



Before and After School Assessment for Quality Improvement

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, staff encourage and facilitate various learning experiences during the program time that offer opportunities for developing leadership skills, promote autonomy and peer relations. Pedagogical documentation created by staff and/or children acknowledge the dynamic co-learning opportunities occurring as well as strengthening the children's sense of belonging.

Inspiring Pedagogy: "Through play and inquiry, young children practise ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond."(HDLH, pg 15)

Reflective Questions: How does the program encourage all of the children to be engaged? How do staff help the children learn about making choices and compromises? What strategies do staff regularly use to encourage autonomy and leadership in the program? How have the observations of the children been used to offer experiences that extend learning? How do staff ensure all of learning experiences are inclusive and reflective of different communities and cultures, varying abilities and family structures including LGBTQ2S families?

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

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

Instructional day: days that the children are in school - September to June

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

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Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li data-bbox="121 305 693 613"> <p><input type="checkbox"/> Learning experiences do not promote choice for children Children are not observed to 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 and children are not provided with a choice.</p> <li data-bbox="121 646 693 815"> <p><input type="checkbox"/> Learning experiences offered are not developmentally-appropriate Learning experiences offered are either too advanced or do not present enough challenge for children.</p> <li data-bbox="121 847 693 1295"> <p><input type="checkbox"/> Learning experiences offered do not reflect the current Program Plan and/or documentation Learning experiences offered are not reflected on the Program Plan and/or documentation. During observation of the program, the learning experiences that have been pre-planned are not apparent in the program space or the children are not interested in the learning experiences offered. For sites practicing an emergent curriculum, learning experiences are documented by the end of the day.</p> 	<ul style="list-style-type: none"> <li data-bbox="756 305 1339 613"> <p><input type="checkbox"/> A current daily schedule is accessible that reflects instructional and non-instructional days The posted daily schedule reflects the current outline of the day. For example, during the summer a schedule would reflect the full day, whereas in February, the schedule would reflect just the before and after school hours.</p> <li data-bbox="756 646 1339 1058"> <p><input type="checkbox"/> Evidence children are provided with the opportunity to lead learning experiences and/or routines each week Children are able to 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”, mentors – older children supporting younger children.</p> <li data-bbox="756 1091 1339 1464"> <p><input type="checkbox"/> There is current documentation which demonstrates that observations of children are used in the development of learning experiences Staff document individual observations for each child. At least two observations per child per month are to be documented. Programs offering summer camp should still complete their observations based on children that are registered during the school year.</p> 	<ul style="list-style-type: none"> <li data-bbox="1390 305 1982 760"> <p><input type="checkbox"/> Children are provided with the opportunity to direct the daily schedule Children are able to inform the schedule of the day, allowing for flexibility and independence. For example, if children choose not to have outdoor play at the scheduled time then the staff will follow the children’s cues and plan other activities accordingly, or the group may vote as to which activities to focus on that day or the order in which activities and experiences take place.</p> <li data-bbox="1390 792 1982 1101"> <p><input type="checkbox"/> Pedagogical documentation is accessible Staff and/or children use photographs, artwork, stories and/or books of individual and/or groups of children participating in learning experiences, accompanied by a written description of the learning taking place. Pedagogical documentation is accessible in the program space.</p> <li data-bbox="1390 1133 1982 1367"> <p><input type="checkbox"/> Evidence of extended projects. 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>

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

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

Reflective Questions: Have the recommendations from external agencies or professionals been considered when programming? How is the Program Plan and/or documentation inclusive and responsive to meet the needs of all of the children in the program? How do staff embrace different family structures with traditional celebrations? 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 is it evident that staff include the children in the programming process? How do staff ensure that celebrations represent meaningful learning opportunities?

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

The best practice is to ensure each program has a Program Plan and/or documentation that is reflective of the children enrolled in each particular group, whether indoor or outdoor Program Plans and/or documentation.

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

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

Learning experiences are planned: Refers to pre-planned learning experiences based on recent 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.

