

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score |
|--|--|---|---|--|
| | ① or ② | ③ | ④ or ⑤ | |
| 1. Daily and Visual/Auditory Schedules | <input type="checkbox"/> Daily Schedule is not posted <input type="checkbox"/> Daily Schedule does not balance between structure and flexibility <input type="checkbox"/> Visual/Auditory Schedule is not accessible | <p>Daily Schedule is posted that indicates time is planned for:</p> <ul style="list-style-type: none"> <input type="radio"/> Outdoor play <input type="checkbox"/> Indoor play <input type="checkbox"/> Child and educator initiated learning experiences <input type="checkbox"/> Time to meet children's physical needs <input type="checkbox"/> Photographs in Visual/Auditory Schedule include children in the program | <input type="checkbox"/> Alternate arrangements are indicated on the Daily Schedule <input type="checkbox"/> Daily Schedule is seasonally adjusted <input type="checkbox"/> Visual/Auditory Schedule is seasonally adjusted <input type="checkbox"/> Daily Visual/Auditory Schedule is referred to | <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> |

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|-----------------|---|---|---|--|
| | 1 or 2 | 3 | 4 or 5 | |
| 2. Program Plan | <input type="checkbox"/> A current program plan is not posted <input type="checkbox"/> Program plan does not cover the entire time children are in attendance <input type="checkbox"/> Each room does not have its own program plan | <p>The following learning areas are planned and/or documented:</p> <input type="checkbox"/> One sensory daily <input type="checkbox"/> One art daily <input type="checkbox"/> One cognitive daily <input type="checkbox"/> One language and literacy daily <input type="checkbox"/> One science and nature weekly <input type="checkbox"/> One block weekly <input type="checkbox"/> One music and movement weekly <input type="checkbox"/> One pretend play weekly <input type="checkbox"/> Current program plan includes descriptions of the learning opportunities <input type="checkbox"/> Evidence that individual goals of children are incorporated into the program plan <input type="checkbox"/> External agencies/professionals attend meetings to plan appropriately for children with individual support needs <input type="radio"/> Children who do not nap or who wake early are provided with play materials which are documented | <input type="checkbox"/> Evidence of formal programming time given to educators <input type="checkbox"/> Supervisor reviews program plans and signs them weekly <input type="checkbox"/> Information is accessible to families regarding curriculum model | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> |

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| 3. Learning Experiences | <input type="checkbox"/> Learning experiences offered are not responsive to the developmental needs of the children | <input type="checkbox"/> Standardized Developmental Screening tool is completed for all children | <input type="checkbox"/> Activity resources accessible for families | 1 |
| | <input type="checkbox"/> Learning experiences do not promote choice for children | <input type="checkbox"/> Evidence of opportunities to discuss developmental progress with families | <input type="checkbox"/> Portfolios regarding each child's development are accessible to families | 2 |
| | <input type="checkbox"/> There is no current documentation which demonstrates that observations of children are used in the development of learning experiences | <input type="checkbox"/> Photo documentation of learning experiences available | <input type="checkbox"/> Enrichment program, in addition to regular program, is included monthly | 3 |
| | <input type="checkbox"/> The play environment is not arranged into learning areas that are open and accessible throughout the day | <input type="checkbox"/> Two or more educational play materials reflecting people with a wide range of abilities and disabilities are accessible in two areas | <input type="checkbox"/> Time is scheduled daily for educators to prepare materials in advance of learning experiences | 4 |
| | | <input type="checkbox"/> Two or more educational play materials reflecting sociocultural identities are accessible in two areas | | 5 |

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| 4. Displays | <ul style="list-style-type: none"> <input type="checkbox"/> Less than two displays include sociocultural identities <input type="checkbox"/> More than half of the children's artwork is product-oriented, not process-oriented <input type="checkbox"/> Less than three displays include children's own artwork as well as adult-made and/or commercial materials <p>Displays are not:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflective of children's recent activities <input type="checkbox"/> Responsive to the developmental needs of the children <input type="checkbox"/> Socioculturally appropriate and free of bias <input type="checkbox"/> Displays are not at child's eye level, as much as possible <input type="checkbox"/> Displays are arranged in a segregated manner | <ul style="list-style-type: none"> <input type="checkbox"/> Displays include children in the room participating in learning experiences <input type="checkbox"/> Two or more displays include people with a wide range of abilities and disabilities <input type="checkbox"/> Displays promote inclusion in daily living. | <ul style="list-style-type: none"> <input type="checkbox"/> Two or more displays are in more than one language <input type="checkbox"/> Two or more displays include family structures <input type="checkbox"/> Displays include family involvement in activities and/or events | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> |

