, a daily set-up time or material prep time is provided for staff to prepare materials for up-coming learning experiences. Staff are on paid time and are not counted in ratios.</li> <li><input type="checkbox"/> <b>The program space incorporates natural elements</b> Staff offer opportunities that incorporate natural objects. For example, snow, plants, honeycombs, nests, shells, gourds.</li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Play materials are not accessible to children</b> Children cannot take the toys and materials they want to use off a shelf by themselves or shelves are closed off from the children.</li> <li><input type="checkbox"/> <b>Program materials and spaces present barriers to participation for some children</b> Adaptable materials and spaces are not provided for children with different abilities, cultures, newcomer experiences or gender questions. This includes playground toys and equipment. Children who are learning English as a second language are not supported to participate with the larger group.</li> <li><input type="checkbox"/> <b>Radio is played when children are present</b> The radio is played while children are in attendance. This is not appropriate as commentary and content cannot be controlled.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Two or more materials reflecting diverse people/cultures are accessible</b> Educational play materials may include dolls with different skin tones, ethnic foods, books, puzzles, dishes, clothes and wooden dolls reflecting diverse people. Materials are incorporated into different learning areas in the program space.</li> <li><input type="checkbox"/> <b>Three or more art materials include diverse skin tones</b> There are three or more types of art materials available that include four or more different skin tones. For example, drawing tools, paint and paper.</li> <li><input type="checkbox"/> <b>Fabric, collage, modelling materials and three or more drawing tools are accessible for independent use</b> Drawing tools, fabric, collage and modelling materials are in good condition and children can access these materials from the shelf independently.</li> <li><input type="checkbox"/> <b>The program space has access to adequate indoor space intentionally set-up to engage children in three or more learning areas</b> The learning areas are open during free play and planned program time. Example of potential learning areas are:                         <ul style="list-style-type: none"> <li>• Sensory/Art,</li> <li>• Language/Listening,</li> <li>• Dramatic,</li> <li>• Construction/Block,</li> <li>• Science,</li> <li>• Cognitive/Manipulative,</li> <li>• Quiet space.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>The program space is reflective of the children, families and/or the local community</b> Two or more photos and/or displays in the program space reflect children in the current program. For example family structure, disabilities, diversity and/or children participating in learning experiences. This is above and beyond the visual schedule pictures.</li> <li><input type="checkbox"/> <b>The program space includes an area and/or homework materials for children to complete homework</b> There is an area for children to complete homework or a basket of homework materials is accessible that can be taken outside for children to use to complete their homework. This sub-item is not applicable during the Summer, March Break, seasonal holidays, PA Days. <b>(Sub-item potentially not applicable)</b></li> <li><input type="checkbox"/> <b>The program space has access to adequate indoor space intentionally set-up to engage children in five or more learning areas</b> The learning areas are open during free play and planned program time. Example of potential learning areas are:                         <ul style="list-style-type: none"> <li>• Sensory/Art,</li> <li>• Language/Listening,</li> <li>• Dramatic,</li> <li>• Construction/Block,</li> <li>• Science,</li> <li>• Cognitive/Manipulative,</li> <li>• Quiet space.</li> </ul> </li> </ul>

### 3. Well-being and Healthy Self-beliefs

This section of the Assessment for Quality Improvement is organized into the following two categories: **Development of Self-esteem** and **Meal and Snack times**.

#### 3A. Development of Self-Esteem

**Intent:** Staff continuously strive to maintain an inclusive environment through interactions that foster self-expression and well-being. Staff regularly provide encouragement on how tasks are completed as well as when children take developmentally-appropriate risks. Developmentally-appropriate risks, such as being a leader or trying something new, fosters self-confidence, a sense of accomplishment while encouraging children to move outside their individual “comfort zones” and persevere. When staff identify and describe emotions, they are giving children the language they need not only to self-identify but to identify the emotions of others. This type of expression engenders empathy for others, an understanding of others’ perspectives and self-regulation.

