



# Explanatory Guide

Measure to Assess and Improve Educational Quality at Childcare Establishments — Groups of 3- to 5-Year Olds

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Ministère de la Famille

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# Introduction

Early childhood experts agree that this is an important period for children’s overall harmonious development. Offering educational services to young children is a major responsibility, as early childhood is especially crucial for their development throughout their lifetime. The level of educational quality offered in educational childcare establishments influences all children’s development, particularly that of the most vulnerable. Good-quality educational interventions offered at the appropriate time help prevent the onset of difficulties in a child’s overall development.

The Ministère de la Famille (Ministère) plays a key role in ensuring the quality of educational services offered to young children (0 to 5 years of age). It promotes this through its legislative and regulatory framework, financial measures, and publications that support good-quality interventions in all types of educational childcare establishments.

Since December 8, 2017, all recognized childcare establishments (childcare centres, or CPEs; subsidized and non-subsidized day care centres; and home childcare providers, or HCPs) are required to participate in a process to assess and improve educational quality at childcare establishments (a “measure”) under section 5.1 of the *Educational Childcare Act* (the “Act”). The Ministère is responsible for overseeing the application of the Act.

All recognized childcare establishments must apply an educational program and participate in the measure, which the Ministère is gradually implementing in childcare centres and day cares. In the first phase, only childcare establishments with a minimum of two groups of 3- to 5-year olds will be assessed. In the second phase, all childcare centres and day cares – all age groups (0 to 5 years) – will be assessed. The implementation of the measure by home childcare providers (HCPs) will be assessed at a later date. The Ministère is currently holding consultations regarding the assessment of the quality of educational services at First Nations and Inuit childcare establishments.

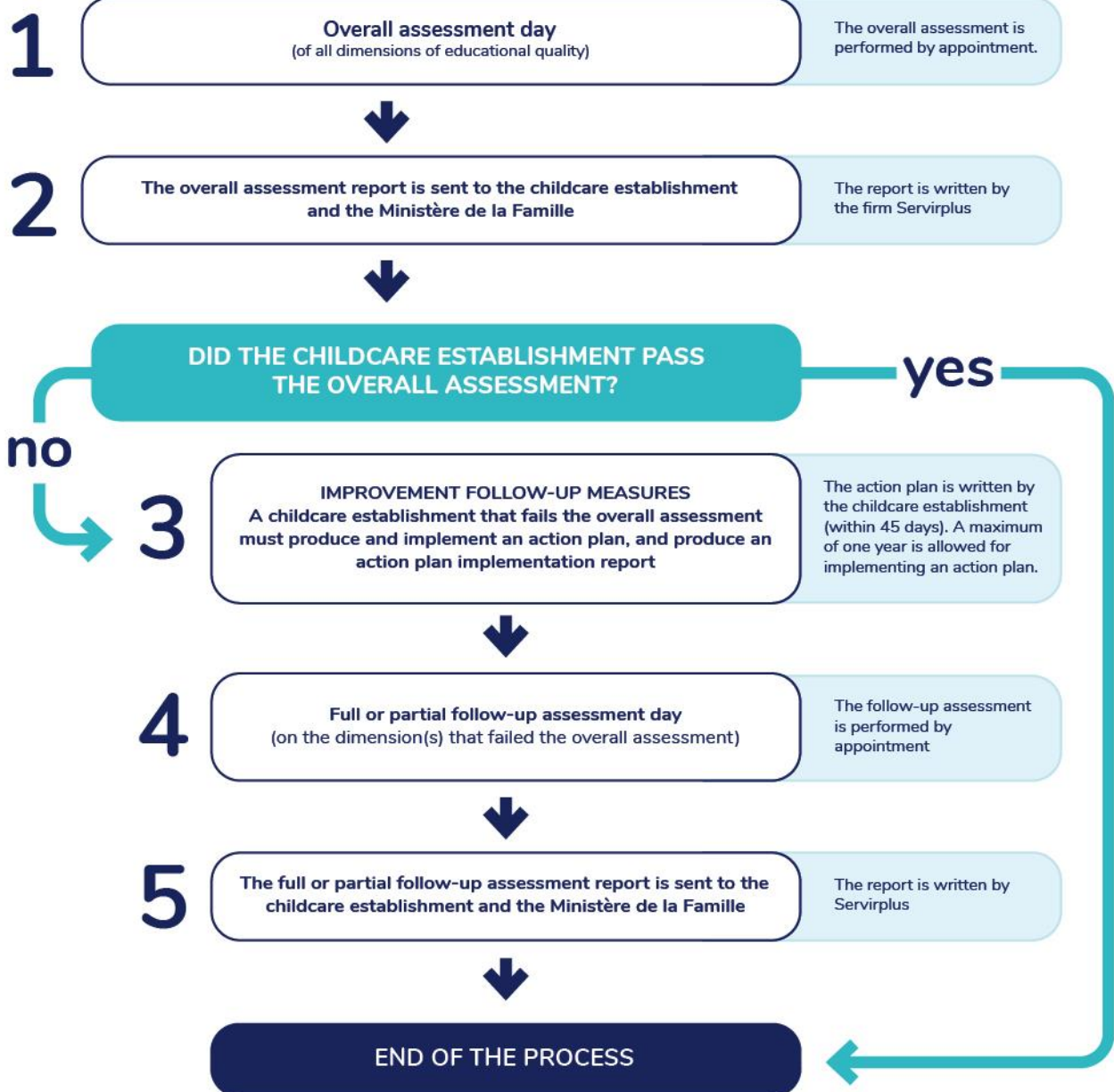
Through this measure, the Ministère hopes to ensure that all children in recognized educational childcare establishments, regardless of the type, receive good-quality educational services that will foster their harmonious development and educational success. Quality must be present throughout the service, i.e. in interactions, activity planning, and the layout of the premises.

The measure assesses the application of the dimensions of educational quality, in accordance with the Ministère’s educational program [Accueillir la petite enfance](#) (in French only). It is not, therefore, a compliance inspection (concerning health and safety rules), nor is it a performance appraisal of educators or an assessment of the children’s development. As such, the measure is carried out independently of the Ministère’s inspections.

# The Main Steps in the Measure to Assess and Improve Educational Quality

Childcare centres (CPEs) and day cares (groups of 3- to 5-year olds)

- Step 1: Overall Assessment Day
- Step 2: Overall Assessment Report
- Step 3: Improvement Follow-up Measures (action plan)
- Step 4: Full or Partial Follow-up Assessment Day
- Step 5: Follow-up Assessment Report



# Who Is This Guide for?

This guide is intended primarily for childcare centres and both subsidized and non-subsidized day care centres that are required to participate in the process to assess and improve educational quality (phase 1 concerns groups of 3- to 5-year olds only).

It is also intended for anyone interested in the quality of educational childcare establishments or participating in the improvement of their services, particularly educational and training institutions, childcare associations, early childhood experts, and Ministère de la Famille personnel, but also parents.

## Purpose of the Guide

The purpose of this guide is to explain the framework for application of the measure, the structure of the assessment report given to each childcare establishment assessed, and the follow-up process regarding the improvement of educational quality.

It has no legal value and does not exempt educational childcare establishments from their obligation to refer to the official text of the [Educational Childcare Act](#).

## Definition of Quality

In research, the quality of childcare establishments is generally examined in two main categories: structural quality and the quality of processes.

Structural quality refers to the fundamental structures needed to ensure quality and is obtained through the application of laws and regulations. It therefore makes frequent reference to factors such as management practices, training, experience, group size, and the adult/child ratio.

The quality of processes refers to the diversity and richness of the children's daily lived experiences at the childcare establishment, the structure of the premises and learning environment (space, material, activities), interactions within the group (adult-child and child-child), and parents' involvement.

Both categories of quality are assessed in the context of the measure, but not in the same way or for the same purpose. More details are provided in the following pages.

## Framework for Application

### Who is assessed?

During the first phase of implementation, the measure focusses solely on childcare centres and subsidized and non-subsidized day cares with a minimum of two groups of 3- to 5-year olds (only this age group is assessed). Why a minimum of two groups? This criterion ensures that the childcare

establishment's overall scores are assessed, not those obtained by a single educator<sup>1</sup>. The scores for all observed groups are therefore combined.

For a group to be assessed, it must be composed of 50% + 1 children between 3 and 5 years of age. For example, in a group of eight children, five of them must be between 3 and 5 years old in order for the group to be assessed. The assessment firm contacts the director of the childcare establishment prior to the assessment to establish which groups are eligible.

In the case of a childcare centre (CPE) operating several facilities, each one is assessed separately and receives its own report. A summary is sent to the main CPE by way of information (see page 26 of this guide in this regard).

The measure described in this guide does not, therefore, target the following: childcare centres (CPEs) and day cares with fewer than two groups of 3- to 5-year olds, First Nations and Inuit educational childcare establishments, or home childcare providers (HCPs).

