



Hamilton-Halton

OUTCOME FRAMEWORK






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Outcome Framework



Outcome 1: Members Are Active & Well

How Does Learning Happen?	40 Developmental Assets	Gearing Up Indicators	Learning & Impact Measures
<ul style="list-style-type: none"> • Providing healthy meals and snacks and establishing positive eating environments that are responsive to children’s cues of hunger and fullness • Incorporating opportunities and time to practise self-help and self-care skills based on each child’s capabilities throughout daily routines and activities • Providing regular daily opportunities (responsive to individual capabilities) for children to be physically active and explore the world around them with their bodies, minds, and senses • Limiting activities where children are sedentary for an extended period of time • Recognizing and supporting children’s developing and varied self-regulation abilities in all domains (biological, emotional, communicative, cognitive, social) • Designing environments that are attuned to children’s varied sensitivities, arousal states, and need for maintaining a calm, focused, and alert state 	<p>Child/Youth program: Child/Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> 	<ul style="list-style-type: none"> • Children engage in 60 minutes of vigorous physical activity at least 5 times a week • Children eat vegetables at least once a day • Children eat dinner with a parent at least once a week • Children play outdoors after school • Children feel safe to play outside in their community 	<p>Healthy Living Domain:</p> <ul style="list-style-type: none"> • Because of Club, I know more about what kind of food is healthy for me to eat. • Because of Club, I am more physically active. • Because of Club, I make better choices for myself.



Outcome 2: Members Build Positive & Caring Relationships

How Does Learning Happen?	40 Developmental Assets	Gearing Up Indicators	Learning & Impact Measures
<ul style="list-style-type: none"> • Being attuned to the physical and emotional states of each child and responding in a warm and sensitive manner • Connecting with each child and recognizing and valuing his or her unique spirit, individuality, and presence • Planning for ways to support smooth transitions: – between the home and the early years setting, – in daily routines, – across early years settings; • Planning daily routines (the flow of the day) with limited interruptions and transitions to maintain a sense of calm and simplicity for infants and toddlers, and providing ample opportunities through large blocks of time for older children to engage in sustained, complex play and inquiry • Supporting relationships between children as they initiate, respond, collaborate, celebrate, and demonstrate care for others • Engaging in authentic, reciprocal communication with children, where children participate as both initiators and equal partners 	<ul style="list-style-type: none"> • Family support: Family life provides high levels of love and support. • Positive family communication: Child feels comfortable seeking advice and counsel from parent(s). • Other adult relationships: Child receives support from adults other than her or his parent(s). • Child experiences caring neighbours. • Caring school climate: Relationships with teachers and peers provide a caring, encouraging environment. • Adult role models: Parent(s) and other adults in the child’s family, as well as nonfamily adults, model positive, responsible behaviour. Child’s closest friends model positive, responsible behaviour. • High expectations: Parent(s) and teachers expect the child to do her or his best at school and in other activities. • Child cares about and is affected by other people’s feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself 	<ul style="list-style-type: none"> • Children have at least one friend they can rely on • Children who can talk through disputes with a friend • Children who think it’s important to be kind and forgiving to others 	<p>Positive Relationships Domain:</p> <ul style="list-style-type: none"> • Because of Club, I have more people I like to spend time with. • Because of Club, I feel like I matter to more people. • Because of Club, I work better with others.



Outcome 3: Members Have Respect for Self, Others & Environment

How Does Learning Happen?	40 Developmental Assets	Gearing Up Indicators	Learning & Impact Measures
<ul style="list-style-type: none"> Developing policies, practices, and environments that respect and support inclusion, meaningful participation, and a sense of belonging for all children Participating with children as a coinvestigator, co-learner, and co-planner rather than as director or “keeper of knowledge” and “keeper of the plans” in a way that is separate and apart from the children 	<ul style="list-style-type: none"> Child feels safe at home, at school, and in his or her neighbourhood. School provides clear rules and consequences. Neighbours take responsibility for monitoring the child’s behaviour. Parent(s) and other adults in the child’s family, as well as nonfamily adults, model positive, responsible behaviour. Child’s closest friends model positive, responsible behaviour. Child cares about teachers and other adults at school. Parent(s) tell the child it is important to help other people. Parent(s) tell the child it is important to speak up for equal rights for all people. Parent(s) tell the child it is important to stand up for one’s beliefs. Honesty: Parent(s) tell the child it is important to tell the truth. Parent(s) tell the child it is important to accept personal responsibility for behaviour. Healthy Lifestyle: Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality 	<ul style="list-style-type: none"> Children feel that it’s important to feel connected to nature Children learn and practice healthy habits and connect to the natural world Children respect others and value diversity, equity and inclusion 	<p>Leadership Domain:</p> <ul style="list-style-type: none"> Because of Club, I have a more positive influence on others. Because of Club, I am better at helping out when it is needed. <p>Positive Relationships Domain:</p> <ul style="list-style-type: none"> Because of Club, I am more aware of the feelings




