

Introduction.

Aims: The following briefing paper has been designed to provide educational practitioners with a deeper understanding of some of the rights a child or young person is entitled to, those aged 18 and under in accordance with the UNCRC (1989), The United Nations Convention of The Rights of The Child. This is without exception. The convention was adopted by the UK in 1992. The Welsh Government formally adopted the UNCRC in 2004, making it an integral part of forming policies that relate to children.

The UNCRC is made up of a number of articles that offer protection in regard to social, economic, social, cultural, civil and political rights. (Jones and Walker, 2007).

Article 3

All organisations who work with children need to ensure they work towards what is best for each and every child. This extends to parents, legal guardians or any other person responsible for a child. This article states that every appropriate measure needs to be taken to make sure a child is best cared for and to do what is right for the individual (Unicef, 2010).

Well being.

Jolliffe (2007), explains that in order for a child to learn, they need to have their basic needs met. Jolliffe (2007), says that this can be found by looking at Maslow's Hierarchy of needs, (1954). A child needs to feel safe and secure, to have their physical needs met, such as food, drink and warmth. If these are not met, a child can be in a state of anxiety. If this happens, our brains can become blocked until these needs are met. A child needs to be able and ready to learn and meeting their needs can lead to an improved learning environment.

Inclusion in their rights.

There has been a shift in the inclusion of children in what the UNCRC is and what it means. Children are now being made aware of their rights and responsibilities. The children are being communicated with, however, this may not be enough. A child need to participate in the decisions about these rights to enforce real change. (Jones and Walker, 2011).

Article 5

Those that have parental responsibility for children need to be respected by the Government. The Government must recognise that families can help children to learn, grow and provide guidance to children (Unicef, 2010).

Parents

No two parents are the same, all have varied needs and different life experiences therefore will engage with educational settings in different ways (Whalley, 2007).

PTA UK (2016) suggest that parental inclusion needs to be a whole school approach. Parents and carers must be considered as partners with the school and schools should provide structured and impactful activities to build on relationships. Schools are keen to engage with caregivers and in turn, their research has shown that caregivers want more engagement with schools. In fact they have found that 84% of parents interviewed wanted to be consulted about their children's education.

Communication

Schools should promote a partnership between themselves and parents/carers. This promotes lifelong learning and family learning. Opportunities can be realised to work in collaboration for the benefit of all. Strategies can be developed to support well being at home and at school (Cheminais, 2006).

Article 23

All children have rights. Children who have any additional learning need or disability need to have special care and be supported so that they can lead independent lives (Unicef, 2010).

Additional learning needs.

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 is the cornerstone of the Welsh Government's Additional Learning Needs (ALN) transformation programme (2018). It will allow all learners with additional needs to reach their full potential. It is designed for those between the ages of 0-25 years. The new ALN bill has taken into account the voice of the child to provide effective interventions that take on board personal views and needs into consideration.

A person centred approach.

Welsh Government (2015) has a policy that says that there will be effective support for any learner with any special education needs. Planning will be put in place and reviewed at an appropriate time. The provider needs to be responsible for ensuring the plan is being implemented. The policy goes on to say that by using a person-centred approach, a learner's voice is heard and the support can be individual to them.

Adaptability.

According to Dowling and Mitchell, (2007 cited in Miller and Pound, 2011), The Highscope philosophy has been designed to be a complete approach to early childhood education. The theory can be adapted across a range of settings which include settings that accommodate children with additional learning needs. Highscope practitioners are as actively involved as the children in an early years setting. The individual is catered for and a bespoke approach is fostered.

Article 31

This article says all children have the right to play, to relax and to join in with activities and clubs that they have an interest in and gain enjoyment from (Unicef, 2010).

Play

Playtherapy.org.uk says that play is a physical or mental activity that a child engages in for enjoyment. Play develops a child's brain, provides rich learning opportunities and self-development. Children play naturally and often without agenda as they have enquiring minds open to new experiences.

