

**New Brunswick Early Learning Home**

# **Quality Improvement Plan**

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## Early Learning Home Quality Improvement Cycle

Quality improvement is about creating a vision for growth and then taking manageable steps every year toward achieving that vision. As part of designation, New Brunswick early learning homes must participate in an annual quality improvement cycle. The goal of this cycle is to continuously improve the quality of services offered to children from birth to 5 years and their families.

Quality in early learning and child care environments encompasses many elements including curriculum, inclusion, professional learning, governance, educator interactions and relationships, parent engagement, and indoor and outdoor early learning environments. We further our understanding of quality through engagement with assessment tools, reflection, conversation, and planning. While an assessment tool for early learning homes is in the development phase, current Quality Improvement Plans will rely on the important forms of feedback gathered through reflection, conversation and planning.



## Quality Improvement Plans

The Quality Improvement Plan (QIP) is an essential piece of the quality improvement cycle that belongs to the early learning educators/operators and is shared and reviewed by Department of Education and Early Childhood Development partners. Operators are responsible for formally updating the QIP annually. Between updates, the QIP is to be treated as a living document, meaning that it may continuously change as educators/operators implement plans and improve them over time.

This document is designed to guide you through the steps of developing and using your QIP to enhance quality through meeting the curricular expectations of the New Brunswick Curriculum Framework for Early Learning and Child Care ~English (NBCF~E). This document provides you with a template to document and reflect. There are four steps for developing and continuously working with your QIP:

Step 1: Reflecting & Reviewing Feedback

Step 2: Planning

Step 3: Taking Action

Step 4: Revisiting & Adjusting

\*See Appendix D for a template with prompts and space for you to create and keep track of your Quality Improvement Plan, supporting you from Step 1 to Step 4.

## Step 1: Reflecting & Reviewing Feedback

### 1.1. Reflection

Through ongoing use of the CAT Reflective Guide, you will engage in observation, documentation and reflection on your everyday practices. Think about and question the ways that you are currently meeting the curricular expectations of the NBCF~E. Review your recent reflective journal entries. What have you been reflecting on and noticing lately as you have been using the CAT Reflective Guide?

As you use the CAT Reflective Guide, document and keep track of your observations, conversations and reflections in a reflective journal. Your reflective journal documents evidence of your ongoing thoughts, curiosities and learning, and you will be able to reference this as time passes.

### 1.2. Feedback

For review and reflection, be sure to document and keep evidence of all feedback you hear on an ongoing basis in your reflective journal and educator portfolio.

Review and consider both positive and constructive feedback regarding your early learning home from any relevant sources, including children, families, other educators/colleagues, Department of Education and Early Childhood Development partners (e.g., Assessment & Improvement Facilitators, Early Learning Consultants, Licensing) and others. This feedback may be received through observations, conversations/requests, or meetings. As you review and consider this feedback, re-examine related curricular expectations and pedagogical practices within the CAT

Reflective Guide that can help to inform and focus your strengths or areas that require further attention.

### 1.3. Prior Areas of Focus (Goals)

\*If this is your first time developing a QIP and setting goals, this section (1.3) does not apply to you.

Review your last set of QIP goals. Perhaps you ran into some unexpected obstacles or circumstances that prevented you from achieving one or more of your prior goals. If there were prior goals you were not able to achieve, consider if you should keep them on your current QIP.

Even if you decide to keep a prior goal(s) for your current QIP, make sure to carry this over into a fresh QIP document rather than doing minor edits to your old QIP document. Keep copies of your old QIP documents so you can review and track your growth over the years!

### 1.4. Long-Term Vision (5-10 years)

Consider the long-term objectives of your early learning home. In yearly reviews and updates of your QIP, you will be able to see growth toward the future you envision.

## Step 2: Planning

As you work through Step 2, consider your reflections as prompted by the CAT Reflective Guide, any feedback you have received, the successes and challenges you experienced in reaching your previous QIP goals, and your long-term vision.

The Assessment and Improvement Facilitator(s) (AIF) in your district are ready to help you as needed throughout this process. As you collaborate with the AIF(s), be sure to share your reflective journal. See Appendix A for contact information.

### 2.1. Early Learning Home Strengths

Identify and document at least three practices that you would consider 'strong' at your early learning home. In what ways do you shine and demonstrate your competencies, knowledge, skills and dispositions?