Outcome 4: Members Are Curious & Love Learning

How Does Learning Happen?	40 Developmental Assets	Gearing Up Indicators	Learning & Impact Measures
<ul style="list-style-type: none"> • Provide environments and experiences for children to explore ideas, investigate their theories, and interact with others • Establishing and maintaining positive reciprocal relationships with community partners to support meaningful participation • Creating opportunities throughout daily experiences that enable children to explore, wonder about, care for, and make connections to the natural environment • Creating safe and stimulating outdoor spaces for intentional active play that is individualized and adapted as needed to support children’s varied abilities, offering challenges that are within each child’s ability to master • Facilitating children’s efforts to take reasonable risks, test their limits, and gain increasing competence and a sense of mastery through active play and social interactions 	<ul style="list-style-type: none"> • Creative activities: Child/Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. • Caring school climate: Relationships with teachers and peers provide a caring, encouraging environment. • Child/Youth programs: Child/Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. • Time at home: Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games. • Achievement Motivation: Child is motivated and strives to do well in school. • Learning Engagement: Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school. • Homework: Child usually hands in homework on time. • Bonding to school: Child cares about teachers and other adults at school. • Reading for Pleasure: Child enjoys and engages in reading for fun most days of the week • Planning and decision making: Child thinks about decisions and is usually happy with results of her or his decisions. 	<ul style="list-style-type: none"> • Children like to read • Children like math • Children like going to school • Children can get extra help if needed 	<p>Lifelong Learning Domain:</p> <ul style="list-style-type: none"> • Because of Club, I am better prepared to do my school work. • Because of Club, I use my imagination more when I am doing things. • Because of Club, I like challenging myself more. • Because of Club, I am better able to take steps to reach my goal: • Because of Club, more excited to try things.




Outcome 4: Members Are Curious & Love Learning (Continued)

How Does Learning Happen?	40 Developmental Assets	Gearing Up Indicators	Learning & Impact Measures
<ul style="list-style-type: none"> Designing indoor and outdoor environments and experiences that spark curiosity, invite investigation, and provide challenges that are responsive to individual capabilities to help children extend the boundaries of their learning 	<ul style="list-style-type: none"> Interpersonal Competence: Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself. Cultural Competence: Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity. Resistance skills: Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things. Child seeks to resolve conflict non-violently. Community values youth: Child feels valued and appreciated by adults in the community. Children as resources: Child is included in decisions at home and in the community. Service to others: Child has opportunities to help others in the community. Safety: Child feels safe at home, at school, and in his or her neighbourhood. Caring neighbourhood: Child experiences caring neighbours. Caring school climate: Relationships with teachers and peers provide a caring, encouraging environment. 		



Outcome 5: Members Express Themselves & Feel Valued

How Does Learning Happen?	40 Developmental Assets	Gearing Up Indicators	Learning & Impact Measures
<ul style="list-style-type: none"> Documenting and making children’s thinking, learning, and competence visible - giving visibility to the many relationships that children form with adults, other children, the community, and the natural world through various forms of documentation Being attuned and responding to children’s varied cues and communications Facilitating successful communication between children by helping children listen to and express themselves to one another Facilitators reflect continuously on and seeking to improve their own communication strategies and techniques for facilitating responsive, authentic conversations with children and families 	<ul style="list-style-type: none"> Community values youth: Child feels valued and appreciated by adults in the community. Children as resources: Child is included in decisions at home and in the community. Service to others: Child has opportunities to help others in the community. Personal power: Child feels he or she has some influence over things that happen in her or his life. Self-esteem: Child likes and is proud to be the person that he or she is. Sense of purpose: Child sometimes thinks about what life means and whether there is a purpose for her or his life. Positive view of personal future: Child is optimistic about her or his personal future. 	<ul style="list-style-type: none"> Children are discovering who they are and who they want to be - say they have confidence in themselves and participate in activities outside of school Children are proud of their cultures and identities Children can express what matters to them Children have caring adults who listen and encourage them to express their view 	<p>Positive Relationships Domain:</p> <ul style="list-style-type: none"> Because of Club, I am better at working through arguments with others. Because of Club, I feel more comfortable being myself. Because of Club, I feel like I matter to more people. <p>Leadership Domain:</p> <ul style="list-style-type: none"> Because of Club, more confident in my abilities.



Outcome 6: Families Are Engaged

How Does Learning Happen?	40 Developmental Assets	Gearing Up Indicators	Learning & Impact Measures
<ul style="list-style-type: none"> Finding ways to intentionally integrate the unique perspectives and gifts of parents, caregivers, and extended family throughout all elements of the program in a meaningful and authentic way Reaching out to all families, including those who may be experiencing stressful and challenging circumstances, and helping them to make connections to formal supports (e.g., community agencies) and informal supports (e.g., connections with other families and/or their own support networks) 	<ul style="list-style-type: none"> Family support: Family life provides high levels of love and support. Positive family communication: Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s). Parent involvement in schooling: Parent(s) are actively involved in helping the child succeed in school. Family boundaries: Family has clear and consistent rules and consequences and monitors the child's whereabouts. Adult role model: Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behaviour. Time at home: Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games. 	<ul style="list-style-type: none"> Parents have access to after-school care Parents feel public facilities and programs for sports/recreation meet their child's needs Children feel that there are good places to spend their time (ex. Rec centres) Parents are satisfied with the accessibility of opportunities to be active in their community 	