Bruce County Children's Services Quality Scan Tool (QST) & Guide

Updated: January 2019

References:

College of Early Childhood Educators (CECE). (2017). Code of Ethics and Standards of Practice. Toronto: Author.

Ministry of Education. (2014). How Does Learning Happen? Ontario's Pedagogy for the Early Years. Toronto: Author.
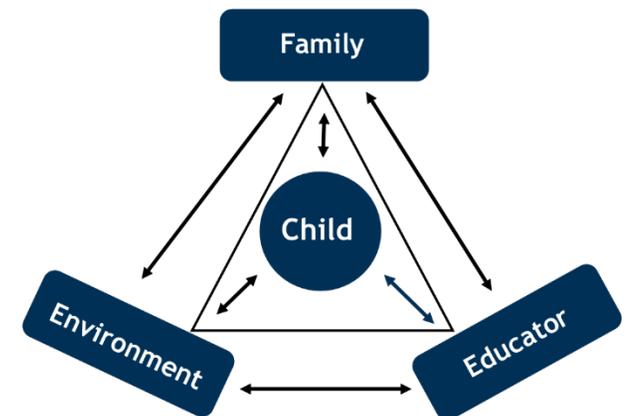
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BRUCE
county

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"Reflecting on these views about children, families, and educators in the context of the early years environment is a starting point for developing programs and practices to support learning" - How Does Learning Happen Page 6

Introduction

Ontario's Vision for the Early Years and Child Care is that:

"All children and families have access to a range of high-quality, inclusive and affordable early years and Child Care programs and services that are child- and family-centred and contribute to children's learning, development and well-being."[1]

The Quality Scan Tool, also known as the QST, was launched in 2018 in recognition of the need to support high-quality child care in Bruce County. When families use a licensed Child Care Program in Ontario, which is regulated by The Child Care and Early Years Act 2014, they are assured the program is monitored annually to meet the provincial health and safety standards. Licensing alone does not ensure high-quality child care. Studies show that children who attend high-quality child care are happier, less anxious and more motivated to learn, providing a foundation for a brighter future.[2] The QST tool facilitates Child Care Programs on their journey to increased quality.

The QST outlines 8 areas of quality in accordance to "How Does Learning Happen" (HDLH):
1. Site Safety and Supervision
2. Relationships: Child to Child
3. Relationships: Child to Educator
4. Relationships: Educator to Educator
5. Relationships: Educator to Supervisor
6. Programming and Environment
7. Programming and Documentation
8. Connection to Home and Community

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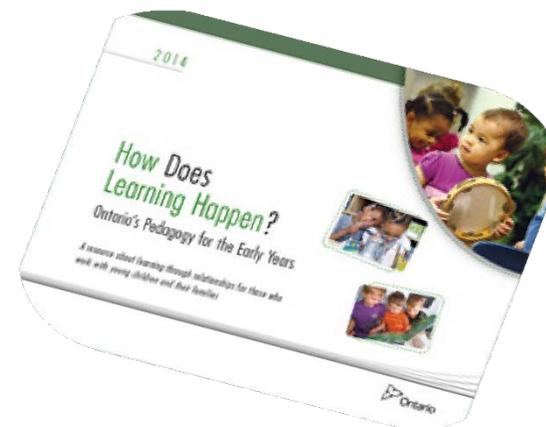
[1] Ontario's renewed Early Years and Child Care Policy Framework, 2017
[2] HDLH p.11

How to Use the QST

All Child Care Programs who have a Purchase of Service Agreement with the County of Bruce will be assigned a Bruce County Children's Services Liaison. The Liaison's role is to offer support in relation to programming needs within the centre. This tool is to be used in collaboration with the Child Care Program and the County of Bruce Children's Services Staff to gain a deeper understanding of successes and challenges within the program. The tool serves as a self-evaluation and planning tool for operators, educators and the County of Bruce Children's Services Department. The results will be based on evidence through observations and information gathered from conversations.

The Child Care Program will be scanned a minimum once per year. However, at any time throughout the year the centre or Liaison can request another scan. After each scan the results will be reviewed. Goals will be set based on the scan results to improve quality.

If the County of Bruce receives funding from the Ministry of Education and budgeting allows, Child Care operators may apply for funding to support licensing requirements and quality care. Funding will be approved based on connections to goals set through the QST.

