



The New Brunswick Quality Framework for Early Learning and Child Care

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Department of Education and Early Childhood Development





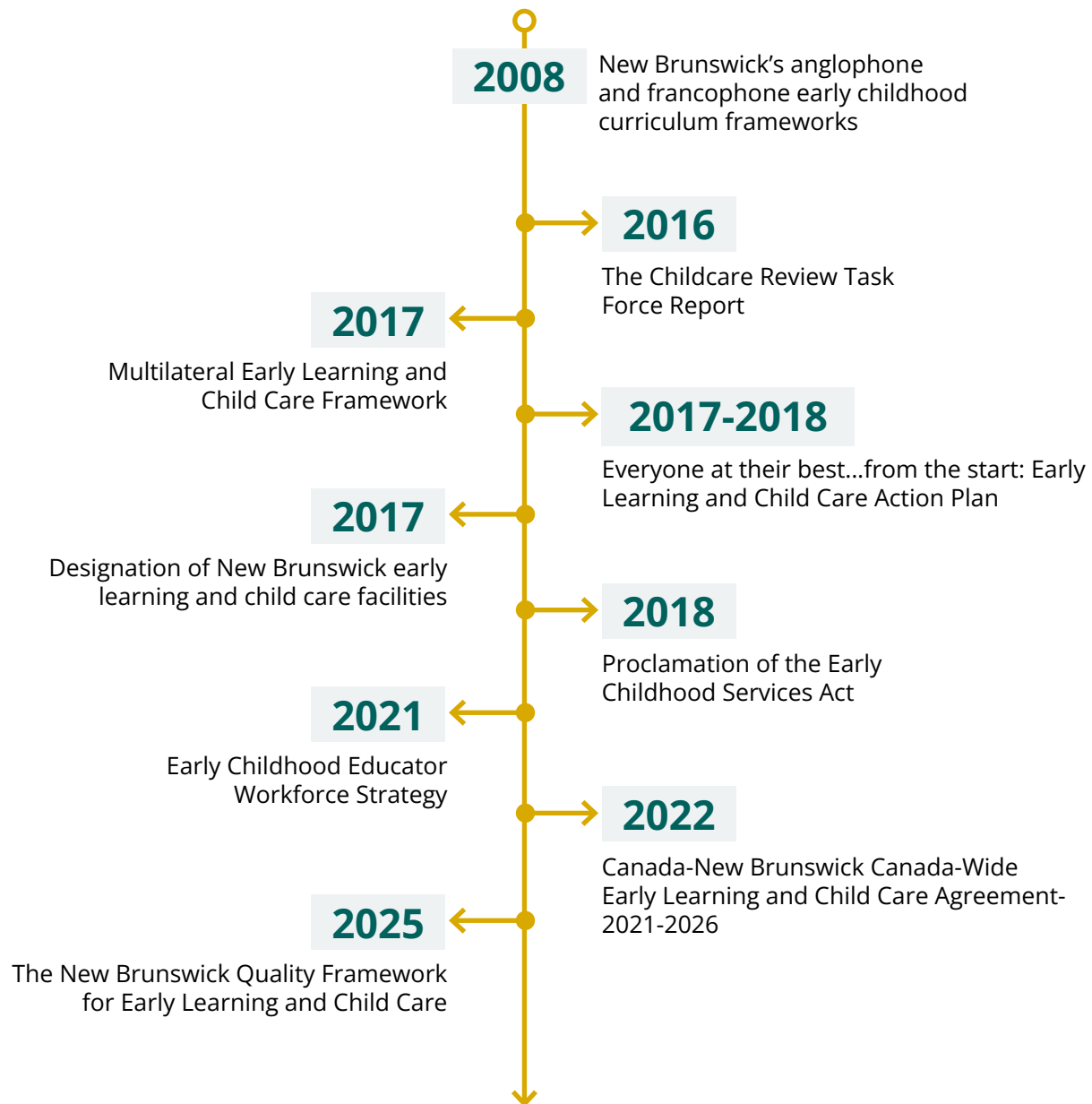
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Introduction

Our knowledge and appreciation of children’s learning, development, and well-being have evolved over time. There is increasing recognition of the important role that high-quality experiences play in supporting the positive social, emotional, physical, and cognitive development of children (Employment and Social Development Canada, 2017). This is supported by a growing body of research indicating that the benefits for children attending ELCC will depend on the level of quality of early childhood services, especially for children facing barriers (Organization for Economic Co-operation and Development [OECD], 2018).

The NBQF is a critical step on New Brunswick’s continuing transformational journey to increasing access to high-quality ELCC (Government of Canada & Government of New Brunswick, 2017).



