

Children’s Week



Date:	21 st – 29 th October
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Children have the right to relax, play and take part in activities they enjoy.

– Article 31 United Nations Convention on the Rights of a Child

<p>What is the special event?</p>	<p>Children’s Week is a week dedicated to celebrating children, promoting the Rights of the Child as proclaimed by the United Nations in 1954. It reminds us of our responsibility to advocate for children as citizens and their right to a positive childhood and contributes to the increased understanding and recognition of the Rights of the Child.</p> <p>Each year, the Children’s Week Council of Australia selects an article that becomes the theme for Children’s Week across the country.</p> <p>The theme of the 2023 Children’s Week is:</p> <p style="text-align: center;">Children have the right to relax, play and join in a wide range of leisure activities.</p> <p>The Children’s Week National Theme for 2023 is based on UNCRC Article 31: All Children have the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.</p>
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<p>Why is it important to Keiki Early Learning?</p>	<p>What are the Rights of the Child?</p> <p>In November 1989, a document called The UN Convention on the Rights of the Child was written, listing all the rights that all children have. In 1990, Australia ratified the Convention on the Rights of the Child, solidifying our duty to ensure all children in Australia enjoy the rights set out in the document.</p> <p>Children as well as adults have human rights. Adults and Governments have extra responsibilities to make sure that children can access all of their rights because they are growing, learning and sometimes need extra protection because of their age.</p> <p>A good understanding of the rights of children and how you uphold these rights is critical to your role as an early childhood educator. Both the Education and Care National Law and Early Years Learning Framework incorporate the convention, and these documents guide our daily practice and ensure we reinforce children’s rights in everything we do and every decision we make.</p> <p>UNCRC Article 31: All Children have the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.</p> <p style="text-align: center;">This right, simply put means “Children have the right to play.”</p> <p>As adults, the idea of leisure time is something we hold dear. It forms the building blocks of our work-life balance and promotes the idea that we should do things to make us happy.</p> <p>For children, the right to play, rest and engage is the first step on the path to learning success. It encourages broader social interactions, awareness of physical activity, and introduces each child to hobbies that can stimulate creativity, cognitive growth, and</p>
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	<p>academic development in areas such as literacy and numeracy. Article 31 promotes the idea of children having time to themselves. Having time to play alone gives children time to build their imagination, explore their interests and develop their skills in different areas.</p> <p>Ultimately, play promotes new ways of thinking, builds self-esteem and helps children understand their own emotions and the emotions of others. Through social and individual play experiences, children are introduced to greater learning that supports what they learn in the classroom and at home.</p>
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What are our expectations?	<p>Critical Reflection as a room/team on the following:</p> <ul style="list-style-type: none">- The physical environment both inside and outside and how it promotes the children's access to play and rest- The routine and rhythm of the day <p>Whilst the idea of child rights may seem too difficult for very young children, we know that from a very young age children are actively developing the skills to understand complex concepts. Their sense of right and wrong, their identity as socially responsible beings and their sense of fairness are all growing and developing. Teaching children about their rights is an important part of this development- even children who are too young to read the rights themselves.</p> <p>In fact, Article 42 of the rights states that all children have a right to learn about their rights. We have a duty to teach children about their rights. You should have the rights of the child displayed at your service. If you don't, please print and display this poster, which lists the rights in child-friendly language. You can also use it as a resource when speaking to the children.</p> <p>Children from a young age can understand and use the language of rights in context. Even children as young as 2 can identify some rights, such as having a right to clean water and healthy food, to have a home, to play and express their views.</p>
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Activity Ideas	<p>Here are some ideas to get you started. You may wish to use some of these or create your own. Take input from educators, children and families and choose activities that have meaning for your service.</p> <p>Explaining this right to children may be daunting at first, but by starting with basics you will find it can be educational and meaningful.</p> <p>You can tell them a story, 'A long time ago people from all over the world got together to talk about children. They all thought that every child is special, and they should all be treated the same. It doesn't matter if you are big or little, it doesn't matter where in the world you are from, what language you speak or what you look like, you are all very special. Those people wrote down a list of rules to keep children happy, safe and healthy. They called this list children's rights. One of the things that children have a right to, is being able to play and rest with their friends.</p> <p>Listen to and learn the children's weeks songs - https://childrens-week.org.au/songs/</p>
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LINKING THIS EVENT TO RESOURCES AND DATA

To support educators, educational leaders and early childhood teachers we link each event with important and valuable resources that support and inform our decision making at Keiki.