See Appendix B for an example of an area of focus detailed using the SMART Goal elements.

### 2.2. Early Learning Home Areas of Focus (Goals)

Feedback and your own reflections have likely helped you to identify some areas of your practice that require more focus. Identify at least three practices to work on (areas of focus) and develop goals using SMART goal elements. Focus on practices that are beyond minimum requirements and strive for higher quality. As you develop your goals, reflect on the ways you can involve and engage children and their families in reaching these goals.

See Appendix C for an example of an area of focus detailed using SMART Goal elements.

As educators and operators, you will always be striving for higher quality across many practices in your day-to-day work. Your QIP areas of focus are a few practices you are prioritizing and choosing to pay stronger attention to. Reaching one of your goals does not mean that area of focus can be forgotten about or requires no further efforts or attention. You may even find yourself revisiting a similar area of focus the next year, or a couple years later! That is what continuous improvement is all about.

<b>Specific</b>	Goals specify <b>what</b> needs to be done, <b>where</b> it will be done, & <b>who</b> is going to do it.
<b>Measurable</b>	Goals are measurable so you can map your progress & identify roadblocks. How will you know when your goal has been achieved?
<b>Attainable</b>	Goals are reasonable to achieve. Are you able to access the time & resources needed to reach your goal? What limitations may exist?
<b>Relevant</b>	Goals should lead to higher quality in your Early Learning facility. How will achieving this goal support children, families &/or educators (if applicable)?
<b>Timely</b>	Goals are time-based to maintain organization & encourage completion. When should each step toward your goal be completed?

## Step 3: Taking Action

It is time to do what you planned in each of your goals. The steps you put in the template will help guide your plan. Remember, Department of Education and Early Childhood Development partners are ready to support you as needed in achieving your goals. Reach out to the Assessment and Improvement Facilitator(s) in your region for team contacts and available resources that may be helpful.

## Step 4: Revisiting & Adjusting

Remember that QIPs are intended to be a living document that change as you make progress and reach your goals. Revisit your goals on an ongoing basis but be sure to revisit 6 months after setting your goals to ensure they are not forgotten and you are continuing to make progress.

## Appendix A

### Anglophone Assessment & Improvement Contacts

District	Phone	Mail
<b>Anglophone School District South</b>	(506) 643-6900	490 Woodward Avenue Saint John, NB E2K 5N3
<b>Anglophone School District East</b>	(506) 856-2674	Riverview Middle School 45 Devere Road Riverview, NB E1B 2M4
<b>Anglophone School District West</b>	(506) 453-8903 (Wanda) (506) 453-3377 (Cheryl)	1135 Prospect Street Fredericton, NB E3B 3B9
<b>Anglophone School District North</b>	(506) 440-4387	78 Henderson Street Miramichi, NB E1N 2R7

## Appendix B

### Example of a strength

Step 2.1: Planning- Strengths	
Strength #1	
Describe a practice that you would consider 'strong' at your early learning home.	I have been working to build relationships with each family & this is a practice I consider to be quite strong. The CAT-RG helped me articulate this strength, by focusing on a particular aspect of relationship building. I reflected on the curricular expectation "I build strong affirmative relationships with each family" & realized that there are many ways to demonstrate this. One of the ways that I am currently demonstrating this is to invite families to read a story with us & we're currently doing this through video calls. I know not all families have the flexibility to take the time during the day, but it's wonderful when it does happen!
How can you acknowledge & celebrate this strength?	Documentation posted in the entry-way has been a wonderful way to acknowledge & celebrate the building of these important relationships. Photos & stories have prompted conversations with families & children about their time spent here together. I have also received positive comments from family members who are appreciative of being able to join us & see their children interacting with their friends. I make sure to take a moment to jot down their words of encouragement in my reflective journal. I find that reflecting on these notes helps me stay positive & serves as a reminder that what I do makes a difference.
Is there a way this strength can support other areas/practices in your early learning home? In what ways will this improve quality?	I have noticed that families are more comfortable having conversations with me & this also helped me to relax with them & I feel my confidence level has strengthened. Conversations with families about their children are more engaging & relaxed. Reflecting on my strengthened relationships with families has also encouraged me to value their role as their child's first & most influential teacher & I now see them in a different way.
Do you feel supported to continue succeeding with this practice? Are there additional supports or resources you require to continue to build on this strength?	I do feel supported to continue succeeding with this practice. As I continue to use the CAT-RG as a resource, I am reflecting on many other ways that I can build upon these relationships with families & how my strengthened practices support so many aspects of my work.