Specialized Interest Groups: For example, skating club, Karate lessons, Lego club, knitting club

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

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

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Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li data-bbox="121 305 705 506">❑ A current Program Plan and/or documentation is not accessible There is no current Program Plan and/or documentation posted in a place accessible to parents, staff, students, and visitors. <li data-bbox="121 539 705 815">❑ Less than three different types of learning areas are planned and/or documented for throughout the week Staff plan and/or document learning experiences for less than three learning areas weekly. For example, only art and cognitive experiences are planned and/or documented for the past week. <li data-bbox="121 847 705 1123">❑ External agencies/professionals are not consulted to plan appropriately for children's individual support needs External professionals and/or specialists do not provide support or share suggestions on how staff can support the needs of individual children and/or programs. <li data-bbox="121 1156 705 1432">❑ Each program group does not have its own Program Plan and/or documentation For example, there are two school age groups and they share one Program Plan and/or documentation. This does not apply to program groups operating as flow-through. 	<ul style="list-style-type: none"> <li data-bbox="756 305 1339 652">○ Three or more learning experiences are planned and/or documented for instructional days At least three learning experiences per day are planned and/or documented in a place that is accessible to parents, staff, students, and visitors for the time children are in school (September to June). This does not include physical experiences. (Sub-item potentially not applicable) <li data-bbox="756 685 1339 1058">○ Five or more learning experiences are planned and/or documented for non-instructional days At least five learning experiences per day are planned and/or documented in a place that is accessible to parents, staff, students, and visitors for the full days children are in care (summer, March Break, seasonal holidays, PA Days). This does not include physical experiences. (Sub-item potentially not applicable) 	<ul style="list-style-type: none"> <li data-bbox="1390 305 1969 717">❑ The Program Plan and/or documentation is reviewed, signed and dated by supervisor Evidence the supervisor reviews the weekly Program Plans and/or documentation either prior to posting or the end of the week after learning experiences have been documented. Best practice: the person completing the Program Plan and/or documentation should not be responsible for signing off where possible. <li data-bbox="1390 750 1969 1026">❑ Evidence of formal programming time given to staff Meetings are held away from the supervision of children. Evidence may include meeting minutes, posting of scheduled program group meetings. Formal planning meetings occur at least once a month. <li data-bbox="1390 1058 1969 1432">❑ Evidence children are offered the opportunity to participate in specialized interest groups at least monthly 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.

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	<ul style="list-style-type: none">❑ Current Program Plan and/or documentation includes daily descriptions of the learning opportunities 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:<ul style="list-style-type: none">• list materials with a direct reference to the number and root skill within the Continuum of Development which describes the learning opportunities,• Note: if only referencing the number, the Continuum of Development must be posted beside the Program Plan and/or documentation for reference.• describe the learning experience and include the skill children will potentially learn and develop by participating in the learning experience• curriculum learning outcomes; such as key experiences from High Scope, Place to Connect, etc. ❑ Evidence that children are included in the programming process weekly Children participate in planning up-coming learning experiences. For example, weekly group meetings, documentation on Program Plans and/or documentation, suggestion boxes, or white boards.	<ul style="list-style-type: none">❑ Evidence staff integrate content reflective of the communities, cultures and celebrations at least monthly Community and cultural celebrations are acknowledged through Program Plans and/ or documentation or pedagogical documentation. Celebrations are inclusive of many family structures, including structures that encompass LGBTQ2S families and families with one parent, the local community, or any mainstream celebrations. For example, celebrating Parent/Family Day versus Mother's or Father's Day, Mexican music with taco lunch made by children, or when the centre participates in the annual holiday food/toy drive facilitated by the school or a group of children present a play to the parents and children. ❑ Evidence staff integrate science concepts into learning experiences weekly Staff promote 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.
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1C Media Literacy

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

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

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

Electronic Media usage: refers to any screen time children may be accessing. For example, watching TV/movies on personal devices, computers, handheld devices, game systems, tablets and laptops.

Gaming: game systems, handheld devices, computer

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

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

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- **Parents/guardians are not notified of Internet usage**

Guidelines for Internet usage are not posted and/or followed. Parents are not informed if children have used the Internet.

(Sub-item potentially not applicable)

- **Games are not rated “E” for everyone**

Not all games are rated “E” for everyone. This includes games brought from home as well as online games. Children aged 9-12 years may play games “E10+” with individual written consent for each game.

(Sub-item potentially not applicable)

- **Multimedia are used by staff and children to extend topics of interest**

For example, children are interested in building and robotics and the staff is able to assist the children in locating more information online which enables the children to extend their experimentation; or staff assist children in accessing information to complete school work.

