

## 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 and children's input, educators encourage and facilitate various learning experiences during the program time that offer opportunities for developing leadership skills, while also promoting autonomy and peer relationships. Pedagogical documentation created by educators 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 educators 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? How is the program space set-up to encourage children to follow their own interests and skills? How do educators ensure all the learning experiences are inclusive and reflective of diverse communities and cultures, varying abilities, and family structures as well as sociocultural identities of the children, educators, and local communities? How do the educators ensure the learning experiences are gender inclusive and support diverse gender expressions?

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

**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 the 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
<p><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.</p> <p><input type="checkbox"/> <b>Learning experiences offered are not responsive to the developmental needs of the children</b></p>	<p><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 will reflect the full day, whereas during the school day, the schedule would reflect just the before and after school hours.</p> <p><input type="checkbox"/> <b>Evidence children are provided with the opportunity to lead learning experiences and/or routines each week</b></p>	<p><input type="checkbox"/> <b>Children are provided with the opportunity to direct the daily schedule</b> Children can inform the schedule of the day, allowing for flexibility and independence. For example, the group may vote which learning experiences to focus on that day or the order in which experiences take place; or if children choose not to have outdoor play at the scheduled time, then educators follow the children's cues and plan other experiences. For example, children may vote to have snack at an earlier time so they can spend more time</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Learning experiences offered are either too advanced or do not present enough challenge for children.</p> <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 planned are not reflected in the program space or the children are not interested in the learning experiences offered. For centres practicing an emergent curriculum, learning experiences are not documented by the end of the day.</p>	<p>Children can lead learning experiences or routines to build and support leadership skills. For example, this can be achieved by a child facilitating the measurements and/or instructions in a cooking activity, "leader of the day", or child 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> Educators keep a record of observations, photo documentation or learning stories. At least two observations per child, per month are documented. They include the month and day the observation was recorded. Programs offering summer camp should still complete their observations based on children that are registered during the school year.</p>	<p>outside; or children can choose to go outside in the first group or the second.</p> <p><input type="checkbox"/> <b>Pedagogical documentation is accessible</b> Educators 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 educators, children, families, 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 educators, 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 helps build empathy. Educators are provided with time away from the children at least monthly, to discuss how best to incorporate children's interests, club experiences, or community/cultural 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 educators.

**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 children in the program? How do educators ensure all of learning experiences are inclusive and reflective of sociocultural identities and varying abilities and disabilities? 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 educators ensure that celebrations are reflective of the children, their families, and the local community??

**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 program.

**Posted:** The Program Plan and/or documentation is posted in a place that is accessible to families, educators, 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, or knitting club.

**STEAM concepts:** STEAM refers to Science, Technology, Engineering, Arts, 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
<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 families, educators, students, and visitors.	<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 families, educators, students, and visitors for the time children are in school	<input type="checkbox"/> <b>The Program Plan and/or documentation is reviewed, signed and dated by supervisor or designate</b> Evidence the supervisor or designate reviews the weekly Program Plan and/or documentation. If the learning experiences are pre-planned, then it is signed prior to posting it or it is signed by the

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> Educators plan and/or document learning experiences for less than three learning areas weekly. For example, only art and cognitive experience is 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 educators can support the needs of individual children or the needs of the program as a whole.</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>(September to June). This does not include physical play learning experiences. <b>(Sub-item potentially not applicable)</b></p> <p><input type="radio"/> <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 families, educators, 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 competency 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 competency 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>end of the week after learning experiences have been documented for emergent curriculums. Note: The person completing the Program Plan and/or documentation is not responsible for signing off on the program plan.</p> <p><input type="checkbox"/> <b>Evidence of formal programming time given to educators</b> Meetings are held away from the supervision of children and includes the whole room team. For example, evidence can be seen in meeting minutes, or 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 educators integrate content reflective of the communities, cultures and celebrations at least monthly</b> Community and cultural celebrations are recorded on Program Plans and/or documentation or through pedagogical documentation. Celebrations are inclusive of the sociocultural identities of the children, their families, the educators, or the local community. For example, celebrating 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 families 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 educators integrate science concepts into learning experiences weekly</b> Educators 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 educators and children that are responsive to the developmental needs of the children and encourage safe electronic media usage. For example, the guidelines may include frequency of use, duration, and a sign-up sheet. Families 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. Educators have a way of monitoring games brought from home, and Internet usage within the program is identified for families. Educators use multimedia to extend and enhance learning experiences initiated by children. Games, programs, apps, and multimedia tech are purposefully chosen and used to enhance understanding of STEAM - Science, Technology, Engineering, Arts, and Mathematics. Educators 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 educators determine if the amount of screen time available to the children is responsive to their developmental needs? What are the benefits to the children? How do educators ensure the movie or topic of interest is responsive to the developmental needs of the children? How are educators engaged with the children to enhance and extend spontaneous learning opportunities when using multimedia tech? How do educators encourage children to apply skills learned through gaming to real world experiences, for example, turn taking, empathy, or making virtual designs come to life in the program space?

