

**Educators**

*The dignity and rights of every child are maintained.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 5.1.2 and understood it's closely linked to the UN Convention on the Rights of the Child which Australia has agreed to uphold. The Convention promotes the dignity and worth of all children, regardless of their backgrounds, gender or abilities. It also promotes each child's right to be protected from physical or mental mistreatment.



The United Nations Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability.

By agreeing to undertake the obligations of the Convention on the Rights of the Child, Australia has committed to protecting and ensuring children's rights. This includes Article 19 of the convention, which states that children have the right to be protected from being hurt and mistreated, physically or mentally.

Please print, display and use the supplied PDF 'A simplified version of the United Nations Convention on the Rights of the Child' to assist with this week's learning activities.

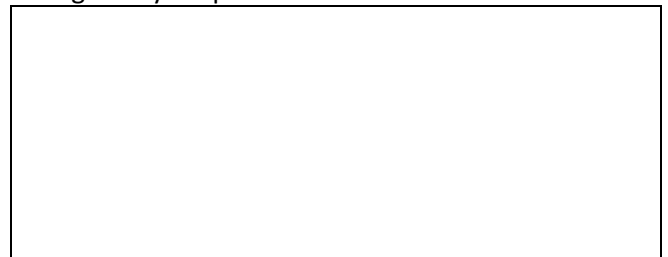
Article 18 says 'Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help

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parents by providing services to support them, especially if both parents work'.

Currently in Australia we have a child obesity health problem. Research findings clearly identify added sugar to soft drinks and the high concentration of sugar in fruit juice to be a leading cause of this obesity problem. When you read Article 18 it might be difficult for us to see how some of our parents are meeting it. However, if we read the second part of the Article we can see how the government is enlisting us to provide help. What ways do you promote healthy eating with your parents?



Many centres promote healthy eating very well. Here is a poster made by a service to show how much sugar is contained in different foods.

This is a very effective tool and could be extended by creating a chart with the children identifying the foods they eat. Families could then assist by identifying the amount of sugar in those foods and bringing them in to add to the large chart.

**A rights-based approach** involves focusing on the child's role in the program, actively listening to children, asking questions to deepen understanding and organising environments which children can engage with and own.

**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.**

**Children’s documentation**

Is children’s observations learning documentation written by an educator? Is it accessible to the children? Try sharing it by giving it to them to read, and helping y9unbger children read their learning stories etc. What could you do to improve?

**Photos**

Educators might take a lot of photos of children, but do we sit down and discuss these photos with the children? What would the children say about their photos? What could you do to improve?

**Digital portfolios**

If you prepare samples of children’s learning for parents please be very critical and don’t assume parents read them or show their child. Many parents look at them online during work hours. How could we share the children’s digital portfolios with them? What could you do to improve?

**Article 12 Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.** This Article assumes that children are capable of forming their own opinions and outlines the responsibilities of adults to listen to and incorporate children’s views in matters that are relevant and meaningful to them.

**Employing new educators will affect the child.**

Do the children get a say on who we employ? Can we

get a child on the interview panel when employing new educators? What could you do to improve?

**Indoor/outdoor/community play**

Are children in the room or their outside play area all session? Does the child get a choice on where they would like to be? This could be at the shops, park or other places? What could you do to improve?

**Menu**

Do children get to pick what is on the menu? Do they create the menu with the chef? How could you teach them about healthy choices so they could select those? What could you do to improve?

**The room/inside spaces**

Do the children get to say how they want the room/inside spaces to be run eg afternoon tea, activities etc? What could you do to improve?

**Excursions**

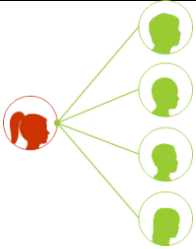
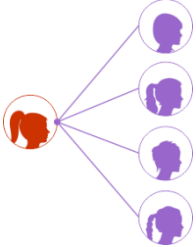
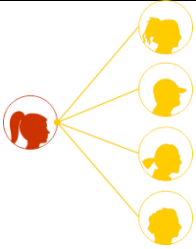
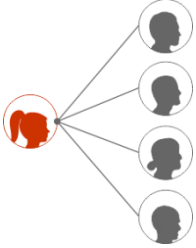
Do children get to choose the excursion they want to go on? What could you do to improve?