(Sub-item potentially not applicable)

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1D. Physical Literacy

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

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

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

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

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Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> ❑ There are no physical play learning experiences planned and/or documented daily for inside or outside There are no physical play learning experiences planned and/or documented for the week. ❑ There is no active play equipment available There is no active play equipment available for the children or program. ❑ Active play equipment is in poor condition 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. ❑ Staff withhold or use physical play opportunities as a form of reward or punishment Physical play opportunities are used to reward, to acknowledge performance, to punish or to control children's behavior. ❑ Physical play experiences are not offered daily Children are not offered the opportunity to participate in planned and/or documented physical (gross motor) experiences. 	<ul style="list-style-type: none"> ❑ Staff are observed regularly engaging in physical play with children Staff are observed participating in the physical learning experiences and/or opportunities with children. ❑ Three or more types of active play equipment available 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. ❑ Sufficient amount of active play equipment for the number of children who want to use it There is enough active play equipment for all children who want to participate in physical play experiences. ❑ Learning experiences are adapted to ensure that all children are able to participate Each child is able to engage in a planned physical learning experience daily that meets their individual needs. ❑ Designated safe indoor space for physical play in case of inclement weather Where the children may have indoor physical play during inclement weather. For example gym, classroom or hallway. 	<ul style="list-style-type: none"> ❑ Two or more planned and/or documented physical learning experiences offered daily whether inside or outside ❑ Staff organized games using the equipment available Staff use and/or encourage children to play games with active play equipment. For example, staff organize a game of Gaga Ball or Spud. Children use hockey sticks, small balls and pylons to create an obstacle course. ❑ Community recreation resources are accessible to families Staff provide resources to families on recreation programs within the community. For example Parks and Rec, Fun Guide or community sports leagues. Evidence that resources have been emailed to parents at least every 4 months is acceptable. ❑ Physical play, group and/or team game resources are available to staff Staff have resources on a variety of physical play experiences and/or games. For example, CATCH box with a list of games with rules, "Outdoors: The Ultimate Playground", resources books – Play It Fair.

2. Interactions and Relationships

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

2A. Positive Interactions and Relationships

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

Inspiring Pedagogy: “When staffs 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 the staff ensure that their environment is positive for the children? How are staff modeling positive social interactions for the children? How do staff ensure all people who enter the program space are treated with respect? How do staff ensure that both children and families have a sense of belonging within the program? How are staff engaged with all children within the program in a positive manner? How are staff demonstrating an inclusive and responsive environments for the children and their families? What strategies do staff use to ensure children are not rushed? How do staff support children as they make choices?

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

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li data-bbox="117 358 785 634"> <p><input type="checkbox"/> Staff are harsh, use sarcasm or shout at the children Any staff observed using sarcastic, mocking or harsh words that would negatively affect any individual or be considered demeaning. For example, staff shouting at children across the room to redirect their actions, or staff raising their voice to get an individual's attention.</p> <li data-bbox="117 662 785 971"> <p><input type="checkbox"/> Staff are repeatedly impatient and/or interrupt while others are talking Any staff repeatedly observed being impatient or observed interrupting others during conversations, with any individual. This would include rushing the individual to finish what they are doing. Staff intruding in the conversations of others or stopping others from expressing themselves.</p> <li data-bbox="117 998 785 1242"> <p><input type="checkbox"/> Staff repeatedly do not allow children to make their own choices Any staff are repeatedly observed making all the choices for the children. For example, staff decide which learning experience the child will participate in or staff do not allow a child to leave the small group activity.</p> <li data-bbox="117 1269 785 1474"> <p><input type="checkbox"/> Staff repeatedly do not follow the children's cues Any staff are repeatedly observed not following the children's cues. Staff demonstrate that they are not aware of the children's individual needs, interests or personalities.</p> 	<ul style="list-style-type: none"> <li data-bbox="831 358 1394 667"> <p><input type="checkbox"/> Staff are welcoming and maintain a positive tone of voice All staff show pleasure when welcoming individuals into the environment. Staff are observed using a friendly tone of voice with any individual in the environment. Staff interact with others in a supportive and encouraging manner.</p> <li data-bbox="831 695 1394 873"> <p><input type="checkbox"/> Staff direct positive attention to all children All staff are observed speaking and interacting with children in a positive and supportive manner.</p> <li data-bbox="831 901 1394 1209"> <p><input type="checkbox"/> Staff provide children time to complete play/tasks at their own pace All staff are observed allowing children the time to complete tasks and learning experiences. Children are not rushed through any routines, and are allowed to complete learning experiences at their own pace.</p> <li data-bbox="831 1237 1394 1507"> <p><input type="checkbox"/> Staff create opportunities for enhancing self-help skills through play All staff are observed creating opportunities to enhance the children's self-help skills through play. For example, staff provide fine motor experiences such as cooking activities</p> 	<ul style="list-style-type: none"> <li data-bbox="1440 358 1982 602"> <p><input type="checkbox"/> Staff demonstrate flexibility All staff demonstrate the ability to accommodate unexpected changes that may occur throughout the day. For example, adjust the schedule to reflect the children's desire to stay outside longer.</p> <li data-bbox="1440 630 1982 732"> <p><input type="checkbox"/> Staff display empathy All staff display understanding and support towards individual's feelings.</p> <li data-bbox="1440 760 1982 959"> <p><input type="checkbox"/> Children are provided with choices within their interests All staff are observed providing children the choice of learning experiences or tasks based on their interests.</p>

