



Leadership Review

The Leadership Review is designed to facilitate conversations between the Quality Assurance and Contract Compliance program managers and the operator regarding pedagogical leadership within the child care. The Regional Municipality of Durham, Children’s Services Division (CSD) embraces continuous learning and improvement.

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." Maya Angelou

Child Care operators are expected to maintain policies and procedures that establish practice congruent with the Ministry of Education, Early Learning Framework. The Early Learning Framework establishes six principles that include:

1. The early years set the foundation for lifelong learning, behaviour, health and well-being.
2. Partnerships with families and communities help early childhood settings to best meet the needs of young children.
3. Respect for diversity, equity and inclusion is vital for optimal development and learning.
4. A planned program supports early learning.
5. Play is a means to learning that capitalizes on children's natural curiosity and exuberance.
6. Knowledgeable and responsive early childhood educators, and other early learning practitioners, are essential to early childhood setting.

Vision

1. Does the child care organization have a vision?
 Yes No
2. Is the vision apparent in the environment?
 Yes No

Reflective practices

3. Reflective practice is visible within the environment. Indicate the practices that are apparent:

- Observations of children’s learning are posted, which include photo documentation.
- The individual needs of the children are apparent in the program.
- Portfolios with weekly entries highlighting and tracking each child's development is accessible to families.
- Evidence that individual goals of children are incorporated into the Program Plan.
- Educators provide spontaneous resources to allow the child to follow their own learning path.
- Educators balance the abilities of the child with the complexity of the learning outcomes.
- Educators use teachable moments to further develop positive social behaviours.
- Staff Meeting and/or team meeting minutes demonstrate that discussions are occurring to continually improve the learning environment.
- Parent/guardian feedback is incorporated into the program.
- Other:

Professional learning and/or staff evaluations

4. Professional Learning and/or Staff evaluations occur annually.

- Yes No

5. The professional learning and/or evaluation process is completed through a collaborative process.

- Yes No

6. Professional learning is supported within the organization.

- Educators can attend approved Professional Development (PD) opportunities during their work day.
- The organization has a PD budget that allow staff to attend approved PD, in addition to mandatory regulated trainings.
- Other:

- 7. The operator is aware of the College of Early Childhood Educators professional continuous learning plan model.
 Yes No

- 8. Management, supervisors and educator teams engage in conversations regarding the learning occurring in the program, the individual experience of the children and quality indicators in the environment.
 Yes No

- 9. Supervisors model the application of Theory to Practice by acting as a resource to educator teams giving them feedback, direction and guidance.
 Yes No

- 10. Early Learning and child care resources are accessible to staff, students, volunteers and families.
 - The Early Learning Binder sent out by the CSD is easily accessible and new information has been added.
 - The “How does learning Happen” document from the Ministry of Education is accessible.
 - The Early Learning Framework (ELF) poster is accessible

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| Conversation occurred between: Conversation notes: | | |
| _____ | _____ | _____ |
| QA Program Manager - Signature | Name (please print) | Date |
| _____ | _____ | _____ |
| Children’s Services Division Manager - Signature | Name (please print) | Date |