

Exceeding Expectations in Toronto's
Early Learning and Care Assessment
with:

Music Together® In School



Infant

Early Learning and Care Assessment
for Quality Improvement



Toddler

Early Learning and Care Assessment
for Quality Improvement



Preschool

Early Learning and Care Assessment
for Quality Improvement

Did You Know?

You can boost your assessment score across multiple areas using Music Together In-School, *not just Music*.

Music Learning Supports All Learning™

Your assessment criteria covers a lot of inter-disciplinary areas, as does our curriculum and support!

While a lot depends on your assessor, we encourage you to consider and share these alignments with that person, and highlight the rich and engaging features that enhance these other areas.

Don't Just Check the Music Box on Your Assessment!

Win on Your Assessment

We can meet and exceed expectations, and check boxes in 66% of all the criteria used in the City of Toronto's Assessment for Quality Improvement. Scroll through for the full list.

Infants: 66%

16 out of 24 areas

Toddlers: 62%

15 out of 24 areas

Preschoolers: 64%

20 out of 31 areas

Supporting Success in *Toronto's Early Learning and Care Assessment* Processes with Music Together In-School Programming

INFANTS • 16 out of 24 Areas of Assessment Meet and 11 out of 24 Exceed Expectations

ASSESSMENT FOCUS	Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
2. Program Plan	The following learning areas are planned and/or documented: <ul style="list-style-type: none"> • One language and literacy daily • One sensory daily • One music and movement weekly • One block weekly 	Evidence of formal programming time given to staff
	Evidence that individual goals of children are incorporated into the program plan	Information is accessible to parents on curriculum model.
	Current Program Plan includes descriptions of the learning opportunities.	
3. Learning Experiences		Enrichment program, in addition to regular program, is included monthly
		Activity resources accessible for families
4. Indoor Physical Environment		Two or more educational play materials reflecting diverse people/ cultures are accessible in two areas
		Time is scheduled daily for staff to prepare materials in advance of learning experiences

ASSESSMENT FOCUS	Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
		Two or more educational play materials reflecting people with disabilities are accessible in two areas.
5. Displays	Culturally appropriate and free of bias	
	Reflective of children's recent activities	
	Displays are arranged in an inclusive manner	
	Two or more displays include family structures	
	Two or more displays include people with disabilities.	
6. Art & Sensory	Three or more developmentally- appropriate sensory equipment and/or materials are accessible	Sensory learning experiences are planned and/or documented weekly to reflect different senses
	Permanent sensory equipment is accessible to children in the play environment.	Two or more art learning experiences planned and/or documented daily
7. Books, Language and Literacy	Two developmentally-appropriate books for each child enrolled are accessible	Three or more books which include people with disabilities are accessible
	Three or more books which include diverse people/cultures are accessible	
	Children have exposure to different languages	
	Two or more books which include people with disabilities are accessible	
	Language and literacy opportunities are integrated into one other area.	
8. Music and Accessories	Three or more different types of music are available to be played to children	Two or more music and movement learning experiences are planned and/or documented weekly
	Three or more different types of musical instruments are accessible to children.	Staff sing/play songs from different cultures

ASSESSMENT FOCUS	Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
		Props are used to enhance music experiences.
9. Physical Play Learning Experiences	Developmentally-appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate.	Physical play learning experiences are planned and/or documented for both the morning and afternoon
		Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon.
10. Cognitive & Manipulative and Science & Nature	Three or more different types of cognitive and manipulative materials are accessible	
	Two complete toys for each child enrolled are accessible.	
11. Blocks & Construction and Pretend Play	Three or more developmentally- appropriate block and construction materials are accessible	Block and construction materials include three or more textures
	Pretend play area includes real items that are developmentally-appropriate.	Accessories and equipment encourage three or more pretend play possibilities that reflect the program plan focus
15. Cribs and Bedding		Resting environment includes soft music and dimmed lighting.
16. Health & Safety and Toys & Play Equipment Washing	All areas in the room are safe	
	Toys and play equipment are washed as they become soiled.	
19. Positive Atmosphere	Staff direct positive attention to all children	Staff model positive non-verbal communication skills
	Staff maintain a positive tone of voice.	Staff display empathy
		Staff use teachable moments to further develop positive social behaviours.
21. Foster Children's Independence	Children are provided with choices	Children are provided with choices within their interests

ASSESSMENT FOCUS	Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
	Staff consistently follow the children's cues.	Staff respond to children's interests.
22. Supporting the Development of Self-Esteem	Staff role-model how to accomplish tasks	Staff assist children to process their own emotions
		Staff focus encouragement on how the tasks are completed.
24. Supporting Communication and Extending Children's Learning	Staff are observed participating in play with children	Staff extend verbal/non-verbal interactions with materials
	Staff support the children's learning.	Staff extend children's vocabulary.