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2B. Program Space and Materials

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

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

Reflective Question: How is the program space arranged in a manner that is inviting and encourages children to explore? How do staff regularly assess if there are any barriers to the children that would prevent them from playing freely? What strategies do staff use to ensure there are no barriers to supervision? How do staff ensure toy and play materials reflect the different ages and interests of the children enrolled in their program? What strategies do staff use to strengthen the children's sense of belonging and ownership in the program space?

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

Homework Materials: dictionary, calculator, internet access, school supplies

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Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> ❑ Play equipment, toys and materials are not complete Play equipment, toys and materials are incomplete. For example, a few game pieces missing or incomplete set of playing cards which will limit the children's experience. ❑ Play equipment, toys and materials are not developmentally-appropriate for the children Play equipment, toys and/or materials in the program space are not developmentally-appropriate for the children enrolled. ❑ Insufficient number of play equipment, toys and materials for the number of children enrolled in the program There are not enough play equipment, toys and materials for the number of children who want to use them. ❑ Play equipment, toys and materials are disorganized Similar equipment, toys and materials are not grouped together and/or toys and materials are haphazardly piled on shelves. 	<ul style="list-style-type: none"> ❑ Five or more types of play equipment, toys and materials are accessible to the children Staff provide five types of toy and/or equipment. For example, games, blocks, puzzles, books, art materials. ❑ Play equipment, toys and materials are adapted to meet the needs of all children Staff modify equipment, toys and materials to allow all children to use. For example, staff simplify steps in game instructions so children understand the rules or using bigger blocks for building verses small Lego pieces. ❑ Two or more materials reflecting people with disabilities are accessible Materials may include toy wheelchairs or guide dogs, dolls with leg braces, puzzles and/or books that depict people with disabilities. Materials are incorporated into different learning areas in the program space. ❑ Two or more materials reflecting diverse people/cultures are accessible Materials may include puzzles, books, and dramatic play materials. Materials are incorporated into different learning areas in the program space. 	<ul style="list-style-type: none"> ❑ Staff have scheduled time to prepare materials ahead of experiences Staff have time scheduled daily to prepare materials in advance. For example, time when a staff is off program to prepare materials in advance and/or set up the program space is documented. The staff would not be counted in ratios. ❑ The program space incorporates natural elements Staff offer opportunities that incorporate natural objects. For example, snow, plants, honeycombs, nests, shells, gourds. ❑ The program space is reflective of the children, families and/or the local community Two or more photos and/or displays in the program space reflect children in the current program. For example family structure, disabilities, diversity and/or children participating in learning experiences. This is above and beyond the visual schedule pictures. ○ The program space includes an area and/or homework materials for children to complete homework 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, Winter break and March Break. (Sub-item potentially not applicable)

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Play materials are not accessible to children

Children cannot take the toys and materials they want to use off a shelf by themselves or shelves are closed off from the children.

Program materials and spaces present barriers to participation for some children

Adaptable materials and spaces are not provided for children with different abilities, including playground toys and equipment. Children who are learning English as a second language are not supported to participate with the larger group.

Radio is played when children are present

The radio is played while children are in attendance. This is not appropriate as commentary and content cannot be controlled.

Three or more art materials include diverse skin tones

There are three or more types of art materials available that include four or more different skin tones. For example, drawing tools, paint and paper.

Fabric, collage, modeling materials and three or more drawing tools are accessible for independent use

Drawing tools, fabric, collage and modeling materials are in good condition and children can access these materials from the shelf independently.