Opportunities will be available throughout the year to help support in the areas that require additional training. All

participants involved in the QST, must be familiar with the HDLH, Code of Ethics and Standards of Practice outlined by the college prior to using the scan. It is recommended that each staff understands the scan results and the goals to work together on the journey towards providing high-quality child care.

Thank you for your dedication as we work to achieve Ontario's vision for the early years and child care. If you have any questions or concerns, please contact the Early Learning Coordinator.

Site Safety and Supervision

Children require an environment that encompasses the four pillars: belonging, engagement, expression and well-being. It is important for educators to create and maintain a safe environment that provides reasonable risks, tests limits and increases self-competence which supports children's diverse abilities.[3]

Glossary of Terms:

Reasonable Risk encourages a child to safely explore risks while expanding their capabilities.[4]

Educators are people who work with children and families in the early years programs (e.g. centres, home base, EarlyON, before and after school programs).[5]

A **Stimulating** environment is enjoyable, exciting and interesting.

Self-competence is a perception of one's own abilities.

Vigilant educators keep careful watch for danger or difficulties.

Ratio (Please refer to your license and The Child Care and Early Years Act 2014).

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[3] College of Early Childhood Educators Code of Ethics and Standards of Practice p. 12
[4] HDLH p. 33
[5] HDLH p.5

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Site Safety and Supervision

Item	Needs Improvement	Satisfactory	Excellent
1.A	Materials are not age appropriate and/or not in good condition - broken and missing pieces	Some materials are age appropriate and some are in good condition.	All materials are age appropriate and in good condition.
1.B	**Educators** are unaware of number of children in their program and their whereabouts.	**Educators** are frequently aware of number of children in their program and their whereabouts.	**Educators** are constantly aware of the children in their program and their whereabouts.
1.C	Space is unwelcoming and under **stimulating**, which does not support children's diverse abilities.	Some spaces are welcoming and **stimulating** supporting some of the children's diverse abilities.	Entire space is welcoming and **stimulating** supporting children's diverse abilities.
1.D	Supervision is lacking. **Educators** not focused on the needs of children.	Supervision is present. **Educators** not always focused on the needs of the children.	Supervision is always present. **Educators** always focus on the needs of the children.
1.E	No opportunities for children to engage in **reasonable risks** or risks are unsafe.	Opportunities for children to engage in some **reasonable risks**, test limits, and increase **self-competence**.	Opportunities for children to engage in **reasonable risks**, test limits, and increase **self-competence**.
1.F	Space is unorganized and is cluttered.	Space is organized yet appears in places to be cluttered.	Space is completely organized and uncluttered.
1.G	**Ratios** not steadily met especially during transitions.	**Ratios** at times are met but unsteadily during transitions.	**Ratios** are always maintained even during transitions.
1.H	**Educators** not checking and/or maintaining safe environments.	**Educators** at times are checking and maintaining safe environments.	**Educators** are **vigilant** in maintaining safe environments.
1.I	The setup of the environment has obstacles which impacts supervision of the children.	The setup of the environment has some obstacles which impacts supervision of the children.	The setup of the environment has clear supervision of the children.

Relationships: Child to Child

Studies show that children learn from their peers. In these relationships' children learn to demonstrate empathy, negotiate, collaborate, communicate and help care for one another.[6] HDLH emphasis the importance of these relationships. Children who develop social skills such as perspective taking, respect and emotional regulation are less likely to engage in problematic behaviors.

Glossary of Terms:

Empathy is the ability to understand and share the feelings of others.

Negotiate helps us to obtain or bring about discussion.

Collaborate is to work together.

Emotional Regulation is the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions. As well as the ability to delay spontaneous reactions as needed.

Self-Competence is the perception of one's own abilities.

Autonomy is the ability or willingness to conform to the direction of others and follow rules.

