

The voice of the child



With delivery partners



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Included below are reflective questions referred to during the webinar along with links to additional information, resources and references.

In practice reflective questions

These reflective questions can be used to form the basis of a conversation with your Be You Action Team or learning community leadership.

- ④ How is the concept of 'voice of the child' relevant to our responsibilities as early childhood educators?
- ④ What is your 'image of the child'? Was this image challenged by the discussion at the webinar?
- ④ Consider how you listen and respond to children's voices in your setting. Are there voices or 'languages' that you hear more easily than others? How do you make sure that all children's voices get heard?
- ④ Treseder describes five Degrees of Participation for work involving children. Which of the five degrees are you most comfortable working in? Where would you like to extend yourself?
- ④ In Clark's mosaic approach, children express their thoughts and ideas through a range of modes and tools. Adults take these various expressions (the 'tiles') and piece them together into a coherent picture (the 'mosaic'). What tiles make up the mosaic in your setting? What others would you like to try?
- ④ When considering the 'voice of the child' in your setting reflect on how you hear, listen and respond to crying and behaviour and to infants and pre-verbal children.

Links to additional information, resources and references from the webinar

- Be You
<https://beyou.edu.au/>

- Be You Professional Learning
<https://beyou.edu.au/learn>
- Mentally Healthy Communities domain: Understand module
<https://beyou.edu.au/learn/mentally-healthy-communities>
- Learning Resilience domain
<https://beyou.edu.au/learn/learning-resilience>
- Planning for Empowerment
<https://beyou.edu.au/stories/implementation-support/planning-for-empowerment>

Resources

- Educator wellbeing
<https://beyou.edu.au/resources/educator-wellbeing>
- Planning for wellbeing – mine yours ours
<https://beyou.edu.au/resources/educator-wellbeing/tools>
- Be You Wellbeing Tools
<https://beyou.edu.au/resources/tools-and-guides/wellbeing-tools-for-you>
- Wellbeing plan for educators
<https://beyou.edu.au/-/media/resources/tools-and-guides/wellbeing-tools-for-you/practice/be-you-wellbeing-plan-for-educators.pdf>
- Wellbeing Tools for You
<https://beyou.edu.au/resources/tools-and-guides>
- Wellbeing Fact Sheets
<https://beyou.edu.au/fact-sheets/wellbeing>

References

Unicef. Convention on the Rights of the Child
<https://www.unicef.org/child-rights-convention>

The United Nations Convention on the Rights of the Child – Child-Friendly version
[The Convention on the Rights of the Child: The children’s version | UNICEF](#)

Quality Area 1 Supporting agency: involving children in decision-making
https://www.acecqa.gov.au/sites/default/files/2018-04/QA1_SupportingAgencyInvolvingChildreninDecisionMaking.pdf

Treseder, P. (1997). Empowering children and young people training manual: promoting involvement in decision-making, London: Save the Children.

Clark, A and Moss, P. (2001). Listening to Young Children: The Mosaic Approach. London: National Children's Bureau.

Listening to young children: The Mosaic Approach by Alison Clark and Peter Moss (Extract)

<https://learningaway.org.uk/wp-content/uploads/RL56-Extract-the-Mosaic-Approach-EARLY-YEARS.pdf>

'Take it to the council' by Simone Myskiw

[Take it to Children's Council: Democracy in Action at Guardian Blyth Street](#)

Engaging children's voices in the early years – Practice Guidelines

https://hippyaustralia.bsl.org.au/fileadmin/user_upload/News_and_important_information/Children_s_Voices/CVLT_Practice_Guidelines.pdf