The program space has access to adequate indoor space intentionally set-up to engage children in three or more learning areas

The learning areas are open during free play and planned program time. Example of potential learning areas are:
Sensory/Art,
Language/Listening,
Dramatic,
Construction/Block,
Science, and Cognitive/Manipulative
Quiet space.

The program space has access to adequate indoor space intentionally set-up to engage children in five or more learning areas

The learning areas are open during free play and planned program time. Example of potential learning areas are:
Sensory/Art,
Language/Listening,
Dramatic,
Construction/Block,
Science, and Cognitive/Manipulative
Quiet space.

3. Well-being and Healthy Self-beliefs

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

3A. Development of Self-Esteem

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

Inspiring Pedagogy: “Staffs 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.”(H-DLH, pg 30)

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

Assessment | Before and After School

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> ❑ Staff repeatedly use terms of endearment, or other references to children other than their name Any staff are repeatedly observed using terms of endearment instead of the child's correct name or preferred name. ❑ Staff repeatedly do not show encouragement Any staff are repeatedly observed interacting with the children with a flat or negative affect. Staff do not encourage the children or show support for the children. ❑ Staff repeatedly do not acknowledge children's emotions appropriately Any staff are repeatedly observed dismissing the children's emotions. For example, staff telling the child there's no reason to cry, or ignoring the child's joy at completing a task. 	<ul style="list-style-type: none"> ❑ Staff demonstrate inclusive practices All staff are observed including all children, regardless of individual needs or behaviours, in learning experiences and routines. For example, children are not separated during snack time due to allergies or behaviours; all children are supported to participate in program activities with modifications as needed; children are encouraged to explore their emerging identities through play, including play that explores gender and gender roles. ❑ Staff focus encouragement on how the tasks are completed All staff are observed showing support and encouragement to the children as they complete tasks and how they complete the tasks. ❑ Staff are positive role-models All staff are observed interacting with others in an appropriate manner. Positive social skills are role-modelled with all individuals in the environment. For example, speaking in a respectful manner to others or reinforcing positive social interactions 	<ul style="list-style-type: none"> ❑ Staff assist children in processing their own emotions All staff support children understanding their emotions. For example, staff comfort and acknowledge and discuss the emotions of a child who is frustrated, not able to complete a task or recognize and labeling when a child displays pleasure in something they have created. ❑ Staff encourage children to recognize the emotions of their peers All staff are observed encouraging empathy in the children. Staff label the emotions as well role-model support for the children. For example, staff explaining to the children why a child is behaving a certain way, recognizing when a child laughs at a joke another child has told. ❑ Well-being resources are accessible to families Resources are accessible to families and children on well-being related topics. For example personal hygiene information, body image resources, bullying, cyber bullying. Evidence that resources have been emailed to parents at least every 4 months is acceptable.

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3B. Meal and/or Snack Times

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

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

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

Assessment | Before and After School

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

4. Pedagogy

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

4A. Extending Children's Learning

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

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

Reflective Questions: How are staff a co-learner with the children? How do the staff support critical thinking to extend the children's learning? How are the staff responsive to all learning opportunities? How do staff value the children's individual thinking and follow their learning cues? How are staff engaged with the children during their play? How do staff encourage children to express themselves within their play?

Assessment | Before and After School

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> ❑ Staff repeatedly miss opportunities to enhance children’s knowledge Any staff not using all opportunities to enhance children’s knowledge. ❑ Staff are not engaged with children Any staff not observed actively participating in the learning experiences with children. ❑ Staff are not modeling active listening skills Any staff do not model active listening skills, such as maintaining eye contact with the speaker, repeating and/or re-phrasing the speaker’s comments and responding appropriately. 	<ul style="list-style-type: none"> ❑ Staff are engaged as co-learners with children All staff are engaged in mutual relationship 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. ❑ Staff respond to spontaneous and/or emerging learning opportunities All staff are engaged in back and forth conversations with children about their interests and experiences. ❑ Staff encourage conversation between children All staff extend conversations with individual children as well as between children. For example, building on a child’s play by asking, “What do staff think the parent will do next?” or “How is the rabbit going to find food in the winter?”. Extending a conversation 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?”. 	<ul style="list-style-type: none"> ❑ Staff recall past experiences to extend current learning opportunities All staff are observed recalling past activities or experiences and linking them to new learning opportunities. ❑ Staff provide spontaneous resources to allow the child to follow their own learning path All staff are observed providing resources, such as play materials to extend the child’s learning. For example, a group of children are creating structures with Lego; staff provide the group with a Lego book. ❑ Staff ask open-ended questions to promote inquiry All staff are consistently observed asking children questions that require them to explore their response.

