

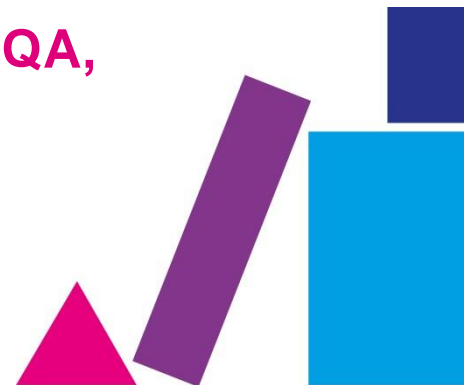


Investing in our youngest children



Year of Childhood and Early Years: Where Are We Now?

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Early Years Scotland**



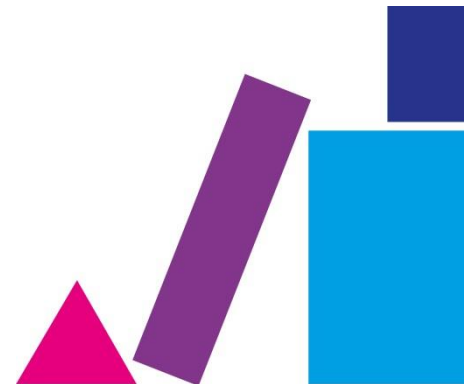
Early Years Scotland is a specialist early years organisation

We support staff across the country who work with or on behalf of children

We work with children and their parents together to help all children have the best start in life and we are committed to support that addresses the disadvantage gap.

All services are:

Two-generational, play-based and aim to strengthen and improve confidence, attachment, interactions, shared learning, transitions and attainment



Our 4 Strands of Activity

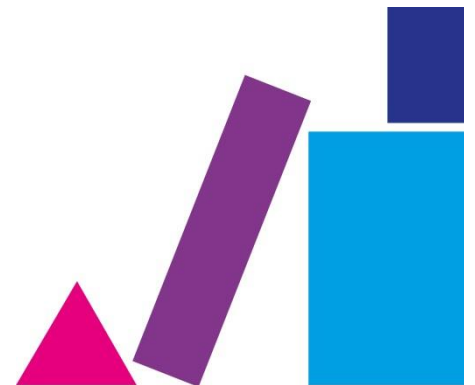
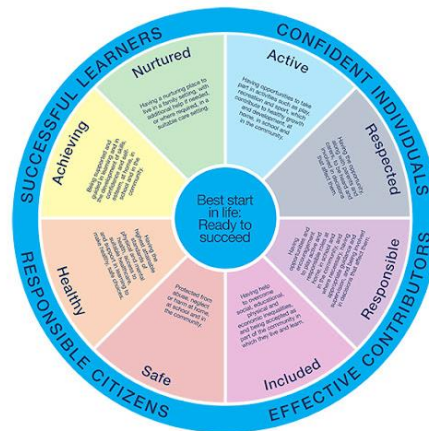


- Working Directly with Young Children and their Families
- Membership and Support for ELC Settings, Groups Professionals and Students
- Professional Learning Academy
- Policy, Practice and Legislation: Advice and Advocacy



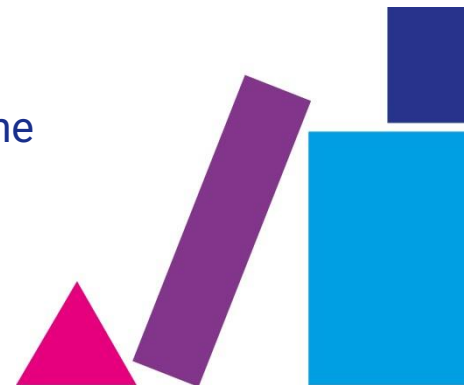
Early Years Sector in Scotland and UNCRC: What does a Rights-Based Approach look and feel like in practice?

- We could do much better.
- Children are made aware it's an adult's job or role to keep them safe from harm and it is their right to be protected from harm.
- Using the 'wellbeing wheel' is the start to a rights based approach with children. This is used daily, discussing all the key areas and giving examples of how we are; nurturing towards each other, respectful, responsible, etc.



Early Years Sector in Scotland and UNCRC: What does a Rights-Based Approach look and feel like in practice?

