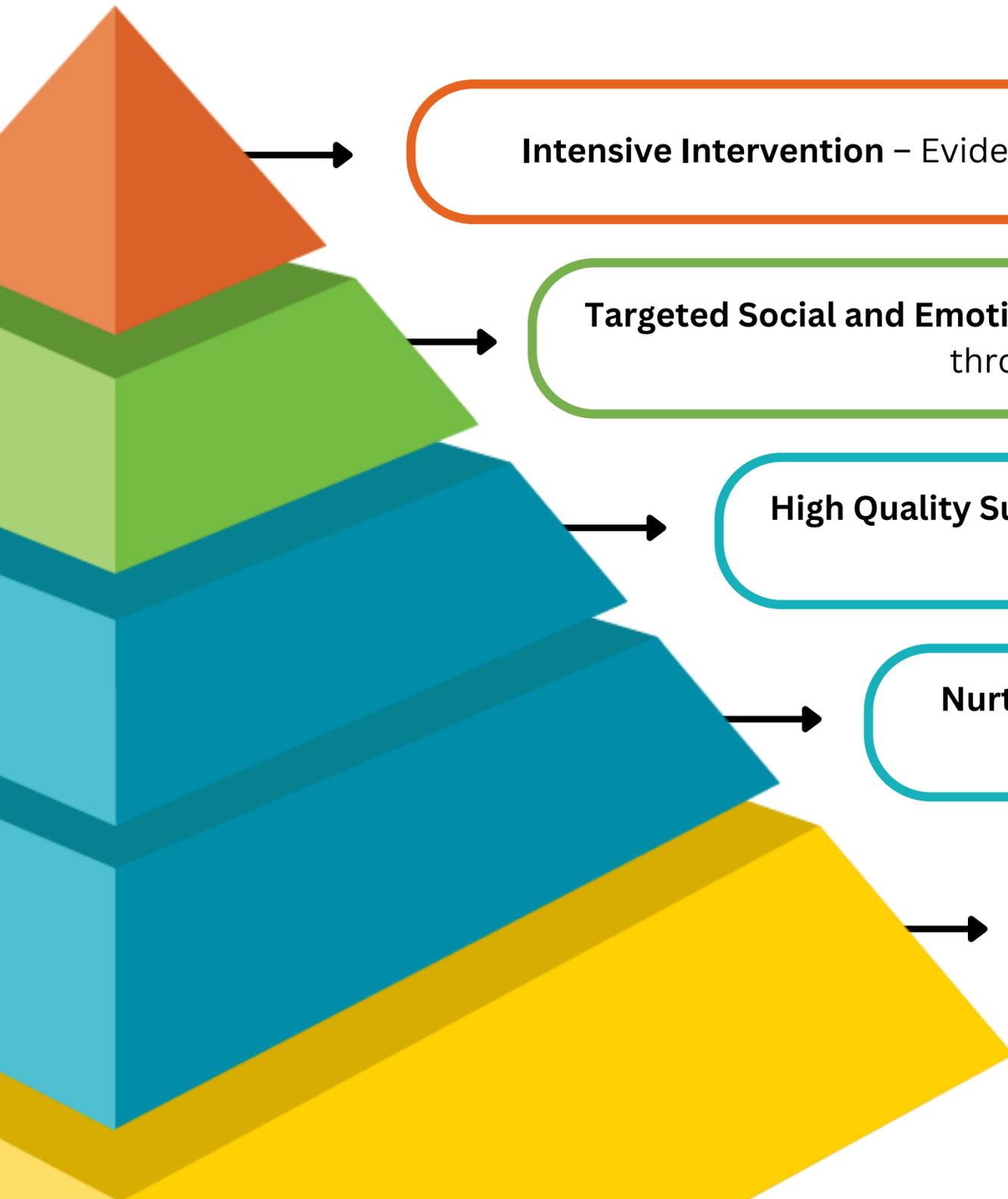


Pyramid to Retention: A Mentoring Culture



Intensive Intervention – Evidence-based interventions that provide individualized behaviour support plans.

Targeted Social and Emotional Supports – Prevention for children who are at risk of challenging behaviours through planning and targeted social and emotional supports.

High Quality Supportive Environments – Universal supports for all children through predictable routines, schedules, transitions, and environments.

Nurturing and Responsive Relationships – Provides supports to all children through responsive relationships in supportive environments.

Effective Workforce - The solid foundation of the Pyramid Model achieved with ongoing specialized professional development and supportive implementation practices.

Pyramid to Retention: A Mentoring Culture

The Pyramid Model is an evidence-based framework that uses observation tools, prevention, intervention, and nurturing relationships to provide individualized support to children in their social, emotional development and addressing challenging behaviors.

Trained Pyramid Model Mentors will build collaborative partnerships with Early Childhood Educators, Early Childhood Centres and families to ensure high-quality supportive environments for children. Through strength-focused mentorship and professional development, educators will develop and build on their skills to attune to children's social and emotional development and well-being.

An effective workforce provides the foundation for the Pyramid Model. Early Childhood Educators will feel supported to try new strategies, build trusting relationships, and continue to build their confidence. With leadership development, educators will support children to develop positive self-concept, confidence, access tools, language skills and provide a sense of safety, while reducing the occurrence of challenging behaviours. Educator retention can be achieved through leadership and specialized professional development and collaboration.

“A sense of well being underpins children’s capacity for learning – and allows children to seek out and engage others in expressive language, gives children the confidence to explore their environments, and supports the emotional health that strengthens self-regulation.” (PEIELF p.63)



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