

## Play, Participation, and Possibilities

### An Early Learning and Child Care Curriculum Framework for Alberta

#### Values<sup>1</sup>

##### Values Guiding Early Childhood Communities

Democratic citizenship  
Equity  
Intercultural competency and communication  
Environmental sustainability

##### Values Guiding Early Learning Processes

Active engagement and participation  
Meaning making and co-constructing knowledge  
Play and playfulness  
Creativity and imagination  
Multimodal literacies  
Interconnectedness of ideas  
Reciprocity of relationships  
Diverse perspectives for learning  
Inclusivity

##### Values Guiding Meaningful Family Relationships

Belonging to family and community  
Knowledge and appreciation of family, social, and cultural practices and traditions  
Learning from elders and community leaders  
Respect and social responsibility within family and community

#### Guiding Principles<sup>2</sup>

Children's life-long health, well-being, learning, and behaviour are strongly connected to their early childhood experience.

Childhoods differ depending on social, cultural, and economic circumstances.

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.

Children thrive when they are nurtured in close, consistent relationships, and their families benefit from these close caring relationships as well.

Children are active co-constructors of knowledge through first-hand experiences and in reciprocal relationships with people and things in their environment.

Children are unique learners who construct and represent knowledge using multimodal literacies for exploration and expression.

Children are citizens and active participants in society.

<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).

## Holistic Play-Based Goals for Children’s Responsive Care, Play, Learning and Development<sup>3</sup>

<b>Well-Being</b>	<b>Play and Playfulness</b>	<b>Communication and Literacies</b>	<b>Diversity and Social Responsibility</b>
Children participate within safe and caring environments where their vitality, health, well-being, and sense of belonging and identity are protected and nurtured.	Children participate within open, engaging, and responsive environments where exploration and play are encouraged and purposefully planned.	Children participate within intellectually, socially, and culturally engaging environments where language and multiple literacies are valued and practiced.	Children participate within socially inclusive and culturally sensitive environments in which social responsibility for self, others, and the world is enacted.
Emotional Health and Positive Self–Identities	Imagination and Creativity	Communicative Practices	Inclusiveness and Equity
Belonging	Playful Exploration and Problem Solving	Multimodal Literacies	Democratic Practices
Physical Health	Dizzy Play	Literate Identities With/In Communities	Sustainable Futures

## 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

“How do you invite me to listen and communicate and respond to my own particular efforts?” <sup>4</sup>	“How do you organize time and space for me to explore my thinking and imagination independently and with others?” <sup>4</sup>	“How do you encourage and facilitate my endeavours to be part of the wider group?” <sup>4</sup>	“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>4</sup>
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## A Practice of Relationships: Your Role as an Early Learning and Child Care Educator

<i>...as co-learner</i>	<i>...as co-researcher</i>	<i>...as co-imaginer of possibilities</i>
<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 meaning with children and families.</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>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>

<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.