SCOPE

The NBQF is designed for operators, early childhood professionals, administrators, and other individuals involved in delivering or supporting the delivery of ELCC services for children under the age of six in ELCC facilities. This document:

- Describes the key factors (*Quality Areas*) that contribute to high-quality ELCC in NB.
- Describes the positive outcomes for children (*Quality Indicators*) that we can expect to see when early childhood professionals and families are working together to deliver high-quality ELCC.
- Promotes a culture of continuous improvement, quality practices, and innovation by supporting reflection on quality practices and the identification of quality improvement priorities and professional learning goals.
- Fosters a more reflective approach to advancing continuous quality improvement.

REGULATORY FOUNDATION

A foundation of the NBQF is the Early Childhood Services Act (Government of New Brunswick, 2010) and related regulations. The Act sets out requirements to ensure the health, safety, and well-being of children in New Brunswick's ELCC facilities. Embedding compliance in the ELCC's culture helps to ensure that early learning professionals are clear about their role and the facility operates effectively.

New Brunswick has built upon this regulatory foundation through the addition of provisions related to designated ELCC facilities in the Act and regulations (Government of New Brunswick, 2018). Even so, delivering high-quality ELCC that enhances children's learning, development, and well-being means exceeding the basic requirements, including the designation provisions, contained in the Act and regulations.



What is meant by Quality?

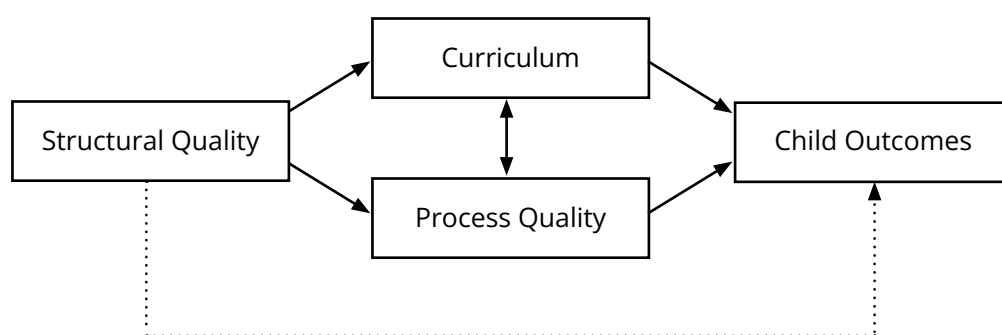
Defining quality within the New Brunswick ELCC context involves several considerations:

- **Quality is contextual.** There is no universally agreed-upon definition of quality ELCC. Families, children, and early childhood professionals may hold different but important views about what high-quality ELCC looks like for them, and these views may change over time.
- **Quality ELCC is often focused on two main types.** Research has shown that process quality has a direct impact on children's outcomes, structural quality has an indirect impact through its influence on process quality, and the two types of quality influence each other.

The curriculum, defined as planned learning opportunities for children, connects structural and process quality in ELCC settings. Structural elements like staff-child ratios, group size, and educator qualifications shape how the curriculum is designed and applied, while process quality (e.g., pedagogy) and the curriculum influence one another.

Changes in pedagogy, such as social, play, pre-primary or how social-emotional regulation is supported, directly affect process quality, and a facility's pedagogical approach also shapes how the curriculum is implemented. Together, the curriculum and the two types of quality are essential for achieving overall quality in ELCC settings.

Model of relationship between curriculum and quality



From: [Quality and Early Childhood Education and Care: A Policy Initiative for the 21st Century](#)

Structural quality refers to centre facilities/resources, staff-to-child ratios, and staff qualifications that are more easily measurable for cross-sectional observation purposes in determining quality. (Howes et al., 2008; Ishimine et al., 2009; Organization for Economic Co-operation and Development, 2006). These components are largely controlled by forces outside the ELCC setting, such as government financing, education, and health policies, which set requirements before an ELCC site can launch.

Process quality focuses on the nature of interactions, as well as the nature of centre leadership and pedagogical skills. Process components influence the everyday nature of ELCC settings and directly impact the quality of a child's day-to-day experience. These components are more constructive in nature and require more in-depth observations than structural quality.



What is the difference between a Quality Framework and a Curriculum Framework?

The NBQF embraces and builds on the vision, values, goals, and principles of the *New Brunswick Curriculum Framework for Early Learning and Child Care- English* (NBCF~E) (Government of New Brunswick, 2008) and *Le Curriculum éducatif Services de garde francophones du Nouveau-Brunswick* (Gouvernement du Nouveau-Brunswick, 2008). Both frameworks play a vital role in supporting high-quality early learning and child care (ELCC) and improving outcomes for children; however, it's important to recognize that they serve distinct purposes.