**Inspiring Pedagogy:** "Educators can also support children’s developing ability to self-regulate by being responsive and attuned to children’s individual cues, arousal states, and response to various stressors. And they can help children learn strategies for becoming or staying calm and focused by enabling them to recognize and modulate their emotional states and impulses and become more aware of the effects of their actions on others."(HDLH, pg. 30)

**Reflective Questions:** How is positive attention directed to all the children? What strategies are used to ensure the children are made to feel proud of their effort no matter what the outcome? How is the process of the children’s efforts the focus rather than the end product? How do the children have an opportunity to share their accomplishments no matter what they are? How do staff encourage children to develop a sense of belonging within the program space? How do staff handle bullying and/or body image issues amongst the children? What strategies are in place to develop tolerance and inclusiveness within the group?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff repeatedly use terms of endearment, or other references to children other than their name</b> Any staff are repeatedly observed using general terms of endearment instead of the child's correct name, the name parents prefer, or the name identified by the child. For example, general terms of endearment such as “Buddy”, “Sweetie”, or “Honey”.</li> <li><input type="checkbox"/> <b>Staff repeatedly do not show encouragement</b> Any staff are repeatedly observed interacting with the children with a flat or negative affect. Staff do not encourage the children or show support for the children.</li> <li><input type="checkbox"/> <b>Staff repeatedly do not acknowledge children’s emotions appropriately</b> Any staff are repeatedly observed dismissing the children's emotions. For example, staff telling the child there's no reason to cry, or ignoring the child's joy at completing a task.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff demonstrate inclusive practices</b> All staff are observed including all children, regardless of individual needs or behaviours, in learning experiences and routines. Children are encouraged to explore their emerging identities through play, including play that explores gender and gender roles. For example, a child eating on their own due to behaviours or severe allergies may have their table or chair placed in a position where they can still interact with children during meals and snacks or learning areas, equipment and play materials in the program space are adapted and arranged to support a child using adaptive equipment.</li> <li><input type="checkbox"/> <b>Staff focus encouragement on how the tasks are completed</b> All staff are observed showing support and encouragement to the children as they complete tasks and how they complete the tasks.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff assist children in processing their own emotions</b> All staff support children understanding their emotions. For example, staff comfort and acknowledge and discuss the emotions of a child who is frustrated with not being able to complete a task, or recognize and labelling when a child displays pleasure in something they have created.</li> <li><input type="checkbox"/> <b>Staff encourage children to recognize the emotions of their peers</b> All staff are observed encouraging empathy in the children. Staff label the emotions as well role-model support for the children. For example, staff explaining to the children why a child is behaving a certain way, or recognizing when a child laughs at a joke another child has told.</li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p><input type="checkbox"/> <b>Staff are positive role-models</b>                      All staff are observed interacting with others in an appropriate manner. Positive social skills are role-modelled with all individuals in the environment. For example, speaking in a respectful manner to others or reinforcing positive social interactions</p>	<p><input type="checkbox"/> <b>Well-being resources are accessible to families</b>                      Resources are accessible to families and children on well-being related topics. For example personal hygiene information, body image resources, bullying, cyber bullying. Evidence that resources have been emailed to parents at least every 4 months is acceptable.</p>

### 3B. Meal and/or Snack Times

**Intent:** Meals and snack times should be viewed as positive learning experiences that promote social interactions, independence and self-help skills. Staff encourage children to have a healthy respect for food and eating by facilitating discussions about food choices, and health and wellness. Staff facilitate as children self-serve their meals and snacks as it allows each child to choose what and how much to eat, which in turns provides an opportunity to discuss healthy eating strategies.

**Reflective Questions:** How are the children supported to serve food independently? How are staff engaged in on-going conversations with children during meals and/or snacks? How are meals and/or snack times seen as an opportunity to instill positive life-long healthy eating choices? What strategies have staff put in place to ensure everyone gets equal portions of food offered, while respecting each child's individual needs?

**Note:** When staff work alone, it is not required that they sit with the children during snack as other children may be engaged in learning experiences in the program space.

