The SK Quality Tool examines ten indicators that research has identified as signs that children are receiving high-quality care and education in their early years. These indicators are:

- 1. Staff education levels
- 2. Environment (as per *Play and Exploration: Early Learning Program Guide*)
- 3. Developmentally Appropriate Curriculum Based on Assessments of Each Child
- 4. Relationships with Families
- 5. Regular Progress Updates to Families about their Children
- 6. Encouraging Children to Communicate (Preschool Groups)
- 7. Language Development for Infants and Toddlers (Infant and Toddler Groups)
- 8. Use of Language to Develop Reasoning Skills (Preschool Groups)
- 9. Active Listening to Children by Educators
- 10. Warm Communication Style of Educators towards Children

Prior to developing an action plan in response to the SK Quality Assessment completed at the centre, discussions should have occurred with educators, centre leadership and the board of directors. Those discussions will inform planning in terms of priorities and areas of interest to explore and identifying goals and actions to make positive changes (see Baseline Quality Assessment Results handout).

One to three priorities should be identified to allow for focused work to occur and to ensure the plan is manageable. The plans should include both short term and long-term actions (three-year plan) to show development and growth as well as sustained focus over time to ensure the area of the key indicator becomes firmly embedded into the regular practices at the centre.

Please submit completed plans to eceed@gov.sk.ca with a cc: to the Early Learning and Child Care (ELCC) Consultant assigned to the centre.

ELCC Consultants are a resource and support and will have regular discussion regarding Action Plans during unscheduled drop-in visits, when in attendance at board meetings and as part of the annual review of the child care centre license.

There are many resources to support professional learning and development related to the indicators of quality. A list of resources, organized by indicator, can be accessed <u>here</u>. This list will be updated as new opportunities become available.

Priority 1- Quality Indicator identified for improvement	Why is this important to us?			
identified for improvement				
Preparing Do we currently have sufficient of	data/information and knowledge	to make improvements in this		
Do we currently have sufficient data/information and knowledge to make improvements in this area?				
Do we need to learn more to understand more deeply and develop an effective response? Do we need to complete additional assessments (e.g. ECERS/ITERS) or observations (e.g.				
resource sheets E & F from <i>Lead</i>	ling for Change)?			
What professional learning opportunities and resources are available? Please refer to the Resources to Support Action Planning in Response to SK Quality Tool Assessment				
Are there partners and or experts that we could connect with to learn more?				
Planning - consider actions for u	in to three years to build and rei	nforce skills and practices		
Actions to support priority 1				
	Dates - anticipated	Roles - who is involved and		
	Dates - anticipated start/completion			
	_	Roles - who is involved and		
	_	Roles - who is involved and		
	_	Roles - who is involved and		
	_	Roles - who is involved and		
	_	Roles - who is involved and		
	_	Roles - who is involved and		

Priority 2- Quality Indicator identified for improvement	Why is this important to us?			
Preparing Do we currently have sufficient da	eta/information and knowledge	to make improvements in this		
area?	sta/information and knowledge	to make improvements in this		
Do we need to learn more to unde				
Do we need to complete addition What professional learning oppor				
to Support Action Planning in Response to SK Quality Tool Assessment				
Are there partners and or experts that we could connect with to learn more?				
Planning - consider actions for up	a to three years to build and rain	force skills and practices		
Actions to support priority 2	Dates - anticipated	Roles - who is involved and		
	start/completion	how?		

Priority 3- Quality Indicator	Why is this important to us?				
identified for improvement					
Preparing					
Do we currently have sufficient da area?	Do we currently have sufficient data/information and knowledge to make improvements in this				
Do we need to learn more to unde					
Do we need to complete addition What professional learning oppor					
to Support Action Planning in Response to SK Quality Tool Assessment Are there partners and or experts that we could connect with to learn more?					
Planning - consider actions for u Actions to support priority 3	p to three years to build and rein Dates - anticipated	force skills and practices Roles - who is involved and			
Actions to support priority 5	start/completion	how?			

Monitoring Progress and Responding How will you measure progress? Consider options to assess growth in the area/what does success look like? Has 'Quality Updates' been added as an agenda item for all Board/PAC meetings/staff meetings/AGM? Are there other partners/interested parties who should/could be included? Do additional actions need to be added/modified based on progress to date?