## Appendix C

Example of an area of focus using SMART goals

Step 2.2: Planning- Areas of Focus	
Name of NB Early Learning Home:	Date of QIP development: March 1, 2021
Your Name:	
Goal #1	
Describe the area of focus you would like to further examine. After describing your area of focus, reflect on the SMART goal elements below to identify details that are important to be aware of as you work to purposefully plan to achieve your goal.	<p>As I examined various areas within the CAT Reflective Guide, I was curious to know more about the curricular expectation "I use a wide repertoire of texts" (props, materials, furnishings &amp; loose parts) I examined some of the pedagogical practices that provide examples of this curricular expectation in action, in particular:</p> <ul style="list-style-type: none"> <li>• images in books, photos &amp; displays that reflect all of the children &amp; their families</li> <li>• real images of children, local spaces &amp; objects</li> </ul> <p>I found myself reflecting on the books in my early learning home &amp; asked myself, do the children see themselves &amp; their families represented in the books that we are reading each day?</p> <p>This particular 'area of focus' will examine the books in my home to determine whether they reflect all of the children &amp; their families. In particular I will focus on the different cultures &amp; family compositions represented within my early learning home.</p>
<b>Specific-</b> Who will be supporting you or involved in reaching this goal? What does the end goal look like? Where do you want to see your progress (e.g., outdoor or indoor environment?)	I will lead this goal but will engage the children & their families as well as the local community to help identify and introduce books that represent the children & families in my early learning home.
<b>Measurable-</b> How will you know when you are making progress or your goal has been achieved?	<p>I will know I'm making progress when:</p> <ul style="list-style-type: none"> <li>- A variety of fiction, non-fiction &amp; homemade books that reflect all of the children &amp; their families are available &amp; independently accessible to all children &amp; families in my early learning home</li> <li>- Books are available throughout the room to support all learning areas</li> <li>- All children are able to see images of people who look like them &amp; their families in the books</li> <li>- Children &amp; families are engaging with the books</li> <li>- Homemade books are prompting sharing of stories, traditions and ideas</li> <li>- Families are sharing their books with me &amp; I'm sharing my books with families</li> <li>- Books are prompting conversations among children, families &amp; me</li> <li>- Documentation co-created with children and families reflects the ongoing work around this project</li> </ul>



<p><b>Attainable-</b> What supports/resources do you already have or still need in order to reach this goal? What are your limitations, if any?</p>	<p>I already have:</p> <ul style="list-style-type: none"> <li>- My most valuable support/resource- children &amp; their families</li> <li>-Photos of children &amp; families</li> <li>-My Reflective journal</li> <li>-Current book collection</li> </ul> <p>Family book collections or ideas?</p> <ul style="list-style-type: none"> <li>- Book-making materials (paper, photos of children &amp; families, meaningful words in children’s languages) co-create with children and families &amp; include children’s &amp; families names.</li> <li>- Library &amp; community organizations</li> <li>- Dept of Education &amp; Early Childhood partners The resource lending library.</li> </ul> <p>Might still need:</p> <ul style="list-style-type: none"> <li>- Additional books (limitations: budget. But I can take advantage of the library, resource lending library, making homemade books)</li> <li>- Additional family photos for homemade books – ask families</li> <li>- Professional Learning opportunities – What professional learning supports &amp; resources am I beginning to identify?</li> </ul>
<p><b>Relevant-</b> How will this improve quality? In what ways does this align with the NBCF~E?</p>	<ul style="list-style-type: none"> <li>- Supports children’s &amp; families’ well-being: Supports sense of self, sense of other, sense of belonging</li> <li>- Supports relationship building with &amp; among families</li> <li>- Opportunity to celebrate &amp; respond to children’s &amp; families’ uniqueness &amp; individuality</li> <li>- Opportunity for family engagement, input &amp; participation</li> </ul>
<p><b>Timely-</b> When might you expect to see progress? *Tip: It may be helpful to plan out your steps below first, then document here when you may want to see each step completed! Depending on your goal, some of your steps may be actioned simultaneously or at different times.</p>	<ul style="list-style-type: none"> <li>- By mid-March: have Step 1 complete</li> <li>- By mid-late April: Complete inventory of current books</li> <li>- Throughout April-May: Reach out to available resources, begin co-creating homemade books</li> <li>- Ongoing: documentation of co-creation of homemade books, &amp; children’s &amp; families’ interaction with them.</li> <li>- Ongoing: As homemade books are co-created &amp; new books are acquired, make them available &amp; accessible to all children &amp; families.</li> <li>- By mid-June: All children &amp; their families are reflected in the available &amp; accessible books, with the understanding that this is an ongoing area of focus.</li> </ul>
<p>What actions are required to reach your goal? Break down your goal into smaller, achievable steps.</p>	<p>Step 1: Have conversations with children &amp; families. Seek input, ideas for books from families including ideas for homemade books (ask for photos; if other home languages, ask for written &amp; oral language supports). Build relationships during greeting &amp; departure times.</p> <p>Step 2:</p> <ul style="list-style-type: none"> <li>- Do an inventory of books I currently have available &amp; accessible in my early learning home (I can do this with the children).</li> </ul>