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| 5. Sensory, Science & Nature | <input type="checkbox"/> No materials for science and nature learning experiences <input type="checkbox"/> No materials for sensory learning experiences <input type="checkbox"/> Sensory opportunities are not available throughout the day | <input type="checkbox"/> Permanent sensory equipment is accessible to children in the play environment <input type="checkbox"/> Three or more science and nature equipment and/or materials that are responsive to the developmental needs of the children are accessible <input type="checkbox"/> Opportunities to experience natural objects and/or events | <input type="radio"/> Two or more planned and/or documented sensory learning experiences occur daily | 1 |
| | | | <input type="checkbox"/> Sensory learning experiences are planned and/or documented weekly to reflect different senses | 2 |
| | | | <input type="radio"/> Two or more science and nature learning experiences planned and/or documented weekly | 3 |
| | | | <input type="radio"/> Science and nature learning experiences planned and/or documented daily | 4 |
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| 6. Art | <div><input type="checkbox"/> No equipment for art learning experiences</div> <div><input type="checkbox"/> No materials for art learning experiences</div> <div><input type="checkbox"/> Art opportunities not available throughout the day</div> | <div><input type="checkbox"/> Fabric, collage, modelling materials and three or more drawing tools are accessible for independent use</div> <div><input type="checkbox"/> Three or more art materials reflect sociocultural identities through a range of skin tones</div> | <div><input type="checkbox"/> Two or more art learning experiences planned and/or documented daily</div> <div><input type="radio"/> Three or more art mediums are used in planned/or documented learning experiences</div> | <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> |

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| 7. Language and Literacy | <ul style="list-style-type: none"> <input type="checkbox"/> Books are not accessible for independent use <input type="checkbox"/> Books for rotation are not available <input type="checkbox"/> Educators do not read to children daily <input type="checkbox"/> Educators do not verbally label object and actions <input type="checkbox"/> Area does not include soft seating and/or cushions for sitting <input type="checkbox"/> Less than two language and literacy toys or puzzles are accessible <input type="checkbox"/> Less than three books contain real images of people and/or objects | <ul style="list-style-type: none"> <input type="checkbox"/> Two or more books that are responsive to the developmental needs of the children, are accessible <input type="checkbox"/> Three or more books which include sociocultural identities are accessible <input type="checkbox"/> Language and literacy opportunities are integrated into one other area <input type="checkbox"/> Two or more book accessories are accessible in the room <input type="checkbox"/> Children have exposure to different languages <input type="checkbox"/> Two or more books which include people with a wide range of abilities and disabilities are accessible | <ul style="list-style-type: none"> <input type="checkbox"/> Homemade books are accessible <input type="checkbox"/> Three or more books which include people with a wide range of abilities and disabilities are accessible <input type="checkbox"/> Toy bins and shelves are labelled with words and pictures <input type="checkbox"/> Books are incorporated into three or more other learning areas | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> |

