

Reggio Emilia Australia Information Exchange



Transforming End of Year Celebrations

Quotes and Provocations

Instead of using these provocations for 'reflection', we hope that you will use them to assist in a process of 'diffraction' that generates uncertainty and new ways of thinking.

"Donna Haraway proposes diffraction as an alternative to the well-worn metaphor of reflection. As Haraway suggests, diffraction can serve as a useful counterpoint to reflection: both are optical phenomena, but whereas reflection is about mirroring and sameness, diffraction attends to patterns of difference" (Barad, 2007, p.29).

All I want for Christmas is no othering

"Early childhood settings are institutions, and we need to ensure that they are places where the Other is not made into the Same, but places that embrace diversity, difference and otherness, for new possibilities and potentialities" (Dahlberg & Moss, 2005, p. 2).

Carla Rinaldi

"What I feel today is a society of fragmentation, fragmentation not as a possibility, but as a loss of meaning. We are losing the possibility of reflecting, and finding meaning, building meaning. Constructing meaning is the right word. Everything is a show. Everything is entertainment. I am not against episodes or events. I am against a culture that isolates them and does not allow you to have time for reflecting and understanding and constructing meaning in your own life and with others. This is why making learning visible can be risky, because it can be misunderstood, it can become a show" (Rinaldi, 2006, p.202).

Celebrations and the NQF

It is expected that educators and services:

- Use diverse resources to celebrate different cultures and backgrounds.
- Explore opportunities to support families to celebrate and share their strengths, beliefs and culture with children, families and the service team.
- Celebrate diversity.
- Invite and support families, including extended family members to participate in the program and events at the service (ACECQA, 2020).



Transforming End of Year Celebrations

Celebrations in Reggio Emilia

"Sensitive observation and documentation of ordinary, rich events such as telling stories about drawings allowed teachers and parents to expand the boundaries of their imaginations and to give a gift to their children , the meaningful gift of giving life and narrative to their drawingsthe value lies in 'giving it back'" (Giamminuti, 2013, p. 116).

Dominant Discourses

Graduation Ceremonies

Christmas Concerts

Image of the Child

"There are hundreds of different images of the child. Each one of you has inside yourself an image of the child that directs you as you begin to relate to a child. This theory within you pushes you to behave in certain ways; it orients you as you talk to the child, listen to the child, observe the child" (Loris Malaguzzi, 1993, p.1).

Prologue

One of Malaguzzi's teachings is to avoid getting caught in any cage, even it is made of gold (Hoyuelos in Moss, 2014, p. 9).

Who are we listening to?

"in order to educate ourselves, we must try to understand differences rather than wanting to cancel them. This means approaching each individual in terms of his or her background and personal story, and with great sensitivity" (Rinaldi, 2006, p. 140).

In conclusion:

"We are convinced that to truly celebrate the work of children means that teachers communicate with each other, with parents, and with the larger community the work that they are doing – including their doubts, their triumphs, their problems and solutions: in working with children and in working with parents, and in changing the space. If they are able to communicate this with others, it means that they have reflected on it and they understand it. They are telling their story, they are truly celebrating"(Gandini, 1994, p. 55).

"Thinking and feeling are not simply about seeing the world as it is but having ideas about it and interpreting experience to give it meaning.

Different communities live differently according to the ideas they have and the meanings they experience. In a literal sense, we create the worlds we live in. We can also recreate them. The great revolutions in human history have often been brought about by new ideas: by new ways of seeing that have shattered old certainties. This is the essential process of cultural change" (Sir Ken Robinson, 2011, p. xvi).



Transforming End of Year Celebrations

Questions to critically reflect on:

What meaning and value do celebrations have in our lives?

What value might memory have in the process of searching for identity and future?

What kind of event or events might characterise and give meaning to a time of celebration?

Do your celebrations create a sense of belonging and make children's learning visible?

Do your celebrations serve the values that you have embedded in your philosophy statement?

How do you ensure that your celebrations are culturally inclusive?

References:

ACECQA, (2020). Accessed on October 29, 2020, from: <https://www.acecqa.gov.au>

Barad, K. (2007). Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning. Durham: Duke University Press.

Dahlberg, G. & Moss, P. (2005) Ethics and Politics in Early Childhood Education. Routledge U.K.

Gandini, L. (1994) Celebrating Children Day by Day in Reggio Emilia, Child Care Information Exchange, Redmond, WA

Giamminuti, Stefania. (2013). Dancing with Reggio Emilia: Metaphors for Quality. Pademelon Press. Mount Victoria, NSW

Malaguzzi, L. (1994) Your Image of the Child: Where Teaching Begins. In Exchange, Issue 3, 1994. Article sourced from

<https://www.reggioalliance.org/downloads/malaguzzi:ccie:1994.pdf>

Malaguzzi, L. (2004). Walking on Threads of Silk. In Children in Europe: Celebrating 40 years of Reggio Emilia-the pedagogical thought and practice underlying the world-renowned early services in Italy. March 2004. Scotland: Children in Scotland.

Moss, P. (2010) What is Your Image of the Child? In UNESCO Policy Brief on Early Childhood. No 47 January-March 2010.

Article sourced from

Moss, P. (2014) Transformative Change and Real Utopias in Early Childhood Education, Routledge, UK

Reggio Children. (2010) Indications, Preschools and Infant-Toddler Centres of the Municipality of Reggio Emilia.

Rinaldi, C. (2006). In dialogue with Reggio Emilia - Listening, researching and learning. U.K: Routledge.

Citing Reference:

Reggio Emilia Australia Information Exchange, (2020). Transforming End of Year Celebrations. Quotes and provocations for Transforming End of Year Celebrations Webinar. Australia, REAIE.

© Reggio Emilia Australia Information Exchange