**Note:** Napkins/paper towels are used for dry foods only.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Food and/or beverages are used as a reward or punishment</b> Food is used to reward, to acknowledge performance, to punish, or to control children's behaviour.</li> <li><input type="checkbox"/> <b>Individual children's needs are not met during meal and/or snack times</b> For example, a child who is done early is not able to leave and engage in learning experiences, a child that needs more time is rushed, or there are no serving utensils.</li> <li><input type="checkbox"/> <b>No conversations and/or interactions occur during meal and/or snack times</b> Less than two conversations and/or interactions occur between children and adults during meal and/or snack times, excluding when staff instruct, or provide direction to children.</li> <li><input type="checkbox"/> <b>Food is not served on dishes or napkins</b> Food is not served on dishes or napkins and/or paper towels and is placed directly on a table, trolley or shelf.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Positive conversations and/or interactions occur during meals and/or snacks times</b> During meals and/or snack time staff engage in meaningful conversation to extend learning.</li> <li><input type="checkbox"/> <b>Children self-serve all foods</b> Children serve themselves all foods with the exception of soups and stews.</li> <li><input type="checkbox"/> <b>Sufficient seating is accessible</b> There are enough chairs in the program space for all staff and children to sit down for meals and snacks. For example, during open snack, there are enough chairs for the number of children who want to eat.</li> <li><input type="checkbox"/> <b>Children assist with meal and/or snack routines</b> Staff provide opportunities for children to help with meal and/or snack routines. For example, setting and clearing the table, or serving others.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Drinking water is accessible in the program space</b> For example, a sink within the program space and/or a jug of water or children's own water bottles. A water fountain in the hallway is not considered accessible in the program space.</li> <li><input type="checkbox"/> <b>Staff engage with the children to facilitate on-going conversations</b> Conversations are unhurried and meaningful to the children and staff. For example, staff talk with children about that day's learning experiences or topics of interest.</li> <li><input type="checkbox"/> <b>Staff create learning opportunities on healthy eating through planned and/or documented learning experiences monthly</b> Staff model positive and healthy food choices through cooking activities, creating their own recipes or using the Canada Food Guide to plan meals with the children.</li> </ul>

## 4. Pedagogy

This section of the Assessment for Quality Improvement focuses on how programs extend children's learning experiences through intentional pedagogical practices.

### 4A. Extending Children's Learning

**Intent:** Staff and children are engaged as co-learners throughout their time together. Rich discussions, sharing of information, and learning of new concepts/perspectives is mutual and on-going between staff and children. Active listening, asking open-ended questions, recall of past experiences and providing spontaneous resources are key components to complex play, fostering inquiry, engagement and a sense of belonging.

**Inspiring Pedagogy:** "In taking a negotiated learning approach, teachers move beyond simply providing children with experiences. They probe further, either by asking questions, or by engaging in discussion to discover why children are deeply absorbed in exploring a material, or they try to figure out what children are thinking as they touch, taste, examine, and explore [the world around them.]"(HDLH, pg. 16)

