



Pyramid Model Framework

PEI Early Learning Framework

Relationships, Environments, Experiences



Intensive Intervention

“Educators maintain regular contact with parents to explore how home and centre may collaborate in assisting children to develop their own personal emotion regulation strategies. (p.95)

Targeted Social Emotional Supports

“Educators give language to the child’s emotions. This acknowledges children’s feelings by giving legitimacy and importance to all of their emotions. This allows the educator to demonstrate that language can describe feelings, and allows the child to know what their feelings are understood, with the security that there is a comforting response.” (p.95)

High Quality Supportive Environments

“Thoughtfully planned learning environments that provide children with the emotional confidence of security, safety, warmth and love give children the confidence to explore, experiment, and develop friendship with other children.” (p.47)

Nurturing and Responsive Relationships

“Relationships between children and early childhood educators are key to the structure of early learning environments and experiences.” (p.44)

Effective Workforce

“Both the Early Childhood Educator (ECE) and the Director are instrumental in developing positive relationships with children, with the families, and with the community. They play key roles in establishing the level of quality of the program, and in establishing the core values of the centre.” (p.23)