**Participation in the assessment is mandatory.** The Ministère may institute legal proceedings to impose a financial penalty on a childcare service provider who refuses to participate in the assessment.

## Who does what in the context of the measure?

The **Ministère** is responsible for applying the Act. It coordinates the assessment measure, and in this sense is the authorized project manager. It ensures appropriate follow-up with the childcare establishments, supporting them primarily by disseminating tools to help them understand the guidelines for applying the measure. The Ministère also ensures that the assessment firm complies with all the terms and conditions of the contract awarded.

The **assessment firm** is responsible for evaluating the educational quality of childcare establishments in compliance with all the terms and conditions of the contract it has been awarded. These terms concern quality, objectivity, and efficiency, in particular. The firm is also responsible for producing assessment reports that meet scientific standards. In the context of the measure, the firm [Servirplus](#), which has the necessary early-childhood expertise, was selected during a public call for tenders.

The educational **childcare provider** must adhere to the legal framework, which means it must participate in the measure, provide all required information and documents, and complete assessment questionnaires. This obligation applies to staff members as well. The childcare provider is responsible for the educational quality offered to the children in its establishment and must therefore ensure follow-up of the scores it obtained, in collaboration with the Ministère.

The **educators** play an essential role in attaining overall educational quality. A number of factors may guide them in this role, such as the educational program applied in their establishment, and their skills, training, and experience. The quality of their interactions with the children has a significant impact on the children's harmonious development. Based on their observations, the educators collect essential information so they can support the children in their learning activities according to their developmental level and can provide varied experiences and materials adapted to the children's needs throughout the

<sup>1</sup> The vast majority of educator personnel and home childcare providers (HCPs) are women. They are therefore referred to as women to lighten the text.

day. Educators whose groups are selected by the assessment firm are therefore required to answer a questionnaire and participate in an interview.

The **director** of the childcare establishment is responsible for applying the educational program it has adopted. As such, she must ensure that all staff members properly apply the program that was filed with the Ministère. She must also participate in the measure. Specifically, she could inform all personnel (including members of the Board of Directors and the parents' committee) and the parents that her childcare establishment is participating in a Ministère-prescribed assessment process. She must be present and available on assessment day to answer questions from the team of assessors, assist the team in its work, and participate in an interview. She must ensure that parents receive the questionnaire on their interactions with the educator staff at the childcare establishment. She must also encourage the educators and facilitate their participation in the assessment. In particular, she must allow them to answer the interview questions (usually during the children's naptime) under optimal conditions, by releasing them from their duties for the duration of the interview and providing a separate room away from the group of children, whenever possible.

**Parents** are their child's first teachers. They help form a partnership with the educator by passing on useful information about their child and showing an interest in his or her day-to-day activities while in childcare. Parents' cooperation with the educators and entire staff of the childcare establishment is vital to helping them deliver good-quality services that foster the children's harmonious development. Parents' points of view are also essential to ensuring that the educational activities of the childcare establishment fit with what the parents experience at home. Parents are therefore asked to complete a questionnaire sent to them by the director of the childcare establishment (via a Web link) and to return it within a 14-day time limit. The questionnaire is also available in print and English versions upon request.

The **children** have only one role to play: that of simply being, behaving, and interacting as they do every day, in other words, like children. The measure does not assess their development.

## What is assessed?

The measure assesses the overall quality of the educational processes under the following four dimensions<sup>2</sup>:

1. Interactions between educator staff and children;
2. Layout of the premises and materials;
3. Children's lived experience;
4. Interactions between educator staff and parents.

The assessment also concerns structural quality, such as management practices, experience, and training. The information collected on structural quality is used to describe the context within the childcare

<sup>2</sup> Since 2019, the educational program [Accueillir la petite enfance](#) has used the expression "*expériences vécues par les enfants*" (children's lived experience) for the "*structuration des activités*" (Structure of activities) dimension, and the expression "*aménagement des lieux et le matériel*" for the "*la structuration et l'aménagement des lieux*" (Physical structure and setting) dimension. For more details, consult the [Programme éducatif](#) on the Ministère de la Famille website.

establishment at the time of the assessment; this context is described in the assessment report remitted to the childcare establishment.

The measure is not a compliance inspection about health and safety rules, and does not, therefore, substitute for inspections. Nor is it a performance appraisal of the educators or an assessment of the children's development.

The assessment is performed using scientifically recognized measurement instruments (evaluation checklists). It includes periods of observation of the interactions within the groups, interviews (questionnaires) with the educators and director, and a parent questionnaire.

Details on each of these instruments are found starting at page 10 of this guide.

## How frequently are assessments performed? How are the educational childcare establishments selected?

The frequency of the assessments is generally determined by the permit renewal date (usually every five years), or sooner if the Ministère de la Famille deems it pertinent.

The list of the childcare establishments to be assessed is determined by the Ministère based on an equitable distribution over time, across the different types of establishments, and across regions. Assessments are performed several months before permit renewals, and renewal is not contingent on participation in the assessment.

The assessment firm calls the childcare establishments to schedule appointments. During this call, the director is asked a number of questions to determine whether the establishment qualifies for the assessment, that is, whether it has at least two groups of 3- to 5-year olds.

Working in collaboration with university researchers, the Ministère established criteria for determining whether a group can be assessed or not when a replacement staff member is present, in particular, whether this person knows the children.

All the qualifying childcare centres (CPEs) and daycares undergo an overall assessment, that is, an assessment of all dimensions of educational quality.

Only those childcare centres and day cares that fail the overall assessment are subject to a second assessment. For some centres, it may be only partial, that is, an assessment of only the dimension(s) of educational quality that did not attain the pass level during the overall assessment. This is what we call a follow-up assessment.

## What is the assessment procedure (typical day)?

The assessment is performed by appointment only and on a typical day.

Dimensions assessed	Tools used
<b>Morning</b>	
Observation of interactions in two or three groups of 3- to 5-year olds.	Two hours with each group Observation — <i>Pre-K CLASS</i>
Observation of layout of the premises and materials.	About 30 minutes in each of the rooms of the morning observation groups (and some common areas such as the cloakroom and outdoor play area)  Observation, checklists
<b>Afternoon</b>	
Semi-structured one-on-one interviews <sup>3</sup> conducted during the children's naptime with each of the educators whose groups were observed during the morning. These interviews concern the child observation and activity planning practices (the children's lived experience), as well as various aspects of structural quality, such as how the childcare establishment operates, and the educators' training and experience.	About 50 minutes per interview  Interview guide*
Questionnaire given to each educator whose group was observed during the morning; this questionnaire concerns the childcare establishment's interactions with the parents.	It takes approximately 10 minutes to complete this questionnaire. It should be returned to the assessment firm on the day of the assessment.  Paper questionnaire*
Questionnaire given to the director; this questionnaire concerns the childcare establishment's interactions with the parents.	It takes approximately 10 minutes to complete this questionnaire. It should be returned to the assessment firm on the day of the assessment.  Paper questionnaire*
Semi-structured interview with the director of the childcare establishment regarding various aspects of structural quality, such as management practices, experience, and training.	About 60 minutes  Interview guide*
<b>Day of the assessment</b>	
Questionnaire given to parents of 3- to 5-year olds, concerning their interactions with the childcare establishment. They have to complete and return it to the assessment firm by within a 14-day time limit.	It takes approximately 10 minutes to complete this questionnaire.  Paper or Web-based version of the questionnaire available*

\* English and French versions available (this choice is made when the assessment is scheduled).

<sup>3</sup> A semi-structured interview is a qualitative investigation technique frequently used in humanities and social sciences research. It allows the interviewees' discourse to be partially steered toward various pre-determined themes. The interview is structured, but remains open to the particularities of the cases involved and to the interviewee's reality.

## What happens after the assessment?

A few weeks after the assessment, the assessment firm sends a report to the director of the childcare establishment. This report presents the scores obtained, by dimension of educational quality, for the childcare establishment as a whole. A copy of the report is also sent to the Ministère.

When a childcare establishment fails its assessment, a follow-up process is set in motion to allow it to improve the educational quality offered to the children it serves. Failing the assessment means that the establishment did not attain one or more of the requisite levels for one or another of the dimensions assessed (see the following section for details). The establishment must then submit an action plan using the template provided by the Ministère, implement these actions, and report on its implementation to the Ministère. Lastly, the establishment must participate in a partial (follow-up) assessment of the dimensions of quality for which it failed to attain the pass levels. In other words, it must undergo a partial assessment of quality, since, in some cases, not all dimensions will be assessed during the follow-up assessment.

For more details on the assessment follow-up process, refer to the “Follow-up Process for Educational Quality Assessments” section on page 27.

