

# CEBM Pyramid of Support for K4-K5

Core considerations to inform decision-making

## National Association for the Education of Young Children (NAEYC)

According to NAEYC's [Developmentally Appropriate Practice](#) (DAP) position statement, three core considerations should inform educators' decision-making. They are Commonality, Individuality, and Context. When using the Pyramid of Support, these three core considerations should be a guiding factor for educators.

NAEYC defines "developmentally appropriate practice" as methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.

This guide was created to accompany educators in implementing developmentally appropriate practices that reflect the three core considerations, which have implications for how best to support all children's development and learning.

**Commonality:** current research and understanding of child development as well as learning that applies to all children. \*Check out the documents on [the 4-year-old versus the 5-year-old](#) and [the preschooler traits at each Tier](#).

Aligned with the Preschool Cycle Program, Commonality includes:

- ⇒ planning universal prevention practices for ALL children
- ⇒ fostering global development through the 5 areas: physical & motor, emotional, social, language, cognitive
- ⇒ providing a reassuring, welcoming, and inclusive environment
- ⇒ cultivating enjoyment through exploration, discovery, and learning through play

**Individuality:** characteristics and experiences unique to each child, within the context of their family and community, which have implications on their development and learning. These differences include:

- child's various social identities, interests, strengths, and preferences
- personalities, motivations, and approaches to learning
- knowledge, skills, and abilities related to their cultural experiences
- neurodivergence
- impact of adversity/trauma

Aligned with the Preschool Cycle Program, Individuality includes:

- ⇒ focusing on the well-being, safety and health of each child.
- ⇒ being attentive to the children's needs, believing in them and in their ability to learn, and not being judgmental.
- ⇒ allowing children to undertake challenges based on their interests and needs.
- ⇒ having appropriate expectations for their level of development.
- ⇒ taking into account the children's diversity and individuality (first language, migratory journey, disabilities, family culture)
- ⇒ allowing children to develop attitudes and behaviours related to self-knowledge, self-regulation, social and environmental awareness, and interpersonal relationships with their peers and with adults.
- ⇒ offering specific preventative, differentiated and intensified actions, in response to the needs of children.

**Context:** everything discernible about the personal, social, and cultural contexts for each child, which are dynamic, and can shape their individuality. Educators must be aware that they themselves—and their programs as a whole—bring their own experiences and contexts, in both the narrower and broader definitions, to their decision-making. Examples of these contexts include traditions, values, family composition, gender, racial, economic, etc.

Aligned with the Preschool Cycle Program, Context includes:

- ⇒ recognizing that each family has their own culture

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- ⇒ valuing each child's culture, and appreciating their contribution to society
- ⇒ respecting each child's mother tongue and making connections with the language of instruction, when possible
- ⇒ recognizing that expertise, cultural, and professional judgment allow for the creation of authentic classroom situations.
- ⇒ accommodating not only the children but their families too.
- ⇒ adopting an inclusive stance that is sensitive to the families' needs. As such, the school team, the family and the community share the responsibility of working together on behalf of the child.

**Educator's perspective:** Implicit bias refers to unconscious beliefs or stereotypes that affect our understanding, actions, and decisions. The educator's perspective should rely on the following:

- making decisions based on direct observations and reliable information which is grounded in factual evidence rather than perceptions, myths, hearsay, or personal judgments.
- engaging in critical self-reflection to uncover personal triggers, biases, assumptions, views, values, priorities, and expectations.
- giving priority to professional development, based on a multi-lens (early childhood development, attachment, trauma, neurodiversity, etc.)

*\* Adults involved at K4-K5 would benefit from professional development on multiple areas, especially on early childhood development ([click here for a list of webinars and additional resources](#))*

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