



# Program Wide Implementation: Benchmarks of Quality



Program Name: \_\_\_\_\_

Date: \_\_\_\_\_

Centre Leadership Team Members: \_\_\_\_\_

Element	Benchmark	Yes	In Progress	Not Yet
<b>Centre Leadership Team</b>	1. Our Program has identified a minimum of 3 members for our Centre Leadership Team, with a commitment to promote Program Wide Implementation (PWI) of Pyramid Model (PM) practices across our program (NOTE: one member must be the director)			
	2. Our Centre Leadership Team has attended Module 4: <i>Leadership Strategies for Program Wide Implementation</i> .			
	3. We have written goals/action plans to advance Program Wide Implementation, including a plan to involve families in their child’s social & emotional learning.			
	4. Our team meets on a bi-monthly basis to review our written action plan, goals, and problem solve as needed.			
		<b>Yes</b>	<b>In Progress</b>	<b>Not Yet</b>
<b>Educator Buy-In</b>	1. We have shared information about the Pyramid Model and how it aligns with our Early Learning Framework.			
	2. Educators are supportive of the use of Pyramid Model practices to support social and emotional well-being and inclusive practices, program wide.			
	3. We have created system for all staff to ask questions and share use of Pyramid Model practices (e.g. standing agenda items at staff meetings, bulletin board, suggestions box, peer support/mentoring, etc.)			
	4. We acknowledge and celebrate success of the educators in a variety of ways (e.g., positive descriptive feedback, newsletters, discussion of shared goals during staff meetings).			



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<b>Professional Learning and Staff Support</b>	1. All educators including members of the Centre Leadership Team, regularly attend Professional Learning opportunities (e.g., Pyramid Modules, Reflective Practice Meetings, etc.) as needed to deepen understanding of Pyramid Model practices.			
	2. We use an observation tool (e.g., implementation check list, data collection sheets, TPOT/TPITOS) to identify strengths and areas for growth and use the data to guide goal setting and measure progress.			
	3. We have a system for ongoing monitoring of Pyramid Model practices across all rooms, (e.g., self-reflection checklists, room and program goals/action plans, peer support/mentoring, etc.)			
	4. We can clearly articulate our process for onboarding new staff in Pyramid Model.			
		<b>Yes</b>	<b>In Progress</b>	<b>Not Yet</b>
<b>Family Engagement</b>	1. We involve families as partners, recognizing their strengths, and respectfully engage them in two-way communication.			
	2. We are responsive to the diversity of families and ensure families see themselves reflected in the program (e.g., family photos, cultural artifacts, home language, etc.)			
	3. We work with families to support their children’s participation and engagement in our daily routines in ways that respect their cultural background, values, and goals for their children’s learning.			
	4. We provide information about the Pyramid Model with families on a regular basis and encourage family involvement and feedback (e.g., surveys, suggestions box, newsletters, open house, family friendly handouts, resources, workshops, accessible resources in home language, etc.)			
	5. We have invited a family to be a part of our Centre Leadership Team to provide input on Program Wide Implementation of Pyramid Model and inclusive practices.			

Adapted from GRIT/Connecting Canada’s Program Wide Implementation: Benchmarks of Quality  
Adapted April 2024



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Element	Benchmark	Yes	In Progress	Not Yet
<b>Program Wide Expectations</b>	1. We work with educators, children and families to identify 3-5 Program Wide Expectations that apply to both children and adults and are culturally relevant. They are posted in common areas in a way that is meaningful to all children and adults.			
	2. Educators work with children and families to identify and create visuals for 3-5 concrete rules/room norms that reflect the Program Wide Expectations and are appropriate for their individual environments. They are posted and shared in rooms for all children and adults to reflect on.			
	3. Strategies for acknowledging children’s use of the expectations are culturally appropriate and used by all program staff including administrative and support staff (e.g., cook, float staff, etc.)			
	4. We revisit the Program Wide Expectations on a regular basis and seek family input (e.g., family surveys).			
		<b>Yes</b>	<b>In Progress</b>	<b>Not Yet</b>
<b>Inclusive Policy</b>	1. We have met with educators to discuss the importance of inclusion and identify our beliefs and values.			
	2. We have reviewed our current policies on child guidance and/or challenging behavior to ensure they reflect inclusion of all children and families.			
	3. We have developed and continue to uphold a written Inclusion Policy that embraces diversity of all children and families.			
	4. We have developed procedures (e.g., family interviews, use of screening tools, ongoing professional learning, etc.) to ensure children, families, and staff have necessary supports to ensure meaningful participation of all children.			

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Element	Benchmark	Yes	In Progress	Not Yet
<b>Responding to Child Specific Needs</b>	1. We work with families to gather more information on what is happening at home and in the program (e.g., Running records or data collection tools identified by the centre).			
	2. We use data functional assessment forms and processes that are positive, sensitive to family values, cultural and home language to understand, prevent, and respond to child specific concerns. (e.g., <i>Prevent, Teach, Reinforce for Young Children</i> )			
	3. We work with families to develop a plan to support children’s meaningful participation in home, community and school that include strategies to ensure the well-being of all children and adults.			
	4. We collect data for ongoing monitoring, reviewing child’s response to supports, problem solving and continuous program capacity building.			

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