**Electronic media usage:** Refers to any screen time for children. 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:** Families are given at least a day's notice before any TV/Movies are shown. Websites used by educators and children are documented in a location where families will be able to see them. For example, on the Program Plan and/or activity specific 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 through documentation</b> Families 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. (Sub-item potentially not applicable)</li> <li><b>TV/Movie usage exceeds 90 minutes per month</b> (Sub-item potentially not applicable)</li> <li><b>The use of electronic media is not supervised</b> Educators are unaware of what children are doing with multimedia.</li> </ul>	<ul style="list-style-type: none"> <li><b>TV/Movie content is rated "PG" with family consent</b> Children may watch "PG" rated movies with individual written parental consent for each movie. They do not need individual parental consent for "Family" or "G" rated movies. (Sub-item potentially not applicable)</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 educators. (Sub-item potentially not applicable)</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 families 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. The resources can be offered as hardcopies, via online apps, web links or emailed at least every four months.</li> <li><b>Multimedia is used to enhanced learning</b> Educators and children use tech to experience, experiment, design and create. Children learn about Coding. For example, a 3D viewer and an iPad 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
<p><b>(Sub-item potentially not applicable)</b></p> <ul style="list-style-type: none"> <li>○ <b>Time is not always allocated equitably</b> Educators do not monitor the amount of time children spend using multimedia or children play for extended periods of time. <b>(Sub-item potentially not applicable)</b></li> <li>○ <b>Families are not notified of Internet usage</b> Guidelines for Internet usage are not posted and/or followed. Families 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 teamwork, 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 educators and children to extend topics of interest</b> For example, children are interested in building and robotics and the educators are able to assist the children in locating more information online which enables the children to extend their experimentation; or educators assist children in accessing information to complete schoolwork. <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 weather conditions. Educators 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. Educators are engaged in play with children both as participant and facilitators. Active physical play learning experiences promote large muscle development, co-ordination skills and self-confidence. By giving children the opportunities to lead experiences, they can enhance their leadership qualities, understanding of teamwork, and support 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 educators meaningfully engaged in play with the children? How do educators 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>Educators 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>Educators 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 can engage in the daily planned and/or documented physical play learning experience.</li> <li><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.</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>Educators organize games using the equipment available</b> Educators use and/or encourage children to play games with active play equipment. For example, educators organize a game of Gaga Ball or Spud. Or 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> Educators provide resources to families on recreation programs within the community. For example, Parks and Rec, Fun Guide, or community sports leagues. The resources can be offered as hardcopies, via online apps, web links or emailed at least every four months.</li> <li><input type="checkbox"/> <b>Physical play, group and/or team game resources are available to educators</b> Educators have resources on a variety of physical play experiences and/or games. For</li> </ul>



Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	For example, a school gym, atrium, empty room, or the program space.	example, CATCH box with a list of games with rules, “Outdoors: The Ultimate Playground”, resources books – Play It Fair.

## 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 among educators, colleagues, children, families, and visitors form the foundation of a strong sense of belonging. These interactions foster respectful behaviors and help cultivate an environment of kindness and cooperation. Educators consistently model appropriate social skills, guiding children in building healthy relationships with others. Through their empathetic, positive, and welcoming support, educators create a nurturing environment where children can develop vital interpersonal skills. As children explore their choices, they learn about the natural consequences of their actions. Educators enhance these learning experiences by offering meaningful choices—both individually and in groups—at times that align with the children's needs and the goals of the program. Children are also given ample time to engage in play, complete projects, and refine their self-help skills, fostering independence and confidence.