## What levels must be attained to pass the assessment?

Dimensions of quality	Level per facility* (on 7)	Level per group** (on 7)
<b>Quality of interactions</b>		
<b>Emotional support</b>	4.00	3.25
<b>Classroom organization</b>	3.00	2.25
<b>Instructional support</b>	2.00	1.25
<b>Quality of physical structure and setting</b>	4.38	Not applicable
<b>Quality of child observation and activity planning practices</b>	3.00	Not applicable
<b>Quality of interactions with parents</b>	Not applicable	Not applicable

\* Pass level for the establishment. This represents the average of the scores obtained for all the groups assessed.  
\*\* Pass level for each of the groups assessed.

The childcare establishment must attain **all** levels shown in this table to pass its assessment.

The scores obtained by the establishment are scored on a scale of 1 to 7, where 1 is a low score and 7 is a high score.

A pass level was determined for the following dimensions:

- Quality of interactions;
- Quality of the physical structure and setting;
- Quality of the child observation and activity planning practices (the children’s lived experience).

To pass the assessment of the “Quality of interactions” dimension, the childcare establishment must attain all the levels required for this dimension, for each facility, but also for each group. There is no average overall pass level for the “Quality of interactions” dimension since the Classroom Assessment Scoring System (CLASS, Pre-K version), which is the instrument used to measure this dimension, was not designed for the scores on the three domains to be tallied as a cumulative overall score.

The words “Not applicable” mean that there is no required level to be attained. For example, for the “Interactions with the parents” dimension, since the Ministère cannot oblige parents to answer the questionnaire, it cannot penalize the childcare establishment when not enough parents complete the questionnaire. The expression “N/A” (Not available) is used in the report when the parent response rate is too low. In these cases, the assessment report will only include the opinions of the educator personnel and director. A response rate of 25% from the parents approached (that is, of 3- to 5-year olds) is required to include the parents’ opinion in the assessment report. The scores obtained for the “Interactions with parents” dimension are therefore presented solely for information purposes. There is no pass level associated with this dimension of educational quality.

There is no required level to be attained for structural quality. The information reported simply makes it possible to understand the context within the childcare establishment at the time of the assessment.

The assessment report also indicates the level of quality attained on a three-point rating scale: low, moderate, or high level, where 1 is a low score and 7 is a high score. This indicator does not correspond to the pass level to be attained. Thus, one pass level may correspond to the moderate indicator, while another may correspond to the low indicator. A low or moderate indicator does not necessarily mean that the childcare establishment has not attained the pass level. For example, to pass the “Quality of physical structure and setting” dimension, the establishment must obtain a score of 4.38 (on 7). In other words, a score of 4.38 means it has passed this dimension. However, on the level-of-quality scale, a score of 4.38 corresponds to a moderate level. In fact, a score of 1 to 2.99 corresponds to a low level of quality; a score of 3 to 4.99, to a moderate level; and a score of 5 to 7, to a high level.

# Educational Quality Assessment Report

The Educational Quality Assessment Report (the “report”) provides useful and relevant information for maintaining or improving educational quality. The first step toward improvement involves reading the report attentively, sharing it with the personnel of the childcare establishment, and applying it. The template for the report was developed by the Ministère in collaboration with university researchers.

The report contains 16 pages and is divided into four sections.

- Section 1: The first page, which presents (in addition to information identifying the childcare establishment and number of groups assessed) a summary table of the assessment scores for each of the four dimensions of quality.
- Section 2: The second page, which summarizes the contextual aspects specific to the establishment assessed and retained to highlight the scores obtained.
- Section 3: Pages 3-12, which present the detailed scores for each of the dimensions assessed.
  - 3.1 – Quality of the interactions with the children
  - 3.2 – Quality of the physical structure and setting
  - 3.3 – Quality of the child observation and activity planning practices
  - 3.4 – Quality of the interactions between the childcare establishment and the parents
- Section 4: Pages 13-14, which conclude the report by presenting a summary, and pages 15-16, which are used if there is not enough space in the preceding sections.

## Section 1 – Identification of the childcare establishment and summary of the scores

1

Rapport n° : \_\_\_\_\_

Évaluation globale

2

Date du rapport (AAAA-MM-JJ) : \_\_\_\_\_

Évaluation partielle

3

Dans le cadre de la mesure d'évaluation et d'amélioration de la qualité éducative des services de garde éducatifs à l'enfance (groupes d'enfants âgés de trois à cinq ans)

4

Nom du gestionnaire	Date de l'évaluation (AAAA-MM-JJ)
Nom du service de garde	<b>Groupes observés :</b>
Numéro de division	Numéro de l'installation visée
Type de service de garde (centre de la petite enfance, garderie subventionnée ou garderie non subventionnée)	Groupe 1 : _____ enfants de _____ ans Groupe 2 : _____ enfants de _____ ans Groupe 3 : _____ enfants de _____ ans
Adresse du service de garde	

5

#### Synthèse des résultats de l'évaluation

6

Évaluation réussie ?  Oui  Non

Pour réussir l'évaluation, le service de garde doit atteindre tous les seuils, dans chacune des dimensions déterminées par le ministère de la Famille\*. Pour de plus amples détails, référez-vous aux explications fournies dans le présent rapport ainsi qu'aux renseignements disponibles à l'adresse suivante : [www.mfa.gouv.qc.ca](http://www.mfa.gouv.qc.ca).

7

Dimension(s) dont le seuil de réussite <b>a été atteint</b> . <input type="radio"/> Qualité des interactions <input type="radio"/> Structuration et aménagement des lieux <input type="radio"/> Pratiques d'observation des enfants et de planification des activités	Dimension(s) dont le seuil de réussite <b>n'a pas été atteint</b> . <input type="radio"/> Qualité des interactions <input type="radio"/> Structuration et aménagement des lieux <input type="radio"/> Pratiques d'observation des enfants et de planification des activités
--	--

8

Dimensions de la qualité éducative	Résultats (sur 7)	Échelle de niveau de qualité (À titre d'information seulement, il ne s'agit pas de l'échelle de réussite.)		
		Faible (1 à 2,99)	Moyen (3 à 4,99)	Élevé (5 à 7)
1. Qualité des interactions				
Soutien émotionnel	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation du groupe	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soutien à l'apprentissage	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Structuration et aménagement des lieux	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Pratiques d'observation des enfants et de planification des activités	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Interactions entre le service de garde et les parents (Cette dimension de la qualité ne contient aucun seuil de réussite à atteindre – voir les explications détaillées plus loin dans le présent rapport)				
Perceptions des parents	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perceptions du personnel du service de garde	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9

1 The report number is generated automatically by the assessment firm.

2 The date of the report is the date on which it was sent to the childcare establishment by the assessment firm.

3 The report may concern an overall assessment (all dimensions) or a partial assessment (one or more dimensions). For a better understanding of the difference between the two, see pages 8 and 9 of this guide.

4 The information in this section identifies the childcare establishment that was assessed.

5 The date of the assessment is the date on which the assessment was actually carried out in the childcare establishment. This section also provides information on the groups observed (number of children and their age group).

6 If the “**Non**” box is selected for the “**Évaluation réussie?**” question, it means that the childcare establishment did not attain one or more of the required pass levels; in other words, it did not pass the assessment.

7 What does “**Ne pas réussir l’évaluation**” mean? It means that the childcare establishment did not attain the pass levels established by the Ministère. The dimensions for which the pass level was attained and those for which it was not attained are identified by the items that are selected or not. For more details on the pass levels to be attained, see pages 8 and 9 of this guide.

8 This section presents the scores (an average on 7) for each of the dimensions assessed.

9 This section is provided for information purposes only. It indicates the level of quality attained on a three-point scale: low, moderate, or high, where 1 is a low score and 7 is a high score. This indicator does not correspond to the pass level to be attained. In other words, one pass level may correspond to the moderate indicator, while another may correspond to the low indicator.

