

# Reflecting on Quality



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# Background and Purpose of This Resource

Yukon Education's *Learning Together* programs provide school-based early learning opportunities for children aged birth to five and their families. In alignment with industry practice for early learning, Yukon Education committed to developing and publishing descriptors of exemplary program practices (curriculum and pedagogy) for *Learning Together* programs that are consistent with the [British Columbia Early Learning Framework](#). A further commitment was to develop and publish a recommended process and guidelines for the evaluation of the *Learning Together* programs, consistent with the *British Columbia Early Learning Framework* and the prevailing research on the evaluation of early learning programs.

This commitment resulted in the creation of *Reflecting on Quality: Program Reflection Tool for Yukon Education's Learning Together Programs*. The purpose of this tool is to provide program facilitators, schools and Yukon Education with a resource that supports *Learning Together* early learning programs to be high quality, effective programs. The tool will support facilitators, school and Yukon Education to assess, reflect, recognize, and where needed, make improvement to their *Learning Together* programs. By using the tool on an ongoing basis, facilitators and schools will be in a better position to make timely, evidence-based, informed decisions on improving the quality of their programs.

The *Reflecting on Quality* tool is based on *Yukon Education's Learning Together Program Facilitation Guide*, and research on quality practices in early learning programs.

# The Importance of Reflective Practice in Yukon Education's *Learning Together* Programs

Strong evidence indicates that quality early childhood programs have positive impacts on children's development and learning. Research on quality practices encourages educators to regularly reflect on their practice and to share and discuss their reflections with other educators as a way to support quality. The *Reflecting on Quality* tool is based on this approach and supports quality in Yukon Education's *Learning Together* programs through reflective practice.

Reflective practice refers to the on-going observation and consideration of the environment, interactions, experiences and processes of a program. This practice supports professional learning for the educator and promotes continuous improvement for the program itself. Educators who regularly incorporate reflective practices into their professional practice are better able to make informed decisions about their pedagogy and the program, and as a result often feel more engaged and satisfied with their work. Programs that are involved in regular observation and reflection are better able to respond in a timely and informed way to the emergent interests of children and the multi-faceted needs of families.

Reflective practice is accomplished in a variety of ways, including daily informal self-reflection or by using a formalized process. The *Reflecting on Quality* tool provides a formalized process for reflective practice in *Learning Together* programs. Reflective practice in a *Learning Together* program allows for multiple perspectives (families, facilitators, administrators, community partners and Yukon Education) and promotes a culture of observation, reflection, and continuous improvement. Reflective practice not only supports the quality of the program, but also recognizes facilitators as a community of learners. Ultimately, the *Reflecting on Quality* tool provides facilitators and Yukon Education with a tool to support professional learning and growth.

Using a common tool, sustained conversations about practice can occur with individuals, with groups of facilitators, with schools and with the community that programs support. Through a collaborative and interactive process, reflections and ideas can be shared and discussed. Often the process of sharing reflections can stimulate facilitators and Yukon Education to try out new ideas that have been generated and will inform future efforts.

Yukon Education encourages facilitators to reflect on their practice to ensure and sustain the high quality of *Learning Together* programs. Regular reflection and assessment helps ensure that the philosophy and high standards of the program are upheld resulting in rich experiences for children and families.

## About This Reflective Tool

The *Reflecting on Quality* tool is divided into sections, to provide an organized and contextualized way of reflecting on quality within the *Learning Together* program. Quality in early learning programs can be measured by both structural and process components. Structural components include the operating procedures as outlined in *Yukon Education's Learning Together Program Facilitation Guide*. These requirements are reflected on within the **Policy and Requirements** section of this tool. Process components focus on environmental supports and the practices and interactions occurring within the program. Process components are reflected on within the **Quality Indicators** section of this tool.

### Policy and Requirements

This section of the tool reflects on policy requirements of the *Learning Together* program. In this section, based on observations and discussion, the reflector<sup>1</sup> reviews the statement and indicates whether the requirement has been met. If it has not been met, the reflector is required to indicate what strategies will be undertaken to resolve it. As these are essential requirements to operate a *Learning Together* program, the school and Yukon Education would take action to remedy these immediately before progressing further in the reflective process.

### Quality Indicators

In this section of the tool, a quality statement is made based on research of effective early learning programs. The statement is followed by a rubric that describes three levels of quality. The levels indicate the varying degrees of quality. Programs should strive to achieve the highest quality level.

The following rankings are used in the rubric, and are described as follows:

#### Exemplary:

- Pursues concepts and techniques beyond what is described in *Yukon Education's Learning Together Program Facilitation Guide* and other reference documents
- Demonstrates extra effort
- Results in memorable impact
- Applies original ideas that are thoughtful and imaginative
- Results in high satisfaction of families that attend

<sup>1</sup> The reflector is the person or persons using the tool to reflect on various aspects of the program, e.g. facilitator, Yukon Education

## Adequate:

- Applies concepts and techniques described in *Yukon Education's Learning Together Program Facilitation Guide* and other reference documents
- Demonstrates acceptable levels of impact
- Demonstrates good methodology
- Fulfills the requirements of the program
- Employs process but does not demonstrate creative solutions
- Results in a variety of levels of satisfaction in families that attend

## Needs to Be Improved:

- Results in inconsistency with *Yukon Education's Learning Together Program Facilitation Guide* and other reference documents
- Demonstrates a lack of understanding of the needs of the program
- Impact is weak with unoriginal thinking
- Evidence of poor planning
- Demonstrates a substandard program
- Results in unsatisfactory levels of satisfaction in the families that attend

## Supporting Evidence

Supporting evidence is the observations or information that has informed the evaluator's choice of ranking. Supporting evidence can include items such as:

- Notes on what is observed
- Quotes from parents, children, or staff
- Photographs, videos, brochures, newsletters, etc.
- Other items as necessary



## How to Use the *Reflecting on Quality* Tool

To reflect on the quality of *Learning Together* programs, it is important to consider those aspects of the program that contribute to its quality. Research on what makes high quality early learning programs indicate several factors that demonstrate quality. These include, but are not limited to, the environment, activities, materials, program goals, and how well the program meets the needs of children and families from diverse backgrounds.