**Reflective Questions:** How do staff engage as co-learners with the children? How is critical thinking encouraged to extend the children's learning? How do staff respond to all learning opportunities? How are the children's individual interests acknowledged by staff? How are the children's learning cues nurtured? How do staff engage with the children during their play? How are the children encouraged to express themselves within their play?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff repeatedly miss opportunities to enhance children's knowledge</b> Any staff are repeatedly observed ignoring opportunities to extend children's learning.</li> <li><input type="checkbox"/> <b>Staff are not engaged with children</b> Any staff are observed not actively participating in the learning experiences with children.</li> <li><input type="checkbox"/> <b>Staff do not role-model active listening skills</b> Any staff do not model active listening skills, such as maintaining eye contact with the speaker, repeating and/or re-phrasing the speaker's comments and responding appropriately.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff are engaged as co-learners with children</b> All staff are engaged in mutual relationships with children, learning about, with and from them. For example following or reading instructions to complete tasks or researching a topic to extend the child's knowledge.</li> <li><input type="checkbox"/> <b>Staff respond to spontaneous and/or emerging learning opportunities</b> All staff are engaged in back and forth conversations with children about their interests and experiences.</li> <li><input type="checkbox"/> <b>Staff encourage conversation between children</b> All staff extend conversations with individual children as well as between children. For example, building on a child's play by asking, "What do staff think the parent will do next?" or "How is the rabbit going to find food in the winter?", or extending a conversation between two children by asking, "How can Amal and David sort out who will go first?" or "I wonder if</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff recall past experiences to extend current learning opportunities</b> All staff are observed recalling past activities or experiences and linking them to new learning opportunities. For example, staff ask children about going to the baseball game, or review their predictions for the science experiment they had done the day before.</li> <li><input type="checkbox"/> <b>Staff provide spontaneous resources to allow the child to follow their own learning path</b> All staff are observed providing resources, such as play materials to extend the child's learning. For example, a group of children are creating structures with Lego and staff provide the group with a Lego book, or bring out more materials to enhance their dramatic play.</li> <li><input type="checkbox"/> <b>Staff ask open-ended questions to promote inquiry</b> All staff are observed asking children questions that require them to explore their response.</li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	Kelisha has been on a holiday like the one Trang just went on?"	

## 5. Safe and Healthy

This section of the Assessment for Quality Improvement is organized into the following three categories: **Program Safety, Attendance Verification and Transitions** and **Supervision and Guidance**

### 5A. Program Safety

**Intent:** Maintaining safe and healthy expectations in the program space is an important factor in the health and wellness of staff and children. Staff follow Regional Public Health requirements for toy and equipment washing which supports a clean and sanitary environment for the children. Staff encourage children to maintain healthy hygiene habits by reinforcing proper hand hygiene procedures. All areas of the program space, the materials, play equipment and furnishings are in good working order, safe and hygienically maintained for everyone. Staff are able to provide resources to families to promote safe environments and healthy lifestyles.

**Inspiring Pedagogy:** "A safe environment that offers consistency and continuity as well as graduated support for children’s growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg. 30).

**Reflective Questions:** What strategies are in place to ensure the current toy washing practices meet all of the regional public health guidelines? Are there any areas of the program space that have the potential to be dangerous or unsafe? How do staff ensure all toxic materials are out of reach of the children and/or securely stored? How is the first-aid kit well-stocked and maintained on an on-going basis? How are the health and safety practices being followed to ensure that all children are engaged in an environment that is free of hazards? What precautions are taken into consideration to promote the well-being of each child within the program? How does the program space support hygienic hand washing practices? How are staff supporting the individual child's lifelong learning of personal hygiene?

**Schedule:** Toy and/or play equipment washing plan is available and followed as per Regional Public Health requirements. FDK programs are required to wash toys and play materials and equipment during extended school holidays as per their Regional Public Health Unit.

**Hazards:** Anything that is potentially dangerous to children. For example, worn/frayed carpet, broken chairs, chipping paint, uncovered electric outlets, easy access to cleaning supplies, accessible sharp utensils, medications, toxic materials, or disorganization that affects the safety of children such as chairs stacked too high, toys piled on shelves.

**Hygienic:** Anything done to maintain cleanliness. For example, removing tape residue from shelves, mirrors, and windows; cleaning spills and dirt, washing tables before eating and following the current Regional Public Health cleaning guidelines.