TODDLERS • 15 out of 24 Areas of Assessment Meet, and 12 out of 24 Exceed Expectations

ASSESSMENT FOCUS	Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
2. Program Plan	The following learning areas are planned and/or documented: <ul style="list-style-type: none"> • One sensory daily • One cognitive daily • One language and literacy daily • One science and nature weekly • One block weekly • One music and movement weekly • One pretend play weekly 	Evidence of formal programming time given to staff
	Current Program Plan includes descriptions of the learning opportunities	Information is accessible to parents on curriculum model.
	Evidence that individual goals of children are incorporated into the Program Plan	

ASSESSMENT FOCUS		Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
		External agencies/professionals attend meetings to plan appropriately for children with individual support needs	
3. Learning Experiences		Two or more educational play materials reflecting people with disabilities are accessible in two areas	Activity resources accessible for families
		Two or more educational play materials reflecting diverse people/cultures are accessible in two areas.	Enrichment program, in addition to regular program, is included monthly
			Time is scheduled daily for staff to prepare materials in advance of learning experiences.
4. Displays		Two or more displays include people with disabilities	Two or more displays include family structures
		Displays promote inclusion in daily living.	Displays include family involvement in activities and/or events.
5. Sensory, Science & Nature		Permanent sensory equipment is accessible to children in the play environment	Two or more planned and/or documented sensory learning experiences occur daily
			Sensory learning experiences are planned and/or documented weekly to reflect different senses
7. Language and Literacy		Two or more developmentally- appropriate books for each child enrolled are accessible	Three or more books which include people with disabilities are accessible
		Three or more books which include diverse people/cultures are accessible	
		Language and literacy opportunities are integrated into one other area	
		Two or more book accessories are accessible in the room.	
		Children have exposure to different languages	
		Two or more books which include people with disabilities are accessible.	

ASSESSMENT FOCUS	Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
8. Music and Accessories	Three or more different types of music are available to be played to children	Two or more music and movement learning experiences are planned and/or documented weekly
	Three or more different types of musical instruments are accessible to children.	Staff sing/play songs from different cultures
		Props are used to enhance music experiences.
9. Physical Play Learning Experiences	Physical play learning experiences are planned and/or documented for both the morning and afternoon	Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon
	Developmentally-appropriate physical play learning experiences are planned and/or documented to ensure all children are able to participate.	Two or more types of gross motor equipment are accessible to children in the room.
10. Cognitive & Manipulative and Blocks & Construction	Three or more different types of developmentally-appropriate cognitive and manipulative materials are accessible	One planned and/or documented learning experience offered weekly to enhance knowledge of math concepts
	Two complete toys for each child enrolled are accessible.	
11. Pretend Play	Pretend play area includes real items that are developmentally-appropriate	Three or more accessories are culturally diverse
	Accessories and equipment encourage three or more pretend play possibilities that reflect the program plan focus.	
15. Cots and Bedding	Resting environment includes soft music and dimmed lighting	
16. Health & Safety and Toys & Play Equipment Washing	All areas are safe	
	Toys and play equipment are washed as they become soiled.	
19. Positive Atmosphere	Staff maintain a positive tone of voice	Staff model positive non-verbal communication skills
	Staff are patient	Staff use teachable moments to further develop positive social behaviours

ASSESSMENT FOCUS	Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
	Staff direct positive attention to all children.	Staff display empathy.
21. Foster Children's Independence	Children are provided with choices	Children are provided with choices within their interests
	Staff consistently follow the children's cues.	Staff respond to children`s interests
22. Supporting the Development of Self-Esteem	Staff demonstrate encouragement	
	Staff role-model how to accomplish tasks	
24. Supporting Communication and Extending Children's Learning	Staff support the children's learning	
	Staff extend verbal/non-verbal interactions with materials	Staff recall past experiences to extend current learning opportunities
	Staff are observed participating in play with children.	Staff extend children's vocabulary.

PRESCHOOLERS • 18 out of 31 Areas of Assessment Meet, and 20 out of 31 Exceed Expectations

ASSESSMENT FOCUS	Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
2. Program Plan	One sensory daily	Evidence of formal programming time given to staff
	One cognitive daily	Supervisor reviews Program Plans and signs them weekly
	One language and literacy daily	Information is accessible to parents on curriculum model.
	One music and movement weekly	
	One dramatic weekly	
	External agencies/professionals attend meetings to plan appropriately for children with individual support needs	

