

NQS Quality Area 1: Educational Program and Practice

For each question below, select the option that most closely matches your current practice. Then, consider the reflective follow-up prompt to explore actionable improvements.

10/4/25



Curriculum Planning and Intentionality

01

In what ways does your educational program reflect the diverse learning needs and interests of each child?

- ☐ The program is fully tailored to each child's interests and developmental needs.
- ☒ The program largely accounts for individual differences with occasional gaps.
- ☐ Some aspects of the program reflect individual needs, but most activities are generic.
- ☐ The program follows a broad curriculum with minimal adaptation to individual interests.

Consider specific occasions or strategies that have been most effective. What changes can be made to better capture every child's unique profile?

Involve children in self-documentation or reflective tasks, like drawing their favorite activity or sharing their thoughts with educators.

Allocate time to observe smaller groups or individual children, ensuring personalized attention without distraction.



Engagement In Active Learning

02

How effectively does your practice promote active learning and child-led inquiry?

- ☐ Children are consistently engaged in hands-on, inquiry-based activities that foster exploration.
- ☐ Most children are engaged with the activities, though some could be more actively involved.
- ☒ Engagement opportunities exist but are sometimes limited by the activity design.
- ☐ There is little evidence that the current program stimulates active, exploratory learning.

Reflect on the design of your learning experiences. What types of activities or modifications might better support active, inquiry-based learning?

Learners work on long-term, real-world projects that require problem-solving, research, and collaboration. For example, designing an eco-friendly community garden or developing a campaign to reduce food waste. Incorporate activities where learners engage directly, like science experiments, building models, or conducting surveys.



Observation and Assessment

03

How systematically do you observe and assess children's learning to inform your program planning?

- ☐ Observations are continuous and systematically integrated to adapt and improve the program.
- ☐ Regular observations are conducted and generally inform program adjustments.
- ☒ Observations occur intermittently, with limited impact on program planning.
- ☐ There is minimal or unsystematic observation guiding the program's development.

Identify the observation tools or methods you currently use. What additional strategies might yield richer insights to further enhance your planning?

Involve multiple educators in observing the same child or group, providing varied perspectives.

Invite children to share their thoughts or create self-reflections through art or interviews.

Monitor how children interact with different materials, spaces, or settings to optimize learning environments.

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Inclusivity and Diversity

04

How does your educational program incorporate and celebrate cultural diversity, languages, and varied learning styles?

- ☐ The program fully integrates diverse perspectives and adapts to various learning styles.
- ☒ Diverse elements are present, but there remains room for more consistent inclusion.
- ☐ Diversity is acknowledged occasionally but is not a central focus of the program.
- ☐ The program rarely addresses or integrates aspects of diversity and inclusion.

Examine any barriers or challenges you face in achieving a fully inclusive program. What specific actions or community partnerships could bridge these gaps?

Ensure spaces are physically accessible and use inclusive materials such as books, games, and activities that reflect diverse cultures and abilities.

Work with libraries to access inclusive books or connect with art councils to design programs that celebrate diversity.



Collaboration and Professional Reflection

05

In what ways does staff collaboration contribute to the ongoing refinement of your educational program?

- ☐ Continuous, structured collaboration leads to regular, impactful improvements in the program.
- ☒ Regular but informal staff discussions help refine the program with occasional adjustments.
- ☐ Collaboration is sporadic, with limited opportunities for collective reflection.
- ☐ There is minimal collaboration, resulting in less frequent updates or changes to the program.

Contemplate the quality and frequency of collaborative discussions. What frameworks or meeting structures could strengthen collective reflection and action planning?

Ensures plans are Specific, Measurable, Achievable, Relevant, and Time-bound, providing clarity and accountability. Facilitates large group discussions in an informal setting, encouraging open dialogue and encouraging open dialogue and collective brainstorming.



Notes

06

Recently, we have introduced culturally responsive activities and multilingual resources. However, we acknowledge that more work is needed to ensure every child's background is represented. We will collaborate with families to enhance cultural inclusivity.

Our team has been focusing on intentional teaching strategies, such as open-ended questioning and scaffolding. While these approaches have encouraged deeper thinking, we recognize the need for more professional development to refine our techniques. We plan to introduce peer observations to strengthen our reflective practices.

Our documentation methods have improved, allowing us to track children's progress more effectively. However, we have noticed that some observations lack depth in linking learning outcomes. To address this, we will refine our templates and provide training on meaningful documentation.