# 5.1.2 Dignity and rights of the child

The dignity and rights of every child are maintained.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Please give a recent example where you’ve supported children to make choices and experience the consequences of those choices.* | *Please explain how an understanding of and commitment to the dignity and worth of each child and ensuring children’s rights, guide your relationships with children.* |
| ***Supporting Children to Make Choices and Experience Consequences***  *Recently, during a free play session, I allowed the children to choose between an indoor art project or outdoor water play. They chose outdoor play despite overcast weather. When it began to rain, we had to move inside, allowing them to experience the natural consequence of their choice. This taught them the importance of considering weather conditions in decision-making. Additionally, they reflected on the time spent outside and how it affected their subsequent activities.* | ***Understanding and Commitment to the Dignity and Worth of Each Child***  *An understanding of and commitment to the dignity, rights, and worth of each child guide our relationships with children. This includes respecting children's rights to privacy during toileting, changing, behaviour guidance, and sensitive topics. We value children's agency through a child-led curriculum, and we ensure all children, including those with additional needs and from diverse backgrounds, are respected. Educators engage in calm interactions, develop trusting relationships, and never yell at children across the room.* |
| *Please give an example where you’ve modelled respect for diversity and encouraged children to identify and challenge discrimination.* | *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.* |
| ***Modelling Respect for Diversity and Challenging Discrimination***  *In our classroom, we conducted an activity called "Who Does Which Job?" where children explored different professions, breaking down gender stereotypes and promoting gender equity. We discussed how anyone can pursue any job regardless of gender. This was followed by a story session featuring characters from diverse backgrounds, allowing children to see themselves represented and understand the importance of diversity. They were encouraged to speak up when they noticed unfair treatment or stereotypes in their interactions.* | ***Reflecting from a Social Justice and Equity Perspective***  *Our team reflects from a social justice and equity perspective to support all children’s dignity, rights, cultures, and best interests. For example, we have adapted our behaviour guidance strategies to better support children with additional needs and those from challenging family circumstances. We also integrate Indigenous perspectives by including cultural teachings and respecting Indigenous knowledge in our daily practices, ensuring that all children feel valued and included.* |
| *Please give an example where you’ve pre-empted potential conflicts between children and managed disruptive behaviour through positive support and guidance.* | *Please discuss how you include the voices and priorities of your children and families to maintain the dignity and rights of every child.* |
| ***Pre-empting Conflicts and Managing Disruptive Behaviour***  *During a group project, I noticed some tension arising among the children over the division of tasks. Anticipating potential conflicts, I intervened by setting clear expectations and offering roles that aligned with each child's strengths. For instance, I asked a particularly energetic child to lead a physically engaging task, while others took on more structured roles. This proactive approach helped manage the situation positively, reducing frustration and promoting a collaborative environment.* | ***Including Voices and Priorities of Children and Families***  *We actively include the voices and priorities of children and families to maintain the dignity and rights of every child. For instance, we incorporate children's ideas into our activities and experiences, and we promote families' cultures and home languages. We act on families' wishes and preferences, ensuring they align with service policies and national regulations. By respecting privacy rights and fostering open communication, we create a supportive and inclusive environment for all.* |
| *Please give an example where you’ve recognised and spoken with children about their positive behaviour.* | *Please discuss how your practices respecting the dignity and rights of each child align with the principles and practices of the EYLF/MTOP.* |
| ***Recognising and Speaking About Positive Behaviour***  *After a collaborative art project, I gathered the children to acknowledge their teamwork and creativity. I specifically highlighted moments where individuals had shared materials and helped each other, reinforcing positive behaviour. For example, I praised a child who offered to help a peer struggling with a tricky part of the project. This not only reinforced the positive behaviour but also encouraged other children to emulate similar acts of kindness and cooperation in the future.* | ***Aligning Practices with EYLF/MTOP Principles and Practices***  *Our practices align with the EYLF/MTOP principles through secure, respectful relationships, partnerships with families, high expectations, and respect for diversity. For example, we ensure children are not limited by educators' values or beliefs about their capabilities. We adopt holistic approaches that consider physical, personal, social, emotional, and spiritual wellbeing. Our responsiveness to children and emphasis on learning through play and cultural competence ensure we honour and understand differences, creating an inclusive and enriching environment.* |
| *Please give examples of the resources you use that reflect your diverse families, children, and community.* | *Please give an example where you or your team reflections have challenged stereotypes and biases.* |
| ***Using Diverse Resources Reflecting Families and Community***  *In our classroom, we use a variety of resources to reflect the diversity of our families and community. These include books and puzzles that feature different cultures, family structures, and abilities. We have posters showcasing various jobs and environments, as well as inclusive toys like dolls with different skin tones and abilities. We also celebrate cultural festivals from around the world, inviting families to share their traditions and stories, enriching our learning environment with real-life experiences.* | ***Challenging Stereotypes and Biases***  *Our team regularly reflects on and challenges stereotypes and biases. We address cultural biases, preconceptions about refugee families or single parents, and gender biases. For instance, we promote equitable roles for male educators and actively challenge the notion that children with behaviour management needs are "bad." By examining and challenging these biases, we ensure a fair and respectful environment where all children and families are valued and supported.* |