



Educational Leader

There is an effective self-assessment and quality improvement process in place.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 5.1.2 and understood promoting each child's dignity and rights is about:

- respecting and promoting each child's identity and abilities regardless of their culture, gender, religion, views, family demographics etc
- encouraging each child to voice their opinions, and ideas, and acting on them in a meaningful way
- protecting each child by providing safe, positive and stress free physical and social environments.

This week we continue with last weeks' review of the article about inclusive practices – also an essential part of promoting children's dignity and rights as inclusive practice in this context is practice that promotes a culture of equality, social justice, participation and recognition in the social space of an early childhood Service – and it's discussed from a behaviour management perspective.

Remember the rationales discussed are the 'Essentialist' and the 'Relational' as summarised below.

Issue	Essentialist	Relational
Identity	Stable & determines how we act	Fluid & shaped by continual interactions
Social rules & norms	Consists of a basic structure	Varies between & within different groups
Social competence	Know & act in line with basic structure	Know & act in ways suitable for specific context.
Problem identification	Problem children lack social competencies	The conditions to build child-teacher & child-child interactions are not suitable
Level of problem	Individual	Structural & interactions

Strategy for solving problems	Changing the conduct & personality of children. If too demanding, removing children.	<ul style="list-style-type: none"> • Reflexive pedagogy* • Better conditions eg ratios
Method	<ul style="list-style-type: none"> • More (rigid) rules, structures & limits • Observation schemes for diagnosis • Special institutions or groups for problem children 	<ul style="list-style-type: none"> • Looking critically at one's own contribution to the interaction • Clear communication about expectations & demands • Small groups for all children
Value orientation	Children assimilate & submit to existing conditions & social order.	Inclusion, addressing equality, mutual recognition, social justice & participation.

Let's look at the **second scenario**: *constructing the causes of the problems as parents' inadequate upbringing of their children*

"Children and young people today are very individualistic and egoistic. Everything is about me, me and me. ... Children are very much searching for the limits, and the parents have difficulties in setting them. I think it is very general that children are allowed too much."

"... we agreed on the necessity of running more structured. ... Thus, we have created more rules about how to behave to make it possible to bear each other. ... Now they have to sit down and wait for each other before unpacking their lunch boxes – so that it doesn't become wild chaos."

Some points to note:

- parents who don't set limits (ie don't competently raise their children) cause the problem

5.1.2 Dignity and rights of the child

- it's assumed children's personalities are the product of they're upbringing
- one strategy to manage the children is to 're-socialise' them – so they adjust to social norms which are seen as universal rather than contextualised to the children's service
- the stressful environment is (partly) explained by the children's social incompetence – not, for example, the difficulty they might have adjusting to a more rigid environment than they may find elsewhere.

The **third scenario**: *constructing a need for segregation*

"The problem children have got a room of their own... We have employed two extra teachers to take care of these children. This arrangement has provided more space for the normal functioning children, and also for the copycats who settled down. It is a much safer environment... Further, it is now possible to carry out planned activities and create an everyday life with possibilities of development. And also the 'problem children' profit very much from it. It creates more peace and order...."

Some points to note:

- the 'problem children' prevent teachers from providing a safe environment and implementing learning activities
- the 'problem children' benefit from being in a smaller group and interacting more closely with teachers - which is not possible in larger groups
- the ideal environment requires peace and order, and verbal interactions
- removing the 'problem children' excludes them – they are the problem rather than the environment (eg the need for improved teacher – child ratios) or teachers' competence etc

Once again you can see that this is an 'essentialist' approach which does not fit with the relationships based approaches of the EYLF/MTOP.

Do you have 'problem children' at your Service? Do educators focus on the problems with the children or families without considering how they can improve the environment, daily routine, activities and experiences, or their interactions with children?

What beliefs do your educators hold – are they 'essentialist' or 'relational' in nature?

Source Hanne Warming (2011) Inclusive discourses in early childhood education International Journal of Inclusive Education, 15:2, 233-247

5.1.2 Dignity and rights of the child

HIV/AIDS Policy

- Children with HIV will be accepted into the service and their privacy respected
- Children with HIV assessed by their doctor before they are excluded from the service
- Educators will follow all hygiene procedures including those dealing with body fluids/blood to prevent the spread of infection
- A disposable mouth to mouth mask will be used to perform CPR
- Children who have abrasions or open wounds will cover them at the service, and if this is not possible they will be excluded until the wound has healed or can be covered.

Head Lice Policy

- Anyone can get head lice which is spread by direct head to head contact - lice cannot jump or fly
- An educator may discreetly and respectfully examine a child's head if they suspect the child has head lice
- If head lice are identified:
 - educators will ensure there is no head to head contact with other children eg through hugging. If they believe it will be difficult to prevent head to head contact, parents will be contacted to collect the child
 - child must be treated at home with the 'conditioner and comb' method, chemical lice treatment or a combination of both methods
 - child may return the following day if effective treatment has started and there are no live lice on child's head
 - the Nominated Supervisor will place a notice near the service entrance about the head lice outbreak.

Do you have any feedback or comments about this policy? Please include below.

Educator's Name	Educator's Signature

5.1.2 Dignity and rights of the child