

## Quality Growth Plan Example # 2

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.

**Date: March 30, 2026**

**Centre/Classroom: Growing Minds Early Learning Centre**

### GOAL 1

#### Inform

What is the AQI Domain or element of Quality Matters identified as the opportunity for growth?

*Example: Administration*

#### Reflect

What is the goal that will help us achieve growth in this area, and why is this meaningful?

*Example: To update and implement the centre's Behaviour Guidance Policy to ensure its compliance with the Nova Scotia Early Learning and Child Care Regulations and grounded in the principles of Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework*

*This goal is meaningful because it promotes a positive, safe, and supportive early learning community where children feel respected and understood, educators feel prepared and supported, and families trust that their children's emotional and social development is being intentionally and ethically guided.*

How does this goal support inclusion?

*Example: This goal supports inclusion by ensuring that all children are guided and supported in ways that respect their individual strengths, identities, abilities, and experiences. A Behaviour Guidance Policy grounded in Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework recognizes that behaviour is a form of communication and that children express needs, emotions, and cultural experiences in different ways. This perspective helps educators move away from one-size-fits-all responses and toward inclusive, responsive practices.*

What resources and/or supports are needed to help us achieve growth in this area?

*Example:*

*Staff Training & Support*

- Orientation and refresher training on the Behaviour Guidance Policy.
- Professional development on social-emotional learning, inclusive practices, and responsive guidance.
- Team reflection and mentoring to support consistent implementation.

*Family & Community Collaboration*

- Clear communication tools for families.
- Partnerships with community specialists for additional child support.

*Environment & Materials*

- Visual supports, schedules, and cues.
- Inclusive spaces for quiet, active, and sensory needs.

*Monitoring & Evaluation*

- Tools for observing, documenting, and tracking behaviour.
- Regular reflection and data-informed adjustments

**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. Review Nova Scotia ELCC Regulations, NSELCF principles, and the Behaviour Guidance Policy Development: A Guide for Licensed Child Care Centres to ensure policy compliance	Director	By April 2026
2. Update the centre's Behaviour Guidance Policy to reflect inclusive, respectful, and developmentally appropriate practices	Director/Leadership Team	By May 2026
3. Train all staff on the updated policy, including proactive guidance strategies and prohibited practices	Director/Inclusion Coordinator	June 2026 - ongoing
4. Share the updated policy with families at enrollment and through meetings or newsletters	Director/Educators	May-June 2026
5. Introduce visual supports, routines, and environmental changes to support behaviour guidance	Educators	July 2026 - ongoing
6. Implement proactive behaviour guidance strategies in daily routines and play	Educators	August 2026 - ongoing
7. Observe, document, and track children's behaviour to monitor the effectiveness of strategies	Director/Educators	Quarterly
9. Collaborate with families and, when needed, community partners to support children with persistent or intense behaviours	Director/Educators	Ongoing
10. Conduct annual policy review and refresher training for all staff	Director	Annually, starting 2027

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 implementing proactive, respectful behaviour guidance strategies across daily routines, with children demonstrating self-regulation, positive choices, and cooperative social interactions. Evidence will include observation notes, behaviour tracking records, program visuals, and cues, and staff reflections, showing both consistent application of the policy and growing confidence in supporting children's social-emotional development.*

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 - Well-Being: We will focus on supporting children's emotional regulation, sense of safety, and positive self-identity through responsive relationships, predictable routines, and respectful behaviour guidance practices.*

## 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, the centre updated and consistently applied a Behaviour Guidance Policy aligned with the Nova Scotia Early Learning and Child Care Regulations and Capable, Confident, and Curious. Educators showed greater confidence and consistency in using proactive, respectful guidance strategies, and children demonstrated improved self-regulation, positive peer interactions, and engagement in daily routines.*

*The plan supported inclusion by viewing behaviour as communication and providing equitable supports such as visual cues, predictable routines, and family collaboration. Children with diverse needs and backgrounds were better supported, and families felt more informed and involved.*

*Ongoing success will benefit from continued professional development, access to community supports, time for staff reflection, and updated visual and environmental resources. Challenges included time for training and ensuring consistency among staff; these were addressed through gradual implementation and regular reflection. In the future, earlier peer mentoring and additional practice time would further strengthen implementation.*

Submitted By:	Noah Thompson	Submission Date:	March 30, 2026
Approved By QAS:	Oliver Chen	Approval Date:	March 31, 2026