<p>How can we link this event to our Philosophy?</p>	<p>The Keiki Philosophy draws on the rights of the child, the parts of the philosophy that focus on this event are listed below.</p> <p>Core Value: Our Community</p> <p>We believe the quality of each child’s environment influences how they grow and develop and acknowledge families as children’s first and most influential educators. We provide ongoing, high quality professional development for our teams to ensure each educator has a deep understanding of the holistic needs of each child and can reach their full potential. By creating an inclusive environment our curriculum is enriched and each child’s sense of belonging and development is enhanced, helping to create a strong foundation for lifelong learning.</p> <p>Core Value: The Whole Child</p> <p>We believe every child is born full of potential with an innate desire to learn and explore their world. Our highly experienced teams provide beautiful, thoughtful environments where children are invited and encouraged to make their own choices, to explore the arts, enjoy physical play, practice mindfulness and develop meaningful, positive relationships with others.</p> <p>We understand that every child learns at their own pace, so we facilitate children to direct their own learning with a focus on their particular interests, theories, ideas and needs. We follow the individual ‘meander’ of the child in their learning journey, observing and sharing the joys of wonder and discovery.</p> <p>We believe the emotional needs of every child must be met first to enable them to participate, play and learn. Each child’s growing competence and confidence is supported in many ways, from the provision of healthy nutritious meals to flexible play spaces for physical activity.</p>
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<p>How does this event link to the AEDC Data?</p>	<p>Physical Health and Wellbeing</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>8.9%</td> <td>8.4%</td> </tr> <tr> <td>Joondalup</td> <td>8.1%</td> <td>5.4%</td> </tr> <tr> <td>Wanneroo</td> <td>11.9%</td> <td>8.2%</td> </tr> </tbody> </table> <p>From climbing trees and digging up the sandpit, to kicking the footy or skipping over a rope, physical activity is essential in supporting each child’s sense of wellbeing, physical growth and overall health. And these skills don’t just stop once inside, these important physical skills are important for each child’s independence and how they take care of themselves. This means more independence when dressing themselves, eating and drinking or going to the bathroom – all an important part of growing up.</p> <p>Social Competence</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>12.8%</td> <td>6%</td> </tr> <tr> <td>Joondalup</td> <td>9.6%</td> <td>4.4%</td> </tr> <tr> <td>Wanneroo</td> <td>13.5%</td> <td>7.5%</td> </tr> </tbody> </table> <p>When given the opportunity, children will let their imaginations run wild. And in doing so, they are able to learn how to express themselves and come together with others to create and explore new ideas and concepts. With simple activities like role-playing, dress-ups, and other imaginative play, children can learn how to:</p> <ul style="list-style-type: none"> - work with other children - develop confidence via success and challenges - understand and control their emotions - develop empathy and understanding fairness - understand conflict resolution <p>Emotional Maturity</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>13.3%</td> <td>6.7%</td> </tr> <tr> <td>Joondalup</td> <td>10.7%</td> <td>4.6%</td> </tr> <tr> <td>Wanneroo</td> <td>14.1%</td> <td>7.2%</td> </tr> </tbody> </table>	Area	At Risk	Vulnerable	Stirling	8.9%	8.4%	Joondalup	8.1%	5.4%	Wanneroo	11.9%	8.2%	Area	At Risk	Vulnerable	Stirling	12.8%	6%	Joondalup	9.6%	4.4%	Wanneroo	13.5%	7.5%	Area	At Risk	Vulnerable	Stirling	13.3%	6.7%	Joondalup	10.7%	4.6%	Wanneroo	14.1%	7.2%
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<p>How does this link to the ECA Code of Ethics?</p>	<p>In relation to children, I will:</p> <ul style="list-style-type: none"> • Act in the best interests of all children • create and maintain safe, healthy, inclusive environments that support children’s agency and enhance their learning <p>In relation to families, I will:</p> <ul style="list-style-type: none"> • develop respectful relationships based on open communication with the aim of encouraging families’ engagement and to build a strong sense of belonging <p>In relation to my profession, I will:</p> <ul style="list-style-type: none"> • take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society <p>In relation to community and society, I will:</p> <ul style="list-style-type: none"> • advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.
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How does this event link to the UN Rights of the Child?	Articles: 31. Every child has the right to rest, relax, play and to take part in cultural and creative activities. Please talk to the children about the Rights of the Child. Do you have it displayed in your service for the children?
How can we link this event to Aboriginal and Torres Strait Islander culture?	The Noongar word for play/play time is waabiny. This resource is a collection of traditional Aboriginal and Torres Strait Islander games from around the country. They have a general age guide on each game, however many are also suitable for younger children, such as Kai Wed (pg 49), Juluhya (pg 75) and Koabangan (pg 103).