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[6] HDLH p. 17

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Item	Needs Improvement	Satisfactory	Excellent
2.A	Children do not demonstrate **empathy** and assist others.	Some children demonstrate **empathy** and assist others.	Children demonstrate **empathy** and assist others.
2.B	Children do not display respect for others and their property.	Some children show respect for others and their property.	Children show respect for others and their property.
2.C	Children do not feel a sense of connection to peers as they initiate, respond and demonstrate care for others	Children sometimes feel a sense of connection to peers as they initiate, respond and demonstrate care for others	Children feel a sense of connection to peers as they initiate, respond and demonstrate care for others
2.D	Children do not have a sense of **competence** or **autonomy**.	Some children experience a sense of **competence** or **autonomy**.	Children experience a sense of **competence** and **autonomy**.
2.E	Children lack engagement with others to **negotiate**, **collaborate**, and communicate.	Some children engage with others to **negotiate**, **collaborate**, and communicate.	Children engage with others to **negotiate**, **collaborate**, and communicate.
2.F	Children lack the sense of inclusion and appear uncomfortable and unsafe in their environment.	Some children are included and appear comfortable and safe in their environment.	Children are included and appear comfortable and safe in their environment.
2.G	Children do not participate in meaningful interactions.	Some children participate in meaningful interactions.	Children fully participate in meaningful interactions.
2.H	Unpleasant interactions are observed, children display shoving, yelling, pushing etc.	Some pleasant interactions are observed with some pushing, shoving, yelling etc.	Pleasant interactions are observed, children display cooperation, laughter, smiles etc.
2.I	Lack of strategies and techniques used by the children to help with challenging moments.	Some children use strategies and techniques to help with challenging moments.	Children use strategies and techniques to help with challenging moments.

Relationships: Child to Child

Relationships: Child to Educator

Fostering relationships with children is the single most important priority for educators in relation to HDLH. It is also a requirement set out by the College of Early Childhood Educators Code of Ethics and Standards of Practice. A variety of significant research depicts the importance of genuine, caring and respectful relationships. These relationships are the bricks to a strong foundation for optimal learning, development, health and well-being.

Glossary of Terms:

Co-learning approach is when educators participate with families and children, they learn about them and from them. Co-learning involves educators to support child development, challenge thinking, and extend learning. [7]

Co-planning approach is when educators participate with families and children as they share learning, question theories and practices, and discuss ideas. Co-planning engages educators, children and families as learners and critical thinkers. It allows for open dialogue and flexibility to each teaching/learning style. [8]

Co-investigating is the process when educators participate with children together as they test theories and share learning. Children are more engaged when their voice is heard. [9]

Holistic emphasizes the importance of the physical, emotional and psychological well-being of children.

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[7] HDLH p. 19
[8] HDLH p. 20
[9] HDLH p. 20

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Relationships: Child to Educator

Item	Needs Improvement	Satisfactory	Excellent
3.A	Educators are never attuned or responsive to the **holistic** needs of children.	Educators are sometimes attuned and responsive to the **holistic** needs of children.	Educators are attuned and responsive to the **holistic** needs of children.
3.B	Educators are rarely down at child's level. Engaged in other duties.	Educators are occasionally down at child's level. At times engaging in other duties.	Educators are always down at the child's level and engaging with the children.
3.C	Educators inquiry-based questions are limited. Limiting opportunities to test theories and strategies.	Educators ask inquiry-based questions at times. There are some opportunities to test theories and strategies.	Educators constantly ask inquiry-based questions. Many opportunities to test theories and strategies.
3.D	Educators rarely greet and welcome children when arriving. Appear preoccupied with other duties.	Educators sometimes greet and welcome some children when arriving. Sometimes appear preoccupied with other duties.	Educators always greet and welcome children upon arrival. Not preoccupied with other duties.
3.E	Educators do not validate any of the children's feelings.	Educators frequently validate some of the children's feelings.	Educators validate all of the children's feelings.
3.F	Educators verbal and nonverbal communication are demonstrated with a negative tone.	Educators verbal and nonverbal communication are demonstrated at times with a positive tone.	Educators verbal and nonverbal communication are always demonstrated with a positive tone.
3.G	Educators voices are commanding and directive.	Educators voices are calm and friendly at times.	Educators voices are always calm and friendly.
3.H	Educators do not model **co-learning**, **co-investigating** or **co-planning** and acts as a keeper of knowledge.	Educators sometimes models **co-learning**, **co-investigating** and **co-planning** approach.	Educators always model **co-learning**, **co-investigating** and **co-planning** and is a sharer of knowledge.
3.I	Educators do not connect and support relationships between children.	Educators sometimes connect and support relationships between some children as they initiate, respond and collaborate.	Educators connect and support relation-ships between all the children as they initiate, respond and collaborate.

