

## Kindy Graduation



<b>Date:</b>	Nov/Dec
<b>Duration:</b>	Family Event

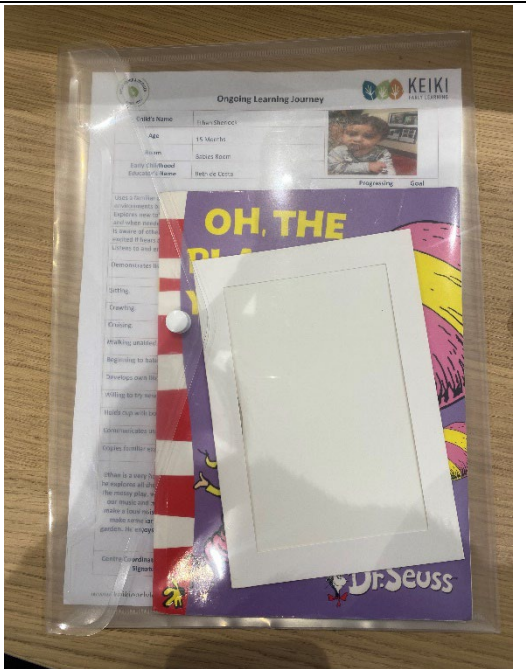
*'Don't cry because it is over, smile because it happened' -Dr Suess*