A CURRICULUM FRAMEWORK...	A QUALITY FRAMEWORK...
• Defines what is to be learned and how; • Provides early learning professionals with clear goals and guidance about critical learning and development areas, helping early learning professionals to focus on and plan for the most important aspects of child development; • Facilitates family involvement in what their children are learning; • Provides consistency and adaption to local needs, which can ensure quality is more even across learning environments and age groups; • Balances the diverse objectives and expectations of various stakeholders. (OECD, 2011; Siraj-Blatchford et al., 2004; Taguma et al., 2013)	• Recognizes the roles of operators, directors, and educators in creating and sustaining high-quality early learning and child care (ELCC). • Promotes a culture of continuous reflection and improvement grounded in a shared understanding of the Quality Areas and Quality Indicators. • Emphasizes collaborative leadership, communication, and equitable relationships among staff, families, and community partners. • Supports the delivery of inclusive, responsive, and rights-based care by aligning with key principles such as children's rights, diversity, and high expectations. • Provides tools and resources such as the Collaborative Assessment Tool (CAT-V), professional learning supports, and leadership development materials to help implement quality practices and drive innovation.

Early learning professionals are guided by one of the New Brunswick curriculum frameworks. This is essential for delivering high-quality ELCC. The practices of early childhood professionals will be evident in most aspects of ELCC service delivery. However, a quality framework encompasses more than just the curriculum. It informs a cycle of continuous quality improvement, with the program and practice being just one component.



Guiding Principles



CHILDREN'S RIGHTS

The NBQF upholds the United Nations Convention on the Rights of the Child. Ensuring children's rights are of upmost importance. Placing children at the center of decisions affecting them is critical when planning and delivering high-quality ELCC services.

Children have the right to express their views on matters that affect them. They learn to become responsible community members when early childhood professionals prioritize respect for rights, social justice, and accountability, integrating these principles into daily interactions with children.

Early childhood professionals, families, and communities have a collective responsibility to uphold the rights of the child. Building supportive partnerships with families helps early childhood professionals understand and respond to family values and priorities.



DIVERSE IDENTITIES

All children have a right to be included in everyday activities and routines—regardless of their race, religion, age, linguistic heritage, social and economic status, gender, or ability. When ELCCs practise inclusiveness and equity, children learn to value their physical characteristics, gender, race, language, and culture. They also become sensitive to the needs around them and begin to participate in local and global projects to address it (Convention on the Rights of the Child, 1989).

Children need inclusive and equitable environments where they:

- Play and learn within diverse groups,
- Build meaningful, responsive and respectful relationships with people who are different than them,
- Explore materials and content that embody diversity.

The considerations for inclusiveness and equity include: appreciating distinctiveness, respecting diversity, and acting to change inequitable practices (Government of New Brunswick, Introduction to Early Childhood, personal communication, March 18, 2024).



HIGH EXPECTATIONS

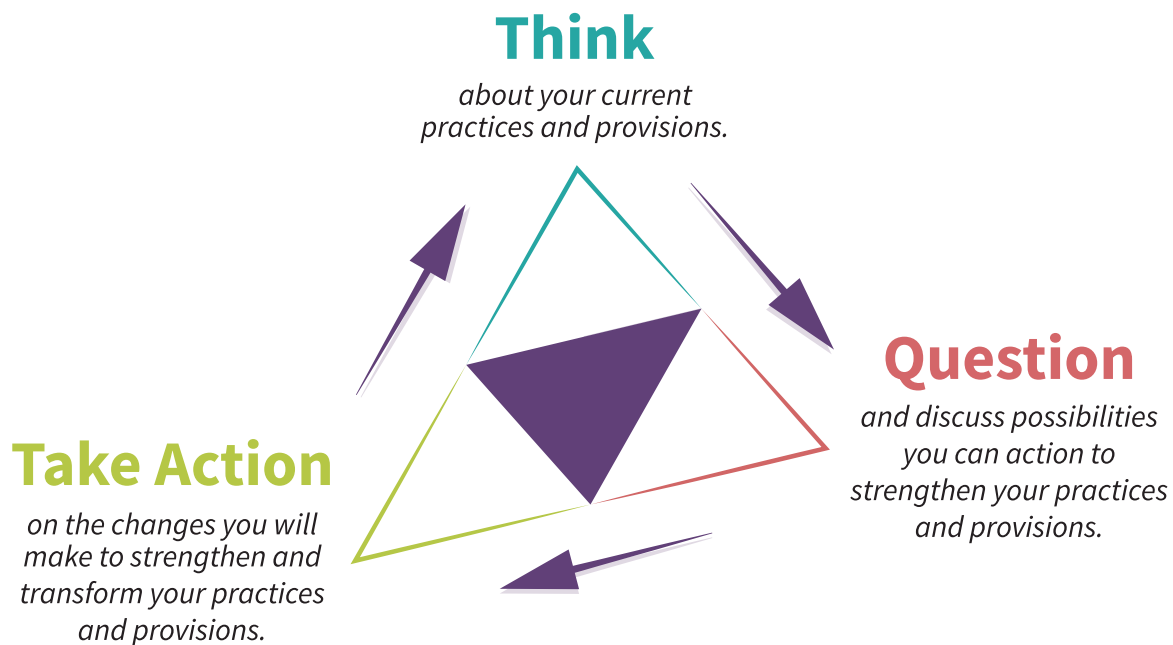
The expectations early childhood professionals have of children and one another directly influence children's outcomes, both positively and negatively (Timmons, 2019; Rubie-Davies, 2006).