The facilitator's role in the foundation phase

Early Years Foundation Stage Practice Guide as cited in Clarke (2007) explains shared sustainable thinking. The practitioner is aware of the child's interests and appreciates the benefit of adults collaborating with children to develop their ideas and build upon their skill set. A genuine interest is shown and encouragement given when shared sustained thinking takes place.

Brodie (2014) supports this idea of shared thinking as being beneficial to a child's development in the early years. It helps a child make links between ideas and problems and how to solve them. More than playing occurs for the child. The play is deepened for the child in this environment.

Observation

Bottrill (2018) has written about the benefits of observing children, especially in the foundation phase. He says that practitioners must resist the urge to always be amongst the children and instead, take a step back, watch and listen and let that be a wonderful opportunity to learn from the children themselves.

Conclusion

This briefing paper shows that in conclusion, it is clear that all articles in the UNCRC must be addressed by law for all children. Wales, in particular, has made a commitment to implement these rights and has agreed a responsibility to do this. This is part of Welsh law under the Rights of Persons and Children (Wales) Measure 2011. (Welsh Government, 2015).

In addition to this, the Children's Commissioner for Wales explains that Wales is accountable by explaining to the UN Committee in Geneva of the impact the UNCRC is having on practice in Wales. (childcomwales). The Foundation Phase Framework (2010) supports these rights. Children will have rich learning experiences through both outdoor and indoor play. The child's opinions and interests will be taken on board and their education will be developed by professional practitioners. (Welsh Government, 2018).

Ruth Williams
Student number: 1906347

Module 2 EAEE4002

Reference list
Briefing paper

Bottrill, G. (2018) *Can I Go & Play Now?* London: SAGE Publications Ltd.

Brodie, K. (2014) *Developing Sustained Shared Thinking to enhance the areas of Learning and development – Prime areas*. Available:

<https://eyfs.info/articles.html/teaching-and-learning/developing-sustained-shared-thinking-to-enhance-the-areas-of-learning-and-development---prime-areas-r179/>. [Accessed 29th October 2019].

Cheminais, R. (2006) *Every Child Matters. A Practical Guide for Teachers*. London: David Fulton Publishers.

Children's Commissioner for Wales. (2019) *UNCRC Reporting*. Available:

<https://www.childcomwales.org.uk/uncrc-childrens-rights/uncrc-reporting/>. [Accessed 30th October 2019].

Clarke, J. (2007) *Sustained Shared Thinking*. London: Featherstone Education Limited.

Jolliffe, W. (2007) *Cooperative Learning in the Classroom. Putting it into Practice*. London: Paul Champion Publishing.

Jones, P. and Walker, G. (2011) *Children's Rights IN PRACTICE*. London: SAGE Publications Ltd.

Miller, P. and Pound, L. (2011) *Theories and Approaches to Learning in the Early Years*. London: SAGE Publications Ltd.

Play Therapy. (2017) *Definition of Play*.

Available:

<https://playtherapy.org.uk/ChildrensEmotionalWellBeing/AboutPlayTherapy/MainPrinciples/PlayDefinition>. [Accessed 29th October 2019].

PTA UK. (2016) *How to build effective home-school partnerships*. Available: <https://www.involvedtech.co.uk/docs/HomeSchoolPartnerships.pdf>. [Accessed 30th October 2019].

Unicef. (2010) 'The United Nations Convention on the Rights of the Child' https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf [Accessed: 19th October 2019].

Welsh Assembly Government. (2018) *Foundation Phase nursery: A guide for parents and carers*.

Available:

https://dera.ioe.ac.uk/31481/1/180328-foundation-phase-nursery-guide-for-parents-and-carers-en-1_Redacted.pdf. [Accessed 30th October 2019].

Welsh Assembly Government . (2015) *Person-centred reviews toolkit A guide for early years, schools and colleges in Wales*. Available:

<https://gov.wales/sites/default/files/publications/2018-12/person-centred-reviews-toolkit.pdf>. [Accessed 29th October 2019].