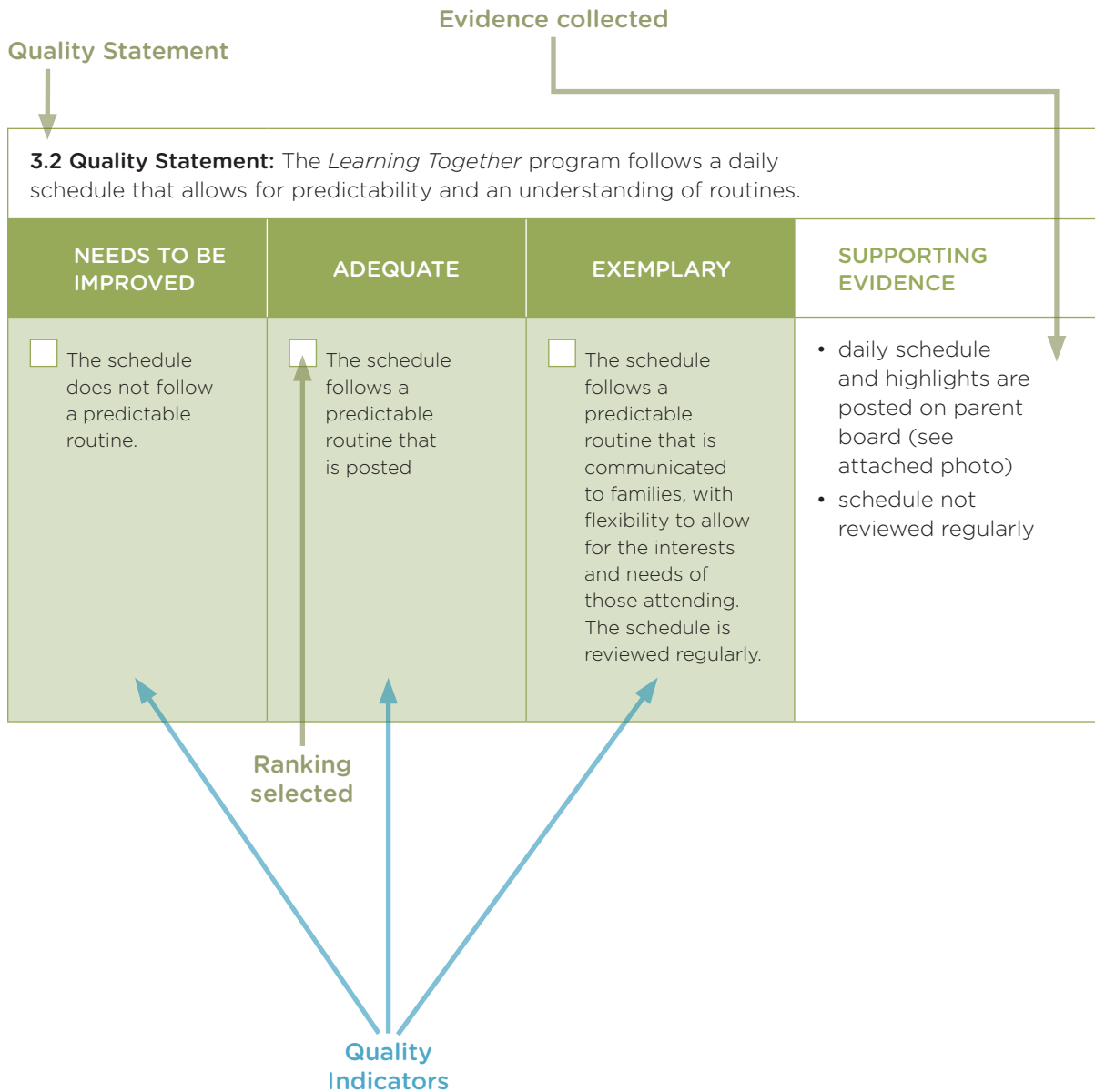
The *Reflecting on Quality* tool is based and builds on the following documents:

- *Yukon Education's Learning Together Program Facilitation Guide*
- [British Columbia Early Learning Framework](#)
- [StrongStart BC Operations Guide](#)
- [StrongStart BC Program Evaluation](#)

All partners involved in the reflective process should be familiar with the documents listed above prior to using the tool to reflect on the program.

Take some time to observe and reflect on the *Learning Together* program, both during operating hours and when the program is closed. Record supporting evidence in the space provided in the tool or attached in an appendix. The supporting evidence will inform the choice of ranking for each quality indicator. Much of the evidence will come from direct observations, but some will also come from information gleaned from conversations with facilitators, administrators, parents, and community partners.

## Example of a Completed Quality Statement Ranking



## Summarizing Program Results

The *Reflecting on Quality* tool should be completed and submitted to Yukon Education every year for each *Learning Together* program in Yukon. Once this is done, a *Program Growth Plan* (Appendix A) should be completed for each school or organization that operates a *Learning Together* program. The *Program Growth Plan* provides a framework for summarizing the findings after using the tool, and creating a growth plan for change. An external review by Yukon Education will occur every two to three years

### Example of a Completed Program Growth Plan

<b>QUALITY STATEMENT</b>	The <i>Learning Together</i> program follows a daily schedule that allows for predictability and an understanding of routines.		
<b>INDICATOR LEVEL ACHIEVED</b>	The schedule follows a predictable routine that is posted. (Adequate)	<b>Indicator Level Goal</b>	The schedule follows a predictable routine that is communicated to families, with flexibility to allow for the interests and needs of those attending. The schedule is reviewed regularly.
<b>STRATEGY TO MAKE IMPROVEMENTS</b>	<ul style="list-style-type: none"> <li>• review the schedule with caregivers at the beginning of each week</li> <li>• ask families for ideas based on their interests and needs</li> <li>• reflect on expressed interests in a <i>Learning Together</i> newsletter</li> </ul>		
<b>RESPONSIBILITY</b>	<i>Learning Together</i> program facilitator		
<b>HOW WILL I KNOW THE GOAL HAS BEEN ACHIEVED?</b>	<ul style="list-style-type: none"> <li>• caregivers provide suggestions to the schedule without prompting</li> <li>• dates set for reviewing schedule</li> </ul>		
<b>EXPECTED DATE OF COMPLETION</b>	February, 2015 and ongoing		

Once *Learning Together* programs have completed *Reflecting on Quality* and created *Program Growth Plans*, it is important to take time for all involved in the reflective process to discuss and share their findings. Facilitators, administrators and Yukon Education staff should work together to discuss the results and create goals for improvement. It is also important to take time to recognize and share successes.

## Examples of How to Use the Tool

There are a variety of ways to use the *Reflecting on Quality* tool throughout the school year. For example:

- Ask each program facilitator to reflect on their program using a different section of the tool, then meet with all facilitators and Yukon Education's Early Learning Consultant to discuss their reflections, evidence, and findings. Identify one section that needs improvement and have facilitators develop a *Program Growth Plan* for this identified section.
- Use the tool as a resource for a year-long professional development theme with facilitators. Use one section of the tool at a time as a focus for meetings (i.e. September Section 1, October Section 2, etc). After all sections have been reviewed, have facilitators identify one area of their program that needs improvement and have facilitators complete a *Program Growth Plan* for this area.
- Meet with all facilitators and Yukon Education's Early Learning Consultant in the fall to review the tool. Complete the tool for all *Learning Together* programs throughout the winter and spring. Meet again in late spring to discuss reflections, evidence, and findings. Together create *Program Growth Plans* for each program for the following school year.