**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 educators 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 educators 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 educator interactions with children, colleagues, and visitors within the program space.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><input type="checkbox"/> <b>Educators are harsh, use sarcasm or shout at the children</b> Any educators are observed using sarcastic, mocking, or harsh words that would negatively affect any individual or be considered demeaning. For example, educators shouting at children across the room to redirect their actions, or educators raising their voice to get an individual's attention.</p> <p><input type="checkbox"/> <b>Educators are repeatedly impatient and/or interrupt while others are talking</b> Any educators are repeatedly observed being impatient or observed interrupting others during conversations, or with any individual. For example, rushing the child to finish what they are doing, educators intruding in the conversations of others or stopping others from expressing themselves.</p>	<p><input type="checkbox"/> <b>Educators are welcoming and maintain a positive tone of voice</b> All educators are observed displaying a positive manner when welcoming individuals into the environment. Everyone is greeted in a friendly way. All educators are observed using a friendly tone of voice with any individual in the environment. All educators interact with others in a supportive and encouraging manner.</p> <p><input type="checkbox"/> <b>Educators direct positive attention to all children</b> All educators are observed speaking and interacting with children in a positive and supportive manner.</p> <p><input type="checkbox"/> <b>Educators provide children time to complete play/tasks at their own pace</b> All educators are observed allowing children the time to complete tasks and learning experiences.</p>	<p><input type="checkbox"/> <b>Educators demonstrate flexibility</b> All educators are observed demonstrating the ability to accommodate for unexpected changes that may occur throughout the day. For example, educators adjust the schedule to reflect the children's interest to stay outside longer or follow the children's lead in their play and inquiry.</p> <p><input type="checkbox"/> <b>Educators display empathy</b> Empathy is the ability to take another person's perspective and understand that individual's feelings about the situation. Empathetic educators acknowledge the experience, or the message given by others. All educators 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.</p>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><input type="checkbox"/> <b>Educators repeatedly do not allow children to make their own choices</b> Any educators are repeatedly observed making all the choices for the children. For example, educators decide which learning experience the child will participate in or educators do not allow a child to leave the small group activity.</p> <p><input type="checkbox"/> <b>Educators repeatedly do not follow the children's cues</b> Any educators are repeatedly observed not following the cues of the children. Educators 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 discussion.</p>	<p>Children are not rushed through any routines and are allowed to complete learning experiences at their own pace.</p> <p><input type="checkbox"/> <b>Educators create opportunities for enhancing self-help skills through play</b> All educators are observed creating opportunities to enhance the children's self-help skills through play. For example, educators provide fine motor experiences such as cooking activities.</p>	<p><input type="checkbox"/> <b>Children are provided with choices within their interests</b> All educators are observed providing children the choice of learning experiences or tasks based on their interests.</p>

## 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 responsive to the developmental needs of the children and are safe. Materials reflecting diverse sociocultural identities and people with a wide range of abilities and disabilities, should be placed in an inclusive manner throughout the program space, being mindful that they reflect the children, educators, families, and the local community. Educators 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 educators 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? How are educators being intentional with the use of the play materials to inspire and promote the ability to self regulate skills, supporting well-being, and promoting positive self identity. How do staff ensure that learning experiences are gender inclusive?

**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.

**Sociocultural Identities:** Play materials that represent Indigenous peoples and cultures, different ethnicities, races, languages, and diverse gender identities.

**Gender Identity:** Gender identity is each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. (Ontario Human Rights Commission)

**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 responsive to the developmental needs of the children 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> </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, educators simplify steps in game instructions so children can better understand the rules or using larger blocks for building verses small Lego pieces.</li> <li><input type="checkbox"/> <b>Two or more materials reflecting people with a wide range of abilities and disabilities are accessible</b> Educational play materials may include toy wheelchairs, guide dogs, dolls with leg braces, puzzles, blocks and/or books that depict people</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Educators have scheduled time to prepare materials ahead of experiences</b> Educators 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 educators to prepare materials for up-coming learning experiences. Educators are on paid time and are not counted in ratios.</li> <li><input type="checkbox"/> <b>The program space incorporates natural elements</b> Educators offer opportunities that incorporate natural objects. For example, snow, plants, honeycombs, nests, shells, gourds.</li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><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.</p> <p><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.</p> <p><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 sociocultural identities and a range of abilities and disabilities. This includes playground toys and equipment. Children who are learning English as a second language are not supported to participate with the larger group.</p> <p><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.</p>	<p>with a wide range of abilities or using adaptive equipment. Materials are incorporated into different learning areas in the program space.</p> <p><input type="checkbox"/> <b>Two or more materials reflecting sociocultural identities are accessible</b> Educational play materials may include dolls with different skin tones, non-binary dolls, anatomically correct dolls, foods, books, puzzles, dishes, clothes, and wooden dolls reflecting Indigenous peoples and cultures and other sociocultural identities. Materials are incorporated into different learning areas in the program space.</p> <p><input type="checkbox"/> <b>Three or more art materials are accessible that reflect sociocultural identities through a range of skin tones</b> There are three or more art materials accessible to the children that include four or more different skin tones. For example, markers, paint, and paper</p> <p><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.</p> <p><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:</p> <ul style="list-style-type: none"> <li>• Sensory/Art,</li> <li>• Language/Listening,</li> <li>• Dramatic,</li> <li>• Construction/Block,</li> </ul>	<p><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 structures, a wide range of abilities and disabilities, sociocultural identities and/or children participating in learning experiences. This is above and beyond the visual/auditory schedule pictures.</p> <p><input type="radio"/> <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></p> <p><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:</p> <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>