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| 8. Music and Accessories | <input type="checkbox"/> Music is not appropriate for the age group <input type="checkbox"/> Educators do not sing to children daily <input type="radio"/> Audio playlists are not available <input type="checkbox"/> Musical instruments are not in good condition <input type="checkbox"/> Radio is played when children are present. | <input type="checkbox"/> Three or more different types of music are available to be played to children <input type="checkbox"/> Three or more different types of musical instruments are accessible to children | <input type="radio"/> Two or more music and movement learning experiences are planned and/or documented weekly <input type="checkbox"/> Educators sing/play songs from different cultures <input type="checkbox"/> Props are used to enhance music experiences | 1 |
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| 9. Physical Literacy | <input type="checkbox"/> No planned and/or documented physical play learning experiences <input type="checkbox"/> Educators are not engaged in planned and/or documented physical play learning experiences with the children <input type="checkbox"/> No designated safe space for indoor physical play | <input type="checkbox"/> Physical play learning experiences are planned and/or documented for both the morning and afternoon <input type="checkbox"/> Physical play learning experiences are planned and/or documented to ensure all children are able to participate | <input type="checkbox"/> Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon <input type="checkbox"/> Two or more types of gross motor equipment are accessible to children in the room | 1 |
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| 10. Cognitive & Manipulative and Blocks & Construction | <input type="checkbox"/> Cognitive and manipulative materials are not accessible <input type="checkbox"/> Block and construction materials are not accessible <input type="checkbox"/> Block and construction accessories are not accessible <input type="checkbox"/> Materials are not available for rotation | <input type="checkbox"/> Three or more different types of cognitive and manipulative materials are accessible <input type="checkbox"/> Three or more block and construction materials that are responsive to the developmental needs of the children are accessible <input type="checkbox"/> Three or more block and construction accessories are accessible <input type="checkbox"/> Two complete toys for each child enrolled are accessible | <input type="checkbox"/> One planned and/or documented cause and effect learning experience offered weekly <input type="checkbox"/> One planned and/or documented learning experience offered weekly to enhance knowledge of math concepts <input type="checkbox"/> Block and construction materials include three or more textures <input type="radio"/> Two or more block and construction learning experiences are planned and/or documented weekly | 1 |
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| 11. Pretend Play | <input type="checkbox"/> Insufficient accessories and equipment for the number of children enrolled | <input type="checkbox"/> Pretend play area includes real items that are responsive to the developmental needs of the children | <input type="checkbox"/> Three or more accessories reflect sociocultural identities | 1 |
| | <input type="checkbox"/> Accessories and equipment are in poor condition | <input type="checkbox"/> Mirror is accessible in the pretend play area | <input type="checkbox"/> Child's full body-length mirror is accessible in the room | 2 |
| | <input type="checkbox"/> Accessories and equipment are not responsive to the developmental needs of the children | <input type="checkbox"/> Accessories and equipment reflect sociocultural identities | | 3 |
| | | <input type="checkbox"/> Accessories and equipment encourage three or more pretend play possibilities that reflect the program plan focus | | 4 |
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| 12. Routine Care Practices | <input type="checkbox"/> Daily information chart is not completed for each child | <input type="checkbox"/> Evidence of documentation for each child’s interactions and/or learning experiences during the day | <input type="checkbox"/> Daily information chart is available to be taken home | 1 |
| | <input type="checkbox"/> Daily information chart is not reviewed with families | | <input type="checkbox"/> Children's individual schedules are reviewed with families based on the child's cues and stages of development | 2 |
| | <input type="checkbox"/> Children's individual schedules are not available | <input type="checkbox"/> Educators are following children's physical cues | | 3 |
| | <input type="checkbox"/> Educators repeatedly do not follow children's physical cues | | <input type="checkbox"/> Children's individual schedules are followed by educators | 4 |
| | | | | 5 |

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| | ❶ or ❷ | ❸ | ❹ or ❺ | |
| 13. Toileting and Diapering Routines | <input type="checkbox"/> No change table <input type="checkbox"/> Change table is not in good condition <input type="checkbox"/> Children are not given notice of upcoming diaper change <input type="checkbox"/> Washroom is not adapted for use by all children <input type="checkbox"/> Separate covered garbage is not being used for sanitary disposal of soiled diapers | <input type="radio"/> Current Regional Public Health toileting routine is posted <input type="checkbox"/> Current Regional Public Health diapering routine is posted <input type="radio"/> Current Regional Public Health potty routine is posted <input type="checkbox"/> Posted procedures for toileting/potty and diapering are followed by educators <input type="checkbox"/> Washroom area includes a mirror at child's eye level <input type="checkbox"/> Toileting and diapering is viewed as an opportunity to interact with children | <input type="checkbox"/> Child-size sink is accessible in the washroom <input type="checkbox"/> Toileting and diapering is viewed as an opportunity to encourage self-help skills <input type="checkbox"/> Picture symbol schedule depicting diapering and/or toileting routine is visually accessible at child's eye level | <div>❶</div> <div>❷</div> <div>❸</div> <div>❹</div> <div>❺</div> |

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| 14. Meals and/or Snack Time | <input type="checkbox"/> Individual children's needs are not met during meal and/or snack times | <input type="checkbox"/> Meal and/or snack times are viewed as a time for socialization and conversation | <input type="checkbox"/> Food preparation area in the room is not used for other uses | 1 |
| | <input type="checkbox"/> Children do not sit in small groups | <input type="checkbox"/> Equipment required for seating is appropriate for the size, ability, and developmental level of the children | <input type="checkbox"/> Educators use meal and/or snack times as opportunities for enhanced language learning | 2 |
| | <input type="checkbox"/> No conversations and/or interactions occur during meal and/or snack times | <input type="checkbox"/> Adult seating is accessible | <input type="checkbox"/> Children are encouraged to serve themselves | 3 |
| | <input type="checkbox"/> Food is not served on dishes or napkins | <input type="checkbox"/> Educators serve food while sitting with children during meal and/or snack times | | 4 |
| | <input type="checkbox"/> Food is used as a reward or punishment | | | 5 |