## Summarizing Results

A Summary form is provided in Appendix B for Yukon Education to summarize the results across the territory, as well as being a tool for creating Yukon Education's action plan to address areas that need improvement that are common across all programs. This information will help Yukon Education to understand any common themes, strengths and areas needing more support.

## Reflecting on Quality in *Learning Together* Programs – Yukon Education Summary

**Yukon Area:** Whitehorse, Urban

**Yukon Education Contact:** Early Learning Consultant

**Date:** June 30, 2014

**Based on the results of the *Reflecting on Quality* tool, summarize the areas of strength and higher quality found throughout Yukon's *Learning Together* programs:**

*Exemplary findings under Section 2 – The Learning Environment.* The exemplary findings are due to the hard work of all facilitators who have spent time discussing and reflecting on the *Learning Together* environment. Materials and equipment are regularly assessed and reviewed to reflect the interest of the families that attend the program. There are multiple areas in each program that can accommodate both large and small groups, as well as all ages of children. Many families have provided feedback on materials and equipment that they would like to see in the programs and these requests have been accommodated where possible.

**Based on the results of the *Reflecting on Quality* tool, identify how Yukon Education is working to address those areas needing improvements:**

One area that requires further support is how we work with families to help them better understand and support children's early learning at home. We will ensure that each *Learning Together* program posts information in the room and in newsletters that describes the learning that is happening during program activities. The facilitators will also be using pedagogical narrations to describe the learning that is happening, share these narrations with families, and include information on how the learning can be extended at home.

## Section 1: Policy and Essential Requirements

The following items are required of all *Learning Together* programs. Program facilitators and school Administrators must ensure the following requirements are met. If you have answered no to any of the following, it must be resolved immediately.

	REQUIREMENT	YES	NO	IF NO, DESCRIBE STRATEGIES TO RESOLVE
1.1	The program is free of charge.	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	The program is open five days per week (or other, if operating a part-time program).	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	The program is open a minimum of 2.5 hours per day.	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	The program operates as per the school calendar.	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	A parent, family member, or caregiver accompanies the child in the program.	<input type="checkbox"/>	<input type="checkbox"/>	
1.6	The program is open to all children who are not yet registered in kindergarten.	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	The program provides opportunities for other service providers to connect with caregivers and children (i.e. Child Development Center, Healthy Families, Preschool Dental Therapist, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
1.8	The program works in partnership with other <i>Learning Together</i> programs in Yukon.	<input type="checkbox"/>	<input type="checkbox"/>	
1.9	The program is run by a certified Yukon teacher.	<input type="checkbox"/>	<input type="checkbox"/>	
1.10	The facilitator and school comply with Yukon Education's Communications unit for all publicity, graphics, news releases and announcements.	<input type="checkbox"/>	<input type="checkbox"/>	
1.11	Enrolment and attendance is recorded for each child in the Yukon Student Information System (YSIS).	<input type="checkbox"/>	<input type="checkbox"/>	
1.12	The Facilitator is aware of and follows school and Yukon Education policies and procedures, e.g. confidentiality, health and safety.	<input type="checkbox"/>	<input type="checkbox"/>	

## Section 2: The Learning Environment

The physical environment of an early learning program is often referred to as the “third teacher”. The *Learning Together* environment is intentionally planned and prepared to support children’s learning. The environment influences the people who use it as well as the quality of their learning and interactions. How the program is set up indicates to families the expectation of their participation and influences their experiences with the program.

Each *Learning Together* program is a unique reflection of the families that attend, is responsive to the interests of children and stimulates their learning. As such, the *Learning Together* environment is flexible, changing, and continually modified.

A well planned environment has spaces with assigned purposes that allow for creativity and inquiry. In the *Learning Together* environment, children share ideas and explore together. There are numerous and varied opportunities for learning and exploration.

For more information on environments, please refer to the following:

- Yukon Education’s *Learning Together Program Facilitation Guide*: pages 4-16.
- British Columbia Early Learning Framework: [http://www.bced.gov.bc.ca/early\\_learning/early\\_learning\\_framework.htm](http://www.bced.gov.bc.ca/early_learning/early_learning_framework.htm)
- Learn Now BC: Connecting with Families, online modules <http://www.learnnowbc.ca/educators/EarlyLearningCentre/StrongStart/default.aspx>

## The Learning Environment: Quality Indicators

Review the quality statement, reflect on the respective aspect of the program and determine the level of quality. Provide supporting evidence.

2.1 Quality Statement: The program environment is welcoming, aesthetically inviting and attractive to children and their families.			
NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> The environment does not have any home like furnishings and is institutional.	<input type="checkbox"/> A variety of materials and furnishings commonly found at home are available in the program.	<input type="checkbox"/> Many home type materials, comfortable furnishings and soft areas are available in the program.	
<input type="checkbox"/> The environment does not include features that appeal to the senses, (e.g. colour, light and texture) or conversely is over-stimulating.	<input type="checkbox"/> The environment contains many materials or features that appeal to a variety of senses, e.g. colour, light and texture.	<input type="checkbox"/> The environment is set up to appeal to all the senses and contains unique features and invitations to play that provide interest and beauty (e.g. a variety of lighting, soft and hard textures).	



**2.2 Quality Statement:** The learning environment, which includes multiple interest areas (e.g. discovery area, block area, book area) encourages interactive and exploratory play among children and between adults and children.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> There are no interest areas in the program.	<input type="checkbox"/> There are a variety of interest areas available in the program.	<input type="checkbox"/> There are a variety of interest areas available in the program, including areas with varying levels of stimulation, e.g. cosy book area, gross motor activities, discovery area.	
<input type="checkbox"/> No interest areas are available that encourage inquiry and exploratory play. Areas are set up with activities that do not allow for exploration (i.e. work-sheets).	<input type="checkbox"/> Some but not all interest areas include open ended items that encourage inquiry and exploratory play.	<input type="checkbox"/> Interest areas encourage inquiry and exploratory play. Materials are open ended and set up to invite inquiry and exploration.	
<input type="checkbox"/> Interest areas have no capacity for adult participation.	<input type="checkbox"/> All interest areas can accommodate both children and adults.	<input type="checkbox"/> All interest areas accommodate and are engaging to both children and adults.	
<input type="checkbox"/> The environment is not set up to encourage children to interact with each other.	<input type="checkbox"/> A portion of the environment can support interaction.	<input type="checkbox"/> Most of the program environment is organized to support child interaction.	

