



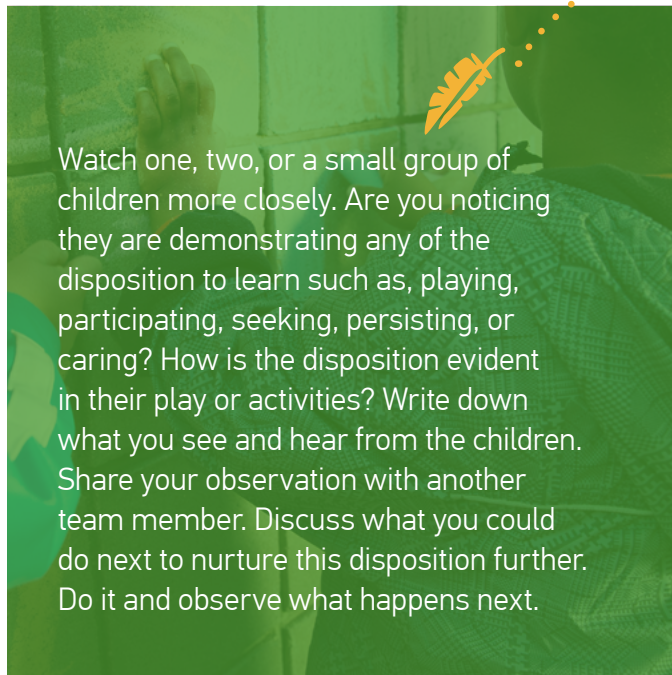
Getting Started: Possible Starting Points

Flight is a flexible play-based curriculum framework for thinking about how children learn and experience their worlds, as well as a guide that fosters strong early childhood communities. There are many ways to get started using *Flight* in your daily practice. It is not necessary to read the whole document from front to back before you begin. Working with *Flight* means considering what the values, principles, holistic goals and dispositions to learn mean in your own program and reflecting on your own role as co-learner, co-researcher and co-imaginer of possibilities with children. Many educators have shared with us how they got started. Each found their own way to begin to put *Flight* into practice within their own specific contexts in a way that reflects their unique team and community of children and families. Pick a place to start that makes sense for you and remember there is not one “right” way to live curriculum alongside young children and their families.

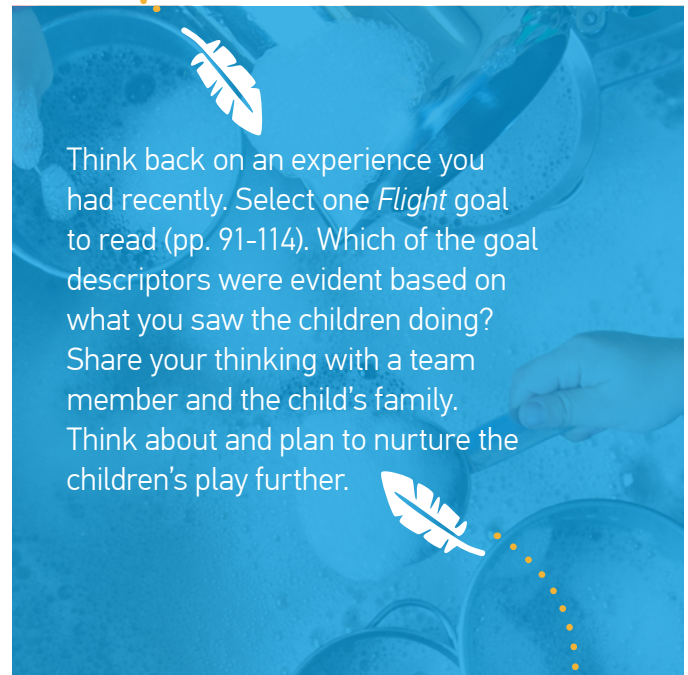
Inspired by early childhood educators, *Flight* honours the brilliant, imaginative, fluid, and organic work of children. It encourages educator reflectivity and freedom of thought, and motivates growth, change, and innovation bringing us all together toward a shared goal—nurturing Alberta’s children, as mighty learners and citizens, to take flight.