## EXAMPLE:



## Rapport d'évaluation de la qualité éducative

Rapport n° : Rapport fictif 1 Évaluation globale

Date du rapport (AAAA-MM-JJ) : 2019-03-25 Évaluation partielle

Dans le cadre de la mesure d'évaluation et d'amélioration de la qualité éducative des services de garde éducatifs à l'enfance (groupes d'enfants âgés de trois à cinq ans)

Nom du gestionnaire Mme. Sansnom	Date de l'évaluation (AAAA-MM-JJ) 2019-02-20
Nom du service de garde Garderie XYZ	<b>Groupes observés :</b>
Numéro de division 1234-5678	Numéro de l'installation visée 0001-0002
Type de service de garde (centre de la petite enfance, garderie subventionnée ou garderie non subventionnée) Garderie non subventionnée	Groupe 1 : 8 enfants de 3-4 ans
Adresse du service de garde 48 Chemin Perdu	Groupe 2 : 9 enfants de 4-5 ans
	Groupe 3 : 10 enfants de 4-5 ans

Synthèse des résultats de l'évaluation		
Évaluation réussie ? <input type="radio"/> Oui <input checked="" type="radio"/> Non		
Pour réussir l'évaluation, le service de garde doit atteindre tous les seuils, dans chacune des dimensions déterminées par le ministère de la Famille*. Pour de plus amples détails, référez-vous aux explications fournies dans le présent rapport ainsi qu'aux renseignements disponibles à l'adresse suivante : <a href="http://www.mfa.gouv.qc.ca">www.mfa.gouv.qc.ca</a> .		
Dimension(s) dont le seuil de réussite <b>a été atteint</b> .		Dimension(s) dont le seuil de réussite <b>n'a pas été atteint</b> .
<input type="radio"/> Qualité des interactions <input checked="" type="radio"/> Structuration et aménagement des lieux <input type="radio"/> Pratiques d'observation des enfants et de planification des activités		<input checked="" type="radio"/> Qualité des interactions <input type="radio"/> Structuration et aménagement des lieux <input checked="" type="radio"/> Pratiques d'observation des enfants et de planification des activités
Dimensions de la qualité éducative	Résultats (sur 7)	Échelle de niveau de qualité (À titre d'information seulement, il ne s'agit pas de l'échelle de réussite.)
		Faible (1 à 2,99)      Moyen (3 à 4,99)      Élevé (5 à 7)
1. Qualité des interactions		
Soutien émotionnel	3.90	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>
Organisation du groupe	4.58	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>
Soutien à l'apprentissage	1.81	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
2. Structuration et aménagement des lieux	4.47	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>
3. Pratiques d'observation des enfants et de planification des activités	2.50	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
4. Interactions entre le service de garde et les parents <small>(Cette dimension de la qualité ne contient aucun seuil de réussite à atteindre – voir les explications détaillées plus loin dans le présent rapport)</small>		
Perceptions des parents	5.10	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
Perceptions du personnel du service de garde	5.44	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>

In this example, Day care XYZ underwent an overall assessment on February 20, 2019 and received its report on March 25, 2019. Three groups were observed.

Day care XYZ did not pass the assessment since it did not attain the pass level for two dimensions: “Quality of interactions” (specifically, Instructional support) and “Child observation and activity planning practices.” Moreover, while the day care centre passed the “Physical structure and setting” dimension, its score corresponded to the “moderate” level on the quality scale; an improvement was therefore needed to attain a high level of quality. The report provides suggested improvements in this regard.

## Section 2 – Context within the childcare establishment (structural quality)

### Contexte du service de garde – Qualité structurelle et facteurs associés

Les propos rapportés ici proviennent de l'entrevue menée auprès du gestionnaire du service de garde et décrivent le contexte de ce dernier. Ces propos n'ont pas fait l'objet d'une observation directe. Cette dimension de la qualité ne comporte aucun seuil à atteindre.

The section on structural quality presents the comments reported during the interviews with the director and educators.

No pass level is assigned for this dimension.

The information reported helps establish the context within the childcare establishment at the time of the assessment.

Several types of information may be provided here, for example:

General characteristics of the childcare establishment;

Information on the educators (training, experience);

Instructional strategies recommended by the childcare establishment;

Support offered in the childcare establishment;

Instructional support;

Staff meetings;

Planning;

Continuing education;

Collaboration with organizations and resources;

Initiatives taken by the childcare establishment;

Management practices;

Supervision of the educators' work.

## Section 3.1 – Quality of the interactions with the children

The quality of the interactions with the children is assessed during observation of the interactions within groups of children, using the Classroom Assessment Scoring System (CLASS, Pre-K version) measurement instrument. This observation tool comes in several versions corresponding to various age groups, from toddlers to secondary-school youth. The instrument measures the quality of the interactions within a group in three main domains: Emotional support, Classroom organization, and Instructional support. These domains are in turn subdivided into ten dimensions (see the following figure).

For more details on CLASS, visit the English-only website of Teachstone (the American organization that holds the rights to this instrument) at <http://teachstone.com/class/> or the website of the Québec organization CASIOPE, which has offered training on CLASS since the fall of 2018: <https://casiope.org/class/>.

### Domains and Dimensions of CLASS, Pre-K version



The observation performed using this instrument is carried out over four cycles – within the same half-day – of 30 minutes each, including 20 minutes to observe the various interactions within the group and roughly 10 minutes to determine the scores to give for the instrument’s parameters.

A total of two hours are therefore required in each of the groups observed for the data to be valid. A minimum of two groups and a maximum of three must be observed.

The scores are scored on a scale from 1 to 7. A score of 1 or 2 corresponds to a low level of quality of interactions; a score of 3, 4, or 5, corresponds to a moderate level; and a score of 6 or 7, to a high level. These scores are the averages for all the groups observed in the facility. For example, if the facility earns a score of 4.35 for the “Emotional support” domain, it means that, together, the groups observed attained an average of 4.35.

The “Negative climate” dimension covers the presence of undesirable interactions (such as tensions within the group, or conflicts between the children or with the adult present). This is, therefore, the only dimension where the score must be interpreted inversely in terms of quality. In other words, a score of 1 or 2 on the “Negative climate” dimension corresponds to a high level of quality.

## Outdoor play and Pre-K CLASS

When several groups of children are all present in the same space, observation must temporarily be suspended. In fact, the Pre-K version of CLASS is not designed to take into account interactions occurring at such times when several educators are present and may be interacting with the entire group of children. When an educator is alone with her group outside, observation can resume. In a situation where two or more groups are present and mixing together in the outdoor play area, observation must be suspended and resumed when the group to be observed is together again and alone with the assigned educator.

1. Qualité des interactions					
<p>Les résultats présentés ici ont été recueillis par l'observation directe avec l'outil CLASS Pre-K (de trois à cinq ans). Cet outil américain, reconnu internationalement pour évaluer la qualité des interactions, est divisé en trois domaines et en dix dimensions. L'évaluation s'effectue sur quatre cycles de 30 minutes, soit 20 minutes servant à observer les diverses interactions dans le groupe et 10 minutes à déterminer les résultats (deux heures au total). Pour en savoir plus sur l'outil CLASS, consultez le site Internet suivant : <a href="http://www.teachstone.com">www.teachstone.com</a></p> <p>Pour réussir l'évaluation dans cette dimension, le service de garde doit atteindre tous les seuils de réussite ci-dessous. Il est à noter qu'il n'y a pas de résultat global à atteindre, mais plutôt des seuils fixés pour chacun des trois domaines du CLASS (par installation et par groupe).</p>					
		Seuil à atteindre, par installation (sur 7)	Seuil à atteindre, par groupe (sur 7)		
Soutien émotionnel		4,00	3,25		
Organisation du groupe		3,00	2,25		
Soutien à l'apprentissage		2,00	1,25		
1 Résultats obtenus pour la dimension « qualité des interactions »					
	Installation			2 Groupes (Par souci de confidentialité, les résultats sont présentés globalement et non pour chacun des groupes.)	
	Résultats (moyenne, sur 7)	Seuil(s) atteint(s)		Seuil(s) atteint(s)	
		Oui	Non	Oui	Non
Domaine du soutien émotionnel	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domaine de l'organisation du groupe	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domaine du soutien à l'apprentissage	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Domaines et dimensions de l'outil CLASS					
<b>Soutien émotionnel</b>					
1. Climat positif					
Détail des résultats pour l'installation (sur 7) <input type="text"/>					
Évaluation					
<input type="text"/>					
4 Conclusions pour la dimension « qualité des interactions »					
<input type="text"/>					

1 This section presents the scores obtained by the facility, specifying whether the childcare establishment attained the pass level or not.

2 Regarding the pass levels to be attained by group, out of a concern for confidentiality, in order not to identify the educators, no individual score per observed group is presented in the report. The aim is to assess the childcare establishment, not the educator personnel. Therefore, if “Non” is selected in the “Groupes” column, it means that one or more groups did not attain the pass level required per group for this dimension. For example, for the “Classroom organization” domain, the pass level to be attained per group is 2.25. If “Non” is selected, it means that at least one of the groups assessed did not attain this level.

3 The report also presents the detailed scores by CLASS dimension and domain, for the facility. These detailed scores represent averages for the facility calculated on the basis of the groups observed.

The “Évaluation” space presents the firm’s conclusions regarding the assessment. These include the strengths observed, challenges identified, and suggested improvements.

