



Children's Week 2016

Briefing Information for Early Childhood Educators UNCRC 17

United Nation Convention on the Rights of the Child, Article 17:

Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to consider the fact that children make up a significant part of their audience and as a result work to provide information that children can understand and to not promote materials that could harm children.

Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to a variety of media, including children's books.

Article 17 and early childhood education:

Supporting young children to successfully engage with the world around them is a key part of the work of early childhood education. As well as working to ensure that children's voices are heard in our community, this also means allowing the community into the lives of children in the centre.

Authentic engagement of children in their communities and the ideas and experiences of the wider world enrich children's agency development, enriches self-identity and encourages a sense of belonging. It also widens children's learning opportunities, offering varied ways of engagement that are different to those that may occur at home.

Young children are far more likely to access mass media entertainment than they were in the past, particularly television - so we should not necessarily just be increasing that access.

Article 17 is a fantastic provocation for early childhood education to look at what forms of media can be accessed to support children to learn. Learning Outcome 4 explores children's connections and contributions to their world, and suggests that educators can support this through providing "opportunities for children to investigate ideas, complex concepts and ethical issues that are relevant to their lives and their local communities." Educators should think about what information about their community is important to children's health and wellbeing, and then how they can support children to safely engage with that information.



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Responsive planning for children involves seeking children's ideas and voices. It is essential that in any experience provided for children based around one of the United Nations Rights, we always consider Element 5.2.3 of the National Quality Standard - "the dignity and the rights of the child are upheld at all times". This means that how we communicate about children should always position them as confident, competent and capable learners - not "cute" for the amusement of adults.

Ideas for early childhood education and care services:

Throughout Children's Week 2016, there are many creative and innovative ways to engage with Article 17. Here are some simple ideas that can get you started:

- Visit your local library - one of the best sources of information out there! As well as books, children can also engage with IT, audiobooks and more.
- Does your service put out a newsletter for families? Develop it with children for this week, including images, quotes and ideas for topics from the children in your service.
- Look for books in languages other than English, and explore the different words with children. Ask your community of families if they could share these books in their home languages.
- Network with other centres in your area and ask for copies of their newsletters or other publications and share them with children - maybe even make some connections online with a service in another State or Territory, or another country!
- Work with children to document what things they believe are important in their community.
- Did you know the Early Years Learning Framework has been translated into a variety of languages? Use this Week to share these with all your families and children. (<https://docs.education.gov.au/node/2014>)
- Engage with a range of media and ask children to document what they think is important in their worlds (the service, their homes, the wider community). Children could take images with cameras, draw, take video.
- Some services may focus on the health and wellbeing aims of this article - check out <http://kidsmatter.edu.au/early-childhood> for a range of resources to support children's mental health, and share them with families.
- During meal times, engage in planned discussions with children around nutrition and the importance of healthy eating and physical activity.



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- Look into some of the media out there that is targeted at children and families - such as the new Crinkling newspaper (<http://www.crinklingnews.com.au/>) and Kinderling Radio (<https://www.kinderling.com.au/>)
- Teach children about their rights. UNICEF has a series of photo essays that can be used to prompt discussions with children about their rights and the rights of children all over the world. (<http://www.unicef.org>)
- Plan for teaching protective behaviours. A key component of child protection is helping children to identify who to tell if they have a problem. Help children to identify an adult safety network. Further information can be found to guide you at www.danielmorcombe.com.au
- Identify quality educational software and apps for parents, encourage educational engagement with technology through play with computers and ipads.
- Provide children with information about online safety. Work with children to identify suitable guidelines to minimise children's risk and exposure online. Support this through providing families with information too.
- Identify and provide support agencies for children, and provide numbers. Lifeline, kids help line etc.

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