5. Safe and Healthy

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

5A. Program Safety

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

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

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

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

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 or 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, including washing tables before eating, and following the current Regional Public Health cleaning guidelines.

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

Assessment | Before and After School

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <input type="checkbox"/> There is no schedule for toy and/or equipment washing schedule available There is no schedule for toy washing. <input type="checkbox"/> All areas used by the program are not kept in a state of good repair One or more area of the program space is observed in poor repair. For example, furniture, carpets, physical structure, paint chipping. <input type="checkbox"/> All areas used by the program are not maintained in a hygienic condition One or more area of the program space is observed as being dirty. For example carpets, toys, shelves are visibly soiled. <input type="checkbox"/> Current Regional Public Health hand-washing procedure not posted The Current Regional Public Health hand-washing procedure is not posted at sinks used by the children. <input type="checkbox"/> Current Regional Public Health hand sanitizing procedure not posted The Current Regional Public Health hand sanitizing procedure is not posted in the program space. 	<ul style="list-style-type: none"> <input type="checkbox"/> The toy and/or equipment washing schedule follows Regional Public Health procedures Staff wash toys and play equipment as per Regional Public Health Guidelines. Toys are washed monthly. During the summer, toys are washed weekly for programs with children less than 5 years of age. <input type="checkbox"/> Toys and/or equipment washing schedule is signed and/or initialed and dated by staff Staff sign and/or initial and date the toy washing schedule after they have washed toys. It is not acceptable for staff to sign for the whole month ahead of time. It is not appropriate to pre-sign and date schedule. <input type="checkbox"/> All areas used by the program are safe Materials are organized in a way that they will not fall on children. Children do not have access to toxic art materials. <input type="checkbox"/> Stocked First Aid kit is available at all times There is a first aid kit available within the program space for staff to access. It should also be checked and re-stocked on a regular basis to ensure supplies are replenished. 	<ul style="list-style-type: none"> <input type="checkbox"/> The toy and/or equipment washing schedule identifies categories of toys and play equipment Schedule identifies categories or areas of toys and play equipment. For example, by toy shelf, learning areas. <input type="checkbox"/> On-site and/or on-call maintenance staff deal with physical plant issues promptly Physical plant issues are responded to within 48 hours. <input type="checkbox"/> Health and/or Safety-related resources are accessible to families Staff provide resources to families on health and/or safety-related topics. For example recalled toys, developmentally-appropriate toys, head lice information, illness prevention. Evidence that resources have been emailed to parents at least every 4 months is acceptable.

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| | <ul style="list-style-type: none"><input type="checkbox"/> Current Regional Public Health hand-washing procedures are followed
Posted hand washing procedures are followed. For example, before eating, after using the washroom<input type="radio"/> Current Regional Public Health hand sanitizing procedure followed
Posted hand sanitizing procedures are followed. For example, before eating, after wiping one's nose.<input type="radio"/> The sleeping area has a mat designated for each child on non-instructional days
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)<input type="radio"/> Mats and sheets are disinfected and/or changed after each use
This is applicable for programs with children less than 5 years of age. (Sub-item potentially not applicable) | |
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5B. Attendance Verification and Transitions

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

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

Main Attendance Record: A method of recording and verifying all enrolled children's 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 room. For example, going to the gym.

