



Children: Capable Contributors & Competent Citizens

Tigger's Honey Pot Early Years UNSW

Never Stand Still

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Unveiling the “Walking Track to Reconciliation” to guests from Nura Gili (2011)

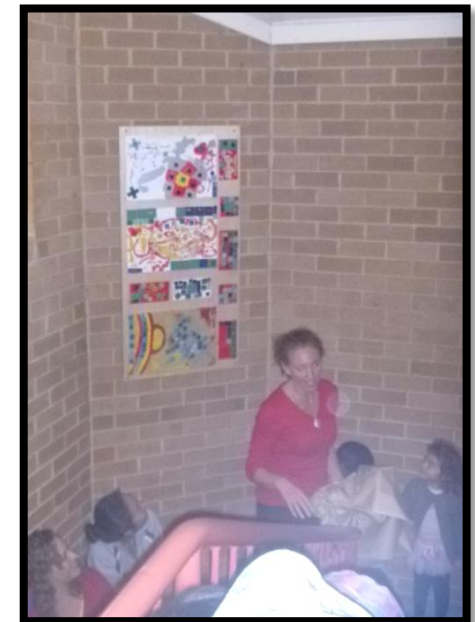


Aunty Elli creating a tile painting (Reconciliation Week 2012)



“Sea of Hands” by children, families and visitors from UNSW (2013)

Unveiling the mounted tile paintings (Reconciliation Week 2013)





“We embrace diversity within society and engage in discussions and experiences with children that challenge stereotypes and biases. Through our connections with families, the university and the wider community, we provide children with a range of social and cultural experiences. We actively work to break down biases, and address diversity in all its forms including family type, abilities, gender, race and culture. We support children to develop resilience and become advocates for their own rights and the rights of others”

(Excerpt – Tigger’s Honey Pot Philosophy, 2013)

“They take over their land”

- *M (Age 4)*

“The Grandparents’ children got stolen”

- *R (Age 4)*

“The children want their Mummies back”

- *B (Age 4)*

“We have to say sorry”

- *A (Age 3)*

“It makes me feel sad”

- *I (Age 3)*

“PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike”

“PART I

Article 29

1. States Parties agree that the education of the child shall be directed to:

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin”

(Convention on the Rights of the Child, 1989)

“1. In relation to children, I will:

2. Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1989) and commit to advocating for these rights.

4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity”

(Code of Ethics, 2006)

“Early childhood educators guided by the Framework will reinforce in their daily practice the principles laid out in the United Nations Convention on the Rights of the Child... The Convention states that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages. The Convention also recognises children’s right to play and be active participants in all matters affecting their lives”

(Belonging, Being & Becoming: The Early Years Learning Framework for Australia, 2009)

“The standards and principles articulated in the Convention can only become a reality when they are respected by everyone - within the family, in schools and other institutions that provide services for children, in communities and at all levels of administration”

(From Abstract Rights to Realities, 2005)

References

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