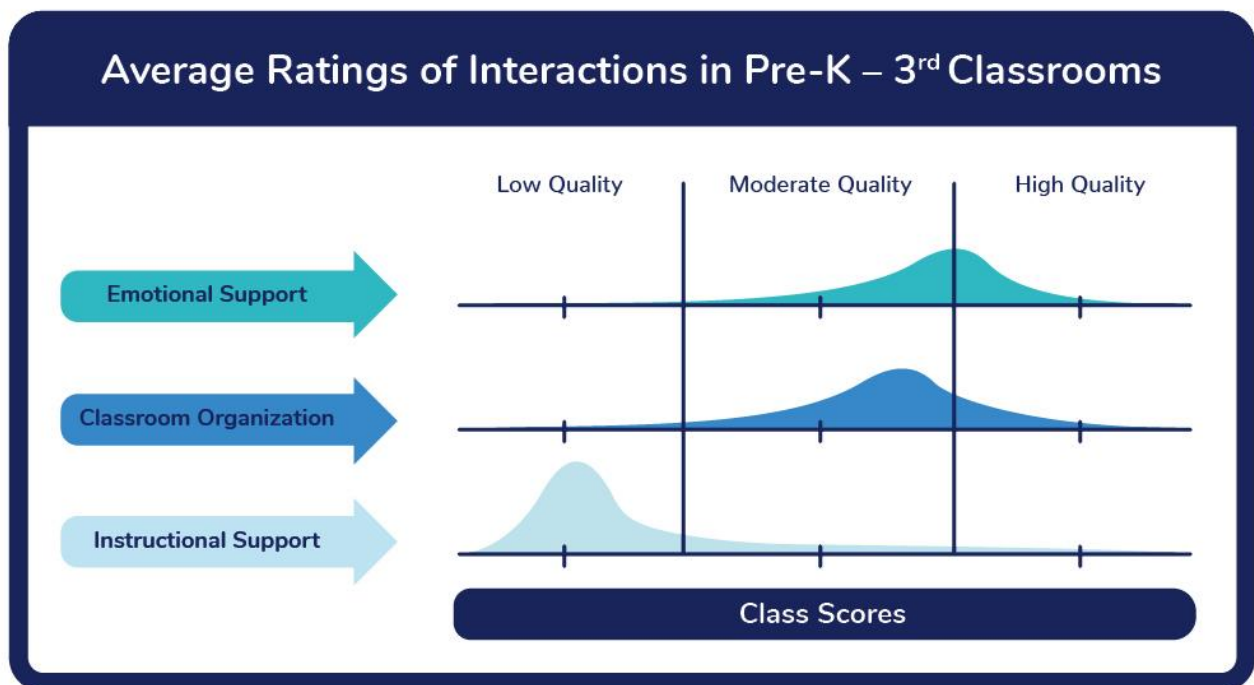
4 This section summarizes the main conclusions (strengths, challenges, and suggested improvements) for all the items assessed. It is used for assessment follow-up (see the “Follow-up Process for Educational Quality Assessments” section on page 27 of this guide).

**EXAMPLE:**

Résultats obtenus pour la dimension « qualité des interactions »					
	Installation			Groupes <small>(Par souci de confidentialité, les résultats sont présentés globalement et non pour chacun des groupes.)</small>	
	Résultats (moyenne, sur 7)	Seuil(s) atteint(s)		Seuil(s) atteint(s)	
		Oui	Non	Oui	Non
Domaine du soutien émotionnel	3.90	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Domaine de l'organisation du groupe	4.58	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Domaine du soutien à l'apprentissage	1.81	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Domaines et dimensions de l'outil CLASS					
Soutien émotionnel					
1. Climat positif					
Détail des résultats pour l'installation (sur 7)   3.67					
Évaluation					
<p>Cette dimension se situe au niveau moyen. Les scores varient toutefois d'un groupe à l'autre, oscillant entre les niveaux faible, moyen ou élevé en fonction des groupes et des contextes observés. Dans certains groupes, peu de signes indiquent que les éducatrices et les enfants profitent de relations chaleureuses entre eux. Les éducatrices conservent une distance physique et prennent peu part aux activités des enfants. Toutefois, dans d'autres groupes, certaines éducatrices se montrent chaleureuses à l'égard des enfants; elles s'assoient tout près, partagent la même activité, échangent avec eux. Dans ces groupes, les éducatrices et les enfants démontrent des sentiments positifs (sourires, rires, enthousiasme), et s'engagent dans des interactions positives, verbales ou physique. Dans plusieurs groupes, l'éducatrice et les enfants se démontrent des marques de respect ; notamment, ils établissent un contact visuel et utilisent fréquemment des formules de politesse (ex.: Merci, s'il te plaît).</p>					

In this example, the childcare establishment failed to attain the required pass levels for both the facility and the group in the “Emotional support” and “Instructional support” domains. In the “Positive climate” dimension, the score was 3.67 out of 7, representing a moderate level of quality. The explanations below provide useful information in this regard.

To put the scores obtained for the “Interactions with the children” domain in perspective, graph 1 shows those collected in a large sample of groups/classrooms ranging from Pre-K to the third year of elementary school in the United States, using CLASS. These data indicate that the observed groups have an average score of around 5 on a scale of 7 for the “Emotional Support” and “Classroom Organization” domains, and a generally lower score for “Instructional Support,” that is, close to 2 on 7. This difficulty has often been observed in educational settings. Nevertheless, it is still important to implement strategies to raise the levels obtained for this aspect of the quality of interactions.



Graph 1 — Average CLASS scores observed in the United States (Teachstone, 2016<sup>4</sup>).

4 Graph taken from Hamre, B.K., Goffin, S.G. and Kraft-Sayre, M. (2009), *Classroom Assessment Scoring System (CLASS) Implementation Guide*. Charlottesville, VA: Teachstone, page 17.

## Section 3.2 – Quality of the physical structure and setting

This section presents the scores obtained during observation of the physical structure and setting, in terms of 11 items. These items assess, for example, whether the premises are welcoming, whether the layout is flexible and lends itself to a variety of activities and different group formats, and whether the premises meet the children’s and educators’ needs and foster the children’s autonomy in their personal care. Observation takes place mainly inside the “homeroom” of the groups observed in the morning, but also in some of the common areas (cloakroom, outdoor play area) of the childcare establishment. The evaluation checklist is completed in less than 30 minutes at the end of the morning.

The scores are scored on a scale of 7 and represent the average scores obtained for the facility, based on the groups observed. No individual result per group is presented in the report.

<b>1</b>	<b>Résultats obtenus pour la dimension « qualité de la structuration et de l'aménagement des lieux »</b>
	Résultat (moyenne) : <input type="text"/> / 7 Seuil atteint pour l'installation (●) : <input type="radio"/> Oui <input type="radio"/> non
<b>2</b>	<b>Éléments</b>
	<b>1. Lieux accueillants</b> Détail des résultats pour l'installation (sur 7) <input type="text"/> Évaluation <input type="text"/>
<b>3</b>	<b>Conclusions pour la dimension « qualité de la structuration et de l'aménagement des lieux »</b>
	<input type="text"/>

1 This section indicates the average score obtained for the facility (the average score for all the groups observed) and whether the childcare establishment attained the pass level or not. To pass the assessment for this dimension, the childcare establishment must attain a level of at least 4.38 on 7.

2 The report then presents the detailed scores for each item assessed, as well as the evaluator’s conclusions (strengths, challenges, and suggested improvements).

3 This section summarizes the main conclusions for all the items assessed. It will be used in any assessment follow-ups (see the “Follow-up Process for Educational Quality Assessments” section on page 27).

**EXAMPLE:**

Résultats obtenus pour la dimension « qualité de la structuration et de l'aménagement des lieux »
Résultat (moyenne) : 4.47 / 7 Seuil atteint pour l'installation (●) : <input checked="" type="radio"/> Oui <input type="radio"/> non
Éléments
<b>1. Lieux accueillants</b> Détail des résultats pour l'installation (sur 7)   6.20   Évaluation Cet item se situe dans au niveau élevé. Les lieux sont accueillants. L'ensemble des locaux est en bon état, bien aéré et l'espace y est dégagé. Dans la plupart des locaux, la température du plancher est assez chaude pour que les enfants s'installent par terre confortablement.

In this example, the childcare establishment obtained 4.47 on 7. This means that it passed this dimension since the required pass level is 4.38; that is why the “Oui” box is selected. Next, the report presents the scores for each of the items in this dimension. The childcare establishment obtained 6.20 on 7 for the “Lieux accueillants” item. The assessment firm then describes the strengths and suggested improvements.

## Section 3.3 – Quality of the child observation and activity planning practices

This section presents the scores obtained during the semi-structured interviews conducted, using CLASS, with the educators whose groups were observed in the morning, to assess the quality of the child observation and activity planning practices.

These interviews make it possible to assess what influences the children’s lived experience. For example, they help determine whether the educator uses different observation techniques and collects information; whether this information guides her practices and she pays attention to the children’s development; whether she plans activities and how she does so; how she ensures that her planning is adapted to all the children; and whether she bases her strategies on an educational approach, and so forth.

Each interview lasts approximately one hour and covers various aspects of observation and planning practices, but also of structural quality (such as training and experience). The part of the interview on observation and activity planning practices takes approximately 35 minutes. The interviews are conducted with the educators whose groups were observed in the morning, and take place in the afternoon (during the children’s naptime). They are conducted in French, or in English if requested. The second part of the interview concerns aspects of structural quality.