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

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

Assessment | Before and After School

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> ❑ There is no attendance verification system in place There is no procedure for recording arrival and departure times. ❑ Extended waiting during transitions During the observation of at least two transitions, children are waiting beyond what is developmentally appropriate. ❑ Staff do not monitor the safe transitioning of children during the program Transitions are not monitored by staff to ensure they are being done in a safe manner. For example, during washroom routines, safe arrival of children to and from the program when children attend specialized after school programs. ❑ Staff do not prepare the children prior to transitions Staff do not prepare children ahead of time for upcoming transitions. For example, staff do not use songs, lights, bell, visual schedule to cue the transition. ❑ The main attendance is not completed in pen 	<ul style="list-style-type: none"> ❑ The main attendance captures the arrival and departure of all children in the program 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. ❑ The attendance records accurately reflect the number of children in the program A count of the children in the program space does not match the number of children recorded on the Main Attendance Record. ❑ Small groups of children who have left the program space are reflected on the Main Attendance Record The Main Attendance Record reflects the names of those children who have left the program space. For example, a “Post it” note or photo of the children with velcro attached can be used; writing the time they left with the small group in pencil. When the children return, the “Post it” note or the photo can be removed from the main attendance, and the pencil can be erased. (Sub-item potentially not applicable if staff work alone in the program) 	<ul style="list-style-type: none"> ❑ The main attendance is completed by the staff ○ Written verification of attendance after each children’s transitions Written verification confirms staff check children’s attendance after each group transition. For example, staff indicate number of children present, the time of verification and their initials when the children return from the playground or leave for a small group experience. This does not include random head counts unless it is identified as a group transition. (Sub-item potentially not applicable) ○ Written verification of all staff changes Written verification confirms staff check children’s attendance after each staff change or transition that requires them to leave the program space. For example, staff indicate number of children present in the program space, the time of verification and their initials when a staff starts their shift, goes on break or returns from lunch. This does not include random head counts unless it is identified as a staff change or transition. (Sub-item potentially not applicable)

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- **Portable attendance is used when group is separated**
When staff leave the program space with a small group of children, they take a portable attendance that accurately lists the children's names that are leaving with them.
(Sub-item potentially not applicable if staff work alone in the program)
- **Attendance is verbally verified after staff and child transitions**
During observation of at least two child transitions, staff communicate the correct number of children in attendance to each other. For example, after the transition to outside or washroom routines.
(Sub-item potentially not applicable)
- **Children are consistently transitioned in small groups**
Children are always transitioned in small groups. Small groups are ratio of 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).
(Sub-item potentially not applicable if staff work alone in the program)

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5C. Supervision and Guidance

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

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

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

Assessment | Before and After School

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> <li data-bbox="121 305 646 477">❑ Staff unaware of the number of children in the program space Any staff are unaware of which children are present or who has left the program space. <li data-bbox="121 503 646 776">❑ Staff repeatedly position themselves with their back to the children Any staff repeatedly have their backs turned to the children or are busy with cleaning and/or paper work instead of supervising the program space. <li data-bbox="121 802 646 1075">❑ Staff do not use appropriate behavior guidance strategies Any staff are repeatedly observed using behavior guidance that does not match their level of development. For example, using empty threats, timeouts or using rewards or punishments. <li data-bbox="121 1101 646 1373">❑ Staff explain consequences in an abrupt manner and/or negative manner Any staff are repeatedly observed explaining consequences in an abrupt, and/or harsh manner. Staff appear angry at the children for their behaviours. 	<ul style="list-style-type: none"> <li data-bbox="699 305 1398 509">❑ Staff consistently balance supervision with interactions All staff are observed balancing supervision of all children with interactions. Staff are aware of what the children are doing while being engaged in play with the children. <li data-bbox="699 535 1398 740">❑ Staff work as a team to position themselves so all children are supervised All staff use verbal and/or non-verbal communication with each other to supervise and interact with the children within the environment. (Sub-item potentially not applicable) <li data-bbox="699 766 1398 1182">❑ Staff consistently follow through with behaviour guidance strategies All staff are observed consistently following through with behaviour guidance strategies that are adapted to the individual or situation. For example, staff role-model and assist the frustrated child to complete the required tasks successfully or staff remind a small group of children playing in a disruptive manner about the social rules created by the group and move them to an area in which to play where they would not be disrupting the other children. <li data-bbox="699 1208 1398 1412">❑ Staff encourage children to problem solve to resolve peer conflict Children are encouraged to problem solve conflict situations with one another and expressing why they are upset so that they may come to a resolution with the support of staff. 	<ul style="list-style-type: none"> <li data-bbox="1444 305 1976 542">❑ Supervision is conducted in a non-disruptive manner Children are not interrupted during play to complete head counts. Staff supervision allows the children freedom to move throughout the entire program space. <li data-bbox="1444 568 1976 886">❑ Staff communicate with each other about the location of children All staff communicate 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 data-bbox="1444 912 1976 1230">❑ Children demonstrate awareness of classroom expectations Children are aware of the classroom expectations. For example, the staff informs the children it is time to tidy up. Children are able to follow through with the direction without having to be repeatedly reminded by staff. <li data-bbox="1444 1256 1976 1451">❑ Staff monitor group dynamics to anticipate situations All Staff are aware of the different personalities within the group and are able to anticipate situations before they arise.