Relationships: Educator to Educator

HDLH depicts the educator's role as multidimensional, one which is constantly evolving. High-quality educators' model professional values, beliefs and behaviours with colleagues, community partners and members of other professions. Educators understand that their conduct reflects on them as professionals and on their profession.[10] Educators assess their knowledge and competency, seek appropriate training, ongoing professional learning and work in collaboration with other educators. Refer to the Code of Ethics and Standards of Practice for more information.

Glossary of Terms:

Collaboration respectfully engages with others (colleagues, children, families) in critical reflection, to question theory and
practice, discuss ideas, test theories, and share learning.[2]

Confidentiality helps us manage sensitive information and keep private unless it needs to be reported.

The new **Code of Ethics and Standards of Practice** reflects many significant changes the profession has undergone since 2011. It places greater emphasis on leadership, relationships, well-being, learning environments, current pedagogical approaches and the value of communication and collaboration. It also provides more clarity on use of the protected title, the duty to report and dual relationships, and addresses the use of technology. It came into effect on July 1, 2017 and replaces the original version, published in 2011. All registered early childhood educators (RECEs) were mailed a copy.

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[10] College of Early Childhood Educators Code of Ethics and Standards of Practice p. 15

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Relationships: Educator to Educator

Item	Needs Improvement	Satisfactory	Excellent
4.A	Educators do not participate in professional learning opportunities.	Educators participate in some professional learning opportunities and transfer some knowledge from opportunities into program.	Educators participate in a variety of professional learning opportunities and transfer knowledge from opportunities into program.
4.B	Educators lack knowledge of the Code of Ethics and Standards of Practice, CCEYA and HDLH and documents are not accessible.	Educators are somewhat knowledgeable with the Code of Ethics and Standards of Practice, CCEYA and HDLH. Educators are aware of location of documents.	Educators are knowledgeable and documents are accessible with regards to the Code of Ethics and Standards of Practice, CCEYA and HDLH.
4.C	Educators do not **collaborate**, support, and mentor others	Some educators **collaborate**, support, and mentor others.	All educators **collaborate**, support, and mentor others.
4.D	Educators do not support, encourage and work collaboratively with colleagues establishing appropriate professional boundaries.	Educators sometimes support, encourage and work collaboratively with colleagues establishing appropriate professional boundaries.	Educators support, encourage and work collaboratively with colleagues establishing appropriate professional boundaries.
4.E	Educators lack **confidentiality**.	Educators attempt to respect **confidentiality** but sometimes discuss during program time.	Educators respect **confidentiality**.
4.F	Educators do not establish and maintain positive reciprocal relationships with community partners by demonstrating respect, trust and integrity.	Educators sometimes establish and maintain positive reciprocal relationships with community partners by demonstrating respect, trust and **integrity.**	Educators establish and maintain positive reciprocal relationships with community partners by demonstrating respect, trust and integrity.
4.G	Educators do not use reflective strategies to enhance quality of program.	Educators sometimes use reflective strategies to enhance quality of program.	Educators use reflective strategies to enhance quality of program.
4.H	Educators do not recognize their conduct through their practice and leadership reflects on them as professionals.	Educators sometimes recognize their conduct through their practice and leadership reflects on them as professionals.	Educators always recognize their conduct through their practice and leadership reflects on them as professionals.
4.I	Educators conversations are unresponsive with colleagues.	Educators conversations are responsive and authentic with colleagues.	Educators conversations are responsive and authentic with colleagues.

Relationships: Educator to Supervisor

Effective supervisors provide leadership, guidance, direction, and a respectful level of supervision. Supervisors empower other educators to engage in critical and creative thinking. Through open dialogue supervisors support educators to seek emergent possibilities, ask questions to gain knowledge and collaborate to find solutions. This critical reflection together helps educators discover multiple perspectives and empowers them to continue to evolve as the profession evolves.[11]

Glossary of Terms:

Protocols are official procedures or systems of rules.

Critical reflection is the process of regularly identifying and exploring our own thoughts, feelings, and experiences. Examining these from different perspectives and considering whether it will change your approach or own perspective.