<b>1</b>	<b>Résultats obtenus pour la dimension « qualité des pratiques d’observation des enfants et de planification des activités »</b>
	Résultat (moyenne) : <input type="text"/> /7 Seuil atteint pour l’installation (●) : <input checked="" type="radio"/> Oui <input type="radio"/> non
	<b>Éléments</b>
	<b>Observation des enfants</b> Détail des résultats pour l’installation (sur 7) <input type="text"/>
<b>2</b>	1. L’éducatrice utilise divers moyens pour observer les enfants chaque jour. <b>Évaluation</b> <input type="text"/>
<b>3</b>	<b>Conclusions pour la dimension « qualité des pratiques d’observation des enfants et de planification des activités »</b>

**1** This section gives the average score obtained for the facility and indicates whether the childcare establishment attained the pass level or not. To pass the assessment for this dimension, a pass level of 3.00 on 7 must be attained.

**2** The report then provides the detailed scores, by item assessed, as well as the assessors’ conclusions (strengths, challenges, and suggested improvements).

**3** This section summarizes the main conclusions for all the items assessed. It is used to follow-up on assessments (see the “Follow-up Process for Educational Quality Assessments” section on page 27).

**EXAMPLE:**

Résultats obtenus pour la dimension « qualité des pratiques d'observation des enfants et de planification des activités »	
Résultat (moyenne) :	2.50 / 7
Seuil atteint pour l'installation (●) :	<input type="radio"/> Oui <input checked="" type="radio"/> non
Éléments	
<b>Observation des enfants</b>	
Détail des résultats pour l'installation (sur 7)	2.67
1. L'éducatrice utilise divers moyens pour observer les enfants chaque jour.	
<b>Évaluation</b>	
Cet item se situe au niveau moyen-faible. Les éducatrices rapportent observer les enfants et ce à tous les jours. Toutefois, plusieurs ont de la difficulté à identifier les stratégies ou moyens qu'elles utilisent intentionnellement pour ce faire.	

In this example, the childcare establishment did not pass this dimension since it obtained a score of 2.50 on 7 (the pass level to be attained is 3.00 on 7). The score of 2.50 is an average for the facility and is based on the scores obtained on the interviews with the educators. More specifically, this average is obtained by combining the scores awarded respectively for the quality of child observation practices and of activity planning practices.

In this example, the childcare establishment obtained the following scores:

Quality of child observation practices: 2.67 on 7 (average score for the facility);

Quality of activity planning practices: 2.33 on 7 (average score for the facility);

Overall average: 2.50 on 7.

## Section 3.4 – Quality of the interactions between the childcare establishment and the parents

This section presents the assessment scores for the quality of the interactions between the childcare establishment and the parents, obtained through a questionnaire that comes in three versions: one each for the director, the educator, and the parent. It takes approximately 10 minutes to complete the questionnaire. This instrument assesses the following topics:

- The educator shares information with the parents about their child;
- The educator asks about the child’s family;
- The educator sends information on the educational program to the parents;
- The educator works collaboratively with the family;
- The educator exhibits open-minded and respectful attitudes;
- The childcare establishment implements measures that create a welcoming atmosphere for parents.

<b>Résultats obtenus pour la dimension « qualité des interactions avec les parents »</b>	
<b>1</b>	Résultat – parents : _____ (sur 7 ou N. D.)
<b>2</b>	% des parents sollicités ayant répondu
Résultat – personnel du service de garde (gestionnaire et personnel éducateur) : _____ / 7	
<b>Éléments</b>	
<b>3</b>	1. L'éducatrice établit avec le parent un partage d'informations sur l'enfant. <b>Résultats – parents (sur 7 ou N. D.)</b>   _____   <b>Résultats – gestionnaire et personnel éducateur (sur 7)</b>   _____   <b>Évaluation</b> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<b>Conclusions pour la dimension « qualité des interactions avec les parents »</b>	
<b>4</b>	

**1** This section gives the average result obtained for the facility in the form of two scores: one for the parents, and a second, combined score for the director and educator personnel.

The Ministère cannot oblige parents to answer the questionnaire. Therefore, **no pass level is set for the “Interactions with parents” dimension.** In addition, a response rate of 25% from the parents approached (that is, all those with 3- to 5-year olds, regardless of whether their child’s group was assessed or not) is required to include their opinion in the assessment report.

**2** The expression “N/A” means that the response rate of the parents approached is unavailable since it is too low (that is, less than 25%), and that the assessment report will only include the opinion of the educator staff and director.

Parents have 14 days (two weeks from when they are given the questionnaire) to return the completed form to the assessment firm. Questionnaires received as of the 15<sup>th</sup> day are not therefore compiled. The questionnaire is available in online French and English versions via a Web link sent to the parents by the

director. It also comes in paper format, available on request only, and includes a pre-stamped envelope to ensure confidentiality.

The parents' answers are sent directly to the assessment firm. The childcare establishments do not have access to the parents' answers. They remain confidential.

3 The report also presents the detailed scores, by item assessed, and the evaluator's conclusions (strengths, challenges, and suggested improvements).

4 This section summarizes the main conclusions for all the items assessed.

### EXAMPLE:

Résultats obtenus pour la dimension « qualité des interactions avec les parents »	
Résultat – parents :	5.10 (sur 7 ou N. D.) 25 % des parents sollicités ayant répondu
Résultat – personnel du service de garde (gestionnaire et personnel éducateur) :	5.44 /7
Éléments	
1. L'éducatrice établit avec le parent un partage d'informations sur l'enfant.	
<b>Résultats – parents (sur 7 ou N. D.)</b>	4.85
<b>Résultats – gestionnaire et personnel éducateur (sur 7)</b>	5.54
<b>Évaluation</b>	
Selon les résultats aux questionnaires, les parents et le personnel du service de garde rapportent que les éducatrices initient à l'occasion des échanges avec les parents pour mieux connaître les enfants. Pour le personnel du service de garde, cet item se situe à un niveau élevé (zone inférieure) de qualité. Du point de vue des parents, ces échanges sont toutefois moins fréquents, cet item étant davantage situé à un niveau moyen (zone supérieure) de qualité. En fait, une grande variabilité ressort des propos des parents, ce qui indique que certains parents auraient des échanges moins soutenus que d'autres avec l'éducatrice au sujet de leur enfant. En moyenne, des sujets comme les champs d'intérêt de l'enfant et son comportement envers les autres enfants seraient plus fréquemment discutés. Les buts que les parents poursuivent pour leur enfant serait un sujet rarement abordé, selon les parents.	

In this example, a sufficient number of parents (25%) responded. The report therefore includes the parents' opinion, showing an average score of 5.10 on 7. The combined opinions of the director and educator staff averaged 5.44 on 7. The score for the parents' opinion was therefore slightly lower than that for the childcare establishment's opinion. For the first category of items assessed, that is, "L'éducatrice établit avec le parent un partage d'informations sur l'enfant," the parents gave an average score of 4.85 on 7, while the childcare establishment gave a score of 5.54. Here too, the parents' opinion score was lower than that given by the personnel of the childcare establishment. The comments include strengths and suggested improvements to raise the score.

## Section 4 – Summary, signature of the assessment report, and additional information

1	<b>Synthèse</b> Qualité structurelle et facteurs associés
2	Rapport rédigé par (nom de la firme externe)
3	<b>Renseignements supplémentaires</b> À utiliser si l'espace prévu dans les sections précédentes est insuffisant.

- 1 The “*Synthèse*” section of the report summarizes the main scores obtained for each of the dimensions assessed, in a few sentences. This example concerns the structural quality and related factors (emerging from the comments made during the interview with the director).
- 2 The assessment report is written by the assessment firm.
- 3 The “*Renseignements supplémentaires*” section allows the assessment firm to include any relevant additional information if there is not enough space in the preceding sections.

# Childcare Centres (CPEs) with More Than One Facility

The Ministère has produced a document in French only intended specifically for childcare centres (CPEs) operating more than one facility. This document is titled [\*Synthèse des résultats de l'évaluation de la qualité éducative pour les centres de la petite enfance ayant plus d'une installation\*](#). These establishments thus receive two documents: an assessment report for each facility assessed and a summary of the scores for all the facilities operating under the same childcare establishment.

The summary is given to the main childcare establishment for information purposes only. No follow-up is carried out on the basis of this document, since assessment follow-ups are done with each individual facility, which receives its own educational quality assessment report.

# Follow-up Process for Educational Quality Assessments

When a childcare establishment fails its assessment, that is, does not attain one or more of the required pass levels, a follow-up process is set in motion to ensure that improvements are made in its educational quality. This process includes, at the very least but without being limited to, having to produce an action plan and an action plan implementation report, and to participate in a follow-up assessment on the dimension(s) of quality for which the pass level was not attained.

