

5.1.2

Dignity and rights of the child

The dignity and rights of every child are maintained.



Week 15
20.5.2024

Section 2. Evaluation and Reflection (Room Leaders and Educators)

Conducted by the room leader along with their educators.



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 EYLF**. 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	

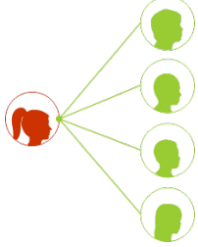
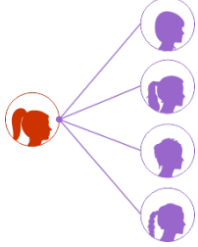
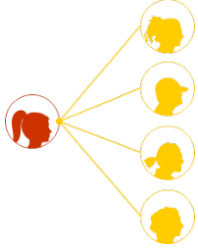
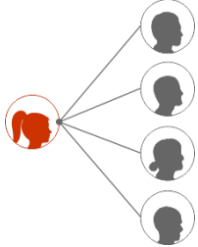
	ED1	ED2	ED3	ED4	ED5
Would a visitor to your room observe you assisting children in making choices and allowing them to experience the outcomes when there's no risk of harm?					
Would a visitor to your room notice you discussing positive behaviour with children?					
Would a visitor to your room witness you recognising children's growing maturity and granting them increased independence as they age?					
Would a visitor to your room see you anticipating potential conflicts between children and managing the situation to prevent escalation?					
Would a visitor to your room observe you consistently interacting positively with children, even when they are very angry or upset, using supportive words, tone, expressions, body language, empathy, and behaviour guidance?					
Would a visitor to your room see you comforting and soothing crying children?					
Would a visitor to your room notice you helping children handle difficult situations or interactions positively using various strategies?					
Would a visitor to your room observe you encouraging and supporting children to challenge discriminatory actions or comments?					
Would a visitor to your room see you regularly talking with children about empathy, equality, and the value of diversity?					
Would a visitor to your room notice you promoting and celebrating each child's unique identity, including their family and cultural background?					
Would a visitor to your room observe you using and engaging with resources that reflect the diversity of your families, children, and community?					
Would a visitor to your room witness you collaborating with families and other professionals to support each child's needs and identity?					
Would a visitor to your room see you regularly reflecting on your teaching practices, behaviour, and values, and considering how they may impact a child's self-esteem and identity?					

Week 15, 20 to 24 May 2024 – 5.1.2 Dignity and rights of the child



The EYLF 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? Point reflected upon below.**

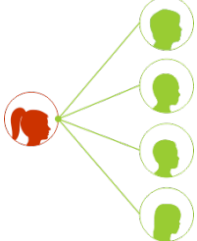
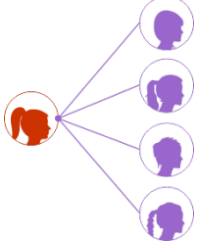
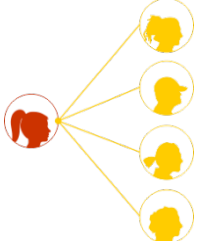
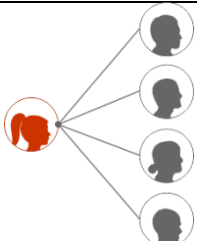
Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>"Sometimes, the classroom feels really busy and there are so many rules to remember. It makes me feel worried that I might do something wrong. I like it when we have time to play and when teachers listen to what I want to do. When things are too strict or too rushed, it's hard for me to have fun and learn."</p>	<p>I will ensure our routines are flexible and allow for child-led activities. I will simplify rules and make sure they are age-appropriate, ensuring a balance between structured and unstructured time to reduce stress and enhance learning.</p>
 <p>an educator</p>	<p>Reflecting on our environment, I realise that strict routines and large group sizes might be causing stress for children. This stress can negatively impact their behaviour and ability to engage in learning. It's essential to create a more relaxed and responsive environment.</p>	<p>I will adapt our daily schedule to include more flexible and child-initiated activities. I will also consider reducing group sizes during certain times of the day to provide a calmer, more supportive learning atmosphere.</p>
 <p>your families</p>	<p>I sometimes feel that the classroom environment is too rigid, which might be affecting my child's comfort and behaviour. I would like to see a more relaxed approach that considers each child's individual needs and preferences.</p>	<p>I will communicate more with families to gather their input on how the environment can be adjusted to better meet their children's needs. This will include discussions on routines, expectations, and ways to incorporate more flexibility and individualised attention.</p>
 <p>theorist and current research</p>	<p>Research indicates that overly strict and stressful environments can hinder children's learning and development. A flexible, child-centred approach is more effective in promoting positive behaviour and engagement.</p>	<p>I will integrate research findings into our practices by creating a more flexible and responsive environment. This includes ongoing professional development to ensure our strategies align with best practices for reducing stress and supporting children's overall wellbeing.</p>

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

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