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| 15. Cots and Bedding | <div><input type="checkbox"/> Extra bedding is not available</div> <div><input type="checkbox"/> Cots in poor condition</div> <div><input type="checkbox"/> Cot set-up interferes with the program</div> | <div><input type="checkbox"/> Sheets are changed once a week or sooner if needed</div> <div><input type="checkbox"/> Cots are disinfected weekly</div> <div><input type="checkbox"/> Resting environment includes soft music and dimmed lighting</div> <div><input type="checkbox"/> Cots are designated</div> | <div><input type="checkbox"/> Areas above cots are free of storage</div> <div><input type="checkbox"/> Cots are not used for storage</div> | 1 |
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| 16. Health & Safety and Toys & Play Equipment Washing | <input type="checkbox"/> Schedule for toy washing does not meet Regional Public Health guidelines | <input type="checkbox"/> Health-related resources are accessible to families | <input type="checkbox"/> Safety-related resources are accessible to families | 1 |
| | <input type="checkbox"/> No schedule for toy washing | <input type="checkbox"/> Toys and play equipment washing schedule is signed and/or initialed and dated by educators | <input type="radio"/> Transitional toys used prior to meal and/or snack times are washed after each use | 2 |
| | <input type="checkbox"/> Playground toys are not washed a minimum of two times a year | <input type="checkbox"/> All areas are safe | <input type="checkbox"/> Safety/health resources are accessible to families in their preferred language | 3 |
| | <input type="checkbox"/> First aid kit is not available in the room | <input type="checkbox"/> Toys and play equipment are washed as they become soiled | | 4 |
| | <input type="checkbox"/> All areas are not kept in a state of good repair | <input type="checkbox"/> Floor space with suitable floor coverings is available | | 5 |
| | <input type="checkbox"/> All areas are not maintained in a hygienic condition | <input type="checkbox"/> Safe storage space available for equipment/toys and materials | | |
| | <input type="checkbox"/> Play equipment, toys and materials are disorganized | | | |

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| 17. Educators and Children's Hand Hygiene | <input type="checkbox"/> Current Regional Public Health hand-washing procedures are not posted | <input type="radio"/> Current Regional Public Health hand-sanitizing procedures are posted | <input type="checkbox"/> A sink is accessible in the room | 1 |
| | <input type="checkbox"/> Current Regional Public Health hand-washing procedures are not followed | <input type="checkbox"/> Evidence Supervisor reviews hand hygiene expectations with educators | <input type="checkbox"/> Child-size sink is accessible in the room | 2 |
| | <input type="checkbox"/> Sufficient supplies are not accessible to ensure hand washing is conducted in a hygienic manner | | <input type="checkbox"/> Real photographs are used for visual hand-washing procedure | 3 |
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| 18. Transitions and Attendance Verification | <input type="checkbox"/> Educators are not the recorders of the children's arrival and departure times | <input type="checkbox"/> Arrival and departure times are completed in pen | <input type="checkbox"/> Written verification of attendance after each educator change | 1 |
| | <input type="checkbox"/> Children's arrival and departure times are not recorded on the Main Attendance Record | <input type="checkbox"/> Transitions are conducted in a smooth and seamless manner | <input type="checkbox"/> Transition play materials are available | 2 |
| | <input type="checkbox"/> Positive interactions do not occur between educators and children during transitions | <input type="checkbox"/> Attendance is verbally verified after educator transitions | | 3 |
| | <input type="checkbox"/> Extended waiting during transitions | <input type="radio"/> Portable attendance travels with each group | | 4 |
| | <input type="checkbox"/> Educators do not prepare children prior to transitions | <input type="radio"/> Small groups of children who have left the room are reflected on the Main Attendance Record | | 5 |