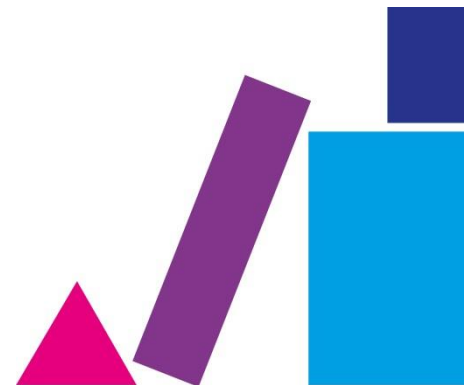
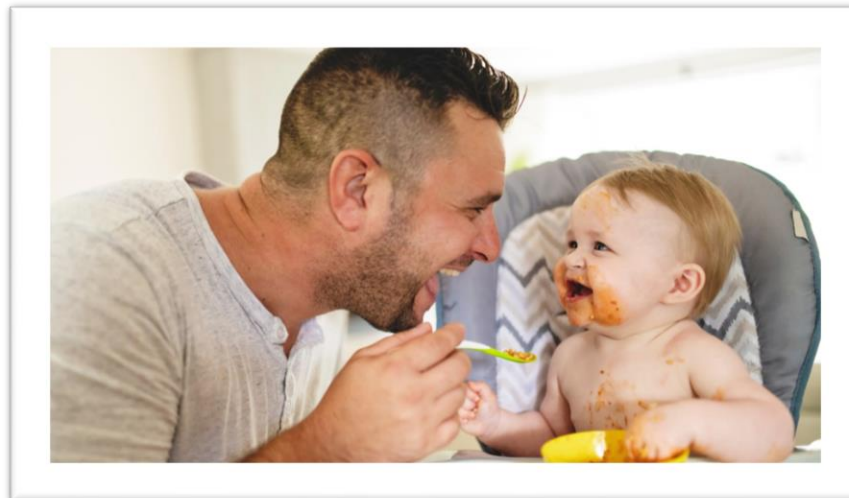
- Knowing a child's age and stage of learning truly effects the way you present the UNCRC to ensure the child is gaining an understanding.
- When walking into any nursery you should be able to see the children feel safe, through warm smiles, children inviting adults to play or asking for help in daily tasks. This shows the children feel safe, protected and included. The beginning of their understanding of rights.
- Observations, staff who listen, connect, value relationships and the individuality of children.
- Wellbeing is integral to practice
- Practice is inclusive and non-discriminatory, and choices are respected.
- We try and be fair equal and just. It would be great if EYS can define this in understandable and measurable ways.



How can children's rights be effectively embedded in a creative way for children from birth to three years?

Should this be this hugely different?

A shared understanding that welcomes continuous improvement, courage and flexibility will see practice that truly embeds a rights-based approach.



How can children's rights be implemented alongside current policy and practice guidance?

- It is happening every day
- UNCRC
- GIRFEC - SHANARRI
- Safeguarding - Child Protection
- Curriculum for Excellence
- Realising the Ambition
- Ask the children ... adults don't only know what is best



As a sector how far have early years included UNCRC in practice?

- It is imbedded
- Room for progression
- It happens instinctively
- Tokenistic
- Not far enough – relies on the ethos of the setting

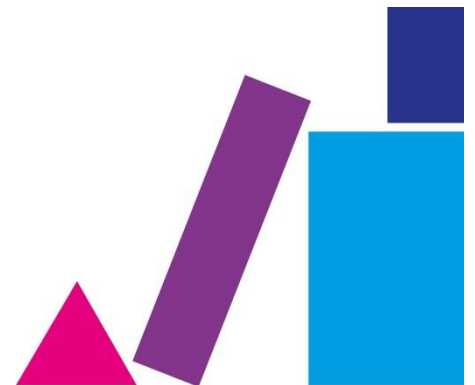
In what ways can a better understanding of the UNCRC improve practice?

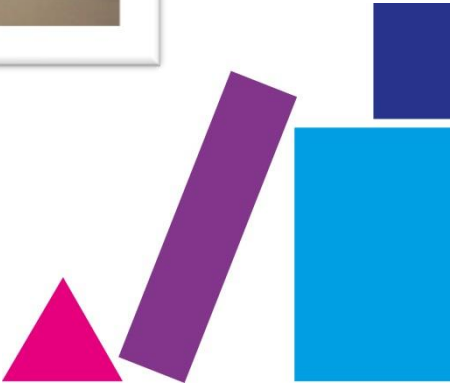
- Empower our children
- If children's views are sought out, listened to and acted upon it will drive the service forward
- In every way!



Year of Childhood and Early Years: Where Are We Now?

A place of great possibility with a sector hugely committed to getting it right for every child.







Early Years Scotland Professional Learning

