

Easter



Date:	Good Friday 7 th , Easter Sunday 9 th , Easter Monday 10 th
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Duration:	Add to curriculum
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Service Requested:	Edgewater and Trinity
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What is the special event?	Easter is a Christian festival and cultural holiday. Although for many people it maintains great religious significance, for many children in Australia it is a time for Easter egg hunts, spending time with their families, decorating eggs and getting visited by an Easter bunny.
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Why is it important to Keiki Early Learning?	In 2022 we conducted a survey on families, one of their questions was about events they would like Keiki to recognise. Families at Edgewater and Trinity asked that their services celebrate Easter.
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What are our expectations?	<p>Easter, and other celebrations like it, foster an important aspect of belonging to community. Easter is not an invitation to remove all thoughtful pedagogical practices and start printing out colouring sheets, sticking images of pre-cut easter eggs to the walls or handing every child a chocolate egg because that's 'what we do at Easter'.</p> <p>Like all intentional teaching requires educators to be reflective in their practices, conversations with families and children and the learning environments for children. It is important to consider when celebrations are planned we offer children and families a chance to contribute to how celebrations are marked, educators show respect for everyone's culture, background and life experience.</p> <p>You may find inspiration on Pinterest, Instagram or other similar websites, but remember that although an experience may be fun there needs to be a rationale behind it. Ask yourself 'Who is this benefiting?'</p> <p>Some ideas:</p> <ul style="list-style-type: none"> • Easter sensory box/basket • Playdough with chocolate scents • Easter egg shape poster with playdough • Easter cooking
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LINKING THIS EVENT TO RESOURCES AND DATA

To support educators, educational leaders and early childhood teachers we link each event with important and valuable resources that support and inform our decision making at Keiki.

<p>How can we link this event to our Philosophy?</p>	<p>Core Value: Our Community Our relationships with children and families are strengthened as we explore and develop a deeper understanding of the diversity and culture of families and the broader community. We believe the quality of each child’s environment influences how they grow and develop and acknowledge families as children’s first and most influential educators.</p> <p>Core Value: The Whole Child Our highly experienced teams provide beautiful, thoughtful environments where children are invited and encouraged to make their own choices, to explore the arts, enjoy physical play, practice mindfulness and develop meaningful, positive relationships with others.</p>
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<p>How does this event link to the AEDC Data?</p>	<p>Physical Health and Wellbeing</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>8.9%</td> <td>8.4%</td> </tr> <tr> <td>Joondalup</td> <td>8.1%</td> <td>5.4%</td> </tr> <tr> <td>Wanneroo</td> <td>11.9%</td> <td>8.2%</td> </tr> </tbody> </table> <p>Provide dress up experiences, physical experiences such as bunny hopping. Talk about food and healthy eating also means having treats. Threading experiences and</p> <p>Social Competence</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>12.8%</td> <td>6%</td> </tr> <tr> <td>Joondalup</td> <td>9.6%</td> <td>4.4%</td> </tr> <tr> <td>Wanneroo</td> <td>13.5%</td> <td>7.5%</td> </tr> </tbody> </table> <p>Get to know the children and families in your service more to provide opportunities for children to feel safe and to support the development of relationships. Provide opportunities for free play and imaginary play and demonstrate respect for different cultures.</p> <p>Emotional Maturity</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>13.3%</td> <td>6.7%</td> </tr> <tr> <td>Joondalup</td> <td>10.7%</td> <td>4.6%</td> </tr> <tr> <td>Wanneroo</td> <td>14.1%</td> <td>7.2%</td> </tr> </tbody> </table> <p>Create opportunities for self-expression. Read stories and discuss emotions and feelings of the characters. Encourage older children to share their feelings and how they would feel if they were the characters in the stories.</p> <p>Language and Cognitive Skills</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>9.3%</td> <td>5.6%</td> </tr> <tr> <td>Joondalup</td> <td>6.9%</td> <td>3.1%</td> </tr> <tr> <td>Wanneroo</td> <td>11.8%</td> <td>6.6%</td> </tr> </tbody> </table> <p>Follow the children’s lead, ask them to direct how you celebrate Easter. Research together. A cooking experience is also a great idea.</p> <p>Communication and General Knowledge</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>11.4%</td> <td>6.8%</td> </tr> <tr> <td>Joondalup</td> <td>9.6%</td> <td>3.5%</td> </tr> <tr> <td>Wanneroo</td> <td>13.8%</td> <td>7.9%</td> </tr> </tbody> </table> <p>Read stories and create opportunities to discuss the storylines. Talk to younger children about the stories and retell role modelling that skill. Actively listen to children and provide opportunities to learn about turn taking in conversations by directing conversations while shared thinking.</p>	Area	At Risk	Vulnerable	Stirling	8.9%	8.4%	Joondalup	8.1%	5.4%	Wanneroo	11.9%	8.2%	Area	At Risk	Vulnerable	Stirling	12.8%	6%	Joondalup	9.6%	4.4%	Wanneroo	13.5%	7.5%	Area	At Risk	Vulnerable	Stirling	13.3%	6.7%	Joondalup	10.7%	4.6%	Wanneroo	14.1%	7.2%	Area	At Risk	Vulnerable	Stirling	9.3%	5.6%	Joondalup	6.9%	3.1%	Wanneroo	11.8%	6.6%	Area	At Risk	Vulnerable	Stirling	11.4%	6.8%	Joondalup	9.6%	3.5%	Wanneroo	13.8%	7.9%
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<p>How does this link to the ECA Code of Ethics?</p>	<p>In relation to children, I will:</p> <ul style="list-style-type: none"> • Act in the best interests of all children • provide a meaningful curriculum to enrich children’s learning, balancing child and educator initiated experiences • negotiate children’s participation in research, by taking into account their safety, privacy, levels of fatigue and interest
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Event Fact Sheet

	<ul style="list-style-type: none">• respect children as capable learners by including their perspectives in teaching, learning and assessment• value the relationship between children and their families and enhance these relationships through my practice <p>In relation to families, I will:</p> <ul style="list-style-type: none">• develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging• learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
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How does this link to the UN Rights of the Child?	<p>Articles:</p> <p>13. Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.</p> <p>14. Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>17. Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.</p> <p>20. Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.</p> <p>Please talk to the children about the Rights of the Child. Do you have it displayed in your service for the children?</p>
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