**Note:** Rest time for FDK programs is not a requirement as most children attending full day school do not nap. Should a program encourage rest time, it is expected that each child have a mat labelled with their name, have a sheet, be disinfected daily, and stored in an hygienic manner.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>There is no schedule for toy and/or equipment washing schedule available</b></li> <li><input type="checkbox"/> <b>All areas used by the program are not kept in a state of good repair</b> More than one area of the program space is observed in poor repair. For example, furniture, carpets, physical structure, paint chipping.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>The toy and/or equipment washing schedule follows Regional Public Health procedures</b></li> <li><input type="checkbox"/> <b>Toys and/or equipment washing schedule is signed and/or initialed and dated by staff</b> Staff should sign and/or initial and date the schedule after the toys, materials and play equipment have been washed.</li> <li><input type="checkbox"/> <b>All areas used by the program are safe</b> Materials are organized in a way that they will not fall on children. Children do not have access to toxic art materials.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>The toy and/or equipment washing schedule identifies categories of toys and play equipment</b> The schedule identifies categories or areas of toys and play equipment. For example, by toy shelf, by learning areas.</li> <li><input type="checkbox"/> <b>On-site and/or on-call maintenance staff deal with physical plant issues promptly</b> Physical plant issues and/or emergency repairs are responded to within 48 hours.</li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>All areas used by the program are not maintained in a hygienic condition</b> More than one area of the program space is observed as being dirty. For example carpets, toys, shelves are visibly soiled.</li> <li><input type="checkbox"/> <b>Current Regional Public Health hand-washing procedure not posted</b> Hand-washing procedures are not posted by the sinks used by the children.</li> <li><input type="radio"/> <b>Current Regional Public Health hand sanitizing procedure not posted</b> Sanitizing procedure is not posted in the program space. <b>(Sub-item potentially not applicable)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Stocked First Aid kit is available at all times</b> There is a first aid kit available within the program space for staff to access. It should be checked and re-stocked on a regular basis to ensure supplies are replenished. If small grouping occurs, a first aid kit needs to remain in the program space.</li> <li><input type="checkbox"/> <b>Current Regional Public Health hand-washing procedures are followed</b> For example, before eating, after using the washroom</li> <li><input type="radio"/> <b>Current Regional Public Health hand sanitizing procedure followed</b> For example, before eating, after wiping one's nose. <b>(Sub-item potentially not applicable)</b></li> <li><input type="radio"/> <b>The sleeping area has a mat designated for each child on non-instructional days</b> When mats are used and stored in bags, the bags need to be clearly labelled to ensure they are used for the same child each time. Mats should include bed sheets. This is applicable for programs with children less than 5 years of age. <b>(Sub-item potentially not applicable)</b></li> <li><input type="radio"/> <b>Mats and sheets are disinfected and/or changed once a day</b> This is applicable for programs with children less than 5 years of age. <b>(Sub-item potentially not applicable)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Health and/or safety-related resources are accessible to families</b> Staff provide resources to families on health and/or safety-related topics. For example recalled toys, developmentally-appropriate toys, head lice information, illness prevention. Evidence that resources have been emailed to parents at least every 4 months is acceptable.</li> </ul>

**5B. Attendance Verification and Transitions**

**Intent:** Staff are aware at all times the number and names of children that are in their care. Documentation on the Main Attendance Record must accurately reflect the location of all children in care. It is the responsibility of the staff to ensure all arrival and departure times are accurately documented on the Main Attendance Record **in pen**. By completing written verification after all staff and child transitions, staff are able to communicate and self-check that the attendance is always accurate. Wait times between activities and experiences should be kept to a minimum, and be developmentally appropriate. By notifying children in advance of up-coming transitions, staff are proactively ensuring that transitions are positive and seamless experiences.

**Reflective Questions:** How are the staff members openly communicating about the location of all children throughout the day? What can be improved in the routine and daily transitions to support the well-being of the children within the program? How can the process of documenting and maintaining accurate attendance forms be improved? What supports are in place to encourage staff to communicate with one another the number of children that are in their care? How do staff safely monitor children arriving and departing the childcare program to attend other extra-curricular programs?

**Main Attendance Record:** A permanent method of recording and verifying children’s daily arrival and departure times. The Main Attendance Record is completed **in pen** or through a digital program that captures the daily arrival and departure times. The Main Attendance Record must always accompany the whole group. It must reflect the names of children who have left the program space/group for small group learning experiences.

**Children’s attendance:** Is recorded on the Main Attendance Record promptly upon arrival and departure.

**Portable attendance:** A record of attendance that accompanies a small group of children when they are in a different program space. For example, going to the gym.

