



THE ALBERTA CURRICULUM FRAMEWORK

We take our commitment to your children very seriously; to nurture, to educate, to care for, to build confidence, to create a warm and safe environment, to encourage exploration and co-learning experiences and to love! We live our vision daily; **igniting children's potential is our passion!**

About The Alberta Curriculum Framework.

Play, Participation, Possibilities is a result of the collaborative effort of many people. With support from the Alberta government, faculty at MacEwan Early Learning and Child Care Program, and Mount Royal Department of Child and Youth Studies, worked with the professional field to develop and pilot this curriculum framework, which is intended to guide the practice of early childhood educators working in centre based child care and family day homes in Alberta.

The team of writers included: Lee Makovichuk, Jane Hewes, Patricia Lirette, and Nancy Thomas, faculty of MacEwan University. Our goal was to invite, gather, and listen to insights from many who work and support children and families in the field of early learning and child care in Alberta. We acknowledge and appreciate the contributions of many, who are listed in the framework, and many more people who supported us to bring these ideas into view.

We know that this work is not complete; rather, it is a beginning—an invitation to think about, reflect on, and examine what we do and what we say in our working relationships with children, their families and one another. Inspired by the many educators who worked along with us, helping us to describe the importance of what they do each day in playrooms with children, we acknowledge their courage to make visible their curriculum decisions.

While the Alberta Curriculum Framework is not mandatory in Alberta, Kids@ has chosen to move forward in following it, as it's considered the gold standard for early learning environments! As we are moving forward, the educators have been working hard to incorporate this framework and document your child's learning experiences in a different way. When you have a moment take a look around the classroom and see if you can spot the changes. We welcome you to ask the educators to explain what they have done so far!

We'll be sharing various components of the Alberta Curriculum Framework and the applications within the classrooms on the web-site and in-class. Watch for the Curriculum Framework Bulletins!

Please see the tables below for an [OVERVIEW OF THE CURRICULUM FRAMEWORK](#)

Play, Participation, and Possibilities An Early Learning and Child Care Curriculum Framework for Alberta	
<p>Values¹</p> <p>Values Guiding Early Childhood Communities Democratic citizenship Equity Intercultural competency and communication Environmental sustainability</p> <p>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</p> <p>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</p>	<p>Guiding Principles²</p> <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>

¹ Acknowledging and appreciating the ELCC Curriculum Advisory Committee, who informed the development of this Alberta Curriculum Framework.

² Adapted from Alberta Education, Kindergarten Program Statement (2008).

Holistic Play-Based Goals for Children’s Responsive Care, Play, Learning and Development³

Well-Being	Play and Playfulness	Communication and Literacies	Diversity and Social Responsibility
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?” ⁴	“How do you organize time and space for me to explore my thinking and imagination independently and with others?” ⁴	“How do you encourage and facilitate my endeavours to be part of the wider group?” ⁴	“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?” ⁴
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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>
Plays, Seeks, Participates, Persists, Cares 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.	Questions, Investigates, Reflects, Interprets, Shares 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.	Wonders, Imagines, Creates, Invents, Risks in the Spirit of Learning 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.

³ 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.

⁴ 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.