

# Overview

## Flight: Alberta's Early Learning and Care Framework

| Values <sup>1</sup>  | Guiding Principles <sup>2</sup>   |
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| <p><b>Values Guiding Early Childhood Communities</b></p> <ul style="list-style-type: none"> <li>Democratic citizenship</li> <li>Equity</li> <li>Intercultural competency and communication</li> <li>Environmental sustainability</li> </ul> <p><b>Values Guiding Early Learning Processes</b></p> <ul style="list-style-type: none"> <li>Active engagement and participation</li> <li>Meaning making and co-constructing knowledge</li> <li>Play and playfulness</li> <li>Creativity and imagination</li> <li>Multimodal literacies</li> <li>Interconnectedness of ideas</li> <li>Reciprocity of relationships</li> <li>Diverse perspectives for learning</li> <li>Inclusivity</li> </ul> <p><b>Values Guiding Meaningful Family Relationships</b></p> <ul style="list-style-type: none"> <li>Belonging to family and community</li> <li>Knowledge and appreciation of family, social, and cultural practices and traditions</li> <li>Learning from elders and community leaders</li> <li>Respect and social responsibility within family and community</li> </ul> | <p>Children's life-long health, well-being, learning, and behaviour are strongly connected to their early childhood experience.</p> <p>Childhoods differ depending on social, cultural, and economic circumstances.</p> <p>Children interact and learn in multiple learning communities and their learning is profoundly influenced by the relationships within and between these communities and specifically with respect for the family relationship.</p> <p>Children thrive when they are nurtured in close, consistent relationships, and their families benefit from these close caring relationships as well.</p> <p>Children are active co-constructors of knowledge through first-hand experiences and in reciprocal relationships with people and things in their environment.</p> <p>Children are unique learners who construct and represent knowledge using multimodal literacies for exploration and expression.</p> <p>Children are citizens and active participants in society.</p> |

### The Image of the Child, A Mighty Learner and Citizen

"How do you invite me to listen and communicate and respond to my own particular efforts?"

"How do you organize time and space for me to explore my thinking and imagination independently and with others?"

"How do you encourage and facilitate my endeavours to be part of the wider group?"

"How do you meet my daily needs with care and sensitivity?" "How do you appreciate and understand my interests and abilities and those of my family?"<sup>3</sup>

# A Practice of Relationships: Your Role as an Early Learning and Child Care Educator

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| <p><b>...as co-learner</b></p> <p><b>Plays, Seeks, Participates, Persists, Cares</b></p> <p>Alongside children and families, educators openly seek to learn about children and their families. This learning informs curriculum planning and is foundational for a practice of relationships. Educators use their knowledge and learning to create places of vitality with children and families</p> | <p><b>...as co-researcher</b></p> <p><b>Questions, Investigates, Reflects, Interprets, Shares</b></p> <p>Educators actively engage children, families, and colleagues to investigate, make meaning of, and communicate about what children are doing and thinking. They engage with families to learn about how children engage in their world. Interpretations reflect an understanding that learning is socially and culturally constructed.</p> | <p><b>...as co-imaginer of possibilities</b></p> <p><b>Wonders, Imagines, Creates, Invents, Risks in the Spirit of Learning</b></p> <p>The role of the educator is to value the questions that can lead to possibilities created along with children, families, and colleagues, rather than have all the answers. Possibilities begin with wondering, imagining, and taking risks in the spirit of creating authentically shared places of vitality with children and families.</p> |
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## Mighty Learners: Nurturing Children’s Dispositions to Learn

I/we are playing and playful, I/we are seeking, I/we are participating, I/we are persisting, I/we are caring

## Holistic Play-Based Goals for Children’s Responsive Care, Play, Learning and Development<sup>4</sup>

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| <p><b>Well-Being</b></p> <p>Children participate within safe and caring environments where their vitality, health, well-being, and sense of belonging and identity are protected and nurtured.</p> <ul style="list-style-type: none"> <li>••• Emotional Health and Positive Self-Identities</li> <li>••• Belonging</li> <li>••• Physical Health</li> </ul> | <p><b>Play and Playfulness</b></p> <p>Children participate within open, engaging, and responsive environments where exploration and play are encouraged and purposefully planned.</p> <ul style="list-style-type: none"> <li>••• Imagination and Creativity</li> <li>••• Playful Exploration and Problem Solving</li> <li>••• Dizzy Play</li> </ul> | <p><b>Communication and Literacies</b></p> <p>Children participate within intellectually, socially, and culturally engaging environments where language and multiple literacies are valued and practiced.</p> <ul style="list-style-type: none"> <li>••• Communicative Practices</li> <li>••• Multimodal Literacies</li> <li>••• Literate Identities With/In Communities</li> </ul> | <p><b>Diversity and Social Responsibility</b></p> <p>Children participate within socially inclusive and culturally sensitive environments in which social responsibility for self, others, and the world is enacted.</p> <ul style="list-style-type: none"> <li>••• Inclusiveness and Equity</li> <li>••• Democratic Practices</li> <li>••• Sustainable Futures</li> </ul> |
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<sup>1</sup> Acknowledging and appreciating the ELCC Curriculum Advisory Committee, who informed the development of this Alberta Curriculum Framework

<sup>2</sup> Adapted from Alberta Education, Kindergarten Program Statement (2008).

<sup>3</sup> Early Childhood Centre Research and Development Team, University of New Brunswick. (2008). *New Brunswick Curriculum Framework for Early Learning and Child Care—English*. Fredericton, NB: Published by UNB Early Childhood Centre for the New Brunswick Department of Social Development.

<sup>4</sup> May, H. & Podmore, V. (2000). 'Teaching stories': An approach to self evaluation of early childhood programmes. *European Early Childhood Education Research Journal*, 8(1), 68.