Having high expectations of children means believing children are competent and active learners. When early childhood professionals critically reflect on and challenge their views of children's capabilities, they provide children with opportunities to take risks, learn through experimentation, share leadership and decision-making, and co-construct learning.

Similarly, early childhood professionals benefit when they hold the same high expectations of themselves and one another and are valued and acknowledged for possessing the skills, competencies, pedagogical knowledge, and dispositions that support children's learning and development.

A CONTINUOUS CYCLE OF QUALITY IMPROVEMENT

Quality is contextual, so continuous effort to maintain and improve quality is essential. Early childhood professionals and leadership, children, and families need to work together to identify, prioritize, and implement actions that improve quality over time and impact children's learning, development, and well-being outcomes. Regularly engaging in reflective practice, as outlined in the *Collaborative Assessment Tool - Reflective Guide* (Government of New Brunswick, n.d., p. 1), helps to foster a culture of continuous improvement and should be considered across all aspects of ELCC services (e.g., pedagogy, environments, relationships, governance).



VALUING EARLY LEARNING AND CHILD CARE IN ACTION: WORKING WITH THE CAT

Valuing Early Learning and Child Care in Action, Collaborative Assessment Tool (CAT) (Government of New Brunswick, 2013) is a companion curriculum document to the *NBCF~E*. This document is intended to help individuals articulate and provide examples of ways they are caring and learning with our youngest children.





Quality Areas and Quality Indicators

QUALITY AREA 1: PROGRAMS AND PEDAGOGY

1

Quality Indicator 1.1: Children's learning, development, and well-being are enhanced by the values, goals and principles of the New Brunswick Curriculum Framework for Early Learning and Child Care ~ English.

Quality Indicator 1.2: Children's interests, ideas, and abilities are fostered and extended.

Quality Indicator 1.3: A cycle of planning, assessment, and documentation informs children's learning and well-being goals and supports each child in progressing in their development.



KEY POINTS

- Children are provided opportunities to enhance their development and well-being, through positive and healthy relationships, and engaging environments that respond to each child's needs and interests.
- Early childhood professionals use the curriculum framework, documentation, and contributions from others to plan daily activities and learning environments.
- The Licensing Regulation – Early Childhood Services Act requires operators of a designated facility to use the curriculum framework for the language in which their services are delivered, to ensure staff are trained in the curriculum framework, and to ensure there is documentary evidence of each child's learning (Government of New Brunswick, 2010).

FOR CHILDREN AND FAMILIES

Every child is unique and has the capacity to lead their own learning. Early childhood professionals benefit from understanding a child's strengths, interests, family context, and culture to respond to children's individual interests, ideas, and abilities. By using reflective practice, early learning professionals plan responsive pedagogical practices, activities and environments that support each child to participate, learn, and grow through play.

Children and their families are a valuable source of information to help set goals and create learning environments that support the child's development and well-being. Their contributions inform the choice of pedagogical approaches most suited to the child's interests and learning needs.

Pedagogical documentation of children's participation makes thinking and learning visible, which enables reflection, can reinforce, or extend development, and supports communication between early learning professionals, children, and families (Government of New Brunswick, 2019).



FOR EARLY CHILDHOOD PROFESSIONALS

Early childhood professionals use their skills and knowledge to provide daily activities that align with the NBCF~E (GNB, 2008). An important part of professional practice is implementing a continuous cycle of observing, assessing, and planning responsive experiences and environments that promote children's learning, development, and well-being. One of the ways that ELCC facilities are being observed is through a process called the Collaborative Assessment Tool-Validation (CAT-V) (Government of New Brunswick, 2013). This process celebrates (validates) practices that are going well and facilitates growth through feedback from Early Learning Consultants.