It should be remembered that the summary is provided to childcare establishments operating several facilities, for information purposes only. No follow-up is carried out on the basis of this document, since assessment follow-ups are done with each individual facility, which receives its own educational quality assessment report.

## Action plan

A childcare establishment that fails its assessment must produce an action plan in French and using the prescribed template. This plan must be sent to the Ministère within a 45-day time limit, and more specifically, to the customer service branch in the territory where the childcare establishment is located. The plan helps the establishment determine the actions to be taken to improve the quality of the dimension(s) for which the pass level was not attained and to prepare for the follow-up assessment.

The time it takes to implement the action plan can vary from one childcare establishment to another, depending on the actions it takes to improve the dimension(s) for which it did not attain the pass level. However, **implementation may not take more than one year**, starting from the date on which the Ministère acknowledges receipt of the action plan (a letter to this effect is sent to the childcare establishment).

The customer service branches of the Ministère offer advice and support to childcare establishments regarding the measure, in particular, to help them understand its expectations regarding the action plan. However, only the establishment can determine the actions needed to improve its educational quality, for which it is responsible. The Ministère provides tools and reference guides on the topic of quality on its website. See the “Bibliographic References” section on page 37 of this guide in this regard.

The **template for the action plan** is divided into four sections:

1. Information on the childcare establishment;
2. Resolution of the Board of Directors;
3. Signature of the authorized person;
4. Information on the action plan.

## Sections 1, 2, and 3 of the action plan

Section 1 is used to identify the childcare establishment and the person to be contacted about the action plan. Thus, if the Ministère wants to communicate with the establishment about the plan, it can contact the person identified in section 1.2 of the action plan.

### Section 1 – Renseignements sur le service de garde

Type de service de garde :  Centre de la petite enfance (CPE)  Garderie subventionnée  Garderie non subventionnée

#### 1.1 Nom et coordonnées du service de garde

Nom du service de garde (nom de la division) :		Numéro de division :
Nom de l'installation visée :		Numéro d'installation visée :
Nom de l'entité juridique :		
Adresse de l'installation évaluée (numéro, rue, ville et code postal) :		
Téléphone de l'installation évaluée :	Poste :	Télécopieur de l'installation évaluée :
Adresse courriel de l'installation évaluée :		

#### 1.2 Nom et coordonnées de la personne à joindre relativement au plan d'action

Titre de civilité : <input type="checkbox"/> Madame <input type="checkbox"/> Monsieur			
Nom :		Prénom :	
Téléphone (principal) :	Poste :	Téléphone (autre) :	Poste :
Fonction :			
Adresse courriel :			

Section 2 concerns the acceptance of the action plan by the Board of Directors (in the case of a legal person). The importance of involving the Board of Directors in developing the action plan stems from the Ministère's desire to see all the actors linked to the childcare establishment speak as one voice to ensure implementation of actions that will improve the educational quality offered to the children.

### Section 2 – Résolution du conseil d'administration (s'il s'agit d'une personne morale)

Résolution n° : \_\_\_\_\_

Extrait du procès-verbal de la réunion du conseil d'administration de \_\_\_\_\_, (nom exact du service de garde)

tenue le \_\_\_\_\_, et pour laquelle il y avait quorum. (date à laquelle est adoptée la résolution)

Il est proposé, appuyé et résolu d'approuver le plan d'action pour l'amélioration de la qualité éducative et d'autoriser \_\_\_\_\_ à signer le présent plan d'action (nom complet et fonction de la personne autorisée par le conseil d'administration à signer le plan d'action)

et à fournir tous les documents et les renseignements requis au ministère de la Famille et à en assurer le suivi auprès de celui-ci.

Je certifie que cette résolution est conforme à la décision prise lors de cette réunion du conseil d'administration.

\_\_\_\_\_  
Signature du secrétaire ou du président du conseil d'administration

\_\_\_\_\_  
Date

Section 3 asks for the signature of the authorized person. The action plan must be signed and dated.

**Section 3 – Signature de la personne autorisée**

**Important : Le plan d'action doit être signé par la personne autorisée**

À titre de personne autorisée, je déclare que les renseignements fournis dans le présent plan d'action et les documents joints sont véridiques, complets et exacts et qu'ils font état de la situation réelle. Toute fausse déclaration entraînera automatiquement le rejet du plan d'action.

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Nom \_\_\_\_\_ Prénom \_\_\_\_\_

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Fonction \_\_\_\_\_

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Signature \_\_\_\_\_ Date \_\_\_\_\_

## Section 4 of the action plan

Section 4 is subdivided into four parts, one for each of the dimensions of educational quality assessed:

- Section 4.1: Quality of the interactions with the children;
- Section 4.2: Physical structure and setting;
- Section 4.3: Child observation and activity planning practices;
- Section 4.4: Interactions with the parents.

### Section 4 – Renseignements sur le plan d'action

#### 4.1 Qualité des interactions avec les enfants

- 1
- Évaluation réussie dans cette dimension (passez à la section 4.2)
  - Évaluation non réussie dans cette dimension (remplir la section 4.1)

#### Points à améliorer

- 2
- Reporter ici le ou les points à améliorer, tels qu'ils sont décrits dans la section « Conclusions pour la dimension » de votre rapport d'évaluation.
  - Numéroté chacun des points à améliorer.

#### Plan d'action proposé

- Pour chacun des points à améliorer précisés à la section précédente, inscrire la ou les actions qui seront mises en place afin de les améliorer.
- Respecter la numérotation que vous avez indiquée à la section précédente.
- Préciser la date de mise en œuvre prévue pour chacune des actions.
- Pour la colonne « Résultat – Bilan de réalisation du plan d'action », préciser pour chacune des actions prévues au plan d'action les résultats obtenus. Vous devez remplir cette colonne seulement à l'échéance de la mise en œuvre du plan d'action.

Nombre de semaines ou de mois (précisez) prévus pour la mise en œuvre des actions (ne doit pas dépasser 1 an) : \_\_\_\_\_

3

Action prévue	Date de mise en œuvre prévue		Résultat – Bilan de réalisation de l'action Action réalisée (oui ou non) - Commentaires
	Début	Fin	

4

#### 4.5 Total global

#### Plan d'action

5

Nombre total de semaines ou de mois (précisez) prévus pour mettre en œuvre toutes les actions du plan d'action (ne doit pas dépasser 1 an) : \_\_\_\_\_

#### Bilan du plan d'action

À remplir à l'échéance de la mise en œuvre du plan d'action.

Nombre total de semaines ou de mois (précisez) qui ont été requis pour mettre en œuvre toutes les actions du plan d'action : \_\_\_\_\_

#### 4.6 Renseignements supplémentaires

- 6
- À utiliser si l'espace prévu dans les sections précédentes est insuffisant.

1 Sub-sections 4.1 to 4.4 of the action plan have to be completed or not, depending on the scores obtained in the overall assessment. The childcare establishment produces an action plan solely for the dimension(s) for which the pass level was not attained during the overall assessment.

2 This section is used to report the points in need of correction, as indicated in the “*Conclusions pour la dimension*” section of the assessment report received by the childcare establishment. See the following example.

**EXAMPLE:**

Excerpt from the assessment report on day care XYZ

Conclusions pour la dimension « qualité des interactions »
<p>À la lumière des scores ci-dessus, il apparaît que la garderie XYZ possède quelques forces, en ce qui a trait à certains aspects de la dimension de l'Organisation du groupe. Toutefois, des améliorations pourraient être apportées à la qualité des interactions associées aux domaines du Soutien émotionnel et du Soutien à l'apprentissage.</p> <p>Pour améliorer les pratiques dans le domaine du Soutien émotionnel, en lien avec les dimensions du Climat positif, du Climat négatif et de la Sensibilité de l'éducatrice, il pourrait être pertinent que la totalité des éducatrices partagent à une plus grande fréquence des activités avec les enfants et conversent librement avec eux. L'ensemble des éducatrices pourrait également témoigner plus fréquemment des marques d'affection, qu'elles soient physiques ou verbales, et à communiquer des attentes positives envers les enfants. Aussi, il pourrait être bénéfique que toutes les éducatrices fassent l'usage d'un ton de voix chaleureux de manière constante, évitant ainsi les tons de voix plus cassants ou durs. De plus, les éducatrices pourraient tirer avantage à porter une attention plus soutenue pour reconnaître les émotions et les difficultés exprimées par les enfants. Ainsi, elles seraient plus en mesure d'ajuster le soutien offert de manière individuelle et de solutionner les problématiques de manière efficace.</p>

