



We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating



Educators

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.



Solving Problems with the NQS

Problem the element can solve – educators unintentionally stopping children's friendships developing because they're caught up in the care routine.

Aim: Children's right to develop friendships during routines recognised and promoted.

Select just one point from the element that could help guide or change your practice.

5.1.2 Dignity and rights of the child

Assessors may observe educators

- supporting children to treat each other with dignity and respect in their interactions (page 237 NQF Guide)

Reflect and think about the point in relation to supporting children's friendships

Practice change – The Educational Leader suggested educators video parts of daily care routines to identify how they may be unintentionally obstructing children's friendships - eg when they try and help or interact with other children during meals/toileting etc. Educators noted they sometimes stopped children from helping others or removed them from certain situations in order to complete care activities. They now support children to help their friends.

Problem to improve upon – educators not using opportunities for children to teach each other.

Aim: Children's right to share what they know and can do recognised and promoted.

What to do: Go to NQS element 5.1.2.

Select just one point from the element that could help guide or change your practice.

Assessors may observe children

- supported to make choices and to experience the consequences of these where there is no risk of harm to themselves or another person (page 237 NQF Guide)

Reflect and think about the point in relation to supporting children's collaboration with each other.

Practice change – The Educational Leader asked educators how keen the children were to help set up and implement activities. All educators agreed children love helping. They then reflected on how they may be limiting children's ability to teach and collaborate with other children – eg due to what they believed children could and couldn't do, the lack of support educators provided, educators' views about their role etc. There's now more focus on allowing and supporting children to teach others.

From the list below, select a point and explore how you could promote the rights and dignity of children when:

- managing children's behaviour
- implementing care routines
- responding to children's efforts to help
- responding to incidents/accidents
- planning the program
- dealing with personal information
- discussing diversity and equity issues.

What problem needs to be improved upon?

Aim (selected from the above points)

What NQS Element could help you to think about the problem differently?

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

Create a practice change

5.1.2 Dignity and rights of the child



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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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	

	ED1	ED2	ED3	ED4	ED5
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 always soothe and comfort crying babies?					
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 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?					

5.1.2 Dignity and rights of the child



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:

- Could your beliefs about the way children should behave adversely affect how you support their dignity and rights?
- Could your assumptions about what children can and can't do adversely affect how you support their dignity and rights? (eg see QIP/SAT improvement example)
- Could a stressful environment be influencing children's behaviour eg rigid routines, rules and expectations, large group sizes, curriculum content?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	Mostly our educators teach us things.	<p>During team reflections, the EL helped educators brainstorm ways to support children in helping/teaching others. Suggestions included:</p> <ul style="list-style-type: none"> • asking more open-ended questions • helping children use some of Lloyd Alexander's 'Thinking Keys' (see week 19 2021) • critical reflection on educators' assumptions about what children can and can't do • becoming more aware of how they may unintentionally obstruct children's developing friendships and teaching opportunities by videoing part of their routines and activities • consistently recognising and providing positive feedback when children help or take on leadership roles
<p>an educator</p>	How are we supposed to promote children's right to support, help and teach others? We'll never get anything done!	
<p>your families</p>	We get information from the Centre saying they consider children's interests and strengths – but there seems to be a lot of top down teaching – and not much thought about helping children use those interests or strengths to develop friendships or teach others.	
<p>theorist and current research</p>	<p>UN Convention on the Rights of the Child: Article 29</p> <p><i>Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.</i></p>	

5.1.2 Dignity and rights of the child



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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>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

5.1.2 Dignity and rights of the child



Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding 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>	Embedded Practice <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> (eg see QIP/SAT Strength example).
<i>Please give an example where you've modelled respect for diversity and encouraged children to identify and challenge discrimination.</i>	Critical Reflection <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>	Engagement with families and community <i>Please discuss how you include the voices and priorities of your children and families to maintain the dignity and rights of every child.</i>

5.1.2 Dignity and rights of the child