

CELEBRATIONS POLICY

We aim to celebrate days that are meaningful within our community in ways that are culturally sensitive and inclusive. We aim to ensure all experiences offered within the learning spaces are developmentally appropriate, meaningful, inclusive and provide creative opportunities for authentic artistic expression.

'From before birth children are connected to family, communities, culture and place. Their earliest learning, development and wellbeing takes place through these relationships, particularly with families, who are children's first and most influential educators. ... Educators understand children may come from diverse backgrounds and acknowledge this in each child's Belonging, Being and Becoming.' (EYLF, 2023, p. 6).

Leadership Will:

- Ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- Ensure families have access to this *Celebrations Policy*
- Support co-ordination with incorporation of relevant, culturally based experiences and celebrations within the children's program which address different learning opportunities, including: fostering a sense of belonging and inclusions for every child, family, and staff member (EYLF, 2023,p.6); increasing children's understanding of, and respect for, diversity, similarities and differences (EYLF, 2023, p.16); raising children's self-awareness and confidence, providing for children's holistic development and supporting a positive identity for every child and family (EYLF, 2023,p.30).
- Ensure cultural responsiveness is evident in everyday practice as educators respect multiple cultural ways of knowing, doing and being as they celebrate the benefits of diversity
- Ensure cultural celebrations that are significant to our families and relevant to our broader community are implemented within the service when possible
- Ensure stereotypes about particular celebrations/cultural events are not assumed
- Ensure sensitivity to issues such as family composition is respected (e.g.: Mother's & Father's Day)
- Ensure the Service has an '*Events Calendar*' that is used to support such events throughout the year. We ask that families add their celebration to the calendar so educators can prepare the program.
- Actively support staff to ensure creative experiences offered are developmentally appropriate inclusive, and process oriented (rather than product-oriented art).
- Support staff understanding that process art is best practice and characterised by:
 - no specified outcome
 - no step-by-step directions
 - no sample for children to follow
 - work is entirely the children's own, both in product and whether or not to participate

- Support educators to make alternate arrangements if families would prefer that their child does NOT participate in such celebrations
 - if this is the case, we will respect the rights and feelings of this child and will provide an alternative experience for them to participate in so that they do not feel that they are being left out
- Ensure families are encouraged to be involved in the preparation and/or the celebration in the Service
- Ensure educators remain current with the professional knowledge and skills that support planning for and engaging in culturally inclusive practice.
- Support liaison with our local Aboriginal educational consultative group to provide advice on relevant cultural celebrations and correct protocols to be followed (e.g., NADIOC Week, Sorry Day, National Reconciliation Week)
- Ensure safety issues are taken into account prior to the implementation of celebratory experiences and risk assessments completed to identify, manage and minimise the risk of harm to children
- Ensure all requirements in our *Nutritional Food Safety Policy* are adhered to when planning for celebrations.
- Professional Development is considered as a tool to assist to expand educator's knowledge of cultural awareness and cultural celebrations.

Educators Will:

- Ensure risk benefit assessments are completed prior to any celebratory experiences which may present additional risk (i.e. use of candles).
- Ensure full risk assessment will be submitted to the nominated supervisor/responsible person prior to such celebrations.
- Be aware of cultural tokenism and stereotyping.
- Encourage and support family members to be involved in sharing their customs and celebrations with our Service.
- Ensure children have the agency to make choices about the celebrations they would like to participate in, engaging families to give advice on customs.
- Ensure that children have the resources and time necessary to be able to celebrate effectively.
- Provide young children and toddlers with materials that reflect a significant event or celebration, which they have recently participated
- Ensure that families who do not wish to be involved in celebrations have an option to not participate.
- Provide opportunities for children to participate in open-ended celebration activities
- Provide a flexible program that enables children to have agency about the activities in which they participate.
- Celebrate traditions and customs relevant to children and community.
- Invite educators and families to share their own personal experiences of celebrations.

- Ensure resources such as picture storybooks, images, and music are reflective of contemporary celebrations to which children can relate.
- Be respectful of all religions and cultural backgrounds.
- Participate in professional development to raise cultural awareness around cultural celebrations.

Families Will:

- Ensure they are aware of the celebrations policy.
- Provide information and contribution to the curriculum planning where relevant and able with regard to different celebrations observed by their family.
- Observe the safety requirement that all food provided for children be prepared in our kitchen to ensure oversight of all dietary and allergy requirements.

Policy Sources:

Australian Children's Education & Care Quality Authority. (2014).
 Australia Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
 Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022
 Early Childhood Australia Code of Ethics. (2016).
 Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023).
 Guide to the National Quality Framework. (2017). (Amended 2023).
 Revised National Quality Standard (2018).

Links to National Quality Standards:

Quality Area 1: Educational Program and Practice

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.

Quality Area 2: Children's Health and Safety

2.1 Health: Each child's health and physical activity is supported and promoted.

2.1.3 Healthy Lifestyles: Healthy eating and physical activity is promoted and appropriate for each child.

Quality Area 6: Collaborative partnerships

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.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
90	Medical conditions policy
155	Interactions with children
162	Health information to be kept in enrolment record
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

Record of Policy Adoption and Amendment:

Version	Date	Details	Author	Approver
1.0	March 2024	Policy adopted.	Roslyn Usher	Governing Council

Policy Implemented: March 2024

Last review:

Next Review: March 2025