Excerpt from the action plan of day care XYZ

Points à améliorer
<ul style="list-style-type: none"><li>• Reporter ici le ou les points à améliorer, tels qu'ils sont décrits dans la section « Conclusions pour la dimension » de votre rapport d'évaluation.</li><li>• Numéroté chacun des points à améliorer.</li></ul> <p>À la lumière des scores ci-dessus, il apparaît que la garderie XYZ possède quelques forces, en ce qui a trait à certains aspects de la dimension de l'Organisation du groupe. Toutefois, des améliorations pourraient être apportées à la qualité des interactions associées aux domaines du Soutien émotionnel et du Soutien à l'apprentissage.</p> <ol style="list-style-type: none"><li>1. Pour améliorer les pratiques dans le domaine du Soutien émotionnel, en lien avec les dimensions du Climat positif, du Climat négatif et de la Sensibilité de l'éducatrice, il pourrait être pertinent que la totalité des éducatrices partagent à une plus grande fréquence des activités avec les enfants et conversent librement avec eux.</li><li>2. L'ensemble des éducatrices pourrait également témoigner plus fréquemment des marques d'affection, qu'elles soient physiques ou verbales, et à communiquer des attentes positives envers les enfants.</li><li>3. Aussi, il pourrait être bénéfique que toutes les éducatrices fassent l'usage d'un ton de voix chaleureux de manière constante, évitant ainsi les tons de voix plus cassants ou durs.</li><li>4. De plus, les éducatrices pourraient tirer avantage à porter une attention plus soutenue pour reconnaître les émotions et les difficultés exprimées par les enfants. Ainsi, elles seraient plus en mesure d'ajuster le soutien offert de manière individuelle et de solutionner les problématiques de manière efficace.</li></ol> <p>etc... [insérer les autres recommandations inscrites dans le Rapport d'évaluation]</p>

3 This section of the action plan is used to identify the actions that the childcare establishment intends to take to improve the quality of the dimension identified, specifying the anticipated implementation dates (start and finish). The childcare establishment must also specify the goal sought by the actions it has identified.

An action is an identified means of attaining a desired outcome. In the context of the measure, an action is thus a means of enabling the childcare establishment to improve quality. For example, to improve the physical structure and setting, the action might be to modify such and such a layout, and the desired outcome might be that of improving this aspect of quality.

The following criteria (a non-exhaustive list) may provide food for thought when the childcare establishment is drafting its action plan:

- Detailed
  - Is the information provided sufficiently detailed? Does it provide a clear understanding of the proposed actions?
- Relevant
  - Are the proposed actions directly related to the targeted dimensions of educational quality? Is the connection explicit enough?
- Realistic
  - Are the proposed actions realistic? In other words, do the proposed timelines include reasonable deadlines, and are the human and financial resources needed to carry out the actions readily available?
- Likely impact
  - Are the proposed actions likely to have enough impact as to concretely improve the educational quality of the childcare establishment?

4 The “*Résultats – Bilan de réalisation du plan d’action*” column only has to be completed after the action plan has been implemented (see the following section of this guide for details).

5 This section is used to indicate both the anticipated time and the actual time taken to carry out all the actions.

6 This section is used to include any additional information if there is not enough space provided in the form.

# Action plan implementation report

When the time limit has expired, or **at the most, one year** after receiving the Ministère's acknowledgement of receipt of the action plan, the childcare establishment must complete and submit its action plan implementation report (the "implementation report").



## Plan d'action (et bilan) pour l'amélioration de la qualité éducative des services de garde en installation

Dans le cadre de la mesure d'évaluation et d'amélioration de la qualité éducative des services de garde éducatifs à l'enfance (groupes d'enfants âgés de 3 à 5 ans)

1

**Objet du formulaire (cochez un seul choix)**

Plan d'action     Bilan de réalisation du plan d'action

**Réservé au ministère de la Famille**

### 4.1 Qualité des interactions avec les enfants (suite)

**Plan d'action proposé**

- Pour chacun des points à améliorer précisés à la section précédente, inscrire la ou les actions qui seront mises en place afin de les améliorer.
- Respecter la numérotation que vous avez indiquée à la section précédente.
- Préciser la date de mise en œuvre prévue pour chacune des actions.
- Pour la colonne « Résultat – Bilan de réalisation du plan d'action », préciser pour chacune des actions prévues au plan d'action les résultats obtenus. Vous devez remplir cette colonne seulement à l'échéance de la mise en œuvre du plan d'action.

Nombre de semaines ou de mois (précisez) prévus pour la mise en œuvre des actions (ne doit pas dépasser 1 an) : \_\_\_\_\_

Action prévue	Date de mise en œuvre prévue		Résultat – Bilan de réalisation de l'action Action réalisée (oui ou non) - Commentaires
	Début	Fin	

### 4.5 Total global

**Plan d'action**

Nombre total de semaines ou de mois (précisez) prévus pour mettre en œuvre toutes les actions du plan d'action (ne doit pas dépasser 1 an) : \_\_\_\_\_

2

**Bilan du plan d'action**

À remplir à l'échéance de la mise en œuvre du plan d'action.

Nombre total de semaines ou de mois (précisez) qui ont été requis pour mettre en œuvre toutes les actions du plan d'action : \_\_\_\_\_

**The sections to be completed for the implementation report are included in the action plan template.** The childcare establishment must submit its action plan again, modifying some of the information it contains:

1 On the first page, the “*Bilan de réalisation du plan d’action*” box must be selected.

The information requested on the first page must be entered again, notably in the sections concerning the signature and the Board of Directors’ resolution;

2 The “*Résultats – Bilan de réalisation du plan d’action*” column must be completed, depending on the quality dimensions for which the pass level was not attained. The same applies to section 4.5 of the action plan template, which is used to indicate the total number of weeks (or months) that were actually required to implement all the actions identified by the childcare establishment.

The other sections, previously completed when the action plan was submitted, do not have to be modified.

It is therefore suggested that you use the previously completed electronic version of the action plan, modify the information on the first page (in the required spaces), add the information required in the “*Bilan de réalisation du plan d’action*” column(s), and follow the procedures indicated on the form to submit the report to the Ministère.

## Partial assessment

When the implementation report is received at the Ministère’s office or the prescribed submission deadline has passed, the Ministère sends the childcare establishment’s contact information to the assessment firm so that it can return to perform a reassessment. This partial (or follow-up) assessment concerns only the dimension(s) for which the pass level was not attained during the initial assessment.

### Procedure for performing a partial assessment

The procedure for a partial assessment is similar to that for an overall assessment, apart from the following changes:

If the “Quality of interactions” dimension has to be assessed, the interactions in at least two groups are observed using the Pre-K CLASS tool and adhering to the complete assessment cycle of two hours of observation.

If the “Physical structure and setting” dimension has to be assessed and the “Quality of interactions” dimension attained the required pass level, the interactions in at least two groups are observed for one hour and handwritten notes are taken. In fact, to properly assess the physical structure and setting, the evaluator must first observe the interactions for a certain length of time, and then observe the physical structure and setting of the premises using the appropriate tool.

If the “Child observation and activity planning practices” dimension has to be assessed and the “Quality of interactions” dimension attained the required pass level, the interactions in at least two groups are observed for one hour and handwritten notes are taken. In fact, to properly assess the quality of this dimension, the evaluator must observe the interactions for a certain length of time, as the interview refers repeatedly to elements observed in the morning. Interviews are conducted with the educators whose groups were observed previously, using the questionnaire on the quality of the child observation and activity planning practices.

The “Interactions with the parents” dimension is not evaluated during a partial assessment.

An interview must be conducted with the director (and with each of the educators whose groups were observed in the morning) in all cases (i.e. regardless of which dimension has to be assessed), using the questionnaire on structural quality.

The same assessment report template is used for both an overall and a partial (follow-up) assessment since the type of assessment involved (overall or partial) is identified by selecting the appropriate box on the title page of the report.

For additional information on the measure to assess and improve educational quality, contact the Ministère de la Famille at 1 855-336-8568 or visit its [website](#).

More specifically, educational childcare establishments are invited to contact their advisor at the Ministère de la Famille directly, or to write to the email address dedicated to the measure at the customer service branch in the territory where they are located.

[evaluation.qualite.drm@mfa.gouv.qc.ca](mailto:evaluation.qualite.drm@mfa.gouv.qc.ca)

**Territory**

Greater Montreal area

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**Territories**

Bas-Saint-Laurent

Capitale-Nationale

Centre-du-Québec

Chaudière-Appalaches

Côte-Nord

Gaspésie–Îles-de-la-Madeleine

Nord-du-Québec

Mauricie

Saguenay–Lac-Saint-Jean

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**Territories**

Estrie

Montérégie

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**Territories**

Abitibi-Témiscamingue

Lanaudière

Laurentides

Laval

Outaouais

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# Appendix 1

The templates for the *Educational Quality Assessment Report*, the *Synthèse pour les centres de la petite enfance ayant plus d'une installation* and *Plan d'action (et bilan) pour l'amélioration de la qualité éducative des services de garde en installation* are available at the Ministère de la Famille [website](#).