CCPM refers to Bruce County's quarterly Child Care Partners Meetings

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[11] HDLH p. 20

Relationships: Educator to Supervisor

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Item	Needs Improvement	Satisfactory	Excellent
5.A	Supervisor communication is unclear to staff.	Supervisor sometimes uses clear and appropriate communication to staff.	Supervisor has clear and appropriate communication to staff.
5.B	Supervisor lacks attempts to coach, mentor, share knowledge and experiences with staff.	Supervisor sometimes coaches, mentors, shares knowledge and experiences with staff.	Supervisor always coaches, mentors and shares knowledge and experiences with staff.
5.C	Supervisor is unapproachable. Atmosphere appears to have and a closed approach.	Supervisor is sometimes approachable. Atmosphere appears to sometimes offer a trusting approach.	Supervisor is always approachable. Atmosphere appears to offer a strong, trusting and open approach.
5.D	Supervisors lacks relationships with educators. Supervisor avoids conflicts and constructive feedback.	Supervisors relationships with educators provides some constructive feedback.	Supervisors relationships with educators provides ongoing constructive feedback.
5.E	Supervisor do not make decisions that are authentic and follows policies and **protocols**.	Supervisor sometimes makes decisions that are authentic and follows policies and **protocols**.	Supervisor always makes decisions that are authentic and follows policies and **protocols**.
5.F	Lack of staff meetings.	Staff meetings sometimes allows for collaboration, sharing of ideas, and goal setting.	Staff meetings occur monthly and allow staff to collaborate, share ideas, and set/ review goals.
5.G	No staff evaluations.	Staff evaluations are inconsistent with some feedback on strengths, challenges and growth.	Annual staff meetings are collaborative with discussions on strengths, challenges, show growth and sets goals.
5.H	Staff lack education on roles, responsibilities, and protocols within the centre.	Staff are educated on some roles, responsibilities, and protocols within the centre.	Staff are sufficiently educated on roles, responsibilities, and protocols within the centre.
5.I	Supervisor does not attend CCPM's and child care related community events and/ or communicates some information back to the staff through a variety of methods.	Supervisor attends some CCPM's and child care related community events and/or communicates some information back to the staff through a variety of methods.	Supervisor attends all CCPM's and child care related community events and/or communicates all information back to the staff through a variety of methods.

Programming and Environment

HDLH refers to the environment as the "third teacher" and values it for its power to organize, promote relationships and Educate.[12] Children thrive in high-quality programs where their indoor and outdoor spaces are inviting and stimulating. These environments promote imagination, create problem solving skills, create investigations, and empower us to think. Long periods of uninterrupted play and interesting, complex, open-ended materials which strengthen children's autonomy and independence.

Glossary of Terms:

Put simply, **provocations** provoke! They provoke thoughts, discussions, questions, interests, creativity and ideas. They can also expand on a thought, project, idea and interest.

Provocations can come in many forms:
- An interesting photo, picture or book,
- Nature on display- specimens, natural collection of objects
- Conceptual (e.g. changing seasons, light)
- Old materials displayed in a new way,
- An interest that a child or children have,
- An object (e.g. magnets, maps)
- New creative mediums
- Questions asked by an educator or by a child
- An event (e.g. a presentation, a holiday)

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[12] HDLH p.20

Programming and Environment

Item	Needs Improvement	Satisfactory	Excellent
6.A	Environment does not spark curiosity to investigate and is not challenging. No **provocations** set up in environments.	Environment sometimes sparks curiosity, sometimes invites investigation and challenges. Some **provocations** set up in the environments.	Environment sparks curiosity, invites investigation, and provides challenges. **Provocations** are always set up throughout the environments.
6.B	There are limited open-ended materials, opportunities, exploration, inquiries, and making inadequate connections.	Some open-ended materials and opportunities, which enables children to explore, inquire and make connections.	Variety of open-ended materials and opportunities which always enables children to explore, inquire, and make connections.
6.C	Lack of design in the environment which is not pleasing to children's sensitivities. Children are observed to be wandering and there are numerous challenging behaviours.	Some design of environment are pleasing to children's sensitivities. Some children are engaged.	Full design of environment is pleasing to children's sensitivities. All children are fully engaged.
6.D	There are no activities that provide opportunities for reasonable safe risks, building confidence, or mastery of skills.	Some activities and opportunities for reasonable safe risks, building confidence and mastery of skills.	A wide range of activities that explore reasonable safe risks, build confidence, and mastery of skills.
6.E	Educators do not provide quality eating environments. Children are not viewed as capable and competent individuals. Atmosphere is chaotic.	Educators sometimes provide quality eating environments. Children are sometimes viewed as capable and competent individuals. Moments appear rushed.	Educators provide quality eating e environments. Children are fully engaged. Children are viewed as capable and competent individuals. Atmosphere is relaxed and calm.
6.F	Children stay together in large group throughout the day.	Children are sometimes divided and separated into smaller groups throughout the day.	Children are constantly divided and separated into smaller groups throughout the day.
6.G	Educators do not observe program.	Educators occasionally observe the program.	Educators are constantly observing program.
6.H	Poorly planned programs lacking opportunities to provoke inquiry, test theories and extend learning.	Some programming attempts to provoke inquiry, test theories and extend learning.	Plenty of programming which provokes inquiry, test theories and extends learning.
6.I	Transitions are rushed and unplanned. There is no time to develop skills. Uneven flow of the day.	Some transitions appear smooth. There is some time planned to develop skills. Even flow of the day.	Transitions are limited and smooth. Sufficient time to develop all skills. Seamless, calm flow of the day.

Programming and Documentation

HDLH emphasis the importance of pedagogical documentation.[13] The process of documenting is more than recording the events of the experience. Documenting is a means to learning how the children think and learn. This process offers, us as educators, to explore all our questions, listen and help us to learn about the children. Documentation becomes a visual for others to interpret, ask questions and learn from.

Glossary of Terms:

Pedagogical "Pedagogy "is defined as the understanding of how learning happens and the philosophy and practice that sup- port that understanding of learning".[14] Pedagogy helps us to look more carefully at what we do, as educators. It also encourages us to think about the why's within our practice and provides us with a deeper understanding of how actions have an impact on children and families. Pedagogy refers more broadly to the theory and practice of education, and how this influences the growth of learners.

What? This is the descriptive phrase (all questions start with what)	So What? This is the theoretical/conceptual phrase	Now What? At this phase we think about other ways of thinking or acting and choose the more appropriate
• What happened? • What did I do? • What did others do? • What did I feel? • What was I trying to achieve	• So what is the importance of this? • So what is the significance for me? • So what more do I need to know about this? • So what have i learnt about this	• Now what should I do? • Now what would be the best thing to do? • Now what will I do? • Now what might be the consequence of this action?

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[13] HDLH p.21
[14] HDLH p.16

Programming and Documentation

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Item	Needs Improvement	Satisfactory	Excellent
7.A	There is no current documentation posted within the centre.	Some documentation displays educator's knowledge and understanding of child development.	Pedagogical documentation displays educator's knowledge and understanding of child development.
7.B	No visible documentation posted within the centre.	Some documentation is visible displaying children's thinking, learning, and competence with some extension of learning.	**Pedagogical** documentation is visible and accessible to children displaying children's thinking, learning and competence. With the ability to revisit and extend learning.
7.C	Documentation lacks educator's critical re-flection lacking new approaches and ideas.	Some documentation shows educators are starting to critically reflect as a way to enhance program and consider new approaches and ideas.	**Pedagogical** documentation shows educators critical reflection as a way to enhance program and consider new approaches and ideas.
7.D	Documentation does not build on children's potential.	Some documentation builds on children's potential.	**Pedagogical** documentation continuously builds on children's potential; viewing them as curious, capable and competent individuals.
7.E	Documentation lacks visible evidence of relationships formed.	Some documentation shows visible evidence of relationships formed.	**Pedagogical** documentation clearly shows visible evidence of relationships formed.
7.F	No **daily** schedule posted in room.	**Daily** schedule posted in room but difficult to find.	**Daily** schedule is posted and is easy to find in the room which reflects the general flow of the day.
7.G	Daily schedule lacks uninterrupted inquiry-based play.	Daily schedule has some portions of uninterrupted inquiry-based play.	Daily schedule reflects large portions of uninterrupted inquiry-based play.
7.H	Programming is unresponsive to the unique needs of the group. Lacking strategies, resources, and design in curriculum.	Some programming responds to the unique needs of the group. Some strategies, re-sources, and design in curriculum supports this uniqueness	Program responds to the unique needs of the group. Appropriate strategies, resources and design of curriculum supports this uniqueness.
7.I	Documentation does not show evidence of co-planning with children and families.	Some documentation shows evidence of co-planning with children and families.	**Pedagogical** documentation clearly shows evidence of co-planning with children and families.