Early learning professionals establish learning and well-being goals for each child in collaboration with children, families, and other early childhood professionals, gather and reflect on evidence to understand the child, and intentionally work toward these goals. It is also important to ensure that when observations or assessments raise concerns about a child's learning or developmental needs, there is appropriate follow-up, consultation with families, and, if needed, referral for additional support (NAEYC, 2020).



QUALITY AREA 2: POSITIVE AND EQUITABLE RELATIONSHIPS

2

Quality Indicator 2.1: Children develop and maintain positive relationships with others.

Quality Indicator 2.2: Children's agency and sense of security are supported by equitable and consistent relationships with early childhood professionals.



KEY POINTS

- Relationships with others impact how individuals engage with and see themselves in the world, and it is important for them to learn constructive ways to negotiate a range of relationships.
- Positive relationships are built over time through ongoing, genuine, and respectful interactions where individuals feel valued, listened to, and comfortable sharing their thoughts and ideas.
- Early childhood professionals understand their children bring with them a wide range of experiences.
- ELCC leaders play a key role in supporting positive and equitable relationships between children, early learning professionals, and families.

FOR CHILDREN AND FAMILIES

Positive relationships between early childhood professionals, children, and families are the foundation for all other practices (NCPMI, 2024). Maintaining positive relationships with others requires being able to identify and respond to individual needs, emotions, and behaviours, as well as those of others. Children's relationships are impacted by learning environments, routines and transitions, engagement with families and communities, and operational policies and procedures. "Children grow in the understanding of their roles as responsible citizens as they participate daily in communities where their voices are heard and their contributions valued, and where they learn to value the contributions of others" (EECD, 2008, p. 54). Enhancing the visibility of learners within their communities and integrating community presence into early learning and childcare settings can foster a rich, inclusive, and engaging educational experience.

Living within a social world bound by relationships, children actively contribute to shaping these relationships. Being able to express agency in relationships comes from "...developing a type of selfhood that enables a person to understand themselves, and be understood by others, as capable of decisive action" (Gallagher, 2019). Positive relationships, fostered through equitable and consistent approaches to shared decision-making, problem-solving, and managing challenging behaviours, enhance children's learning, development, and well-being.

FOR EARLY CHILDHOOD PROFESSIONALS

“To thrive as curious, confident, communicative people, (children) are entitled to nurturing relationships” (Government of New Brunswick, 2008, p. 8). Positive relationships create a predictable environment that contributes to feelings of security and belonging.

Equitable relationships occur where there is belief that everyone can contribute, diverse voices are valued, and decision-making is shared. Living democratically, as described in the NBCF~E, promotes equity, children’s agency, and children’s right to be supported in developing skills for self-regulation.

Early childhood professionals support the development of self-regulation when they consistently demonstrate their own self-regulation skills as a model for children. Implementing strategies that maintain equitable and consistent relationships requires careful thought and planning, as ELCC facilities balance meeting children’s unique needs with operational requirements. Organizational decisions such as those related to staffing, educator placement, and access impact equity and consistency, as they are connected to children’s ability to build trust and confidence. Given these circumstances, ELCC facilities strive to adopt and implement strategies that ensure consistent staffing and equitable practices to the best of their abilities in this ever-evolving environment.

QUALITY AREA 3: ENVIRONMENTS AND EXPERIENCES FOR LEARNING

3

Quality Indicator 3.1: Children's learning, development, and well-being are promoted by an environment that is planned and adapted to be engaging, flexible, and inclusive.

Quality Indicator 3.2: Children are curious, capable, and confident in the learning environment.



KEY POINTS

- The NBCF~E promotes and values environments that are safe and caring, open, flexible, and intellectually, socially, and culturally engaging and inclusive.
- Both indoor and outdoor environments and experiences are valued and require intentional planning.
- The learning environment is responsive to children's interests, needs, and abilities, and offers opportunities to build confidence and autonomy through investigation, decision-making, risk-taking, and problem-solving.

FOR CHILDREN AND FAMILIES

People, places, and things all have a profound influence on health and well-being, particularly in the early years when children are most shaped by environmental influences (Government of New Brunswick 2008). Children and families are essential partners in ensuring that learning environments and experiences are authentic, stimulating, and respectful of their diverse needs and identities. Every effort is made to involve children and families in planning and creating safe, positive learning environments.

FOR EARLY CHILDHOOD PROFESSIONALS

To optimize learning environments, early learning professionals understand and use the potential of the environment as a 'third teacher.' They consider the different abilities, interests and learning goals of all the children in their care. Purposefully planning open, flexible, and structured indoor and outdoor spaces, and providing adequate, diverse, and appropriate materials, helps ensure that every child experiences a learning environment that promotes belonging, curiosity, and engagement.

QUALITY AREA 4: DIVERSITY AND INCLUSION

4

Quality Indicator 4.1: Children are encouraged to explore and engage with different identities, languages, and cultures.