**2.3 Quality Statement:** The environment is well organized and accessible.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> Materials are not easily accessible to children.</p>	<p><input type="checkbox"/> Most materials are accessible to children, so that they can choose activities independently.</p>	<p><input type="checkbox"/> Age appropriate materials are visible and accessible to children so that they can choose activities independently.</p>	
<p><input type="checkbox"/> Learning resources are not labelled or displayed in an orderly way.</p>	<p><input type="checkbox"/> Most learning resources are organized, labelled and stored in an orderly way.</p>	<p><input type="checkbox"/> All learning resources are thoughtfully and intentionally organized. Resources and materials are labelled and stored in an orderly and aesthetically pleasing way, and invite children and adults to use them.</p>	

**2.4 Quality Statement:** The environment provides areas that can accommodate all ages of children attending.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> There are no areas in the program for adults to attend to infants.</p>	<p><input type="checkbox"/> The program environment can accommodate some of the needs of adults with infants.</p>	<p><input type="checkbox"/> The program accommodates families with infants, by providing space and areas for care (e.g. nursing chair, change table, diaper disposal).</p>	
<p><input type="checkbox"/> Materials and equipment in the program are not available for each age group of children, i.e. infants, toddlers and pre-schoolers.</p>	<p><input type="checkbox"/> There are materials and equipment in the program that are appropriate for each age group of children, i.e. infants, toddlers and pre-schoolers.</p>	<p><input type="checkbox"/> A wide variety of materials and equipment are available for each age group of children, i.e. infants, toddlers and pre-schoolers.</p>	
<p><input type="checkbox"/> There is no space in the environment that is safe to accommodate a variety of developmental stages of mobility – infants, crawlers, and toddlers.</p>	<p><input type="checkbox"/> There is a space in the environment that is safe to accommodate a variety of developmental stages of mobility – infants, crawlers, and toddlers.</p>	<p><input type="checkbox"/> There are multiple spaces in the environment that are safe to accommodate a variety of developmental stages of mobility – infants, crawlers, and toddlers.</p>	

**2.5 Quality Statement:** The program has a wide variety of materials, equipment and toys.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> Materials, equipment and toys in the program have limited uses.</p>	<p><input type="checkbox"/> A portion of the materials, equipment and toys are open-ended.</p>	<p><input type="checkbox"/> Most materials, equipment and toys are varied and open-ended for high play value (e.g. blocks, sand, water, dolls, toy vehicles).</p>	
<p><input type="checkbox"/> There are no multi-sensory materials, equipment or toys.</p>	<p><input type="checkbox"/> A portion of the materials, equipment and toys are multi-sensory (e.g. drums, clay, dolls).</p>	<p><input type="checkbox"/> Materials, equipment and toys, both natural and manufactured, are multi-sensory, and are authentic and representative of real-life.</p>	
<p><input type="checkbox"/> No creative consumable supplies are available to children.</p>	<p><input type="checkbox"/> A few creative consumable supplies are available to children.</p>	<p><input type="checkbox"/> A wide range of creative consumable supplies are available and re-stocked as needed.</p>	
<p><input type="checkbox"/> Program materials and activities are seldom assessed, modified or rotated.</p>	<p><input type="checkbox"/> Program materials and activities are assessed and modified to maintain interest.</p>	<p><input type="checkbox"/> Program resources and activities are continually assessed, modified and rotated based on interests of the children and projects underway.</p>	

**2.6 Quality Statement:** Children’s creations and long term projects are respected and reflected in the program.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> Children’s creations and ideas are not displayed.</p>	<p><input type="checkbox"/> Many children’s creations and art are displayed in a variety of places, including at low levels, and may be displayed throughout the school.</p>	<p><input type="checkbox"/> Children’s creations and art are displayed in a variety of places, including at low levels and are displayed throughout the school. Displays include documentation that describes the learning that is taking place.</p>	
<p><input type="checkbox"/> Space is not available for long term projects to be left out and worked on over time.</p>	<p><input type="checkbox"/> Some space is available for long term projects to be left out and worked on over time.</p>	<p><input type="checkbox"/> Space is always available for both individual and group project work, both two-dimensional and three-dimensional.</p>	

**2.7 Quality Statement:** The environment reflects and accommodates the diversity of families and the community.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> Materials do not reflect the home, community and culture of the families that attend the program.	<input type="checkbox"/> The materials and furnishings reflect the home, community and culture of some of the families that attend the program.	<input type="checkbox"/> Materials and furnishings reflect the home, community and culture of all the families that attend the program.	
<input type="checkbox"/> The learning materials are not culturally diverse.	<input type="checkbox"/> Some learning materials are culturally relevant and diverse.	<input type="checkbox"/> There are numerous learning materials that help to develop an understanding of Aboriginal culture and other cultures and facilitators incorporate cultural materials in the program.	

## Section 3: Program Delivery

Providing planned, intentional activities in early learning programs supports positive outcomes for children. Effective early learning programs set specific goals to support children's learning and facilitate caregiver's active participation in their child's learning. Activities in *Learning Together* early learning programs are flexible to respond to and accommodate the daily interests of the children and families that attend.

For more information on program planning and delivery, please refer to the following:

- Yukon Education's *Learning Together Program Facilitation Guide*: pages 29-47
- British Columbia Early Learning Framework: [http://www.bced.gov.bc.ca/early\\_learning/early\\_learning\\_framework.htm](http://www.bced.gov.bc.ca/early_learning/early_learning_framework.htm)
- Learn Now BC: Connecting with Families , online modules <http://www.learnnowbc.ca/educators/EarlyLearningCentre/StrongStart/default.aspx>

## Program Delivery: Quality Indicators

Review the quality statement, reflect on the respective aspect of the program and determine the level of quality. Provide supporting evidence.

