

Facilitation Notes – UNCRC - Level 1 (informed)

Slide 1 Read title

- This professional learning is pitched at an informed level and suitable for anyone working with children and young people in an educational context.

Slide 2 – IWE Professional Learning Framework

- All of the professional learning in the Framework fits into one of these four themes. The four themes are interconnected and interdependent.
- This activity forms part of the professional learning in the rights and participation theme.

Slide 3 – Welcome

This session aims to provide an opportunity to:

- Find out about what the UNCRC is
- Look at some ideas to put this into practice

Slide 4 – How to use this resource

Option to skip slide as these are instructions for facilitators only. No need to read to audience.

Facilitation notes are included at the bottom of each slide

Please do not remove or change any of the slides included.

Facilitators are welcome to add slides or activities relevant to your own setting, to support discussion and exploration of the topic. Facilitators will know their participants' needs best.

Anyone who works in an educational setting can be a facilitator and use these slides.

For reflection or discussion activities, it is important to establish a safe space which encourages respect and honesty to ensure that everyone is able to participate.

Slide 5 – National model of professional learning

- This professional learning forms part of the national model for professional learning and is designed to help you gain more knowledge and have a deeper understanding of inclusion, wellbeing and equalities
- On completion of this professional learning, you will be asked to consider what your next steps will be
- Please take some time to consider the reflection questions at the end

On completion of the professional learning, you will be asked to consider what your next steps will be

Take some time to consider the reflective questions

Links: [The National Model of Professional Learning](#)

Slide 6 – What is the UNCRC?

Key Points:

- The UNCRC is **Universal** and applies to ALL children, regardless of race, religion, abilities or family circumstances.
- Rights are **Unconditional**: All children everywhere in the world are entitled to rights, they do not have to be earned
- and they are not dependant on responsibilities – children have them regardless.
- Human rights are **Inalienable**: They cannot be given or taken away.
- They are **Inherent**: They are permanent and cannot be separated from the individual.
- Human rights are **Indivisible**: Rights are completely interdependent and depend on each other for their effectiveness. So for example children have the right to relax and play and they also have the right of free assembly. They need to exercise both these rights for either one to work properly.

It's important we know the 2 U's and the 3 I's so that we fully understand how essential getting this right in education is.

Slide 7: Podcasts

These 2 podcasts give back ground information on the UNCRC – they are available in both English and Gaelic. You may want to highlight any points that are relevant to your context

Slide 8: Resources to help

- Dignity in schools is a children's parliament resource which helps settings to understand what dignity looks and feels like, and how this can be improved [Coming Soon – Dignity In School \(childrensparliament.org.uk\)](http://childrensparliament.org.uk)
- UNCRC self-evaluation Thinglink – this resource was developed by Forth Valley and West Lothian Region – you can explore some of the links that are relevant to your setting [UNCRC self-eval toolkit \(thinglink.com\)](http://thinglink.com)
- The Together mapping tool makes connections between UNCRC and Human Rights- it is important that everyone in a setting knows and receives their rights [Together Mapping \(togetherscotland.org.uk\)](http://togetherscotland.org.uk)
- A simple tool to share Human Rights un.org/en/udhrbook/#4

Slide 9: Reflection

- Participants can do this in groups.
- Encourage educators to look at reflection questions and consider how they may be taken forward in enquiry.

Additional helpful resources and information

Professor Ken Muir's Report on Education Reform – Putting learners at the Centre [Putting Learners at the Centre: Towards a Future Vision for Scottish Education - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultations-petitions/html/2016/putting-learners-at-the-centre-towards-a-future-vision-for-scottish-education-20160601.htm)

A resource from Edinburgh City Council that is specific to Early Years, but many references can be used in other sectors
[Rights Based Approach in Early Years \(padlet.com\)](https://www.edinburgh.gov.uk/resources/early-years-rights-based-approach)

A guide from the GTCS to support teachers to embed rights-based approaches
[professional-guide-a-childrens-rights-based-approach.pdf \(gtcs.org.uk\)](https://www.gtcs.org.uk/media/1000/professional-guide-a-childrens-rights-based-approach.pdf)

Information from Unicef regarding common myths and misconceptions regarding UNCRC [Myths-and-Misconceptions.pdf \(unicef.org.uk\)](https://www.unicef.org/uk/uncrc/myths-and-misconceptions)