# Guidelines|Before & After

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<ul style="list-style-type: none"><li>• Science,</li><li>• Cognitive/Manipulative,</li><li>• Quiet space.</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:** Educators continuously strive to maintain an inclusive environment through interactions that foster self-expression and well-being. Educators regularly provide encouragement on how tasks are completed as well as when children take risks that are responsive to their developmental needs. Appropriate risks, such as being a leader or trying something new, fosters self-confidence and a sense of accomplishment while encouraging children to move outside their individual "comfort zones" and persevere. When educators 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, and an understanding of others' perspectives as well as promoting 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 educators encourage children to develop a sense of belonging within the program space? How do educators 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>Educators repeatedly use terms of endearment, or other references to children other than their name</b> Any educators are repeatedly observed using general terms of endearment instead of the child's correct name, the name families 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>Educators repeatedly do not show encouragement</b> Any educators are repeatedly observed interacting with the children with a flat or negative affect. Educators do not encourage the children or show support for the children.</li> <li><input type="checkbox"/> <b>Educators repeatedly do not acknowledge children's emotions appropriately</b> Any educators are repeatedly observed dismissing the children's emotions. For example, educators telling the child there's no reason to</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Educators demonstrate inclusive practices</b> All educators 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>Educators focus encouragement on how the tasks are completed</b> All educators are observed showing support and encouragement to the children as they complete tasks and how they complete the tasks.</li> <li><input type="checkbox"/> <b>Educators are positive role-models</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Educators assist children in processing their own emotions</b> All educators support children understanding their emotions. For example, educators' comfort, acknowledge, and discuss the emotions of a child who is frustrated with not being able to complete a task, or recognize and label the emotion when a child displays pleasure in something they have created.</li> <li><input type="checkbox"/> <b>Educators encourage children to recognize the emotions of their peers</b> All educators are observed encouraging empathy in the children. All educators label emotions as well as role-model support for the children. For example, an educator explains 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> <li><input type="checkbox"/> <b>Well-being resources are accessible to families</b></li> </ul>

# Guidelines|Before & After

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
cry or ignoring the child's joy at completing a task.	All educators 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	Resources are accessible to families and children on well-being related topics. For example, personal hygiene information, body image resources, bullying, or cyber bullying. The resources can be offered as hardcopies, via online apps, web links or emailed at least every four months.

### 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. Educators encourage children to have a healthy respect for food and eating by facilitating discussions about food choices, and health and wellness. Educators 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 educators 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 educators put in place to ensure everyone gets equal portions of the food offered, while respecting each child's individual needs?

**Note:** When educators 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 educators 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 educators 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 hot soups and stews.</li> <li><input type="checkbox"/> <b>Sufficient seating is accessible</b> There are enough chairs in the program space for all educators 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> Educators 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>Educators engage with the children to facilitate on-going conversations</b> Conversations are unhurried and meaningful to the children and educators. For example, educators talk with children about that day's learning experiences or topics of interest.</li> <li><input type="checkbox"/> <b>Educators create learning opportunities on healthy eating through planned and/or documented learning experiences monthly</b> Educators 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:** Educators encourage children to ask questions, problem-solve, and experiment, fostering a culture of exploration and discovery that is inclusive of all identities and experiences. This process of trial and error not only reinforces the belief that every child is a competent and capable learner but also ensures that each child's unique voice and perspective are valued. By being attuned to the diverse personality traits, sociocultural backgrounds, and learning styles of each child, educators can respond effectively to a wide range of learning experiences. This approach supports equitable growth and development, ensuring that all children feel seen, respected, and empowered to thrive in their educational journey.

