

Reflecting on children's rights



Does your program happen 'to' or 'with' children?

Children have the right to be active citizens within the community of your service. If they feel like they are on a conveyor belt of the day with no freedoms or voice then your program is happening to them, and this often leads to dysregulation or disengagement.



How do children have autonomy in the service?

Children should be able to make decisions over their own needs and wants, such as whether they are hungry or tired, whether they want to be social or alone, what sorts of experiences they enjoy, what preferences they have, who they feel safe with.



How do educators respect children's wishes?

Being willing to adapt and change your practices, as adults, show a respect for the needs and wishes of the children. Adults have much more developed regulation skills and neurological capacities so children should be supported to minimise dysregulation for them, not prioritising adult's needs.



How do you advocate on behalf of children?

Children deserve a voice within service decisions however based on their age and abilities this may not always be achievable in person. To ensure that this happens educators should speak on behalf of children when decisions are being made to ensure they support positive outcomes for all.



How do you change practices that don't work?

Children have the right to access and participate in the service in a way that supports positive outcomes for all. If your practices create barriers for some children then having a reflection process that explores ways to change these practices supports the rights of the children being met.