<b>What is the special event?</b>	<p>Graduation from Keiki Kindy is a special moment in a child and family's journey at Keiki.</p> <p>The achievements and developments each child has made during their journey at Keiki are worth celebrating.</p>
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<b>Why is it important to Keiki Early Learning?</b>	<p>Starting school is a big step for children and assisting them to transition to school successfully is important to their journey to a lifelong love of learning.</p> <p>The ceremony is a great opportunity to celebrate learning and recognise an important milestone, one of many to come. It also allows children an opportunity to recognise they are moving on to big school and provide them with a structure to say goodbye.</p> <p>The early years of a child's life are extremely important, children develop faster between the ages of 0-5 that at any other stage of their lives.</p> <p><i>Reflective Question: Saying goodbye. Do we put the same effort into saying goodbye as we do welcoming children into the service?</i></p> <p>Transitions happen every day. Transitions are best described as a period where we try to adapt to new circumstances, expectations, people, environments or routines. Using our existing knowledge and experiences, we make predictions about what the change might be like and how we might react. We then build strategies to help us adjust and cope.</p> <p>Children do not have as much experience or prior knowledge to draw on which can make change more challenging for them. However, transitions are frequent occurrences for children. They say goodbye in the morning to their family and goodbye to us in the evening; they stop one experience to move on to the next, or for mealtimes, or sleep times; they also experience transitioning between age groups/rooms within our services.</p> <p>Our Philosophy recognises our commitment to positive relationships. Positive relationships support everyone through transitions; they benefit mental health and wellbeing and are protective factors in a child's life.</p> <p><i>Our Community</i> - By creating an inclusive environment our curriculum is enriched and each child's sense of belonging and development is enhanced, helping to create a strong foundation for lifelong learning.</p> <p><i>The Whole Child</i> - 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> <p>We believe the emotional needs of every child must be met first to enable them to participate, play and learn.</p>
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	<p>How do we say goodbye meaningfully?</p> <p>The graduation ceremony is an opportunity for children and for educators to say goodbye. It may not be the child's last day, and they may also be attending the service next year, but this structured goodbye will support children into their next step.</p> <p><b>Further Research:</b></p> <p>The Starting Strong V- Transitions from Early Childhood Education and Care to Primary Education (2017) recognised that the transition to school was an integral component of quality education and care. The report notes that the benefits of early education can fade during the first years of primary school if the transitions between early childhood education and care and primary schooling are not well prepared.</p>
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<p><b>What are our expectations?</b></p>	<p>Parents of children graduating (starting Kindy/Pre-Primary in 2023) should be invited into the service for the graduation ceremony.</p> <p>During the presentation:</p> <ul style="list-style-type: none"> <li>• Intro from Coordinator or Ed Leader</li> <li>• Acknowledgment to Country</li> <li>• Sing Wanjoo</li> <li>• Song with actions upbeat</li> <li>• Presentation of folder</li> <li>• 1 more song Maybe I am Australian</li> </ul> <p>After the presentation, graduating children will separate from the other children and graduating children can enjoy an afternoon or morning tea.</p> <p>Ideas:</p> <ul style="list-style-type: none"> <li>• Small snack and drinks for families and children</li> <li>• Photo booth with Keiki Kindy Class of 2022 photo frame</li> </ul>
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<p><b>MUST HAVES</b></p>	<ul style="list-style-type: none"> <li>• Cap and gown</li> <li>• Sash with Keiki on it</li> <li>• A5 photo card frame to contain photo (Gayle ordering)</li> <li>• Plastic folder that will contain Summative Assessment, book and photo card (Gayle ordering)</li> <li>• Books (Hub ordering)</li> <li>• Stickers with names for plastic folder (Marketing arranging)</li> <li>• Individual certificate for each child (Marketing)</li> </ul>	
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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><b>How can we link this event to our Philosophy?</b></p>	<p>The Keiki Philosophy draws on the rights of the child, the parts of the philosophy that focus on this event are listed below.</p> <p><b>Core Value: Our Community</b></p> <p>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. We respect and welcome all contributions from children, families and community members to our shared space of play and learning. By creating an inclusive environment our curriculum is enriched and each child’s sense of belonging and development is enhanced, helping to create a strong foundation for lifelong learning.</p> <p><b>Core Value: The Whole Child</b></p> <p>We believe every child is born full of potential with an innate desire to learn and explore their world.</p> <p>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><b>How does this event link to the AEDC Data?</b></p>	<p><b>Physical Health and Wellbeing</b></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>A strong sense of physical and psychological wellbeing enables children to confidently and optimistically engage and respond to others and the environment around them. Involving children in the planning and preparation of the graduation event provides an opportunity to enhance positive physical health and wellbeing dispositions, skills and knowledge.</p> <p><b>Social Competence</b></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>In order to learn, children need to feel safe. Celebrating the children moving to school supports the children to know that the people they trust and feel safe with are supportive of the school environment. This can support the children to feel safe in the transition.</p> <p><b>Emotional Maturity</b></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>Children who have good experiences and are in supportive relationships develop the tools to have positive emotional skills like resilience. Secure, respectful and reciprocal relationships with other children, families and educators are essential to a child’s emotional wellbeing and positive developmental pathway towards emotional maturity.</p> <p><b>Language and Cognitive Skills</b></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>Children who have active involvement in learning and new experiences develop the tools to build positive understandings and dispositions about literacy and numeracy. Examples of protective factors for children include acknowledgement of progress and success.</p> <p><b>Communication and General Knowledge</b></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%
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Event Fact Sheet

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Events always support children to develop communication skills and general knowledge.

<p><b>How does this link to the ECA Code of Ethics?</b></p>	<p>In relation to children, I will:</p> <ul style="list-style-type: none"> <li>• Act in the best interests of all children</li> <li>• Understand and be able to explain to others how play and leisure enhance children’s learning, development and wellbeing</li> <li>• Value the relationship between children and their families and enhance these relationships through my practice</li> <li>• Negotiate children’s participation in research, by taking into account their safety, privacy, levels of fatigue and interest</li> </ul> <p>In relation to families, I will:</p> <ul style="list-style-type: none"> <li>• Support families as children’s first and most important teacher and respect their right to make decisions about their children</li> <li>• Listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children’s learning, development and wellbeing</li> <li>• Develop respectful relationships based on open communication with the aim of encouraging families’ engagement and to build a strong sense of belonging</li> <li>• Learn about, respect and respond to the uniqueness of each family, their circumstances culture, family structure, customs language, beliefs and kinship systems</li> </ul>
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<p><b>How does this event link to the UN Rights of the Child?</b></p>	<p>Articles:</p> <p>3. All organisations concerned with children should work towards what is best for each child</p> <p>20. Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.</p> <p>29. education should develop each child’s personality and talents to the full. It should encourage children to respect their parents, cultures and other culture.</p>
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