Your journey with *Flight* will begin with you bringing your curiosity, sense of wonder, playfulness and creativity. Curriculum work always begins with observing children and with deep consideration of your way of being in relationship with children, families and others in your early childhood community.

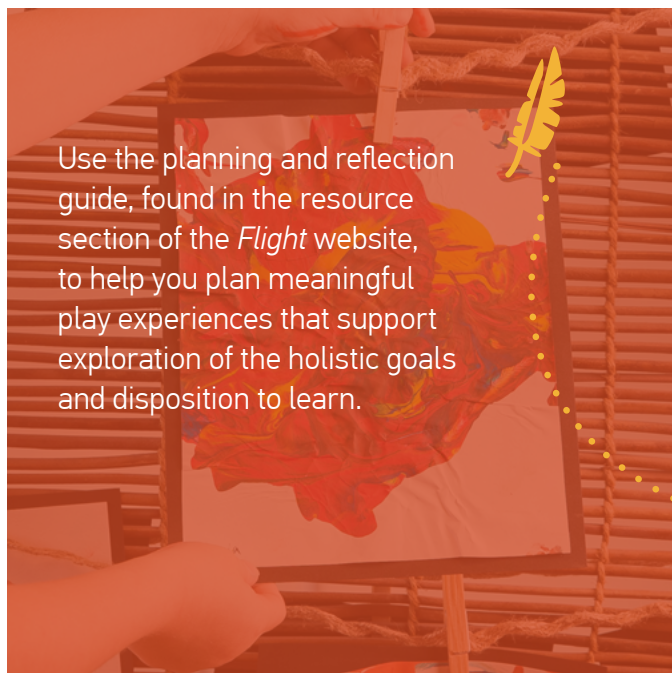
Possible starting points: Let's get started



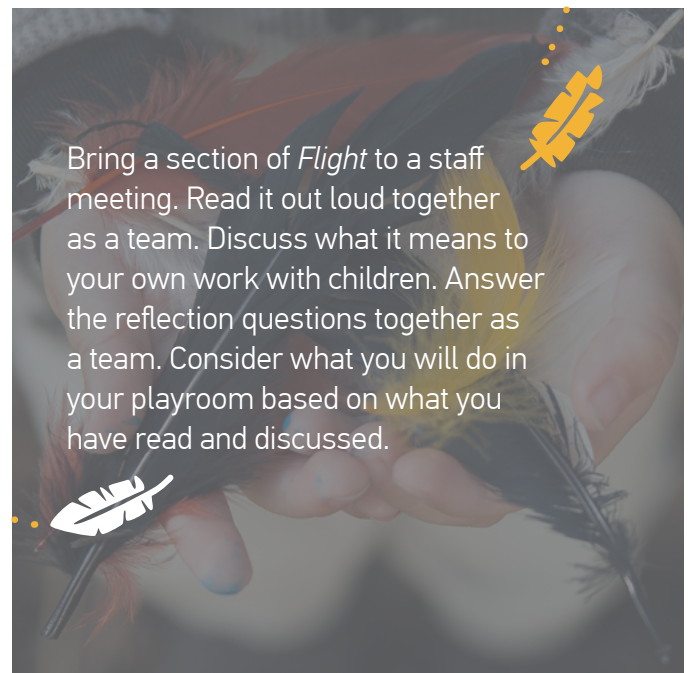
Watch one, two, or a small group of children more closely. Are you noticing they are demonstrating any of the disposition to learn such as, playing, participating, seeking, persisting, or caring? How is the disposition evident in their play or activities? Write down what you see and hear from the children. Share your observation with another team member. Discuss what you could do next to nurture this disposition further. Do it and observe what happens next.



Think back on an experience you had recently. Select one *Flight* goal to read (pp. 91-114). Which of the goal descriptors were evident based on what you saw the children doing? Share your thinking with a team member and the child's family. Think about and plan to nurture the children's play further.



Use the planning and reflection guide, found in the resource section of the *Flight* website, to help you plan meaningful play experiences that support exploration of the holistic goals and disposition to learn.



Bring a section of *Flight* to a staff meeting. Read it out loud together as a team. Discuss what it means to your own work with children. Answer the reflection questions together as a team. Consider what you will do in your playroom based on what you have read and discussed.