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| 19. Positive Atmosphere | <div><input type="checkbox"/> Educators shout at children</div> <div><input type="checkbox"/> Educators use sarcasm, mocking or harsh words</div> <div><input type="checkbox"/> Educators are repeatedly not welcoming</div> <div><input type="checkbox"/> Educators repeatedly do not model appropriate positive social behavior</div> | <div><input type="checkbox"/> All educators maintain a positive tone of voice</div> <div><input type="checkbox"/> All educators are patient</div> <div><input type="checkbox"/> All educators direct positive attention to all children</div> | <div><input type="checkbox"/> All educators model positive non-verbal communication skills</div> <div><input type="checkbox"/> All educators use teachable moments to further develop positive social behaviours</div> <div><input type="checkbox"/> All educators display empathy</div> | <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> |

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| 20. Supervision of Children | <input type="checkbox"/> Educators are unaware of the number of children in the room | <input type="checkbox"/> All educators work as a team to position themselves, so all children are supervised | <input type="checkbox"/> All educators communicate with each other about the location of children | 1 |
| | <input type="checkbox"/> Educators are unaware of the location of the children | <input type="checkbox"/> All educators anticipate situations to support children's interactions and activities | <input type="checkbox"/> All educators are seamlessly weaving from one learning experience to another, balancing support with monitoring and supervision | 2 |
| | <input type="checkbox"/> Educators are repeatedly unable to balance supervision with interactions | <input type="checkbox"/> All educators scan the room at all times. | <input type="checkbox"/> Supervision is conducted in a non-disruptive manner | 3 |
| | <input type="checkbox"/> Educators repeatedly position themselves with their back to the children | | | 4 |
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| 21. Foster Children's Independence | <input type="checkbox"/> Educators repeatedly do not provide time for children to complete tasks | <input type="checkbox"/> Children are provided with choices | <input type="checkbox"/> Children are provided with choices within their interests | 1 |
| | <input type="checkbox"/> Educators repeatedly do not allow children to make their own decisions | <input type="checkbox"/> All educators consistently follow the children's cues | <input type="checkbox"/> All educators respond to children's interests | 2 |
| | <input type="checkbox"/> Educators repeatedly do not encourage self-help skills that are responsive to the developmental needs of the children | | <input type="checkbox"/> All educators create opportunities for enhancing self-help skills through play | 3 |
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| 22. Supporting the Development of Self-Esteem | <input type="checkbox"/> Educators do not demonstrate inclusive practice | <input type="checkbox"/> All educators demonstrate encouragement | <input type="checkbox"/> All educators assist children to process their own emotions | 1 |
| | <input type="checkbox"/> Educators repeatedly give too many directions for a child to follow successfully | <input type="checkbox"/> All educators role-model how to accomplish tasks | <input type="checkbox"/> All educators encourage children to identify the emotions of others | 2 |
| | <input type="checkbox"/> Educators repeatedly do not acknowledge children's emotions appropriately | <input type="checkbox"/> All educators address children by their real name | | 3 |
| | <input type="checkbox"/> Educators repeatedly do not focus encouragement on how the tasks are completed | | | 4 |
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| 23. Behaviour Guidance | <input type="checkbox"/> Educators are physically abrupt with children <input type="checkbox"/> Educators repeatedly do not explain consequences in a calm manner <input type="checkbox"/> Educators repeatedly do not reinforce positive behaviour <input type="checkbox"/> Educators repeatedly do not follow through with strategies | <input type="checkbox"/> All educators use appropriate behaviour guidance strategies <input type="checkbox"/> All educators use redirection strategies that are responsive to the developmental needs of the children | <input type="checkbox"/> All educators respond to all children involved in an incident, to resolve the issue in a calm manner <input type="checkbox"/> All educators model turn taking/sharing <input type="checkbox"/> All educators adapt expectations based on the individual needs of the children | 1 |
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| 24. Supporting Communication and Extending Children's Learning | <input type="checkbox"/> Educators repeatedly solve the children's problems immediately | <input type="checkbox"/> All educators support the children's learning | <input type="checkbox"/> All educators recall past experiences to extend current learning opportunities | 1 |
| | <input type="checkbox"/> Educators repeatedly miss opportunities to build children's knowledge | <input type="checkbox"/> All educators extend verbal/non-verbal interactions with materials | <input type="checkbox"/> All educators extend children's vocabulary | 2 |
| | <input type="checkbox"/> Educators repeatedly do not support children to follow through with strategies | <input type="checkbox"/> All educators are observed participating in play with children | | 3 |
| | | | | 4 |
| | | | | 5 |