<b>3.1 Quality Statement:</b> Activities are designed to purposefully support all the learning goals under the four Areas of Learning in the <i>British Columbia Early Learning Framework (2008)</i> .			
NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> No activities purposefully address the learning goals under the area of Well-being and Belonging from the <i>Framework</i> .	<input type="checkbox"/> Some of the goals from Well-being and Belonging from the <i>Framework</i> are addressed through activities and interest areas.	<input type="checkbox"/> All learning goals under the area of Well-being and Belonging from the <i>Framework</i> are addressed in the interest areas and activities.	
<input type="checkbox"/> No activities purposefully address the learning goals under the area of Exploration and Creativity from the <i>Framework</i> .	<input type="checkbox"/> Some of the goals under the area Exploration and Creativity from the <i>Framework</i> are addressed through activities and interest areas.	<input type="checkbox"/> All learning goals under the area of Exploration and Creativity from the <i>Framework</i> are addressed in the interest areas and activities.	
<input type="checkbox"/> No activities purposefully address the learning goals under the area of Language and Literacies from the <i>Framework</i> .	<input type="checkbox"/> Some of the goals under the area Language and Literacies from the <i>Framework</i> are addressed through activities and interest areas.	<input type="checkbox"/> All learning goals under the area of Language and Literacies from the <i>Framework</i> are addressed in the interest areas and activities.	
<input type="checkbox"/> No activities purposefully address the learning goals under the area of Social Responsibility and Diversity from the <i>Framework</i> .	<input type="checkbox"/> Some of the goals under the area Social Responsibility and Diversity from the <i>Framework</i> are addressed through activities and interest areas.	<input type="checkbox"/> All learning goals under the area of Social Responsibility and Diversity from the <i>Framework</i> are addressed in the interest areas and activities.	



**3.2 Quality Statement:** The *Learning Together* program follows a daily schedule that allows for predictability and an understanding of routines.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> The schedule does not follow a predictable routine.	<input type="checkbox"/> The schedule follows a predictable routine that is posted.	<input type="checkbox"/> The schedule follows a predictable routine that is communicated to families, with flexibility to allow for the interests and needs of those attending. The schedule is reviewed regularly.	

**3.3 Quality Statement:** Large group time provides learning experiences for children of all ages.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> Large group time is not planned using the BC Early Learning Framework or engaging for parents/caregivers.	<input type="checkbox"/> Large group time is planned to address the BC Early Learning Framework learning goals and sometimes conveys information to adults.	<input type="checkbox"/> The facilitator thoughtfully plans out large group time so that it integrates a variety of learning goals from the BC Early Learning Framework and often provides information for adults (e.g. tips for parents and introduction of new areas and equipment).	
<input type="checkbox"/> Large group time is not appropriate for all ages of children.	<input type="checkbox"/> Large group time is appropriate for all ages of children attending that day.	<input type="checkbox"/> The facilitator thoughtfully plans out large group times that are appropriate to all ages of children, engaging for adults, and reflective of the interests of those attending. These plans vary and are flexible to accommodate those attending.	

**3.4 Quality Statement:** Family reading and literacy experiences are encouraged by providing space, time, and resources.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> There are no opportunities for sharing books within the program.	<input type="checkbox"/> Space is set aside in the program for sharing books.	<input type="checkbox"/> There are many opportunities available in the program for shared reading (books available in many areas of the program, shared reading part of the regular schedule).	
<input type="checkbox"/> The facilitator does not model ways adults and children can explore and enjoy books together.	<input type="checkbox"/> The facilitator models ways adults and children can explore and enjoy books together, e.g. schedule shared book time prior to circle time.	<input type="checkbox"/> The facilitator regularly and intentionally models and supports different ways adults and children can explore literacy resources and enjoy books together.	

**3.5 Quality Statement:** A wide range of activities are offered that demonstrate respect for individual differences in adults and children.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> Program activities are not considerate of language, culture, and range of abilities of the children and families that attend.	<input type="checkbox"/> Some program activities are inclusive of language, culture, and the range of abilities of the children and families that attend.	<input type="checkbox"/> Many program activities promote an understanding of diverse languages, cultures, and abilities of the children and families that attend.	
<input type="checkbox"/> Program activities and materials show stereo-typing or gender bias.	<input type="checkbox"/> Some program activities and materials reflect non-stereo-typed families and community members.	<input type="checkbox"/> All program activities and materials reflect non-stereo-typed families and community members.	

**3.6 Quality Statement:** The program is scheduled into other school facilities and activities.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> The program does not utilize any other school facilities or activities.</p>	<p><input type="checkbox"/> The program utilizes a few of the school facilities and activities, e.g. the school gym.</p>	<p><input type="checkbox"/> The program utilizes many of the school facilities, e.g. the school gym, library, and other spaces. The Learning Together program participates in school activities on a regularly scheduled basis, as well as during special events.</p>	

**3.7 Quality Statement:** A wide variety of activities and experiences are provided that support and are responsive to children's interests.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> Activities are pre-planned (e.g. use of worksheets) and do not change or respond to children's interests.</p>	<p><input type="checkbox"/> A variety of activities and experiences are provided, including teacher led and child initiated.</p>	<p><input type="checkbox"/> Activities and experiences are provided that support and are responsive to children's interests. Children are invited and encouraged to contribute their own ideas and participate at their own developmental levels.</p>	

## Section 4: Working with Families

Research shows that parent/caregiver involvement in early childhood settings supports positive outcomes for children. Involvement of the family also sets the stage for future involvement in the school and community.

Working partnerships between the facilitator, the community and the family are most successful when they are based on mutual respect. A respectful partnership builds on the family's intimate knowledge of their children and takes into consideration their unique resources and strengths. A *Learning Together* program that is respectful of individual differences and responsive to the cultural diversity of the families that attend says to children, as well as adults, that they are valued and welcome.

*Learning Together* programs support the contribution of families to children's learning and development. Facilitators actively support and invite parents/caregivers to share their strengths and ideas.

Ongoing evaluation of how the program responds to and works with families will result in a *Learning Together* program that is responsive to the needs and interests of the families that attend.

For more information on working with families in a *Learning Together* early learning program, please refer to the following:

- Yukon Education's *Learning Together Program Facilitation Guide*: pages 19-28
- British Columbia Early Learning Framework: [http://www.bced.gov.bc.ca/early\\_learning/early\\_learning\\_framework.htm](http://www.bced.gov.bc.ca/early_learning/early_learning_framework.htm)
- Learn Now BC: Connecting with Families , online modules <http://www.learnnowbc.ca/educators/EarlyLearningCentre/StrongStart/default.aspx>

## Working With Families: Quality Indicators

Review the quality statement, reflect on the respective aspect of the program and determine the level of quality. Provide supporting evidence.

<b>4.1 Quality Statement:</b> Respect for families is demonstrated in multiple ways in the program.			
<b>NEEDS TO BE IMPROVED</b>	<b>ADEQUATE</b>	<b>EXEMPLARY</b>	<b>SUPPORTING EVIDENCE</b>
<input type="checkbox"/> Parents/ caregivers have no opportunities to contribute ideas and talents to the program.	<input type="checkbox"/> Parents/caregivers are encouraged to contribute ideas and talents to the program.	<input type="checkbox"/> Facilitators regularly integrate parents/ caregiver's strengths, ideas and skills into the program (e.g. sharing talents, bringing items of importance from home, suggesting outings and guests).	
<input type="checkbox"/> No opportunities are provided for parents/caregivers to assist in the program.	<input type="checkbox"/> Opportunities are provided for parents/caregivers to meaningfully assist in the program.	<input type="checkbox"/> Opportunities are provided for parents/caregivers to meaningfully contribute daily in the program. Parents/caregivers are invited and encouraged to provide input and feedback into the program content and delivery.	

**4.2 Quality Statement:** Adults are informed about the program and the availability of community supports.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> No communication materials (e.g. weekly/monthly program highlights, orientation materials) are available for families.</p>	<p><input type="checkbox"/> There is an orientation package for families and daily program highlights for families.</p>	<p><input type="checkbox"/> Families receive a variety of communications about the program (e.g. orientation package, daily program highlights, website, blog, conversations, newsletters).</p>	
<p><input type="checkbox"/> Parents/caregivers are not informed about the philosophy of the program and the active role adults play in the program.</p>	<p><input type="checkbox"/> Information and communication from the facilitator informs families about the philosophy of the program and the active role of parents/caregivers in the program.</p>	<p><input type="checkbox"/> The facilitator informs and regularly reminds each family about the philosophy of the program and the active role of parents/caregivers in the program.</p>	
<p><input type="checkbox"/> No information is available on other community resources or support services in the community.</p>	<p><input type="checkbox"/> Information is available on other community resources or support services in the community.</p>	<p><input type="checkbox"/> Comprehensive information is regularly made available about community resources. Agencies and organizations are regularly invited into the program to provide more information to families.</p>	
<p><input type="checkbox"/> There is no sign-in space in the program.</p>	<p><input type="checkbox"/> The sign-in space is efficient, uncomplicated, and welcoming.</p>	<p><input type="checkbox"/> The sign-in space is efficient, uncomplicated, and welcoming, and informs parents/caregivers about the requirement to sign in and register.</p>	

**4.3 Quality Statement:** The program supports adults in understanding how to extend their child’s early learning at home.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> The facilitator does not model or offer ideas for activities at home.	<input type="checkbox"/> The facilitator provides information on how to extend learning at home.	<input type="checkbox"/> The facilitator regularly provides encouragement, resources and ideas on how to extend the learning at home, using readily available and easily found materials.	
<input type="checkbox"/> The facilitator does not engage individually with families about their child’s learning.	<input type="checkbox"/> The facilitator engages with adults and welcomes questions about their child’s learning.	<input type="checkbox"/> The facilitator meaningfully engages with each family and works collaboratively with them to support each child’s learning.	
<input type="checkbox"/> Information is not shared with parents/caregivers about the learning that is happening within the program.	<input type="checkbox"/> Information is shared with parents/caregivers to describe the learning that is happening within the program.	<input type="checkbox"/> Information is shared with parents/caregivers in a variety of ways that describes the learning that is happening within the program (e.g. verbal explanations, pictographs, posters, pedagogical narrations, pamphlets).	

**4.4 Quality Statement:** Families are encouraged to build relationships with each other.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> The facilitator does not plan events or activities that promote relationship building, collaboration, and connection among families, children and community.</p>	<p><input type="checkbox"/> The facilitator plans some activities that promote relationship building, collaboration, and connection among families, children and community.</p>	<p><input type="checkbox"/> The facilitator fosters relationship building, collaboration, and connection among families, children and community through regularly planned events, invited guests, and activities.</p>	



## Section 5: The Role of the Facilitator

The facilitator is often the first contact for families attending a *Learning Together* early learning program and plays a key role in the quality of the program. The facilitator is responsible for planning a program that is reflective of interests of the children and families that attend, encouraging adult and child participation, creating environments and activities to influence children's learning, modeling strategies that can be used by adults to support children's learning, and providing information to increase adults' understanding of children's development and learning. *Learning Together* programs, through the support of facilitators, provide parents and caregivers with opportunities to observe and practice new approaches to support their child's learning.

For more information on the role of the facilitator in a *Learning Together* early learning program, please refer to the following:

- Yukon Education's *Learning Together Program Facilitation Guide*: pages 48-52
- British Columbia Early Learning Framework: [http://www.bced.gov.bc.ca/early\\_learning/early\\_learning\\_framework.htm](http://www.bced.gov.bc.ca/early_learning/early_learning_framework.htm)
- Learn Now BC: Connecting with Families, online modules <http://www.learnnowbc.ca/educators/EarlyLearningCentre/StrongStart/default.aspx>

## The Role of the Facilitator: Quality Indicators

Review the quality statement, reflect on the respective aspect of the program and determine the level of quality. Provide supporting evidence.

<b>5.1 Quality Statement:</b> The facilitator encourages adult/child interactions throughout the program.			
NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> The facilitator does not encourage adult/child interactions in the program.	<input type="checkbox"/> The facilitator encourages appropriate adult/child interactions in the program.	<input type="checkbox"/> The facilitator meaningfully encourages and models adult/child interactions through all aspects of the program and provides verbal prompts to assist and support.	

<b>5.2 Quality Statement:</b> The facilitator helps adults to observe and understand child development through dialogue and other strategies.			
NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> The facilitator does not share their knowledge and understanding of child development with families.	<input type="checkbox"/> The facilitator shares their knowledge and understanding of child development with families.	<input type="checkbox"/> The facilitator shares their knowledge and understanding of child development with families using multiple strategies (e.g. pedagogical narrations, conversation, bringing experts into the program, posters) and is respectful of cultural beliefs.	
<input type="checkbox"/> The facilitator does not model for adults how to support children's well-being, learning and behaviour.	<input type="checkbox"/> The facilitator models for adults how to support children's well-being, learning and behaviour.	<input type="checkbox"/> The facilitator regularly reflects on their interactions with adults and consistently models for families how to support children's well-being, learning and behaviour.	

**5.3 Quality Statement:** The facilitator enhances learning by building strong relationships with adults and children.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> The facilitator does not build relationships with the adults attending.</p>	<p><input type="checkbox"/> The facilitator establishes a relationship with most adults attending.</p>	<p><input type="checkbox"/> The facilitator builds and fosters meaningful relationships with and between adults by modelling, affirming, listening, encouraging, and supporting.</p>	
<p><input type="checkbox"/> The facilitator does not engage and respond to children's ideas, abilities and interests.</p>	<p><input type="checkbox"/> The facilitator is responsive to children's ideas, abilities and interests and supports children in their learning.</p>	<p><input type="checkbox"/> The facilitator is engaged and responsive to children's ideas, abilities and interests and collaborates with families using a variety of strategies (e.g. project based learning, emergent curriculum, documentation).</p>	

**5.4 Quality Statement:** The facilitator welcomes families as they arrive and leave the program.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> The facilitator does not welcome families as they arrive in the program.</p>	<p><input type="checkbox"/> The facilitator often welcomes children and adults as they arrive in the program.</p>	<p><input type="checkbox"/> The facilitator welcomes all families and greets each child as they arrive. The facilitator has welcoming strategies for transitioning into the program regardless of when a family arrives during the program.</p>	
<p><input type="checkbox"/> No routines are in place to formalize the end of the daily program.</p>	<p><input type="checkbox"/> Routines are in place to formalize the end of the daily program.</p>	<p><input type="checkbox"/> Routines are in place to formalize the end of the daily program as a social ritual. The facilitator has “good-bye” strategies for transition out of the program for families that leave early.</p>	

**5.5 Quality Statement:** The facilitator collaborates with school staff and community.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> The facilitator does not interact with the kindergarten teacher(s).</p>	<p><input type="checkbox"/> The facilitator interacts and sometimes collaborates with the kindergarten teacher(s).</p>	<p><input type="checkbox"/> The facilitator regularly collaborates with the kindergarten teacher(s). Materials, ideas, and pedagogy are regularly shared between the facilitator and the kindergarten teacher(s).</p>	
<p><input type="checkbox"/> The facilitator does not interact with other school staff and Yukon Education personnel.</p>	<p><input type="checkbox"/> The facilitator interacts and sometimes collaborates with school and staff and Yukon Education personnel.</p>	<p><input type="checkbox"/> The facilitator regularly collaborates with a wide variety of school staff and Yukon Education personnel (e.g. librarian, principal, and other teachers).</p>	
<p><input type="checkbox"/> The facilitator does not connect with community organizations and agencies.</p>	<p><input type="checkbox"/> The facilitator connects with other early childhood organizations and agencies.</p>	<p><input type="checkbox"/> The facilitator is aware of and regularly connects with a wide variety of early childhood community organizations and agencies in planned and meaningful ways</p>	
<p><input type="checkbox"/> The facilitator does not connect with the kindergarten teacher(s) regarding those children in the <i>Learning Together</i> program who will be transitioning into kindergarten.</p>	<p><input type="checkbox"/> The facilitator identifies to the kindergarten teacher(s) those children in the <i>Learning Together</i> program who will be transitioning into kindergarten.</p>	<p><input type="checkbox"/> The facilitator regularly works with the kindergarten(s) teacher in a planned way regarding those children in the <i>Learning Together</i> program who will be transitioning into kindergarten.</p>	

**5.6 Quality Statement:** The facilitator develops goals for the program based on the learning needs of the children attending.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> The facilitator does not use any strategies to guide program planning.	<input type="checkbox"/> The facilitator uses a variety of strategies (e.g. written notes, checklists, anecdotal descriptions) to examine and plan improvements to the program.	<input type="checkbox"/> The facilitator uses pedagogical narration and a variety of other strategies to examine, reflect, and plan improvements to the program in support of the children attending.	

## Section 6: The Role of the School and Yukon Education

Yukon Education holds the ultimate responsibility for the operation of *Learning Together* programs; however, school Administrators and program facilitators are responsible for following the expectations for the program and meeting the goals for early learning that Yukon Education communicates. Clearly developed roles, responsibilities and relationships lead to higher quality programs and *Learning Together* programs that are more engaged, less isolated and integrated into the school.

For more information on the role of the School and Yukon Education regarding *Learning Together* early learning programs, please refer to the following:

- Yukon Education's *Learning Together Program Facilitation Guide*: pages 53-59
- British Columbia Early Learning Framework: [http://www.bced.gov.bc.ca/early\\_learning/early\\_learning\\_framework.htm](http://www.bced.gov.bc.ca/early_learning/early_learning_framework.htm)

**6.1 Quality Statement:** Yukon Education regularly monitors and analyzes information about program usage.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> No strategies have been developed to address high or low attendance numbers.</p>	<p><input type="checkbox"/> One or two strategies have been developed to address high or low attendance numbers.</p>	<p><input type="checkbox"/> Multiple strategies have been developed to address high or low attendance numbers. These strategies and their success have been discussed among the facilitators, school administration and Yukon Education.</p>	
<p><input type="checkbox"/> No strategies have been developed to ensure that attendance is monitored and up to date.</p>	<p><input type="checkbox"/> A system is in place to ensure that attendance is kept up to date and entered into YSIS.</p>	<p><input type="checkbox"/> Yukon Education has developed a system, in collaboration with the facilitator and other pertinent staff, to ensure that attendance is entered into YSIS on a regularly scheduled basis and that attendance reports are regularly created. This system is reviewed regularly to ensure that attendance data is accurate and up to date.</p>	



**6.2 Quality Statement:** Procedures are in place to accommodate unexpected program closures.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> The school and facilitator have not developed procedures to inform families of unexpected closure of the program.</p>	<p><input type="checkbox"/> The school and facilitator have developed a strategy to inform families of expected and unexpected closures of the program.</p>	<p><input type="checkbox"/> The school and facilitator have developed multiple strategies to inform families of expected and unexpected program closures and communicate and review these strategies regularly.</p>	

**6.3 Quality Statement:** Yukon Education maintains responsibility and accountability for all aspects of the program.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> There are no procedures in place to ensure that Yukon Education maintains responsibility and accountability for all aspects of the program.</p>	<p><input type="checkbox"/> Procedures are in place so that Yukon Education maintains responsibility and accountability for all aspects of the program.</p>	<p><input type="checkbox"/> Procedures are in place so that Yukon Education maintains responsibility and accountability for all aspects of the program. These procedures are reviewed regularly with all key parties.</p>	

**6.4 Quality Statement:** Clear roles, expectations and responsibilities for the facilitator position are in place.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> There is no orientation provided for the facilitator.</p>	<p><input type="checkbox"/> The facilitator is provided with an orientation by the school and Yukon Education, and provided with copies of policy and procedures manuals, as well as relevant program documents.</p>	<p><input type="checkbox"/> The facilitator is provided with a thorough orientation by the school and Yukon Education including an initial meeting with school staff, visits to other <i>Learning Together</i> programs and copies of relevant program documents.</p>	
<p><input type="checkbox"/> A job description has not been developed for the facilitator position.</p>	<p><input type="checkbox"/> A job description has been developed for the facilitator position that includes knowledge of and experience using the <i>From Theory to Practice</i>.</p>	<p><input type="checkbox"/> A comprehensive job description has been developed for the facilitator position including experience required, competencies and key skills and knowledge, and includes knowledge of and experience using the <i>Framework</i> and <i>From Theory to Practice</i>.</p>	
<p><input type="checkbox"/> There is no performance review for the facilitator.</p>	<p><input type="checkbox"/> There are ongoing meetings and discussions with facilitators to support their success and reflect on practice.</p>	<p><input type="checkbox"/> There are ongoing meetings and discussions with facilitators, School Administrators and Yukon Education to reflect on practice in order to support their success and further development. These meetings are both formal and informal.</p>	