**Note:** The portable attendance is not required during transitions and washroom routines.

**Note:** If staff work alone in the program, certain sub-items are not applicable.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>There is no attendance verification system in place</b> There is no procedure for recording arrival and departure times.</li> <li><input type="checkbox"/> <b>Extended waiting during transitions</b> For example, children wait beyond what is developmentally appropriate.</li> <li><input type="checkbox"/> <b>Staff do not monitor the safe transitioning of children during the program</b> Transitions are not monitored by staff to ensure they are being done in a safe manner. For example, during washroom routines, safe arrival of children to and from the program when children attend specialized after-school programs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>The main attendance captures the arrival and departure of all children in the program</b> The Main Attendance Record shows that all children’s arrival and departure times including when children attend school, are recorded. When children leave and return from specialized programs, the attendance list reflects their arrival and departure times. A review of previous attendance records shows that all children in attendance were signed in and out of the care of the child care centre.</li> <li><input type="checkbox"/> <b>The attendance records accurately reflect the number of children in the program</b> A count of the children in the program space matches the number of children recorded on the Main Attendance Record.</li> <li><input type="checkbox"/> <b>Small groups of children who have left the program space are reflected on the Main Attendance Record</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>The main attendance is completed by the staff</b></li> <li><input type="checkbox"/> <b>Written verification of attendance after each children’s transitions</b> After each group transition, staff check the Main Attendance Record against the number of children physically in the room for accuracy. For example, staff indicate number of children present, the time of verification and their initials when the children return from the playground or leave for a small group experience. This does not include random head counts unless it is identified as a group transition. <b>(Sub-item potentially not applicable)</b></li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff do not prepare the children prior to transitions</b> Staff do not prepare children ahead of time for upcoming transitions. For example, staff do not use songs, lights, bell, Visual Schedule to signal an upcoming transition.</li> <li><input type="checkbox"/> <b>The main attendance is not completed in pen</b></li> </ul>	<p>The Main Attendance Record reflects the names of the children who have left the program space for small group experiences. For example, names are written on a sticky note which is placed on the Main Attendance Record, or the time the children left with the small group is recorded next to each name in pencil. When the children return, the sticky note is removed from the main attendance, or the pencil is erased. <b>(Sub-item potentially not applicable if staff work alone in the program)</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> <b>Portable attendance is used when group is separated</b> When staff leave the program space with a small group of children, they take a portable attendance that accurately lists the names of the children in their small group. <b>(Sub-item potentially not applicable if staff work alone in the program)</b></li> <li><input type="radio"/> <b>Attendance is verbally verified after staff and child transitions</b> After the staff's and children's transitions, staff communicate the correct number of children in attendance to each other. For example, after the transition to outside, washroom routines, or staff returning from break. <b>(Sub-item potentially not applicable)</b></li> <li><input type="radio"/> <b>Children are consistently transitioned in small groups</b> Small group ratios are 1:13 for kindergarten (44 months or older but younger than 7 years), 1:15 for primary/junior school age (68 months or older but younger than 13 years) and 1:20 for junior school age (9 years or older but younger than 13 years). <b>(Sub-item potentially not applicable if staff work alone in the program)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Written verification of all staff changes</b> After a staff change or transition, staff check the Main Attendance Record against the number of children physically in the room for accuracy. For example, staff indicate number of children present, the time of verification and their initials when a staff starts their shift, goes on break or returns from lunch. This does not include random head counts unless it is identified as a staff change. <b>(Sub-item potentially not applicable)</b></li> </ul>

### 5C. Supervision and Guidance

**Intent:** Staff use developmentally-appropriate strategies to support the behaviour guidance of the children within the program space. Staff role-model positive guidance strategies that encourages the development of self-regulation, problem solving and peer-to-peer interactions. Staff consistently use developmentally-appropriate strategies when re-directing the children. Staff are aware of the individual personalities of the children in their care, and can anticipate potential situations. Staff are aware at all times the location of all children in care. Staff accomplish this by communicating with each other the location of the children and working together to ensure the whole room environment is supervised at all times. As a team, staff are able to equitably balance interactions with the children while ensuring their safety.

**Inspiring Pedagogy:** "When the environment supports children's growing autonomy and independence, challenging behaviours are reduced and educators can focus more fully on observing, interacting, and extending children's learning and development in meaningful ways." (HDLH, pg. 21)

**Reflective Questions:** What strategies are in place to ensure staff are aware of all children in the program space? How do staff position themselves to be able to scan the whole environment? What strategies are used to ensure staff are verbally communicating the location of the children with co-workers? What barriers may be in the environment to support effective supervision? How are staff fair and consistent when dealing with the children's behaviours? How do staff ensure re-direction strategies are appropriate for the specific incident? How are children encouraged to develop their ability to self-regulate and express themselves? What natural consequences are used when supporting children's behaviours? How do staff encourage children to resolve conflicts in a positive and equitable manner? How is ongoing engagement and/or discussion with children encouraged about safety and supervision? When dealing with conflict resolution, how are the children encouraged to strengthen their understanding of compromise, empathy, negotiation and equity?

**Note:** If staff work alone in the program, certain sub-items are not applicable.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff unaware of the number of children in the program space</b> Any staff are unaware of which children are present or who has left the program space.</li> <li><input type="checkbox"/> <b>Staff repeatedly position themselves with their back to the children</b> Any staff are repeatedly observed to have their backs turned to the children. For example, staff position themselves where they cannot see the entire program space or are busy with cleaning and/or paper work instead of supervising the program space.</li> <li><input type="checkbox"/> <b>Staff do not use appropriate behavior guidance strategies</b> Any staff are repeatedly observed using inappropriate behaviour guidance strategies. For example, using empty threats, timeouts or using rewards or punishments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Staff consistently balance supervision with interactions</b> All staff are observed balancing supervision of all children with interactions. Staff are aware of what the children are doing while being engaged in play with the children.</li> <li><input type="radio"/> <b>Staff work as a team to position themselves so all children are supervised</b> All staff are observed using verbal and/or non-verbal communication with each other to supervise and interact with the children within the environment. <b>(Sub-item potentially not applicable)</b></li> <li><input type="checkbox"/> <b>Staff consistently follow through with behaviour guidance strategies</b> All staff are observed consistently following through with behaviour guidance strategies that are adapted to the individual or situation. For example, staff role-model and assist the frustrated child to complete the required tasks successfully, or staff remind a small group of</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Supervision is conducted in a non-disruptive manner</b> Head counts are completed without interrupting the children during play. Staff supervision allows the children freedom to move throughout the entire environment.</li> <li><input type="radio"/> <b>Staff communicate with each other about the location of children</b> All staff are observed communicating with each other regarding the number and location of children within the program space. For example, verbalizing where children are playing such as, "Michelle is in the tent". <b>(Sub-item potentially not applicable)</b></li> <li><input type="checkbox"/> <b>Children demonstrate awareness of classroom expectations</b> For example, staff inform the children it is time to tidy up; children are able to follow through with the direction without having to be repeatedly reminded by staff.</li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><input type="checkbox"/> <b>Staff explain consequences in an abrupt manner and/or negative manner</b> Any staff are repeatedly observed explaining consequences in an abrupt, harsh manner. Staff appear angry at the children for their behaviours. For example, a staff is observed speaking to a child in an angry tone or threatening consequences for a child's actions.</p>	<p>children playing in a disruptive manner about the social rules created by the group and move them to an area in which to play that would not be disrupting the other children.</p> <p><input type="checkbox"/> <b>Staff encourage children to problem solve to resolve peer conflict</b> Children are encouraged to problem-solve conflict situations with one another and express why they are upset so that they may come to a resolution with the support of staff.</p>	<p><input type="checkbox"/> <b>Staff monitor group dynamics to anticipate situations</b> All Staff are aware of the different personalities within the group and are able to anticipate situations before they arise.</p>