	<ul style="list-style-type: none"> <li>- Reach out to the community library, other organizations. Reach out to district AIF &amp; ELC to ask about the district resource lending library.</li> <li>- Co-create homemade books with children &amp; families.</li> </ul>
	<p>Step 3:</p> <ul style="list-style-type: none"> <li>- Ensure all books are available &amp; accessible to all children &amp; families &amp; ensure all the children &amp; their families are represented</li> <li>- Invite families into my early learning home to read books &amp; tell stories to the children</li> <li>- Document the children's &amp; families' experiences engaging with the new books</li> <li>- Document my thoughts, questions, experiences &amp; learnings in my reflective journal. Reflect on how this area of focus will support other areas of my practice.</li> <li>- Co-create a small lending library for children &amp; families</li> </ul>

Question for further reflection: Consider the example above. How might this area of focus extend to children's poetry and songs?

## Appendix D

### Early Learning Home QIP Template (Steps 1-4)

EARLY LEARNING HOME QIP TEMPLATE		
Name of NB Early Learning Home:		Date of QIP development:
Your Name:		

Step 1: Reflecting & Reviewing Feedback	
<p><b>1.1 Reflection.</b> Review your recent reflective journal entries. Summarize some of the key practices you have been examining and reflecting on through your use of the CAT-RG that you may want to consider in this current QIP.</p>	
<p><b>1.2 Feedback.</b> Review feedback you have received and documented in your reflective journal since you last updated your QIP. Summarize any particular pieces of feedback you would like to focus on in this current QIP.</p>	
<p><b>1.3 Prior Goals (if applicable).</b> Review your last set of QIP goals. Did you achieve all of these goals, or are there any that should remain in this current QIP? Which ones?</p>	
<p><b>1.4 Long-Term Vision.</b> Summarize your long-term vision here, so you remember the bigger picture of what you are working toward.</p>	

Step 2.1: Planning – Strengths	
<b>Strength #1</b>	
Describe a practice that you would consider ‘strong’ at your early learning home.	
How can you acknowledge & celebrate this strength?	
Is there a way this strength can support other areas/practices in your early learning home? In what ways will this improve quality?	
Do you feel supported to continue succeeding with this practice? Are there additional supports or resources you require to continue to build on this strength?	

