



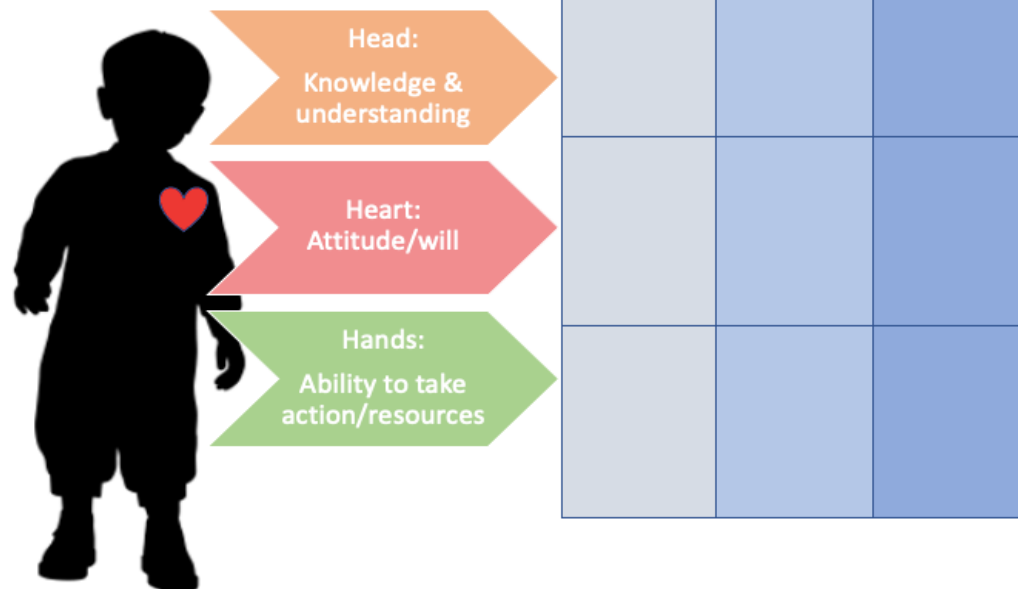
Learning *Through* Rights in the Early Years: Reflection and Self-Evaluation Tool

“Quality settings have [...] a skilled workforce who engage in continuous learning and development to better understand and meet the needs and rights of young children.”

-Realising the Ambition, p.84

This document is intended to support ELC settings to evidence and reflect on their current provision and practice through an UNCRC lens. While it is important to acknowledge the totality of all 54 articles within the UNCRC, this document shines a light on those which are particularly relevant to everyday ELC provision. The articles within this document have been organised into three themes, commonly known as the '3 Ps': the rights to **Provision, Protection and Participation**. This tool should be used alongside national guidance and UNCRC support materials signposted on the [Early Years Rights Based Approach CLPL Padlet](#). These resources are intended to support settings enacting the UNCRC articles and illustrate how rights translate into meaningful everyday experiences for babies and young children.

Duty-Bearers' Pre-assessment Tool



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| Notes on knowledge & understanding: |
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| Notes on attitude/will: |
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| Notes on ability to take action: |
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All practitioners are 'duty bearers'- a role which international law states have a responsibility to respect, protect, fulfil and promote children's rights.

Using the tables above, how would you rate your current practice in terms of:

- 1) Knowledge and understanding of children's rights and how to promote them
- 2) Your attitude, willingness and motivation to develop this area
- 3) Your ability to take action and embed children's rights into the heart of your practice. Consider potential barriers eg. time, environment, staff & resources.

This pre-assessment tool may help you identify an initial area of development to focus on as a team, or as individuals.



"The early years are a critical period for realising children's rights"
(United Nations 2006, p.3)

CEC Early Years UNCRC Reflection & Self-Evaluation Tool

| 3 P's | Article | Abbreviated titles | How children can experience this right in ELC | How are we doing? How do we know? | Action needed? |
|---------------|---------|--|--|-----------------------------------|----------------|
| Participation | 2 | Rights for all | -All adults and children are treated with consistent kindness, fairness and respect -I receive the care and support I need regardless of my ethnicity, background, gender, religion, language, abilities or any other status -The adults who care for me are aware of the rights I am entitled to and their responsibilities as duty-bearers | | |
| | 12 | The right to be listened to | -The adults who care for me actively listen to what I have to say -My thoughts and ideas are recorded in different ways and displayed where I can see and interact with them -I have the opportunity to make meaningful choices and lead my own learning -My ideas are valued and acted upon -I have a say in decisions that impact me, both big and small | | |
| | 13 | The right to share thoughts and feelings | -I am encouraged to express myself and share thoughts and opinions on a wide range of subjects -I am given the opportunity to share what I know, think and feel in a range of ways -I have the freedom to choose how I share my thoughts and feelings | | |

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|---------------|----|---|---|--|--|
| Participation | 14 | The right to form your own thoughts and beliefs | <ul style="list-style-type: none"> -I am given the opportunity to learn about my own and other faiths in a range of ways, eg. celebrations, stories, art, music, dance and food -The adults that care for me are interested in learning about my culture and the traditions I share with my family at home -I am learning to respect and celebrate differences | | |
| | 15 | The right to be with friends and be part of a group | <ul style="list-style-type: none"> -I have the opportunity to choose who I play and spend time with each day -I enjoy sharing unhurried mealtimes with my friends -I regularly have the opportunity to be part of a group -The adults who care for me create opportunities for me to collaborate and have meaningful interactions with others | | |
| | 17 | The right to information | <ul style="list-style-type: none"> -I have adults that listen to my questions and help me find out the answers -I have access to a wide range of appropriate resources that help me learn new information such as non-fiction books and digital technologies -Adults share information about important events with me and listen to what I think -The adults that care for me make sure the media I consume is appropriate for my age and stage | | |