Connection to Home and Community

HDLH focuses on the importance of relationships, for the early years sector, to gain and develop a deeper understanding of the children they support.[15] The connection to home and community embraces the importance of this relationship. High-quality programs aim to strive, establish and maintain reciprocal relationships with the families and community they support. When a connection to home and community occurs, relationships are built, deeper knowledge takes place and greater experiences develop which helps to strengthen children's learning in the early years.[16]

Glossary of Terms:

Transitions are between home, child care programs as well as across early years settings. These transitions could encompass but not limited to drop off, pick up, moving from toddler to preschool room.

Perspectives refer to seeking family's ideas, thoughts, viewpoints, and cultural perspectives.

Multiple Means of Communication refers to sharing of thoughts, opinions, and information using a variety of forms such as but limited to emails, Facebook, face to face, newsletters etc.[17]

Cultural and Linguistic is the ability to relate to diverse ideas, customs and languages.

Advocates acknowledge children as individuals and supports their diverse needs.

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[15] HDLH p.25
[16] HDLH p.18
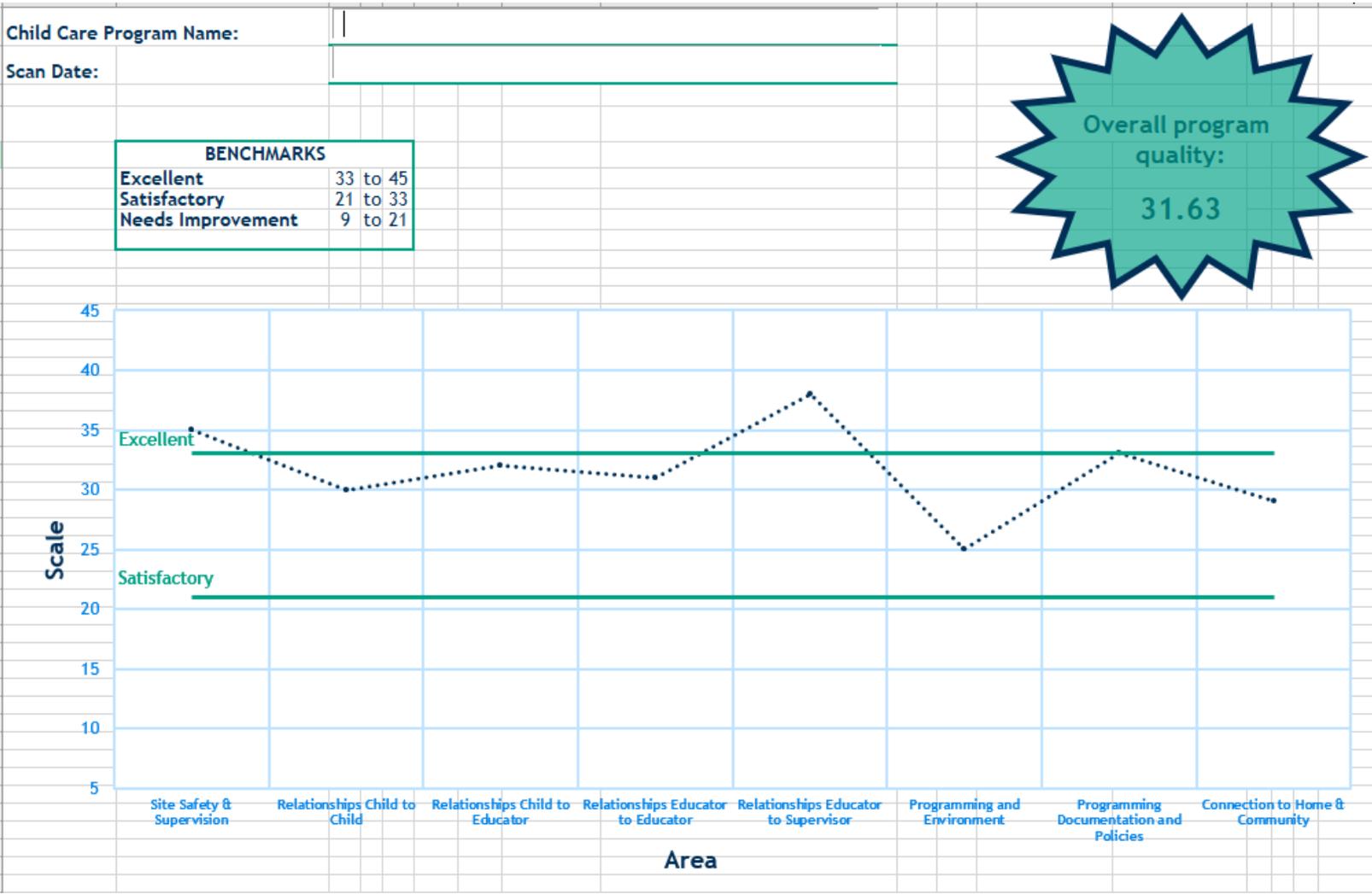[17] HDLH p.27