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- Is the UN Convention on the Rights of the Child something we could consider when reviewing our Service Philosophy? (included in Improvement example)
- Could I be doing more to support the identity and self-esteem of children from minority cultural groups?
- Are my words, tone, expressions and body language always positive and consistent when a child’s very angry and upset – or does my tone for example convey negativity?

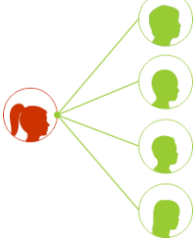
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>	<p>I thought that was a great idea. I want to try it. Just ‘cos I’m a kid doesn’t mean they should always get to decide. (Harvey)</p>	<p>Miss Shania relayed Harvey’s idea to the RL thinking it would give her a bit of a laugh. However, the RL had recently displayed the UN Convention in the room and decided educators could benefit from reviewing the Convention during their next team meeting. The EL joined the meeting too and noted there was considerable overlap between many of the Articles, MTOP and the NQS eg Element 1.1.2 Child-centred. Educators understood they needed to respond in positive ways and seriously consider each child’s ideas.</p>
 <p><b>an educator</b></p>	<p>Harvey wants to make a mud pit. OMG! Can you imagine the mess and what families would say when their kids come home covered in dirt. (Miss Shania)</p>	
 <p><b>your families</b></p>	<p>It’s good that the kids do messy play at ‘school’. I sure don’t want to do it at home and them have to clean that up as well.</p>	
 <p><b>theorist and current research</b></p>	<p>UN Convention on the Rights of the Child: Article 12 You have the right to give your opinion, and for adults to listen and take it seriously</p>	

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Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p><b>a child</b></p>		
 <p><b>an educator</b></p>		
 <p><b>your families</b></p>		
 <p><b>theorist and current research</b></p>		

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### Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

#### Instructions

For a <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<i>Please give a recent example where you've supported children to make choices and experience the consequences of those choices.</i>	<i>Please explain how your relationships with children are guided by an understanding of and commitment to the dignity and worth of each child and ensuring children's rights.</i>
<i>Please give an example where you've modelled respect for diversity and encouraged children to identify and challenge discrimination.</i>	<i>Please give an example where you and your team reflect from a social justice and equity perspective on how your interactions support all children's dignity, rights, cultures and best interests, including those from an Indigenous background.</i>
<i>Please give an example where you've pre-empted potential conflicts between children and managed disruptive behaviour through positive support and guidance.</i>	<i>Please discuss how you include the voices and priorities of your children and families to maintain the dignity and rights of every child (Included in strength example).</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

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Checklist

### Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 5.1.2. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

### The checklist keys to use.

**E = Embedded** I do that **ALL** the time

**K = I know** I need to do that, but I don't do it all the time

**T = Please teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Do you help children make choices and let them experience the consequences when there's no danger of harm?					
Do you talk with children about their positive behaviour?					
Do you acknowledge children's growing maturity and give them more independence as they get older?					
Do you look out for situations where conflict between children may occur or escalate and manage the situation so this doesn't happen?					
Do you <i>always</i> act in positive ways with children, even when they're very angry or upset eg through your words, tone, expressions, body language, empathy and behaviour guidance?					
Do you help children respond in positive ways to difficult situations or interactions with others using a range of strategies?					
Do you encourage and support children to 'call out' discriminatory actions or comments?					
Do you regularly discuss with children the importance of empathy, treating others equally and the benefits of diversity?					
Do you promote and celebrate each child's unique identity, including their family and culture?					
Do you find and work with resources that reflect your diverse families, children and community?					
Do you work with families, schools and other professionals to support each child's needs and identity?					
Do you regularly reflect on your teaching practices, behaviour and values, and how these may affect a child's self-esteem and identity?					

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