Quality Indicator 4.2: Diversity is valued within the early learning and child care facility.

Quality Indicator 4.3: Every child has equitable opportunities to fully participate in and contribute to their educational program.



KEY POINTS

- The NBCF~E promotes and values environments that are safe and caring, open, flexible, and intellectually, socially, and culturally engaging and inclusive.
- Children and their families offer significant knowledge and perspectives about their needs.
- Early childhood professionals are adept at identifying and addressing the unique needs and abilities of each child, fostering positive learning and developmental outcomes for all.

FOR CHILDREN AND FAMILIES

“Relationships and positive identities are strengthened when educators and children make connections with each other, with their families and friends, and with the people in their communities” (Government of New Brunswick, 2008, p. 3). Children and their families offer significant knowledge and perspectives about their needs. Respecting families as their child’s first teacher means families participate in decisions regarding their child’s inclusion, participation and provided opportunities that contribute to their child’s learning, development, and well-being.

FOR EARLY CHILDHOOD PROFESSIONALS

According to the *Inclusion Support Program Guidelines* (Government of New Brunswick, 2023), early childhood professionals are expected to create environments that foster meaningful connections and nurturing relationships with children and their families. By engaging in an ongoing cycle of co-constructed learning, these professionals are better equipped to recognize and respond to the diverse needs and abilities of each child. This approach supports positive learning and developmental outcomes for all children. ELCC facilities implement inclusive policies and practices to ensure that every child can actively and meaningfully participate in the experiences and environments with which they choose to engage.



QUALITY AREA 5: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

5

Quality Indicator 5.1: Children's learning, development, and well-being are maximized through respectful and supportive partnerships between early learning professionals and families.

Quality Indicator 5.2: Children's learning, development, and well-being are enhanced through collaborative partnerships within communities.



KEY POINTS

- Strong partnerships are based on respectful relationships where families, early childhood professionals, and the community work together to address the unique needs of the child.
- Respecting and supporting families help to develop trust, confidence, and a sense of belonging, and is critical to the health and well-being of children.
- Reciprocal and collaborative partnerships with families and communities enhance children's opportunities to gain experience and provide children with models for how to create positive relationships with others.
- "Children actively co-construct their identities in relation to the people, places, and things within the various communities to which they belong" (Government of New Brunswick, 2008, p.2).
- All ELCC professionals have a responsibility to cultivate respectful and supportive relationships with families and communities.

FOR CHILDREN AND FAMILIES

Respectful and supportive partnerships begin with recognizing and valuing the powerful influence of a child's family and community. "When educators build relationships and work in partnership with families, understand the family's perception of their child, and help families know their child from the educator's point of view, everyone gains a deeper understanding" (Ontario Ministry of Education, 2014, p.25). Effective and two-way information sharing, as well as seeking to understand family beliefs and expectations, are helpful to developing supportive partnerships. Children thrive when ELCC facilities engage with their families and provide a welcoming environment.

Children will be encouraged to meaningfully participate, develop literacy and identity, and experience improved continuity of care and transitions when ELCC early childhood professionals collaborate with community partners. Children's access, participation, and sense of belonging are enhanced when facilities foster both informal and professional engagement and partnership opportunities with the community.



FOR EARLY CHILDHOOD PROFESSIONALS

Early childhood professionals actively establish and maintain reciprocal relationships among early learning professionals and families. Families are viewed as important contributors with unique knowledge, experiences, and strengths. The development of such reciprocal relationships will support the continuous improvement of early childhood professionals' pedagogical approaches and the quality of ELCC services.

When early childhood professionals and other leaders build collaborative partnerships, they help to provide individualized, inclusive learning experiences for children and an integrated and consistent support for families as they raise their children. Important community resources include early childhood health professionals, intervention and family support professionals, and other specialists. ELCC facilities further enrich children's experiences and support active citizenship when they explore ways to connect with community organizations, libraries, cultural centres, and local businesses.

QUALITY AREA 6: GOVERNANCE

6

Quality Indicator 6.1: Children's learning, development, and well-being are promoted by governance that ensures the effective operation of the early learning and child care facility.

Quality Indicator 6.2: Children, families, and early learning professionals experience improvement and innovation in service quality.



KEY POINTS

- Governance is the foundation for all actions supporting children's learning, development, and well-being in ELCC settings. It is a core component of structural quality and facilitates process quality.
- Effective operation of a facility involves knowing what is expected of all participants and who is responsible for ensuring these expectations are met. ELCC facilities ensure effective policies and systems are implemented, reviewed, and clearly communicated.
- ELCC facilities implement a cycle of continuous quality improvement that engages staff, children, and families.

