

United Nation Convention of Right of the Child.

According to World's Children's prize (2020), The United Nations Convention the Rights of the Child has 54 articles that are all about the equally rights for all children under the age of 18. Together Scotland (2020) states the United Nation Convention of the Rights of the Child is important because it aims for all children to have equally rights and to develop into their own equally rights, to not be discriminated, to be protect by potential harm and freedom of speech and to learn. Children in Wales (2014) states, how they have implemented the article in Wales. The Welsh government developed a 5-year action plan on November 2009 called 'Getting it right' and the intentions of this plan was to set its focus on 16 relevant areas that relate to children's rights in Wales.

Article 8 - Right to their own identify.

According to Children & Young People Commissioner Scotland (2020), Article 8 is about the child having a right to their own identity to their own community, religious beliefs and language.

Curriculum Cymreig (2003) – The Curriculum Cymreig (2003) state, how a child's own identity is valued within the Welsh community and there are aspects within this curriculum that builds on the child's own identity within the community. these aspects will help children to learn and grow within their community and it gives them a sense of identity of who they are in the community, in what they believe in and to celebrate their own Welsh culture.

Social Care Wales (2019) explains, as a practitioner they value every child's own identity and try to implement a child's culture within class, to give a child a sense of value in their identity within their own community.

The Equality Act 2010 – Government Equalities Office (no date) states, no matter what the child identifies or believes within their own culture, practitioners should make sure they are never shamed or discriminated against, as this will affect how they feel as a person and they will question their own identity. In the act, all children are to be treated equally and should be include in everything no matter what their belief or identify as.

Discrimination - GOV (no date) states, it is against that law to discriminate someone based on who they identify with. So as a practitioner, it would be very unprofessional to discriminate a child on who they identify as. This could lead to the child resenting who they are and feel they do not belong anywhere. GOV (2020) continues, as practitioners we should be role models towards children in our care and demonstrate to children no matter what they identify as, one should never judge other children on their identity within their own community.

Article 12 - Freedom of speech.

CRC (2009) states, Article 12 is about a child's freedom of speech, having their own opinions heard and to express their own views.

Voice of the child – Donovan (2018) states it is important to listen to the voice of child, because it gives the sense of being listened to when engaging and expressing their feelings. This should not be dismissed as it can affect how they feel about themselves and towards others. Donovan (2018) continues, children have the right to express their own opinion, as it gives practitioners a sense of what children like and dislike within the classroom and free play.

Every Child matter - Lang (2019) states Every Child matter policy was created in 2003 after the unfortunate death of Victoria Climbié. This policy gives children a right to their voice, to give that child a chance to express on how they are feeling and for practitioners to value and respect a child's voice.

The Child Protection Act relates to this as (Burton, 2018) to give children a voice if they are at risk of harm. It gives the child a voice to express how they are feeling if they are at risk of harm or neglect. This relates to Welsh Government Social Services and Well-being (Wales) Act 2014 as Welsh Government (no date) states it is a practitioner's duty of care to protect the child from risk of harm and to listen to them expressing themselves in case there are signs of the child at harm.

ESTYN – In early years settings, every child has a right to their own voice and be heard. Pringle (2019) states all schools in Wales should allow children to express their own freedom of speech and practitioners should listen to a child expressing themselves. From this the practitioner will be able to learn more about the child's interest and to plan around those interests.

Article 28 – A right to learn.

Right to Education (2018) states Article 28 is about children having the right to learn and develop in their lives. It does not matter about their disabilities, religious beliefs, race or culture. Every child has the right to learn in early years settings.

Foundation Phase- Welsh Government (2015) states within the Curriculum framework, all children are entitled to education to develop their learning. They also have the right to be included in learning activities. Welsh Government (2015) continues, practitioners should teach the seven areas of learning to children to their best to their abilities and to give children a chance to earn their own qualifications for the future.

This article also relates to children with learning difficulties and disabilities as Dewi Cymru (2020) states the Additional Learning Needs policy is about giving a child with learning difficulties and disabilities a chance to have an education, to live their life to the fullest and to be included in educational activities with other children.

This links to the theorist Vygotsky, as Nordolf (2014) states for children to become independent and learn for the future, practitioners must scaffold their learning in education enabling them to develop when they are taught by a teacher or an experienced adult peer.

Donaldson- The new curriculum also relates to children's rights to learn. Donaldson (2015) explains all children in education have the right to set themselves targets to achieve, to learn new things in their studies and have great enjoyment learning new things. Communicating freely on their own expressing their enjoyment of their own free learning.

Observation and planning- For a practitioner to know more about the children they teach within the classroom they would need to observe them. Spreeuwenberg (no date) states practitioners need to observe each child within their classroom to see their strength and weakness in each learning development. To see if the child needs any additional support within their learning and to find out more about the child's interest, what they like and what they do not like in their own free learning. It is just as important for practitioners to plan around the child's learning as Croner-I (2020) states practitioners will be able to take a child's interests and ideas into their own planning and plan some activities or free play based around these interests. The child will learn a lot more and will be much more engaged within the classroom, taking more enjoyment within their studies if they are planned around the child's own interest of learning.

This links with Bronfenbrenner theory as Neal and Neal (2013) state practitioners will be able to learn more about the whole child's interest and linguistic, with whom the child is in communication with as they start to grow and learn.

Article 31 – free to play.

According to Unicef (no date), Article 31 is the child having the right to play and engage in activities with other children during free play. Children with learning difficulties and disabilities are also included, as the play can be adapted to suit to their needs.

Foundation Phase - The Foundation Phase believes children having the rights to play. Welsh Government (2015) states within their framework outcomes on play are important for a child's growth and development, as children learn a lot more during play rather than in the classroom. They are more engrossed in play than they are learning from sitting down and writing. Children can learn how to problem solve and come up with solutions during play. It allows the child to have a healthy physical and mental balance they need during play and it also helps the child to express their emotions and to keep their imagination alive.

Donaldson – Donaldson new curriculum relates with the Foundation Phase Framework, as it discusses the importance of children having free play. Donaldson (2015) explains free play is important for a child's development, as children learn a lot more from outdoor play as they are given the chance to do hands on experiences. Children will be more engaged with hands on experiences of play than sitting down and children learn from taking risks within their play, as it gives them the experiences, they need to not make that same risk.

Montessori agrees with this, as Montessori Group (no date) state Montessori believes giving a child the right to free play improving a child's learning development. They will be learning through experiences of play, learning life skills that are essential to a child's learning development.

Reggio Emilia – Reggio Emilia relates to a child having the rights to free play as, Han et al (2016) discuss the Reggio approach based on the child having the right to their own child led play. They can learn a lot about the world around them through play and play should be driven by a child's own interest, as they are more engaged with their own free play rather than adult led play. The child will be less interested and will not learn anything from an adult led play.

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