Logo, company name

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Quality Enhancement Plans are due between **December 1, 2022**-**January 31, 2023.** Please type your responses on the provided template.

|  |  |
| --- | --- |
| Quality Enhancement Plan Submission | |
| Program/Site Name: |  |
| Supervisor’s Name: |  |

Full Day Child Care, Nursery School & EarlyON Programs

Quality Enhancement Plan 2023

In effect from January 31, 2023-January 31, 2024

***Suggestions for Completing the Quality Enhancement Plan***

Some programs have told us that chunking the reflection work and bringing sections of the *QEP* to team/staff meetings makes completion more manageable. This method ensures input from the entire team and shares the workload. Please note this a suggested timeline and program sites have the flexibility to do what works best for them.

**on Relationships** (Educator Interaction Tool). This tool is completed at individual coaching meetings with most educators throughout the year. If you have not done this before September, begin now. Supervisors could add this onto the September staff meeting agenda to elicit reflection on the 2 questions asked in the QEP template.

***Step 2 October: Reflecting on Environments*** Throughout the year, room teams are expected to complete an environmental tool for both the indoor and outdoor spaces. If educators have not done this yet, do this by the first of October. At your October staff meeting reflect on the questions asked on the *QEP* template listed under step 2 for both your indoor and outdoor spaces.

***Step 1 September:******Reflecting on Relationships*** Our community uses the *Educator Interaction Tool* to reflect on relationships. This tool is often completed throughout the year at individual coaching meetings ideally beginning in the spring. If you have not done this before September, begin now. Supervisors could add this onto the September staff meeting agenda to elicit reflection on the two questions on page listed under step 1 in the *Quality Enhancement Plan (QEP)* template.

***Step 4 December:*** *Setting 2023 Goals*

Review team reflections and relevant data from surveys and reports to formulate two goals. Use the chart under step 4 in the *QEP* template to write two goals with action steps.

***Step 3 November: Reflecting on the Four Foundations within the lens of Standards of Quality***

Programsreflect on the questions within the four foundations framework. You may choose to do this individually, as room teams, or together as an organization. You will find these questions under step 3 of the *QEP* template.

***\*If you need help developing your goals, the Quality Coordinators are happy to have a discussion or attend a staff meeting to guide you through this process. All you need to do is ask. Click the following link to find QEP resources*** [Tools & Lenses - Five Counties Children's Centre](https://www.fivecounties.on.ca/tools-lenses/)

**STEP 1 (SEPTEMBER)**

**REFLECTING ON RELATIONSHIPS**

**Educator Interaction Tool -you can find the Educator Interaction Tool here:** [Tools & Lenses - Five Counties Children's Centre](https://www.fivecounties.on.ca/tools-lenses/)

*Quality Standards: #1 Relationships & #4 Professional Growth & Relationships*

|  |  |  |  |
| --- | --- | --- | --- |
| *Number of Educators in your program* | *#* | *Number of Educators who completed the tool* | *#* |
| In what ways did you notice growth in relationships due to the educator interaction goals set last year?  What relationship themes from the Educator Interaction Tool are your educators working on for 2023? | | | |

**STEP 2: (OCTOBER)**

**REFLECTING ON ENVIRONMENTS**

**Indoor Environmental Assessment/Tool -you can find environmental tool suggestions here:** [Tools & Lenses - Five Counties Children's Centre](https://www.fivecounties.on.ca/tools-lenses/)*Quality Standards: # 6 Environment as a Teacher & #3 Making Learning Visible*

**INDOOR SPACES**

|  |  |
| --- | --- |
| *Tool Used* |  |
| *Rooms Who Completed the Tool* |  |
| How did the process of conducting an indoor environmental assessment help you see your spaces in new ways?  What is one meaningful change you made based on this assessment? What more are you considering? | |

**STEP 2: (OCTOBER)**

**REFLECTING ON ENVIRONMENTS**

**Outdoor Environmental Assessment/Tool-you can find environmental tool suggestions here:** [Tools & Lenses - Five Counties Children's Centre](https://www.fivecounties.on.ca/tools-lenses/)*Quality Standards: # 6 Environment as a Teacher & #3 Making Learning Visible*

**OUTDOOR SPACES**

|  |  |
| --- | --- |
| *Tool Used* |  |
| *Rooms Who Completed the Tool* |  |
| How did the process of conducting an outdoor environmental assessment help you see your spaces in new ways?  What is one meaningful change you made based on this assessment? What more are you considering? | |

**STEP 3: (NOVEMBER)**

**REFLECTING ON GOAL ACCOMPLISHMENTS THROUGH HOW DOES LEARNING HAPPEN AND QUALITY STANDARDS**

Now it is time to reflect together on some of the ways in which your program supported children from the lens of How Does Learning Happen within the framework of our community’s Quality Standards.

