

The dignity and rights of every child are maintained.

Section 1. Early career educator



You must know

Maintaining the dignity and rights of every child means treating them with respect, fairness, and kindness. It means making sure they have the same opportunities and are not discriminated against because of things like their gender, race, or religion.

For example, when children are treated with dignity and respect, they feel good about themselves and are more likely to succeed in school and in life. This can be done by listening to their thoughts and feelings, giving them choices, and providing a safe and supportive environment.

Another example is acknowledging and celebrating the unique identity and culture of each child. This can be done by incorporating diverse perspectives and experiences into the classroom, using resources that reflect the diversity of the community, and respecting their cultural traditions and beliefs.

When first starting out as an educator, it's important to know some of the fears and behaviours that children may establish specifically if their dignity and rights are not met. For example:

1. When children are not treated with respect and dignity, it can hurt their feelings and make them feel bad about themselves. This can make them feel sad or anxious, which can have a bad effect on their mental health.
2. If children don't feel supported and valued, they might lose interest in learning and school. This could make them not do as well in school and not feel motivated to do their best.
3. When children are not treated with respect, they might be left out of fun activities and not be able to make friends easily. This can make them feel lonely and left out.
4. If children are not treated as important and valuable individuals, they might be more at risk of being mistreated or ignored. This can make them feel unsafe and scared.

5. When children are not respected and valued, it can affect their emotional and social development. They might have trouble making friends and dealing with difficult situations. This can make them feel upset or stressed.



You must practice

It's important to acknowledge and address these fears or perceived fears that children may have. Here is a step-by-step guide on how to do so:

Helping children make choices and experience

consequences: Educators let children make choices, like choosing what to play or eat. They guide them through the challenges that may come with their choices and help them understand the results of their actions.

During free play, an educator notices that a child is having trouble deciding which activity to engage in. The educator sits down with the child and asks what they are interested in. The child expresses an interest in building with Lego, but they also want to play with a puzzle. The educator suggests that they start with building with Lego and then move on to the puzzle later. As the child builds, they realise that they need more Lego to complete their structure, but all the Lego is now being used by other children. The educator helps the child understand that this is a consequence of their choice to build with Lego and encourages them to problem-solve and find a solution, such as asking a peer to share Lego or finding another activity to do while they wait for more Lego to become available.

Acknowledging positive behaviour: Educators notice and praise children when they show kindness, help others, or do something good. This encourages children to keep being kind and helpful.

Giving children more independence as they grow up:

Educators give children more responsibilities and chances to make decisions as they get older. This

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helps them learn how to take care of themselves and become more confident.

An example of giving children more independence could be assigning older children to be "peer leaders" for younger children during an activity or project. The peer leader could be responsible for organising the group and making decisions about how to complete the task. It could be a simple thing like building with blocks or more complicated things like in charge of the composts. This gives the older child a sense of responsibility and leadership, while also giving younger children the opportunity to learn from their older peers.

Managing conflicts between children: Educators notice when there might be a problem and help children talk it out and find a solution. This helps prevent fights and encourages cooperation.

Two children wanted to play with the same toy. One child grabbed the toy from the other, which caused a conflict. The educator noticed the situation and intervened. They calmly asked the first child to find another toy to play with. The educator then helped both children express their feelings and come up with a solution, such as taking turns or finding another toy they both wanted to play with. This prevented the conflict from escalating and encouraged the children to work together to find a solution.

Helping children respond positively to difficult situations: Educators teach children how to deal with difficult situations and talk about their feelings in a positive way. This helps children feel better and work through their problems.

You notice Tommy, is feeling down and upset. You approach him and ask if everything is okay. Tommy tells you that some of his classmates were teasing him during the game and he felt left out.

You acknowledge Tommy's feelings and tell him that it's normal to feel upset when someone is mean to us or excludes us. You then suggest that he take a deep breath and try to calm down, so he can think more clearly about how he wants to respond.

You also remind Tommy that he has the power to choose how he reacts to the situation. You ask him if

he has any ideas about how he could handle it differently next time. Tommy says that he could try to join a different group or talk to the teacher if the teasing persists.

Celebrating each child's unique identity: Educators help children share their own backgrounds, cultures, and traditions. This helps children feel proud of who they are and understand and appreciate others who are different.

Working with families and other professionals to support each child: Educators work with families and other helpers to make sure each child's needs are met. This helps children feel safe, healthy, and happy.

Reflecting on teaching practices, behaviour, and values: Educators think about how they act with children and how they can improve. They may ask for feedback from others to become better helpers.

After reading these points, which one(s) do you think you doing well? Describe your practice in detail so it can go directly into you QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on?

Describe how you could improve your practice.

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