

The dignity and rights of every child are maintained.

Section 3. Learning what is required for meeting.

The following section will show you exactly what to do to ensure your practice is meeting. You **do not** need to complete this section if you have successfully completed 'Section 2'.

Why is the element important?

Element 5.1.2 could help address several fears and behaviours that children may establish specifically if their dignity and rights are not met. For example:

- Impact on self-esteem and well-being:** Children who are not treated with dignity and respect may experience a negative impact on their self-esteem and overall well-being. This can lead to feelings of worthlessness, depression, and anxiety, and may have long-lasting effects on their mental health.
- Disengagement from learning:** Children who feel undervalued and unsupported may become disengaged from learning and lose interest in school. This can lead to poor academic performance and a lack of motivation to succeed.
- Social exclusion:** Children who are not treated with dignity and respect may be excluded from social activities and peer groups, leading to feelings of isolation and loneliness.
- Vulnerability to abuse and neglect:** Children who are not recognised as individuals with inherent dignity and rights may be at higher risk of abuse and neglect, as their needs and concerns may not be recognised or addressed.
- Disruption of social and emotional development:** Children who do not feel respected and valued may experience disruptions in their social and emotional development, leading to difficulties in forming healthy relationships and coping with stress and challenges.

To eliminate these children's fears, or potential behaviours we use what the element is requesting us to do and become meeting.



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:

Help children make choices and experience consequences

Educators provide opportunities for decision-making in different areas, such as choosing an activity, selecting a toy, or space to play in, or deciding what to eat. For example, during free play, an educator could ask a child which activity they want to engage in and then offer guidance and support as the child navigates any challenges that arise. The educator could also reflect with the child on the consequences of their choices, such as how sharing toys can lead to positive interactions with peers.

Acknowledge positive behaviour

Educators provide specific praise and feedback when a child demonstrates positive behaviour, such as sharing, helping, or showing empathy. For example, an educator could say, "I noticed how you helped your friend clean up after afternoon tea. That was really kind and helpful!" This helps to reinforce positive behaviours and encourages children to continue to act in positive ways.

Acknowledge a child's growing maturity and give them more independence as they get older

Educators gradually increase children's responsibilities and provide opportunities for decision-making and problem-solving. For example, you could teach children how to prepare the room for activities or run an activity and give them more responsibility for this task over time. You could also provide opportunities for children to make decisions about their daily routine, such as which games to play.

Manage situations where conflict between children may occur or escalate

Educators observe and identify potential triggers for conflict, such as a limited number of games, toys or different play styles. They can then provide positive

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support and guidance to prevent conflicts from escalating, such as offering alternative activities or teaching children how to negotiate and compromise. For example, an educator could suggest that two children work together on a puzzle, modelling cooperative behaviour and encouraging children to work through challenges together.

Help children respond positively to difficult situations or interactions with others

Educators provide guidance on conflict resolution, communication, and empathy, and offer a range of strategies for managing difficult situations. For example, if a child is upset about another child not sharing, the educator could help the child identify their feelings and offer suggestions for how to communicate their needs effectively. The educator could also encourage children to consider the feelings of others and to use positive language when expressing their own needs and perspectives.

Promote and celebrate each child's unique identity

Educators provide opportunities for children to share their family and cultural backgrounds. For example, an educator could ask children to bring in photos or items from their home to share with the class or read books that feature diverse characters and cultures. The educator could also incorporate cultural traditions and celebrations into the curriculum and classroom environment.

Work with families and other professionals to support each child's needs and identity

Educators communicate openly and collaboratively with families and seek out resources and support as needed. For example, an educator could work with a child's family to develop a plan for supporting a child with a disability or learning difference or collaborate with other professionals such as speech therapists or occupational therapists to support a child's development.

Reflect on teaching practices, behaviour, and values

Educators engage in ongoing self-reflection and seek out feedback from others. For example, complete the reflection sheet about your interactions with children and how they promote dignity and rights, or ask a colleague or supervisor to observe your interactions and provide feedback.

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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