

Grandparent's Day / Keiki Special Person's Day



Date:	30 th October
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What is the special event?	In 1969 a 9-year-old boy wrote a letter to the US president suggesting a day to celebrate grandparents. The president's personal secretary made it her mission to make it happen. In the 1970's the USA began celebrating it and finally in 2010 it made it to Australia with QLD being the first state to celebrate it. WA joined in in 2012. Grandparents Day celebrates the contributions grandparents make to their families and communities. The campaign recognises the diversity of grandparents relationships across age groups, cultural backgrounds, and geographical locations. Grandparents, grand-friends, kin, and those who take on the role of grandparents in their family or community are celebrated for their contributions. It aims to foster intergenerational learning and offers older people opportunities to participate in their local communities. It's an opportunity to spend time with older loved ones and connect across the generations.
Why is it important to Keiki Early Learning?	We are inclusive and welcoming to all families and love to celebrate special days where we can invite families into the service. It helps to celebrate and acknowledge the contributions of grandparents, grand-friends, and those who take on the role of grandparents to society: • They have a significant impact on social and emotional wellbeing of children. • Grandparents also offer a link to a child's cultural heritage and family history. • Children understand more of who they are and where they come from through their connection with their grandparents. • They can break generation cycles, such as poverty and disadvantage. • They connect communities and families together across vast distances. • They strengthen ties between generations. Grandparents Day is an opportunity for us to thank grandparents for being the caring, loving people they are and putting in all the hard work grandparents do to raise grandchildren and make children's lives richer.
What are our expectations?	Although Grandparent's Day is not an official day, it is an important day in the Keiki event calendar. We want to communicate why we think grandparents are so important in children's lives. • They provide love, support and encouragement. • They have a unique relationship with their grandchildren which can foster a sense of belonging and security. • They bring a lifetime of experience to a family. • They influence a child's sense of fun, adventure and knowledge. We would like services to plan activities or experiences that welcome grandparents into the service. As Grandparent's Day is celebrated on a Sunday, we would suggest activities take place on Monday 30th Oct or throughout that week or the week prior. Any photos of the events can be sent through to marketing@keikiearlylearning.com.au.

Activity Ideas	Here are some ideas to get you started. You may wish to use some of these or create your own. Take input from educators, children and families and choose activities that have meaning for your service. You can invite families into the service, communicate with grandparents who live interstate or overseas, write letters to retirement or nursing homes. The ideas are endless. • Create a collage together of things that remind them of their relationship • Sing some special songs together • Play instruments together in a music session • All children act out a favourite book for the grandparents/special friends • Yoga and wellbeing activities with grandparents/special friends • Grandparents/special friends may enjoy sharing a snack with the children • Children might like to give grandparents/special friends a tour of their room • Create a pen-pal relationship with children's grandparents who do not live locally • Invite grandparents to participate in a zoom event/story time with children • Invite grandparents in to talk to the children about their childhood or do an experience such as gardening, story time, cooking, craft activities • Have children create a piece of artwork or gift for their grandparents eg. pot decoration Any photos of the events can be sent through to marketing@keikiearlylearning.com.au Images can include children or families participating in activities providing you have permission.
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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.

How can we link this event to our Philosophy?	The Reggio Emilia Approach recognises children as social beings with a focus on the child in relation to many things, such as their family. Children's families are a partner, collaborator and advocate to their learning. Bronfenbrenner's theory 'Ecological Systems Theory' focuses on how a child's environment (ecosystem) influences their development. There are four stages/parts to the theory. Click this link to learn more. First there is Microsystem – the child's closest circle who influences them the most. Grandparents would fall into this category for most children who see their grandparents regularly. Core Value: Our 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. 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.
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How does this event link to the AEDC Data?	Physical Health and Wellbeing		
	Area	At Risk	Vulnerable
	Stirling	8.9%	8.4%
	Joondalup	8.1%	5.4%
	Wanneroo	11.9%	8.2%
Family stability is a protective factor that supports children's physical health and wellbeing. This even can be used as an opportunity to equip families with knowledge, skills and support that influences and enhances children's health and wellbeing outcomes. Involve children in			

	planning and preparing the flow of the day, to build on their knowledge and wellbeing dispositions.												
	Social Competence												
	<table><tr><th>Area</th><th>At Risk</th><th>Vulnerable</th></tr><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></table>	Area	At Risk	Vulnerable	Stirling	12.8%	6%	Joondalup	9.6%	4.4%	Wanneroo	13.5%	7.5%
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	Inviting families into the service provides children with the unique opportunity to nurture and support their developing social skills. Children can be supported to value the diversity of the families, leading to meaningful and positive relationships.												
	Emotional Maturity												
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	Alone we can support children to cope with education and care environments, but the development of these skills require practice across a range of different settings and situations. Working closely with family and extended family can only support children to develop these skills to a greater level.												
	Language and Cognitive Skills												
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	By inviting extended family into the service to share their knowledge, skills and culture children experience other’s knowledge and can be invited to reflect and ask questions.												
	Communication and General Knowledge												
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	Learning to communicate is about more than words, its about learning to effectively listen and to make sense of the communication of others. Listening to and engaging with others, in particular older family members, help children make sense of the world by learning to show general understanding of concepts. You are supporting this by inviting family in to share stories and knowledge.												

How does this link to the ECA Code of Ethics?	In relation to children, I will: • Act in the best interests of all children • create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning • value the relationship between children and their families and enhance these relationships through my practice In relation to families, I will: • support families as children's first and most important teacher and respect their right to make decisions about their children • 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 • 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 • respect families' right to privacy and maintain confidentiality. In relation to my profession, I will:
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Event Fact Sheet

	base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work In relation to community and society, I will: collaborate with people, services and agencies to develop shared understandings and actions that support children and families
How does this event link to the UN Rights of the Child?	Article 3: All organisations concerned with children should work towards what is best for each child. Article 13: Children have the right to get and to share information, as long as the information is not damaging to them or to others. Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their culture and other cultures.
How can we link this event to Aboriginal and Torres Strait Islander culture?	Family is at the heart of Noongar culture. Noongar ancestral connections are like an intricate system of roots, reaching back to the Dreaming or Nyitting. Noongar families are different from the Western 'nuclear family'. Although they tend to be large, Noongar families are close-knit. Its as though relations are a step closer. A child may have several relatives who are part of their extended family that have a grandparent-like relationship with them.
How does this event link to the National Quality Standards?	Element 1.1.1 Approved Learning Framework Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. Element 1.1.3. Program Learning Opportunities. All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning. 1.2.1. Intentional Teaching. Educators are deliberate, purposeful, and thoughtful in their decisions and actions. 5.2.1. Collaborative Learning. Children are supported to collaborate, learn from and help each other 6.1.1. Engagement with the service. Families are supported from enrolment to be involved in the service and contribute to service decisions. 6.1.2. Parent views are respected. The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. 6.2.2. Access and participation. Effective partnerships support children's access, inclusion and participation in the program.