<b>Strength #2</b>	
Describe a practice that you would consider 'strong' at your early learning home.	
How can you acknowledge & celebrate this strength? In what ways will this improve quality?	
Is there a way this strength can support other areas/practices in your early learning home?	
Do you feel supported to continue succeeding with this practice? Are there additional supports or resources you require to continue to build on this strength?	
<b>Strength #3</b>	
Describe a practice that you would consider 'strong' at your early learning home.	
How can you acknowledge & celebrate this strength? In what ways will this improve quality?	
Is there a way this strength can support other areas/practices in your early learning home?	
Do you feel supported to continue succeeding with this practice? Are there additional supports or resources you require to continue to build on this strength?	
<b>Step 2.2: Planning – Areas of Focus</b>	
<b>Goal #1</b>	
Describe the area of focus you would like to further examine. After describing your area of focus, reflect on the SMART goal elements below to identify details that are important to be aware of as you work to purposefully plan to achieve your goal.	
<b>Specific-</b> <i>Who</i> will be supporting you or involved in reaching this goal? <i>What</i> does the end goal look like? <i>Where</i> do you want to see your progress (e.g., outdoor or indoor environment?)	
<b>Measurable-</b> How will you know when you are making progress or your goal has been achieved?	
<b>Attainable-</b> What supports/resources do you already have or still need in order to reach this goal? What are your limitations, if any?	
<b>Relevant-</b> How will this improve quality? In what ways does this align with the NBCF~E?	
<b>Timely-</b> When might you expect to see progress? *Tip: It may be helpful to plan out your steps below first, then document here when you may want to see each step completed!	

Depending on your goal, some of your steps may be actioned simultaneously or at different times.	
What actions are required to reach your goal? Break down your goal into smaller, achievable steps.	Step 1:
	Step 2:
	Step 3:
<b>Goal #2</b>	
Describe the area of focus you would like to further examine. After describing your area of focus, reflect on the SMART goal elements below to identify details that are important to be aware of as you work to purposefully plan to achieve your goal.	
<b>Specific-</b> <i>Who</i> will be supporting you or involved in reaching this goal? <i>What</i> does the end goal look like? <i>Where</i> do you want to see your progress (e.g., outdoor or indoor environment?)	
<b>Measurable-</b> How will you know when you are making progress or your goal has been achieved?	
<b>Attainable-</b> What supports/resources do you already have or still need in order to reach this goal? What are your limitations, if any?	
<b>Relevant-</b> How will this improve quality? In what ways does this align with the NBCF~E?	
<b>Timely-</b> When might you expect to see progress? *Tip: It may be helpful to plan out your steps below first, then document here when you may want to see each step completed! Depending on your goal, some of your steps may be actioned simultaneously or at different times.	
What actions are required to reach your goal? Break down your goal into smaller, achievable steps.	Step 1:
	Step 2:
	Step 3:
<b>Goal #3</b>	
Describe the area of focus you would like to further examine. After describing your area of focus, reflect on the SMART goal elements below to identify details that are important to be aware of as you work to purposefully plan to achieve your goal.	

<b>Specific-</b> <i>Who</i> will be supporting you or involved in reaching this goal? <i>What</i> does the end goal look like? <i>Where</i> do you want to see your progress (e.g., outdoor or indoor environment?)	
<b>Measurable-</b> How will you know when you are making progress or your goal has been achieved?	
<b>Attainable-</b> What supports/resources do you already have or still need in order to reach this goal? What are your limitations, if any?	
<b>Relevant-</b> How will this improve quality? In what ways does this align with the NBCF~E?	
<b>Timely-</b> When might you expect to see progress? *Tip: It may be helpful to plan out your steps below first, then document here when you may want to see each step completed! Depending on your goal, some of your steps may be actioned simultaneously or at different times.	
What actions are required to reach your goal? Break down your goal into smaller, achievable steps.	Step 1:
	Step 2:
	Step 3:

**Step 3: Taking Action**

<b>Step 4: Reviewing &amp; Adjusting</b> Revisit & adjust your goals as often as you feel appropriate. Revisit your QIP at least once 6 months after setting your goals.			
Review Date #1:		Review Date #2:	
What progress have you made toward your goals so far?		What progress have you made toward your goals so far?	
<b>Reflect on your goals that have been fully achieved...</b>		<b>Reflect on your goals that have been fully achieved...</b>	
Which of your goals have been achieved?		Which of your goals have been achieved?	

What can be done in order to maintain this success?	What can be done in order to maintain this success?
<b>Reflect on the goals you are still working toward...</b>	<b>Reflect on the goals you are still working toward...</b>
Have you run into any obstacles or challenges to reaching your goals?	Have you run into any obstacles or challenges to reaching your goals?
If you are facing any obstacles, what can be done to move past them & continue progressing?	If you are facing any obstacles, what can be done to move past them & continue progressing?
Do you need to make any changes to the time & resources assigned to any of your goals?	Do you need to make any changes to the time & resources assigned to any of your goals?