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Connection to Home and Community

Item	Needs Improvement	Satisfactory	Excellent
8.A	No plans or supports in place for challenging **transitions** for children and their families.	There are some attempts and supports in place which create **transitions** for children and their families.	In relation to families and children within the centre plans and supports are in place for seamless **transitions**.
8.B	Educators do not engage families as co-learners.	Educators attempt to engage families as co-learners. Some documentation, suggest ways families can extend learning at home	Educators engage families as co-learners which integrate unique **perspectives** of the child. Pedagogical documentation, suggest ways families can extend learning at home.
8.C	Educators do not **advocate** for the well-being of children and families.	Educators sometimes **advocate** with the respect to the well-being of children and families.	Educators **advocate** with respect to the well-being of children and families at all times.
8.D	No support or connections with families through **means of communication**.	Educators sometimes support and build connections with families through use of **means of communication**.	Educators support and build connections with families through use of **multiple means of communication**.
8.E	Educators are unaware, lack knowledge and do not build connections when accessing support agencies in their community.	Some educators are aware, knowledgeable and build connections when accessing support agencies in their community.	All educators are aware, knowledgeable and build connections when accessing support agencies in their community.
8.F	Educators provide no resources for families to access which provide support for their families' overall development and well-being.	Educators supply some resources for families to access which provide support for their families' overall development and well-being.	Educators supply resources for families to access which provide support for their families' overall development and well-being.
8.G	Environment is not welcoming to families. Families do not feel a sense of belonging.	Environment is sometimes welcoming to families. Families sometimes feel a sense of belonging.	Environment is welcoming to families. Families feel a sense of belonging.
8.H	Educators do not seek families' perspectives and provide opportunities for participation in meaningful ways.	Educators sometimes seek families' perspectives and provide opportunities for participation in meaningful ways.	Educators seek families' perspectives and provide opportunities for participation in meaningful ways.
8.I	Environment does not display unique and diverse social, **cultural and linguistic** perspectives of families they support.	Environment displays some unique and diverse social, **cultural and linguistic** perspectives of families they support.	Environment is reflective to the unique and diverse social, **cultural and linguistic** perspectives of families they support.

QST Chart

Child Care Program Name:

Scan Date:

BENCHMARKS

Excellent	33	to	45
Satisfactory	21	to	33
Needs Improvement	9	to	21

Overall program quality:

31.63

Excellent

Satisfactory

Scale

Site Safety & Supervision / Relationships Child to Child / Relationships Child to Educator / Relationships Educator to Educator / Relationships Educator to Supervisor / Programming and Environment / Programming Documentation and Policies / Connection to Home & Community

Area

Goal Sheet

Child Care Head Office: _____   Room/Age Group Scanned: _____

Child Care Program Name: _____   Team Members: _____

#	QST Item	Goal	Objectives -Action Items	Person/Role Responsibility	Start Date	Completion Date
1						
2						
3						
4						
5						

The Corporation of the County of Bruce
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30 Park Street
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https://brucecounty.on.ca/childrens-services