Welsh Assembly Government . (2019) *Children's rights in Wales*. Available:

<https://gov.wales/childrens-rights-in-wales>. [Accessed 30th October 2019].

Whalley, M. and the Pen Green Centre Team. (2007) *Involving Parents in their Children's Learning*. 2nd ed. London: Paul Champion Publishing.

Reference list

Paired presentation Ruth Williams 1906347

Module 2

EAEE4002

Cadoxton Primary School. (2019) *Healthy Relationship Design Project*. [School policy].

Donaldson, G (2008) *Graham Donaldson-Successful futures*

Available at:

<https://www.ewc.wales/site/index.php/en/research-statistics/education-workforce-statistics/archived-annual-statistics-digest/91-2008> [Accessed: 19th October 2019].

Education Wales. (2019) *A guide to Curriculum for Wales 2022*. Available: <https://hwb.gov.wales/draft-curriculum-for-wales-2022/a-guide-to-curriculum-for-wales-2022#the-four-purposes-of-the-curriculum>. [Accessed 10th October 2019].

Howard, E. (2017/2018) Foundation Phase Policy. [School policy].

Howard, E. (2017/2018). Additional learning needs Policy. [School policy].

Herndon, E. (2018) *WHAT ARE MULTIPLE INTELLIGENCES AND HOW DO THEY AFFECT LEARNING?*.

Available:

<https://www.cornerstone.edu/blogs/lifelong-learning-matters/post/what-are-multiple-intelligences-and-how-do-they-affect-learning>. [Accessed 11th October 2019].

Jolliffe, W. (2007) *Cooperative Learning in the Classroom. Putting it into Practice*. . London: Paul Champion Publishing .

Riddall-Leech, S. (2008) *How to Observe Children* . Essex: Heinemann.

Robinson, K. and Harris, A. (2014) *Parental Involvement Is Overrated*. Available: <https://opinionator.blogs.nytimes.com/2014/04/12/parental-involvement-is-overrated/>. [Accessed 19th October 2019].

Sage, R. and Wilkie, M. (2003) *Supporting Learning in Primary Schools*. Exeter: Learning Matters Ltd.

Snap Cymru. (2019) *ALN/SEN Reform Proposed changes to the way children and young people's special educational needs will be identified, assessed and met*. Available: <http://www.snapcymru.org/help-for-families/aln-reform/>. [Accessed 19th October 2019.]

Thomas, A. and Lewis, A. (2016) *An Introduction to the Foundation Phase. Early Years Curriculum in Wales*. London : Bloomsbury Publishing Plc.

Unicef. (2010) 'The United Nations Convention on the Rights of the Child' https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf [Accessed: 19th October 2019].

WelshGovernment. Foundation Phase 3-7. Available at: <https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwj546Xika7IAhXqSxUIHWmcATIQFjAAegQIARAC&url=https%3A%2F%2Fs3-eu-west-1.amazonaws.com%2Fcsc-live-thingi-storage%2F54%2F03%2F25%2Fdc%2F8c2e456ca6ecc9d6c38d6155%2FModule-4-%25E2%2580%2593Play-and-Active-Learning-%25E2%2580%2593PowerPoint.pdf&usq=AOvVaw1UrnNQiZwOTx4t979FSmsM> [Accessed 19th October 2019].

Welsh Assembly Government. (2004) *Special Educational Needs Code of Practice for Wales*. Available: <https://gov.wales/sites/default/files/publications/2018-03/special-educationa-l-needs-code-of-practice-for-wales.pdf>. [Accessed 11th October 2019].

Welsh Government. (2015) *Successful Futures Looking at the Curriculum and Assessment Arrangements in Wales*. Available: <https://gov.wales/sites/default/files/publications/2018-03/succesful-futures-a-summary-of-professor-graham-donaldsons-report.pdf>. [Accessed 19th October 2019].

Whalley, M. and the Pen Green Centre Team (2007) *Involving Parents in their Children's Learning*. 2nd ed. London : Paul Champion Publishing .