ASSESSMENT FOCUS	Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
3. Learning Experiences	Learning experiences are adapted to meet any child's individual needs	Activity resources accessible for families
	Learning experiences are based on children's interests.	Enrichment program, in addition to regular program, is included monthly.
4. Indoor Physical Environment	The play environment is designed to promote participation and peer interactions	Time is scheduled daily for staff to prepare materials in advance of learning experiences
	Two or more educational play materials reflecting people with disabilities are accessible in two areas	Two or more educational play materials reflecting people with disabilities are accessible in at least three areas
	Two or more educational play materials reflecting diverse people/ cultures are accessible in two areas.	Two or more educational play materials reflecting diverse people/ cultures are accessible in at least three areas.
5. Displays	Two or more displays include people with disabilities	Displays promote inclusion in daily living
	Two or more displays include cultures/races	
	Two or more displays include family structures	
6. Sensory, Science & Nature	Three or more developmentally- appropriate sensory equipment and materials are accessible	Two or more planned and/or documented sensory learning experiences daily
	Sensory opportunities accessible throughout the day.	
8. Books	Three or more books contain real images of people and/or objects	Books for rotation are available
	Two or more books which include diverse people/cultures are accessible	Books are incorporated into one other learning area
	Two or more books which include people with disabilities are accessible	Books are incorporated into three or more other learning areas
		Two or more books relate to current Program Plan
		Three or more books which include people with disabilities are accessible

ASSESSMENT FOCUS	Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
		Three or more books which include diverse people/cultures are accessible
		Two or more print materials are accessible.
9. Language and Literacy		Language and literacy opportunities are integrated into one other area
		Two or more language and literacy learning experiences are planned and/or documented daily
		Children have exposure to different languages
		Staff use more than one form of communication
		Staff provide opportunities for families to access literacy materials
		Community language and literacy experiences available to the children monthly.
10. Music and Accessories	Three or more different types of music are available to be played to children	Two or more music and movement learning experiences are planned and/or documented weekly
	Three or more different types of musical instruments are accessible to children	Staff sing/play songs from different cultures
	Musical instruments are in good condition.	Props are used to enhance music experiences
		Audio playlists are available.
11. Physical Play Learning Experiences	Children are given a choice of two or more planned and/or documented physical play learning experiences daily	Children are given a choice of two or more planned and/or documented physical play learning experiences for both the morning and afternoon.
	Developmentally-appropriate physical play learning experiences are planned to ensure all children are able to participate	

ASSESSMENT FOCUS	Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
	Staff are engaged in planned and/or documented physical play learning experiences with the children.	
13. Cognitive and Manipulative	Three or more different types of cognitive and manipulative materials are accessible	Additional cognitive and manipulative materials are available for rotation
	Two complete toys for each child enrolled are accessible	One planned and/or documented cognitive and manipulative learning experience offered weekly to enhance knowledge of math concepts
	Cognitive and manipulative materials are developmentally-appropriate.	
14. Dramatic Play	Accessories and equipment encourage three or more role- playing possibilities that reflect the Program Plan focus	Dramatic play area includes real items that are developmentally-appropriate
		Literacy is incorporated into the dramatic play area
15. Electronic Media Usage		Electronic media are used by staff and children to extend topics of interest
		Information is accessible to parent/guardians on effective use of media for learning
21. Toys and Play Equipment Washing		Toys and play equipment schedule identifies categories of toys and play equipment
		Playground and indoor gross motor toys are washed a minimum of two times a year.
23. Transitions	Positive interactions occur between staff and children during transitions	Staff facilitate transitions to meet individual children's needs
	Transitions are conducted in a smooth and seamless manner.	
25. Positive Atmosphere	Staff model appropriate positive social behaviour	Staff demonstrate flexibility

ASSESSMENT FOCUS	Where Music Together Meets Expectations	Where Music Together Exceeds Expectations
		Staff use teachable moments to further develop positive social behaviours
		Staff display empathy.
27. Foster Children's Independence	Staff consistently follow the children's cues	Children are provided with choices within their interests
	Children are provided with choices	Staff provide spontaneous resources to allow the child to follow their own learning path
		Staff create opportunities for enhancing self-help skills through play.
28. Supporting the Development of Self-Esteem	Staff address children by their real name	
	Staff consistently demonstrate inclusive practices	
	Staff role-model how to accomplish tasks.	
29. Behaviour Guidance	Positive behaviour is reinforced	Staff adapt expectations based on the individual needs of the children
	Staff use developmentally- appropriate re-direction strategies	Staff monitor group dynamics to anticipate situations
	Staff model turn taking/sharing.	Children demonstrate awareness of classroom expectations
30. Supporting Development of Communication Skills	Verbal/non-verbal interactions are a balance of teacher and child directed	Staff extend verbal/non-verbal interactions with materials
	Staff model active listening skills	Staff extend children's vocabulary
	Staff are observed participating in play with children.	Staff encourage verbal/non- verbal interactions between children.
31. Extending Children's Learning	Staff support the children's learning.	Staff balance the abilities of the child with the complexity of the learning outcomes
		Staff recall past experiences to extend current learning opportunities
		Staff are responsive to learning opportunities.

Learn More Now

Call our office at 416-651-7529 to book your In-School presentation to learn more about how our fully featured, content-rich programming benefits Ownership, Boards, Directors, Teachers, ECEs, and the Children and Families in your care.

Add a Free Demo Class Same-Day

We want to put our money where our mouth is, and give you and your teaching team the opportunity to see and assess our class in action, and we'll do it the same day we meet with you.



ABC Academy of Music

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