**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 educators engage as co-learners with the children? How is critical thinking encouraged to extend the children's learning? How do educators respond to all learning opportunities? How are the children's individual interests acknowledged by educators? How are the children's learning cues nurtured? How do educators engage with the children during their play? How are the children encouraged to express themselves within their play? How are educators using learning materials and equipment to create an environment of acceptance? How are educators using sociocultural play materials to extend children's learning?

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Educators repeatedly miss opportunities to enhance children's knowledge</b> Any educators are repeatedly observed ignoring opportunities to extend children's learning.</li> <li><input type="checkbox"/> <b>Educators are not engaged with children</b> Any educators are observed not actively participating in the learning experiences with children.</li> <li><input type="checkbox"/> <b>Educators do not role-model active listening skills</b> Any educators 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>Educators are engaged as co-learners with children</b> All educators 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>Educators respond to spontaneous and/or emerging learning opportunities</b> All educators are engaged in back-and-forth conversations with children about their interests and experiences.</li> <li><input type="checkbox"/> <b>Educators encourage conversation between children</b> All educators extend conversations with individual children as well as between children. For example, building on a child's play by asking, "What do educators think the parent will do next?" or "How is the rabbit going to find food in the winter?", or extending a conversation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Educators recall past experiences to extend current learning opportunities</b> All educators are observed recalling past activities or experiences and linking them to new learning opportunities. For example, educators 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>Educators provide spontaneous resources to allow the child to follow their own learning path</b> All educators 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 educators provide the group with a Lego book or bring out more materials to enhance their dramatic play.</li> <li><input type="checkbox"/> <b>Educators ask open-ended questions to promote inquiry</b></li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p>between two children by asking, "How can Amal and David sort out who will go first?" or "I wonder if Kelisha has been on a holiday like the one Trang just went on?".</p>	<p>All educators are observed asking children questions that require them to explore their responses.</p>

## 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 educators and children. Educators follow Regional Public Health requirements for toy and equipment washing which support a clean and sanitary environment for the children. Educators 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. Educators 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 the Regional Public Health guidelines? Are there any areas of the program space that have the potential to be dangerous or unsafe? How do educators ensure all toxic materials are out of reach of the children and/or are securely stored? 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 educators supporting the individual children's lifelong learning of personal hygiene?

**Schedule:** Toy and/or play equipment washing plan is available and followed as per Regional Public Health requirements.

**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 at the request of the families, it is expected that each child has a mat labelled with their name, has a sheet, and that the mat is disinfected daily and the weekly, and all resting materials are 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 educators</b> Educators 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></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 educators 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. (Sub-item potentially not applicable)</li> </ul>	<p>Materials are organized in a way that they will not fall on children. Children do not have access to toxic art materials or chemicals.</p> <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 educators 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. (Sub-item potentially not applicable)</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. (Sub-item potentially not applicable)</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. (Sub-item potentially not applicable)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Health and/or safety-related resources are accessible to families</b> Educators provide resources to families on health and/or safety-related topics. For example, recalled toys, toys responsive to the developmental needs of the children, head lice information, or illness prevention. The resources can be offered as hardcopies, via online apps, web links or emailed at least every four months.</li> </ul>

## 5B. Attendance Verification and Transitions

**Intent:** Educators are always aware of 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 educators to ensure all arrival and departure times are accurately documented on the Main Attendance Record in pen. By completing written verification after all educator and child transitions, educators communicate and self-check that the attendance is always accurate. Wait times between activities and experiences should be kept to a minimum and be appropriate for the developmental level of the children. By notifying children in advance of up-coming transitions, educators are proactively ensuring that transitions are positive and seamless experiences.

