

## Quality Growth Plan Example #1

This plan has been developed to support Early Learning and Child Care (ELCC) programs in their ongoing quality improvement efforts. It may be used independently or alongside data collected from the Assessment for Quality Improvement (AQI) or from Quality Matters self-assessment processes. Please use the *Quality Matters Funding Eligibility and Quality Growth Plans: A Guide for Licensed Child Care Centres* to support you developing 2 - 4 goals.

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| <b>Date:</b> <i>March 30, 2026</i> | <b>Centre/Classroom:</b> <i>Infant Room</i> |
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| <b>GOAL 1</b>   |
| <b>Inform</b>   |
| <p>What is the AQI Domain or element of Quality Matters identified as the opportunity for growth?</p> <p><i>Example: AQI Domain #9 Language and Literacy</i></p>  |
| <b>Reflect</b>  |
| <p>What is the goal that will help us achieve growth in this area, and why is this meaningful?</p> <p><i>Example: By September 1, 2026, educators will use more than one form of communication, which will include sign language and gestures, daily.</i></p> <p><i>This goal is meaningful because it builds essential language and literacy skills.</i></p>   |
| <p>How does this goal support inclusion?</p> <p><i>Example: This goal supports inclusion by providing daily language and literacy experiences that give all children opportunities to develop vocabulary, questioning, and recall skills. Through consistent exposure, children can see their own experiences reflected and learn about others, creating an inclusive and supportive learning environment for everyone.</i></p>   |
| <p>What resources and/or supports are needed to help us achieve growth in this area?</p> <p><i>Example: Training &amp; Learning: Short workshops or online videos on basic sign language and gestures</i></p> <ul style="list-style-type: none"> <li>- <i>Quick tip sheets with common signs for preschool routines</i></li> <li>- <i>Occasional check-ins with a community partner, such as a speech-language pathologist or experienced staff, for guidance</i></li> </ul> <p><i>Tools &amp; Materials:</i></p> <ul style="list-style-type: none"> <li>- <i>Sign charts or posters with pictures and words for easy reference</i></li> <li>- <i>Picture cards or PECS for common needs (eat, drink, more, all done)</i></li> <li>- <i>Songs and rhymes with matching signs</i></li> </ul> |

## Act

What actions or strategies will we take to accomplish this opportunity for growth goal?

For each step action or strategy, indicate (1) who will be responsible, and (2) the timeline for completing the action.

Example:

| Action / Strategy   | Who is Responsible    | Timeline                 |
|---|-----------------------|--------------------------|
| 1. Introduce basic sign language and gestures to educators through a short workshop or video tutorials                                | Director              | By March 2026            |
| 2. Create and display classroom sign language charts and visual cues for common routines (eat, drink, more, all done, hello, goodbye) | Inclusion Coordinator | By May 2026              |
| 3. Start incorporating 5-10 key signs into daily routines and songs   | Educators             | June 2026 - ongoing      |
| 4. Share visuals and strategies with families to encourage consistent use at home   | Educators             | June 2026                |
| 5. Track and reflect on daily use of multiple communication methods with a simple checklist   | Educators             | September 2026 - ongoing |
| 6. Add more signs and gestures gradually based on staff comfort and children's responses  | Director/Educators    | October 2026 - ongoing   |
| 7. Review progress and provide feedback during staff meetings   | Director/Educators    | Quarterly (2025-2026)    |
| 8. Celebrate milestones with children and staff to reinforce the use of multiple communication methods                                | Director/Educators    | Ongoing                  |

How will we measure success? What evidence or quality indicators will show progress of this opportunity for growth goal?

*Example: Success will be measured by educators consistently using sign language and gestures across daily routines, with children responding or imitating the signs. Evidence will include daily checklists, observation notes, visible classroom visuals like posters or visuals, and staff reflections, showing both consistent use and growing confidence in supporting communication throughout the day.*

What principles, practices and learning goals of *Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework* will we work on as we progress through our opportunity for growth goal?

*Example: Learning Goal; Language and Communication from Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework, focusing on supporting children to express themselves in multiple ways, understand and respond to others, and engage confidently in daily interactions and routines.*

### Results

After implementing the opportunity for growth plan outlined above, provide a summary of what happened. How has implementing this plan impacted the children/program/staff/community? How has this facilitated inclusion? What ongoing resources would be beneficial to support your program in continued success in this area? What challenges did you face and how did you move forward? What would you have done differently?

*Example: After implementing the opportunity for growth plan, educators consistently used multiple forms of communication, including sign language and gestures, throughout daily routines. Children became more engaged, responding to and using signs themselves, which strengthened their confidence and participation. The preschool room benefited from clearer communication, smoother transitions, and increased opportunities for inclusive interactions, allowing all children to access learning experiences meaningfully. Staff reported greater confidence in supporting diverse communication needs, and families appreciated being included in strategies that reinforced learning at home.*

*Ongoing resources that would support continued success include updated sign language charts, PECS materials, and periodic professional development to reinforce skills. Challenges included initial staff hesitancy and remembering to consistently use multiple communication methods; these were addressed through regular check-ins, modelling, and simplified checklists. Introducing a smaller set of key signs first and gradually expanding them could have made the implementation smoother.*

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| Approved By QAS: | <i>Eloise Bennett</i> | Approval Date:   | <i>March 31, 2026</i> |