**6.5 Quality Statement:** Yukon Education provides opportunities for facilitators to actively participate in on-going job related professional development opportunities.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> Yukon Education does not provide any opportunities for facilitators to participate in any professional development.</p>	<p><input type="checkbox"/> Yukon Education provides opportunities for facilitators to participate in multiple job-related professional development activities.</p>	<p><input type="checkbox"/> Yukon Education provides opportunities for facilitators to actively participate in multiple job-related professional development activities appropriate to the early years and <i>Learning Together</i> program. Training is pro-actively planned and scheduled.</p>	
<p><input type="checkbox"/> Yukon Education does not provide any opportunities for early learning team members to participate in professional development as a team.</p>	<p><input type="checkbox"/> Yukon Education provides some opportunities for early learning team members to participate in professional development as a team.</p>	<p><input type="checkbox"/> Yukon Education fosters and provides multiple opportunities for all early learning team members (facilitators, kindergarten teachers, principals, etc) to participate in professional development as a team.</p>	

**6.6 Quality Statement:** The principal plays a leadership role in the program.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> The principal does not meet with the facilitator and does not visit the program.</p>	<p><input type="checkbox"/> The principal periodically connects with the facilitator and periodically visits the program.</p>	<p><input type="checkbox"/> The principal provides active and ongoing support for the program in multiple ways (e.g. makes regular visits to the program, meets with the facilitator on a regularly scheduled basis, and facilitates access to all areas of the school).</p>	
<p><input type="checkbox"/> The principal does not participate in any early learning related professional development.</p>	<p><input type="checkbox"/> The principal participates in early learning related professional development.</p>	<p><input type="checkbox"/> The principal participates in and seeks additional professional development related to early learning. The principal attends professional development opportunities with facilitators.</p>	
<p><input type="checkbox"/> The principal does not include facilitators as members of the school team.</p>	<p><input type="checkbox"/> The principal includes facilitators as members of the school team, e.g. is invited to staff meetings, and has a school mailbox, email account.</p>	<p><input type="checkbox"/> The principal includes facilitators as members of the school team and helps to create and support strong relationships between other educators, e.g. kindergarten teachers and school resource teachers.</p>	

**6.7 Quality Statement:** Yukon Education develops goals for the program based on regular reflection and evaluation.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<p><input type="checkbox"/> Yukon Education does not have any goals in place for the program.</p>	<p><input type="checkbox"/> Yukon Education has developed both short term and long term goals for the program.</p>	<p><input type="checkbox"/> Yukon Education has developed both short term and long term goals for the program. Progress towards goals is monitored using the <i>Reflecting on Quality</i> tool and ongoing reflective practices.</p>	
<p><input type="checkbox"/> Yukon Education does not use neighbourhood EDI data to set goals for the program.</p>	<p><input type="checkbox"/> Yukon Education uses neighbourhood EDI data to set goals for the program.</p>	<p><input type="checkbox"/> Yukon Education uses EDI data (all five domains and sub-domains) to set goals for the program and regularly assesses the extent of the program.</p>	

## Section 7: Communication

Communication is the cornerstone to positive relationships. In quality *Learning Together* early learning programs, information needs to flow between and among Yukon Education, school administrators, Early Learning Consultants, *Learning Together* facilitators, families, and community partners (this should include local health authorities and other local agencies that serve families).

For more information on communication regarding *Learning Together* early learning programs, please refer to the following:

- Yukon Education's *Learning Together Program Facilitation Guide*: pages 60-63
- British Columbia Early Learning Framework: [http://www.bced.gov.bc.ca/early\\_learning/early\\_learning\\_framework.htm](http://www.bced.gov.bc.ca/early_learning/early_learning_framework.htm)
- Learn Now BC: Connecting with Families , online modules <http://www.learnnowbc.ca/educators/EarlyLearningCentre/StrongStart/default.aspx>

## Communication: Quality Indicators

Review the quality statement, reflect on the respective aspect of the program and determine the level of quality. Provide supporting evidence.

7.1 Quality Statement: Families with young children in the neighbourhood of schools with <i>Learning Together</i> programs are informed and know about the program.			
NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> Yukon Education and the school have not developed strategies to identify families who are not aware of the program.	<input type="checkbox"/> Yukon Education and the school have developed multiple strategies to identify families who are not aware of the program.	<input type="checkbox"/> Yukon Education and the school have developed multiple strategies, both traditional and non-traditional, to identify families who are not aware of the program, including an annual marketing and advertising plan and collaboration with multiple agencies to assist in informing families.	
<input type="checkbox"/> Yukon Education does not have a website with information about <i>Learning Together</i> programs.	<input type="checkbox"/> Yukon Education has a website with some information about the <i>Learning Together</i> programs, e.g. hours of operation and locations.	<input type="checkbox"/> Yukon Education has an easy to find and up to date website that describes the goals of the program, hours of operation, detailed program description and other pertinent information about <i>Learning Together</i> .	

**7.2 Quality Statement:** The families of the school are well informed about the *Learning Together* program.

NEEDS TO BE IMPROVED	ADEQUATE	EXEMPLARY	SUPPORTING EVIDENCE
<input type="checkbox"/> There is no communication strategy between the program and the families of the school.	<input type="checkbox"/> There is some communication between the program and the whole school.	<input type="checkbox"/> The program has a well-established school communication strategy which is regularly reviewed for effectiveness. There are multiple communications between families and school staff, (e.g. promoting the program in school newsletters).	



# Appendix A: Program Action Plan

Learning Together Program:

Learning Together Facilitator:

Yukon Education Contact:

Date:

Section with highest quality ratings:

Ideas for celebrating and sharing successes:

## Action Plan:

<p>QUALITY STATEMENT</p>			
<p>INDICATOR LEVEL ACHIEVED</p>		<p>INDICATOR LEVEL GOAL</p>	
<p>STRATEGY TO MAKE IMPROVEMENTS</p>			
<p>RESPONSIBILITY</p>			
<p>HOW WILL I KNOW THE GOAL HAS BEEN ACHIEVED?</p>			
<p>EXPECTED DATE OF COMPLETION</p>			

## Appendix B: Reflecting on Quality – Yukon Education Summary

**Yukon Area:**

**Yukon Education Contact:**

**Date:**

Based on the results of the *Reflecting on Quality* tool, summarize the areas of strength and higher quality found throughout Yukon's *Learning Together* programs:

Based on the results of the *Reflecting on Quality* tool, identify how Yukon Education is working to address those areas needing improvements:









