

Guide to Using the Assessment Report

Summary

The quality of education offered in educational childcare centres (ECS) is crucial to children’s development and learning. The Ministère de la Famille (Québec) has set up a measure to evaluate and improve the educational quality in ECSs. This measure requires the collaboration of several partners, such as educational teams, administrators, early childhood educators, associations, researchers and political decision-makers.

ECS administrators play a crucial role in facilitating communication between their team and the evaluation firm selected by the Ministère. A report on educational quality is sent to ECS administrators with an objective view of the educational quality delivered. Administrators are responsible for working with their teams to identify areas for improvement, and to set educational quality goals. To respond to administrators’ needs, the was drafted. It contains practical strategies for using the evaluation effectively to maintain and improve the educational quality in childcare establishment.

Reading and interpreting the evaluation report

Following the evaluation, it’s important to read and understand the report to effectively monitor the educational quality of the ECS. When ECS administrators read the report, they may react with a sense of injustice or pride. The following strategies will help them to read and interpret the evaluation report.

For more details: [Pages 8 to 12](#) of the Guide.

Concrete strategies for reading and interpreting the Assessment Report

- ✓ **Defusing negative emotions** Avoid taking the report personally, instead, read it as a professional.
- ✓ **Reading (and rereading) the strengths in the Assessment Report** Focusing on strengths is the best strategy to reduce the effects of weaknesses.
- ✓ **Trending towards learning-oriented motivation** Focus on a strategy of continuous improvement and view the report as a learning experience.
- ✓ **Taking the time to go through written documentation** Consult Ministry documents, such as *Accueillir la petite enfance*, and *Guide to Interpreting the Assessment* report *Info-Qualité*.
- ✓ **Having discussions with co-workers and with managers from other educational childcare establishments or calling on competent resources in the field** Take advantage of internal resource people (associate directors and pedagogical resource people) and external ones (other ECS administrators, provincial ECS associations and Ministère's ECS consultants).

Preparing to Mobilize the Team

It's essential for administrators to look closely at the evaluation report to fully understand its content, and rally their team around a shared objective: improving educational quality. It's strongly recommended that administrators take a constructive approach when proposing changes in their ECS.

For more details: [Pages 13 to 17](#) of The Guide

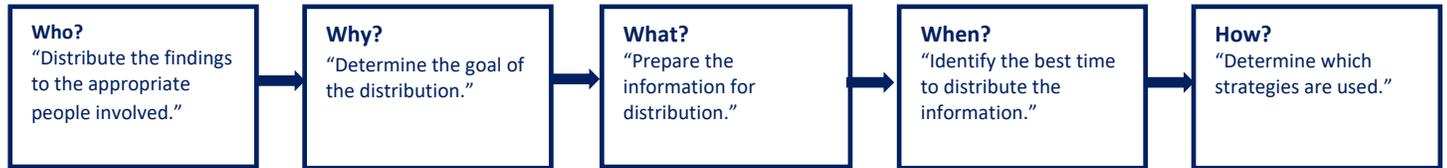
Concrete strategies to prepare for team mobilization

- ✓ **Buying-in, mobilizing, preparing and acquiring the tools you need** Value educational quality and promote continuous improvement with the administrative and educational teams. The administration team benefits from learning about educational quality improvement and commitment, in order to be properly equipped for the future.
- ✓ **Making structural changes to the organization** Develop structural quality initiatives to support educators in their work (e.g. peer mentoring, pedagogical liberation, continuous training, etc.).
- ✓ **Rallying the team around a shared project** Capitalize on the team's shared values to build consensus around the changes linked to the implementation of continuous improvement within the ECS.
- ✓ **Involving the team in the various stages** Collaborate with educational staff in the decision-making related to the continuous improvement of educational quality.
- ✓ **Providing support, setting goals and evaluating each employee** Provide individual and customized support to educators. Use tools such as a professional development plan to target observable, measurable goals, and identify together the changes needed to achieve them.
- ✓ **Planning regular reminders and scheduling regular follow-ups** Provide regular updates and follow ups for educators to maintain the team's commitment. Organize meetings to discuss the team's strengths and progress, and provide concrete examples.

Distribute evaluation results to ECS staff

After rallying team members, we recommend distributing the evaluation report results to the education team. The Walter et al. (2015) model is recommended for distributing the results, “particularly in the context of evaluating and improving educational quality” ([The Guide](#), 2023 p. 19).

Figure 1 – Parameters for distributing the results



Adapted from Walter, Torres and Aldebot-Green, 2015

For more details: [Pages 18 to 23](#) of The Guide

Concrete strategies for disseminating the Assessment Report results to childcare establishment staff

- ✓ **Planning various parameters for disseminating the Assessment Report** Plan the evaluation report distribution and consider variables, such as:
 - “Who will receive the report results?
 - Who will be responsible for distribution?
 - Why do we need to distribute the results?
 - What results do we distribute?
 - At what point? Which distribution strategies do we use?”([The Guide](#), 2023, p. 19)
- ✓ **Capitalizing on team strengths and the comments** Encourage the ECS team members to pursue their professional development while reinforcing their current skills. Begin with the strong points and make personal comments rather than just quoting numbers.
- ✓ **Communicating the results to parents** Sharing the results with parents can have a positive impact on the members of the education team by encouraging them and acknowledging their skills.

Choosing, Implementing and Monitoring Proposed Improvements to Educational Quality

Once the report has been carefully read, the team motivated and the results distributed, ECS staff must become proactive to improve educational quality. If the ECS fails to meet one or more criteria during the evaluation, it must draft and submit an action plan to the Ministry using [Electronic Service Delivery \(ESD\)](#). If the ECS has met all the evaluation criteria, it’s strongly encouraged to maintain and improve its educational quality.

For more details: [Pages 24 to 28](#) of The Guide

Strategies for choosing, implementing and following up on avenues for improvement

- ✓ **Taking the time to think about the order of priority of proposed improvements** Prioritize, with the help of the **report** the dimensions to improve and determine with educators the educational methods to adopt.
- ✓ **Starting with one dimension** Select the dimension with which to start and break the task down into smaller goals to better monitor progress and motivate educators to achieve common goals.
- ✓ **Reflecting on actions for Structural Quality and associated factors** Focus on metrics such as continuous training, staff schedules and educational programs. Administrators also create favourable conditions for improving several educational quality dimensions.
- ✓ **Opting for a mix of individual and group actions that are sustainable over time** Consider steps that address both educators' individual and collective needs when planning relevant initiatives (e.g., readings, training, workshops, discussions, group observations, meetings, video recordings followed by feedback).
- ✓ **Collecting data and documenting the process** Conduct regular follow ups and monitor progress to meet the needs of educators in terms of skills, autonomy and engagement. Follow up may take the form of one-on-one or group meetings, individual observations, group re-evaluations using standardized evaluation tools, etc.
- ✓ **Emphasizing each step taken** Encourage the ECS's educators by highlighting each step taken toward continuous improvement.