FOR CHILDREN AND FAMILIES

Children experience positive learning and well-being outcomes in facilities that are safe, inclusive, and effectively operated. ELCC facilities ensure there are suitable systems, spaces, staff, and materials in place to deliver services that meet children's and families' needs.

Considering that quality is contextual, policies and practices are subject to revisions over time with changes in families and early learning professionals. Children and families are offered ongoing and meaningful opportunities to participate in decision-making, quality improvement processes, and innovation.

FOR EARLY CHILDHOOD PROFESSIONALS

Early childhood professionals establish relationships that are reciprocal and considerate. Understanding the diverse nature of experiences, capacities, and competencies of all involved is crucial for supporting the needs of children and families.

Good governance in ELCC facilities involves regularly engaging in reflective practice (Government of New Brunswick, n.d.-a). Implementing a cycle of continuous quality improvement helps monitor and enhance the effectiveness of operations in the ELCC facility. This may include creating quality improvement plans, trialing innovative approaches and systems, and regularly updating policies and procedures. ELCC facilities have early learning professionals, boards of directors, policies, systems, and processes to plan and manage the program, monitor and assess quality, support professional learning and development, and meet operational and regulatory requirements.



QUALITY AREA 7: LEADERSHIP AND THE PROFESSIONAL ENVIRONMENT

7

Quality Indicator 7.1: Children's learning, development, and well-being are maximized by a positive professional environment.

Quality Indicator 7.2: Children's learning, development, and well-being are enhanced by the leadership of skilled, knowledgeable, and engaged early learning and child care professionals.



KEY POINTS

- A positive professional environment in ELCC facilities promotes positive relationships with children, families, and colleagues, increases staff capacity and engagement, and encourages continuous improvement and innovation.
- Effective ELCC leadership includes ensuring a positive professional environment, building collaborative partnerships with families, colleagues, and communities, and promoting exemplary ELCC practices and professional development.
- Professional learning is crucial for all staff to refine and expand their knowledge and skills, as well as to bring new research-based practices to the learning environment (Edward, 2021).

FOR CHILDREN AND FAMILIES

Relationships are a key contributor to positive outcomes for children and are enabled by the leadership and professional environment of the ELCC facility. Leaders create a professional environment where positive work conditions and culture, support for professional learning, continuous improvement, and shared goals result in increased staff competency, motivation and reflective practice. Staff in professional environments are more satisfied and have a greater capacity to promote positive learning experiences and environments for children (Stremel, 2016).

According to the Six Principles of Leadership, "ELCC leaders are intentional about creating structures to grow and nurture positive relationships" (Government of New Brunswick, 2022, p.8).

FOR EARLY CHILDHOOD PROFESSIONALS

Much like early learning professionals create environments for learning, “leaders also create spaces and time for deep thinking and professional collaboration” (Government of New Brunswick, 2022, p.9). By implementing quality practices, defining roles and responsibilities, supporting ongoing professional learning, mentoring and pedagogical growth, leaders set the expectations for a positive professional environment.

Leadership in ELCC takes many forms. It may be formally given or spontaneously emerge. Leadership determines the professional environment of the facility and influences how the curriculum, policies, and resources are implemented. As such, it is important to share leadership with formal leaders, staff, families, and children. Leaders need support to succeed.

“Early Childhood Educators (ECEs) and other early childhood professionals, ...are practitioners that need to be equipped with specific skills, knowledge, and expertise to do their jobs effectively” (Government of New Brunswick, 2022, p.14). ELCC staff become skilled and engaged leaders when provided with training, time, tools, and trust.

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Appendix A: Defined Terms

ADMINISTRATOR: an individual appointed by an operator to provide on-site supervision of the day-to-day activities of a facility and includes an operator who carries out these duties (ECA, 2018).

AGENCY: individual or collective capacity to act independently of others, to influence or resist influence, to make choices, and to change or maintain social structures.

ASSESSMENT: part of an ongoing planning cycle, assessment is using authentic and objective methods to gather evidence of each child's learning, development and well-being from a range of sources, analyzing this information and using it to make decisions that extend children's learning, and support their progress toward educational, developmental, and well-being goals.

CO-CONSTRUCTED LEARNING: involves children and early learning professionals working together to build knowledge and understanding. This approach emphasizes collaboration, where children are encouraged to share their ideas, ask questions, and engage in problem-solving activities. Early learning professionals guide and support this process, creating a learning environment that values each child's contributions and fosters a sense of community.

COLLABORATIVE ASSESSMENT TOOL-VALIDATION (CAT-V): provides ELCC facilities with a tool to measure the implementation of the curriculum expectations in alignment with the New Brunswick Curriculum Framework.