**APPRECIATIVE INQUIRY: Share a Story**

Tell us one of your most powerful learning moments or successes as a team this year?

|  |  |
| --- | --- |
| **Belonging**  *“Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the world around them”. HDLH pg. 24*  **Quality Standards: #1 Relationships** | |
| What things did you consider, as you welcomed families back into your physical space? How has inviting families back into the space impacted relationships within your program? If families are not coming into the program rooms, how are you continuing to support a sense of belonging with families? | |
| **Engagement**  *“Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play and inquiry.” HDLH Pg. 35*  **Quality Standards: #6 Environment as a Teacher, #7 Leadership** | |
| *You have told us in previous QEPs that Covid has highlighted the need for teams to reflect on how to offer more opportunities for outdoor explorations. You have indicated that outdoor play seems to be impacting both children’s physical and mental health in positive ways. Our workforce strategy has identified outdoor play and educator/children’s well-being as a priority.*  What factors are you considering when offering children intentional outdoor play opportunities? Where are you noticing meaningful engagement from the children and in what ways are you building upon this? How are you using pedagogical documentation to make meaning of what educators and children are learning about outdoor engagement? | |
| **Expression**  *“Early childhood programs foster communication and expression in all forms.” HDLH pg. 41*  **Quality Standards: #2 Diversity, Equity & Inclusion, #3 Making Learning Visible, #5 Community Partnerships** | |
| In what ways are there opportunities in your program for children and families to express their individual diversity? | |
| **Well-Being**  *“Early Childhood programs nurture children’s healthy development and support their growing sense of self.” HDLH? Pg. 29*  **Quality Standards: #1 Relationships, #4 Professional Growth & Reflection** |
| *“Between stimulus and response, there is a space, and within that space is choice, and with that choice comes freedom and growth.” unknown*  How does this quote relate to your team’s communication processes? What is one thing your team has learned and practiced this year about communication? |

**STEP 4: (December)**

Did you achieve your 2022 goals? If not, please explain what the barriers to success were and how you will move this goal forward in 2023.

What was your process for completing this Quality Enhancement Plan with your site?

Looking at the data you collected from the *Educator Interaction Tool*, *Environmental Assessments,* *EDI Results, Family & Educator Satisfaction Survey Reports* as well as educator reflections, what are you 2023 site goals? Choose two goals. Explain your rationale for choosing these goals.

|  |
| --- |
| **Goal 1:** |
| Rationale for choosing goal |
| **Goal 2:** |
| Rationale for Choosing goal |

It is now time to develop the steps to reach your goals. To promote success of goal steps, ensure that they are concrete and measurable. A S.M.A.R.T.E.R goal resource sheet is provided on the final two pages of this template with an example of goals and steps. You can also watch a short video about developing Quality Enhancement Plan goals here [Tools & Lenses - Five Counties Children's Centre](https://www.fivecounties.on.ca/tools-lenses/)

|  |  |  |
| --- | --- | --- |
| **GOAL #1:** | | |
| **What Quality Standard(s) does this goal meet?** | | |
| **Are there resources and tools that will help you achieve your goals?**  E.g., *What opportunities for growth and development do you need to consider?* | **What are the indicators of success?**  E.g., *How will you know when you have achieved your goal? What will you see happening?* | **What strengths can different staff members bring to achieving this goal?** |
|  |  |  |
| **What steps are needed to achieve this goal?** E.g., Include steps you have already taken and further steps you plan to take. | | **What are the estimated timelines to achieve each step?** |
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| **Goal #2:** | | |
| **What Quality Standard(s) does this goal meet?** | | |
| **Are there resources and tools that will help you achieve your goals?**  E.g., *What opportunities for growth and development do you need to consider?* | **What are the indicators of success?**  E.g., *How will you know when you have achieved your goal? What will you see happening?* | **What strengths can different staff members bring to achieving this goal?** |
|  |  |  |
| **What steps are needed to achieve this goal?** E.g., Include steps you have already taken and further steps you plan to take. | | **What are the estimated timelines to achieve each step?** |
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What resources could your Quality Coordinator and Resource Consultant support you with?