**Reflective Questions:** How do educators communicate with each other 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 educators to communicate with one another the number of children that are in their care? How do educators 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 educators 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>Educators do not monitor the safe transitioning of children during the program</b> Transitions are not monitored by educators 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.</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> The Main Attendance Record reflects the names of the children who have left the program space</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>The main attendance is completed by the educators</b></li> <li><input type="checkbox"/> <b>Written verification of attendance after each children's transitions</b> After each group transition, educators check the Main Attendance Record against the number of children physically in the room for accuracy. For example, educators 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>❑ <b>Educators do not prepare the children prior to transitions</b> Educators do not prepare children ahead of time for upcoming transitions. For example, educators do not use songs, lights, bell, visual/auditory schedule to signal an upcoming transition.</li> <li>❑ <b>The main attendance is not completed in pen</b></li> </ul>	<p>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 educators work alone in the program)</b></p> <ul style="list-style-type: none"> <li>○ <b>Portable attendance is used when group is separated</b> When educators 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 educators work alone in the program)</b></li> <li>○ <b>Attendance is verbally verified after educators and child transitions</b> After the educator and children's transitions, educators communicate the correct number of children in attendance to each other. For example, after the transition to outside, washroom routines, or educators retuning from break. <b>(Sub-item potentially not applicable)</b></li> <li>○ <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 educators work alone in the program)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Written verification of all educators changes</b> After an educator change or transition, educators check the Main Attendance Record against the number of children physically in the room for accuracy. For example, educators indicate number of children present, the time of verification and their initials when an educator starts their shift, goes on break, or returns from lunch. This does not include random head counts unless it is identified as a educator change. <b>(Sub-item potentially not applicable)</b></li> </ul>

## 5C. Supervision and Guidance

**Intent:** Educators are responsive to the developmental needs of the children, using re-direction strategies to support children within the program space. Educators' role-model positive guidance strategies that encourage the development of self-regulation, problem solving, and peer-to-peer interaction. Educators are aware of the individual personalities of the children in their care and can anticipate potential situations. Educators are always aware of the location of all children in care. Educators accomplish this by communicating with each other the location of the children and working together to ensure the whole program space is always supervised. As a team, educators can balance interactions with the children, while also 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 educators are aware of all children in the program space? How do educators position themselves to be able to scan the whole program space? What strategies are used to ensure educators are verbally communicating the location of the children with their colleagues? What barriers may be in the environment to support effective supervision? Are educators fair and consistent when dealing with the children's behaviours? How do educators 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 educators encourage children to resolve conflicts in a positive and equitable manner? How is ongoing engagement and/or discussion with children encouraged while also monitoring safety and supervision? When dealing with conflict resolution, are the children encouraged to strengthen their understanding of compromise, empathy, negotiation, and equity?

**Note:** If educators 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>❑ <b>Educators unaware of the number of children in the program space</b> Any educators are unaware of which children are present or who has left the program space.</li> <li>❑ <b>Educators repeatedly position themselves with their back to the children</b> Any educators are repeatedly observed to have their backs turned to the children. For example, educators position themselves where they cannot see the entire program space or are busy with cleaning and/or paperwork instead of supervising the program space.</li> <li>❑ <b>Educators do not use appropriate behavior guidance strategies</b> Any educators 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>❑ <b>Educators consistently balance supervision with interactions</b> All educators are observed balancing supervision of children with interactions. Educators are aware of what all children are doing while also being engaged in play with the children.</li> <li>○ <b>Educators work as a team to position themselves so all children are supervised</b> All educators are observed using verbal and/or non-verbal communication with each other to supervise and interact with the children within the program space. (Sub-item potentially not applicable)</li> <li>❑ <b>Educators consistently follow through with behaviour guidance strategies</b> All educators are observed consistently following through with behaviour guidance strategies that are adapted to the individual or situation. For example, an educator role-model and assists a frustrated child to complete the required tasks successfully, or an educator remind a small</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>Supervision is conducted in a non-disruptive manner</b> Head counts are completed without interrupting the children during play. Educators' supervision allows the children freedom to move throughout the entire program space.</li> <li>○ <b>Educators communicate with each other about the location of children</b> All educators 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". (Sub-item potentially not applicable)</li> <li>❑ <b>Children demonstrate awareness of classroom expectations</b> For example, educators inform the children it is time to tidy up; children can follow through with the direction without having to be repeatedly reminded by educators.</li> </ul>

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><input type="checkbox"/> <b>Educators explain consequences in an abrupt manner and/or negative manner</b> Any educators are repeatedly observed explaining consequences in an abrupt, or harsh manner. Educators appear angry at the children for their behaviours. For example, an educator is observed speaking to a child in an angry tone or threatening consequences for a child's actions.</p>	<p>group of children playing in a disruptive manner about the social rules created by the group and encourages them to move to another area to play that would be less disrupting the other children.</p> <p><input type="checkbox"/> <b>Educators 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 educators.</p>	<p><input type="checkbox"/> <b>Educators monitor group dynamics to anticipate situations</b> All educators are aware of the different personalities within the group and can anticipate situations before they arise.</p>