

# 5.1.2

## Dignity and rights of the child

Week 14 – 15.5.2023  
Monday to Friday



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. This process uses the **summative assessment process** from the **new MTOP** Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

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

### Week 14, 15 to 19 May 2023 – 5.1.2 Dignity and rights of the child

# 5.1.2

# Dignity and rights of the child

Week 14 – 15.5.2023  
Monday to Friday

The dignity and rights of every child are maintained.



The MTOP says. "Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children'. 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?
- 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><b>a child</b></p>	<p>I'm just little, but I still want to be treated with kindness and respect by my teachers. Even if I do something wrong, I want to be listened to and understood. I want to have a say in what we do in class, and I want to feel like my opinions matter. I may be small, but I still have rights and I want them to be respected. I hope my teachers will always remember that."</p>	<p>I will strive to maintain a social justice and equity perspective in my interactions with children, families, and colleagues. This includes actively listening to and valuing the perspectives and priorities of all stakeholders, collaborating with others to create a safe and inclusive learning environment, and advocating for the rights and well-being of all children. I will also continue to reflect on my beliefs and biases and work towards creating a more equitable and just society for all.</p> <p>One belief that needs changing is the assumption that everyone has the same opportunities and experiences in life. This belief ignores the reality of systemic inequality and discrimination that exist in society, which can limit the opportunities and experiences of certain groups of people.</p>
<p><b>an educator</b></p>	<p>It is important to reflect on our beliefs and biases about children's behaviour and ensure that they do not negatively impact how we support their dignity and rights. This involves creating a safe and inclusive learning environment where children feel heard, valued, and supported, and where their needs and priorities are considered in decision-making processes.</p>	
<p><b>your families</b></p>	<p>I have experienced instances where educators do not work in partnership with families. This lack of communication and collaboration can lead to a disconnect between what happens in the classroom and what happens at home and can make me feel like my concerns and opinions are not being valued. I want to feel like I am part of my child's education and that my perspective is considered.</p>	
<p><b>theorist and current research</b></p>	<p>Social justice and equity perspective is essential for maintaining the dignity and rights of every child. This perspective involves recognising and addressing the root causes of inequality and working towards creating a more just and equitable society for all.</p>	

**Week 14, 15 to 19 May 2023 – 5.1.2 Dignity and rights of the child**

# 5.1.2

# Dignity and rights of the child

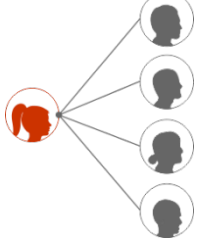
Week 14 – 15.5.2023  
Monday to Friday

The dignity and rights of every child are maintained.



The MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. 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?
- 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><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>		

**Week 14, 15 to 19 May 2023 – 5.1.2 Dignity and rights of the child**