DIVERSITY: differences between individuals such as race, culture, language, religion, values, abilities, socioeconomic status, gender, and any other aspect that makes people different from one another.

EARLY CHILDHOOD PROFESSIONAL: Educators, operators, administrators, EECD staff and other professionals who work to support children's learning, development, and well-being in ELCC facilities.

EDUCATOR: an operator or a staff member of a full-time or part-time early learning and childcare centre who is at least 16 years of age and who works directly with children (Government of New Brunswick, 2018).

EQUITY/EQUITABLE PRACTICES: identifying imbalances and addressing barriers to learning to ensure every child receives the individualized support they need to fully engage in quality early learning and care and experiences equal opportunities to succeed.

GOVERNANCE: the systems, processes, and policies that guide decisions about operations and practice in ELCC facilities.

INCLUSION: ensuring people of all identities and abilities can access the program and can fully and meaningfully participate in all activities (Government of New Brunswick, 2023).

LEARNING ENVIRONMENTS are the physical and social spaces surrounding the child that are designed and created by educators, children and families to support learning, development, and well-being.

OPERATOR: an individual, corporation, unincorporated association, partnership or limited partnership that operates an early learning and child care facility (National Association of Career Colleges, n.d.).

POSITIVE RELATIONSHIPS are respectful interactions and reciprocal engagement that ensure people feel safe and are supported to express their needs, ideas, and opinions.

PEDAGOGY: the methods, philosophies, and theories of the teaching and learning process (Government of New Brunswick, 2022).

PROFESSIONAL ENVIRONMENT: job characteristics and perceptions about working conditions (organizational climate), staff norms, values and beliefs (workplace culture), and supports for professional development.

PROGRAMS: play-based learning and well-being programs comprised of planned and emerging experiences and environments, delivered by early childhood educators.

RESOURCES: financial support, personnel, equipment, materials, systems, and the premises of an ELCC facility (National Association of Career Colleges, n.d.).

SERVICES: services related to the care, supervision, or development of a child that are provided by a person other than the child's parent or guardian (National Association of Career Colleges, n.d.).

STAFF MEMBER: a person who is employed in an ELCC facility, and includes an administrator and a volunteer (National Association of Career Colleges, n.d.).

Appendix B: Additional References

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Four Guiding Principles form the core of the New Brunswick Quality Framework for Early Learning and Child Care (NBQF). These principles guide all policies and practices in the delivery of high-quality early learning and child care (ELCC).

Seven Quality Areas bring focus to key factors that influence quality. They are not ranked; rather decisions and actions in each area impact ELCC quality, on their own or in conjunction with other Quality Areas.

Sixteen Quality Indicators define positive outcomes for children that can result from high-quality ELCC. These outcomes are based on the values, goals, and principles of the curriculum frameworks, action plans, contemporary research, and understanding about contributors to high-quality.

Resources available and relevant to each Quality Area are provided to support early childhood professionals to understand, implement, and communicate about high-quality practices.

Quality Indicator 2.1: Children develop and maintain positive relationships with others.

Quality Indicator 2.2: Children's agency and sense of security are supported by equitable and consistent relationships with early learning professionals.

Quality Indicator 1.1: Children's learning, development, and well-being are enhanced by a program that is based on the values, goals, and principles of the New Brunswick Curriculum Framework for Early Learning and Child Care-English.

Quality Indicator 1.2: Children's interests, ideas, and abilities are fostered and extended.

Quality Indicator 1.3: A cycle of planning evaluation and documentation informs children's learning and well-being goals and supports each child to progress in their development.

Quality Indicator 7.1: Children's learning, development, and well-being are maximized by a positive professional environment.

Quality Indicator 7.2: The leadership of competent, knowledgeable, and engaged operators, administrators, and early learning professionals enhance children's learning, development, and well-being.

Quality Indicator 3.1: Children's learning, development and well-being are promoted by an environment that is planned and adapted to be engaging, flexible, and inclusive.

Quality Indicator 3.2: Children are curious, capable, and confident in the learning environment.

Quality Indicator 4.1: Children are encouraged to explore and engage with different identities, language, and cultures.

Quality Indicator 4.2: Diversity is valued within the early learning and childcare facility.

Quality Indicator 4.3: Every child has equitable opportunities to fully participate in and contribute to their program.

Quality Indicator 5.1: Children's learning, development, and well-being are maximized through respectful and supportive partnerships between early learning professionals and families.

Quality Indicator 5.2: Children's learning, development, and well-being are enhanced through collaborative partnerships within communities.

Quality Indicator 6.1: Children's learning, development, and well-being are promoted by governance that ensures the effective operation of the early learning and child care facility.

Quality Indicator 6.2: Children, families and early learning professionals experience improvement and innovation in service quality.



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