**CONGRATULATIONS…. you did it AND the work has just begun!**

**STEP 5: IMPLEMENTATION (JAN.-DEC.)**

Now it is time to **IMPLEMENT** your plan. Consider ways you will keep this work at the forefront of your daily practice. Who will be overseeing the progress and achievement of your team’s plan? When and how will you do regular reviews/evaluations of your QEP steps? How will this progress be communicated to teams and families? How will this progress be documented?

**PLEASE SIGN:**

I acknowledge that this submission was a group reflection involving all educators within our site.

***Supervisor’s signature and date:***

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**S.M.A.R.T.E.R. Goal Worksheet-EXAMPLE**

S.M.A.R.T.E.R is an acronym to guide goal setting. The chart below explains this acronym. Using S.M.A.R.T.E.R. goal criteria will help you improve the quality of your goal by ensuring it is specific and measurable. We have provided an example for you below.

**GOAL:**

We will offer 3 family engagement sessions to support the growth of families connecting with other families through a shared interest event.

|  |  |  |
| --- | --- | --- |
| **Quality Goal Criteria** | **Questions to ask Yourself** | **Thinking through the Goal Criteria** |
| MAKE IT **SPECIFIC** | What do you want to achieve? | We will plan and offer **family engagement sessions** |
| MAKE IT **MEASURABLE** | How will you know when you have achieved your goal? | We will plan and offer **3** family engagement sessions this year **based on interests** |
| MAKE IT **ACHIEVABLE** | How will the goal be accomplished? | **Each room team** will take the initiative to **plan one session** |
| MAKE IT **RELEVANT** | How does this goal relate to the current work you are doing? | **Relationships** are at the forefront of everything we do and because of Covid we have had fewer opportunities to come together in person and we want to begin this practice again in 2023. |
| MAKE IT **TIME-BOUND** | When do you expect to complete this goal? | This will be an **ongoing goal throughout the year** |
| ONGOING **EVALUATION** | How will you track the progress of this goal? | **Standing item on staff meeting agendas** to discuss progress of events and further resources/supports needed |
| **RE-ADJUST** WHEN NEEDED | If the goal needs adjusting who will be responsible for this? | We will **decide this as a team** as we discuss progress at staff meetings |

Now that you have developed a S.M.A.R.T.E.R goal, you are ready to determine the action steps. Provided on the next page are examples of action steps.

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| **A Quality Enhancement Plan Goal with Action Steps-EXAMPLE**  **Goal:** We will plan and offer 3 Parent Engagement Sessions to support the growth of families connecting with other families through a shared interest event. | | |
| **What Quality Standard(s)** does this goal meet? Relationships, Making Learning Visible, Environment as a Teacher | | |
| **Are there resources and tools that will help you achieve your goals?**  E.g., *What opportunities for growth and development do you need to consider?* | **What are the indicators of success?**  E.g., *How will you know when you have achieved your goal? What will you see happening?* | **What strengths can different staff members bring to achieving this goal?** |
| * Research examples of family engagement surveys * Explore how we will document these opportunities | * Parent participation and responses from the event * Documentation will bring visibility to these families’ collaborative events. * Parent developing connections as they participate * Scores on future family engagement surveys will show an increase in sense of belonging & engagement | * J -administrative skills for designing surveys * S, J, K take lead on 1 event each |
| **What steps are needed to achieve this goal?** E.g., Include steps you have already taken and further steps you plan to take. | | **What are the estimated timelines to achieve each step?** |
| J will share examples of family engagement surveys/questions with the team to review | | January |
| Team meets to determine survey questions & J designs survey based on team feedback | | February |
| Distribute survey to families | | March |
| Collate results and each room team chooses an event to facilitate in the year | | March |
| Add QEP to staff meeting agenda monthly to review progress | | Ongoing |
| Each room team engages parents to plan/facilitate/document event | | May, October, December |
| Collect reflections and document pieces of the event and create a documentation piece to share with families | | Ongoing |