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|---------------|----|-------------------------------|--|--|--|
| Participation | 42 | The right to know your rights | <p>-The adults that care for me are knowledgeable about the UNCRC and can help me learn about my rights</p> <p>-The adults that care for me build the 'language of rights' into our everyday interactions, eg. "They have the right to play there too"</p> <p>-I am learning to respect the rights of others through everyday interactions</p> <p>-I know that I have adults that can help me if I feel worried, unwell, unhappy or unsafe</p> | | |
|---------------|----|-------------------------------|--|--|--|

Comments/Actions/Next steps:

CEC Early Years UNCRC Reflection & Self-Evaluation Tool

| 3 P's | Article | Abbreviated titles | How children can experience this right in ELC | How are we doing? How do we know? | Action needed? |
|-----------|---------|--------------------------|--|-----------------------------------|----------------|
| Provision | 7 | The right to a name | <ul style="list-style-type: none"> -The adults who care for me take time to learn my name and make sure to pronounce it correctly -I see my name and hear my name being used positively, helping me develop self-confidence and a sense of belonging -I have a named space to safely store my belongings -I am able to use my name to register my attendance and show ownership of things I have created | | |
| | 8 | The right to an identity | <ul style="list-style-type: none"> -I am encouraged to develop my sense of self by making choices and explore interests -The adults who care for me are interested in finding out about me, my family, my culture and my interests -I have my identity recognised, represented and celebrated within the environment (eg. through picture books, resources, photographs, drawings ect.) pictures of myself and my family. -Events and milestones that are important to me are celebrated and shared | | |
| | 23 | The right to be included | <ul style="list-style-type: none"> -My environment and the resources within it are accessible to all -I am learning what is fair and unfair -Everyone is given the opportunity to take part in activities and experiences | | |

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|-----------|----|--|---|--|--|
| Provision | | | -I am given the support I need to learn and grow as an individual | | |
| | 24 | The right to good health, clean water and healthy food | -The adults that care for me have the resources, knowledge and skills to help me lead a health life -I enjoy drinking and using clean water everyday -I am encouraged to help prepare and make choices about the foods I eat -I am learning about where different foods come from and how food can keep my body strong and healthy -I am learning how to listen to and look after my body | | |
| | 27 | The right to food, clothing and a safe environment | -There is always a variety of healthy food to eat at snack time and lunchtime -I have access to clean clothes when I need them -The adults that care for me make sure the spaces I use are safe and clean -I help the adults that care for me look after the environment | | |
| | 28 | The right to learn | -I am encouraged to take risks and try new things | | |

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|-----------|----|---|--|--|--|
| Provision | | | <p>-The adults that care for me know how to support my development and plan my next steps</p> <p>-I am given the opportunity to learn new skills and develop my understanding in a variety of ways</p> <p>-The adults that care for me help me and my family prepare for the next stage of my education</p> | | |
| | 29 | The right to develop interest and talents | <p>-The adults that care for me observe me as I play and make plans to help develop my interests and extend my learning</p> <p>-I have the opportunity to lead my own learning</p> <p>-My interests and talents are recognised and celebrated in a variety of ways</p> <p>-I am learning important life skills such as how to protect the environment and respect others</p> | | |
| | 30 | The right to celebrate your culture and home language | <p>-I see representation of myself, my family and my home life within the environment</p> <p>-The adults that care for me want to learn about my culture and celebrate it with me</p> <p>-I have access to texts in my home language</p> <p>-I am able to share words, songs and rhymes from my home language with my friends</p> | | |

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| <p>Provision</p> | <p>31</p> | <p>The right to relax, play & take part in cultural and creative activities</p> | <ul style="list-style-type: none"> -I have the freedom to choose how and where I play without frequent or unnecessary interruption -When I am tired, I have the choice to rest in a comfortable, quiet space -I have the freedom to choose to play inside or out -I have access to variety of different spaces and resources to suit my wants and needs (busy/quiet, inside/outside, wet/dry) -I have the opportunity to engage in a wide range of cultural and creative experiences involving food, drama, music, art, dance & nature | | |
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Comments/Actions/Next steps:

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|------------|---------|--|---|-----------------------------------|----------------|
| Protection | 3 | The right to have adults that do what is best for me | <ul style="list-style-type: none"> -I know I have adults who care for me and work hard to give me the help and support I need as an individual -I have formed positive and trusting relationships with adults -Even when I can't explain how I am feeling, I have adults that will work hard to help me and do what's best for me | | |
| | 16 | The right to privacy | <ul style="list-style-type: none"> -I have somewhere to go when I want to have quiet time by myself -My privacy is respected by the adults that care for me -I know my body belongs to me and there are parts of my body that are private -Through everyday experiences and interactions, I am learning how to respect the personal space and privacy of others | | |
| | 19 | The right to be protected | <ul style="list-style-type: none"> -The adults who care for me take actions to protect me and keep me safe -The adults who care for me show me how I can help keep myself and others safe -With support, I am learning to manage my own risks -I learn about people in my community who help keep everyone safe | | |

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|------------|-------|---|--|--|--|
| Protection | 32-39 | The right to protection, support and care | <p>-I can go to an adult for help if I am distressed or have been hurt</p> <p>-The adults that care for me have the resources, knowledge and skills to help me when I have been hurt, upset or face potential harm</p> <p>-I know that adults are not allowed to cause me harm</p> | | |
|------------|-------|---|--|--|--|

Comments/Actions/Next steps: