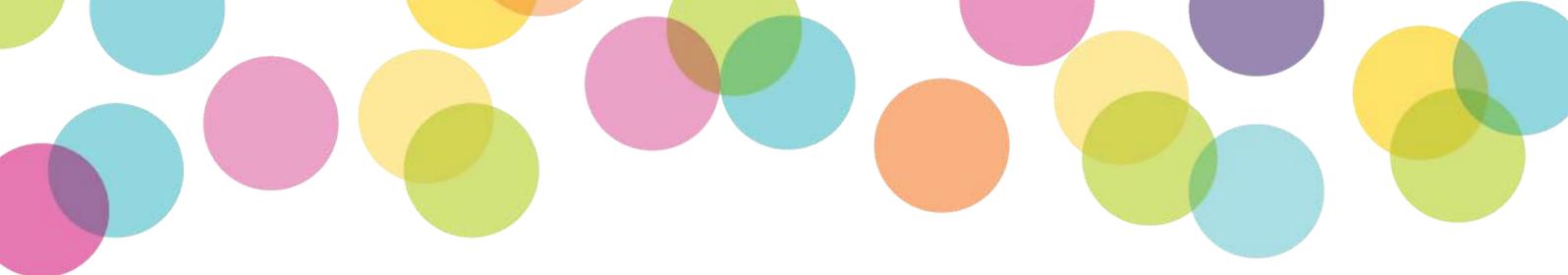


GUIDE TO READING AND USING

TASMANIA'S STRATEGY FOR CHILDREN

CHILDREN THRIVING IN STRONG, CONNECTED COMMUNITIES

This Strategy outlines shared purpose and practices for all Tasmanian service providers that focus on improving the education, health and wellbeing outcomes of children from pregnancy to eight years.



Why Tasmania needs a Strategy for Children

Extensive research shows that continuing to invest in the early years is the key to helping our youngest children and their families reach their full potential (Jackson et al., 2015 & Lamb et al., 2015). The research demonstrating the importance of high quality early experiences for raising a child's future life outcomes is unequivocal (OECD, 2011). Neuroscience provides strong evidence that early experiences in life shape a child's future, particularly in relation to their health and learning outcomes. Key actions that support optimal brain development and positive futures for young children include protecting them from adverse social and environmental conditions and building the capacities of people, in their role as parents and carers, particularly, for children and families who are experiencing disadvantage or vulnerability. The research also shows that through supportive relationships children can grow and thrive (The President and Fellows of Harvard College, 2017).

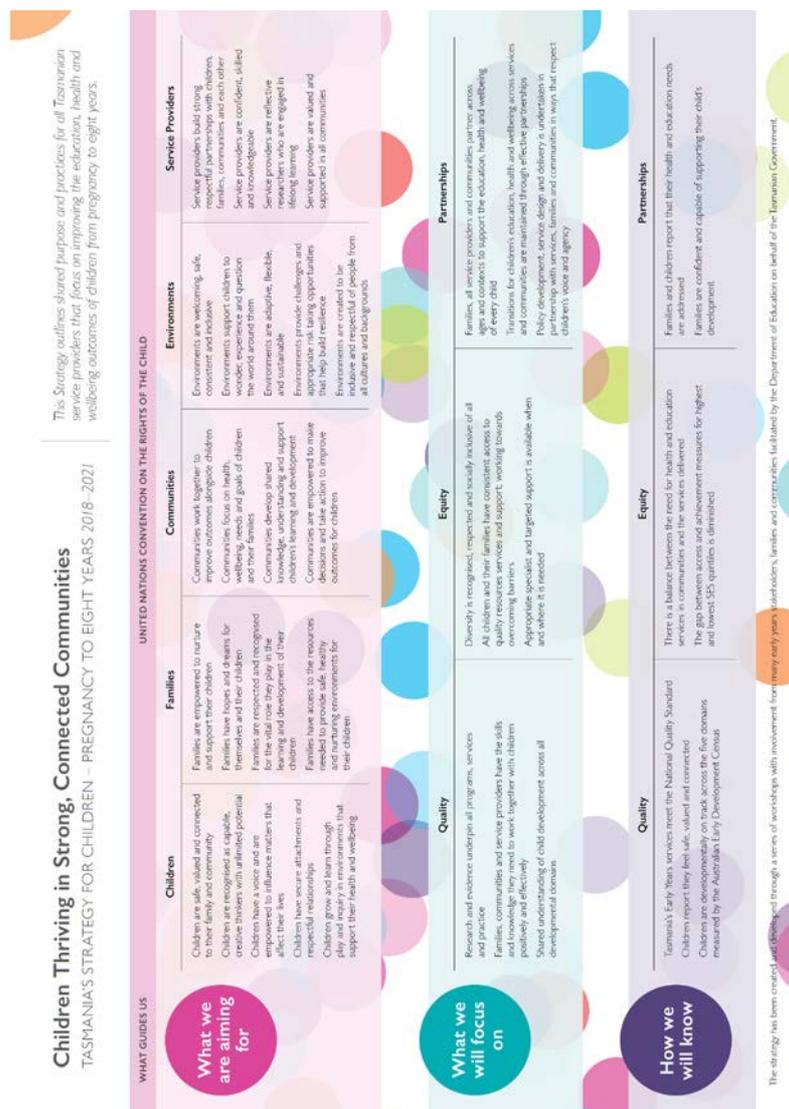
With high levels of social disadvantage and vulnerability in Tasmanian communities, compared to other states and territories, the provision of high quality early childhood experiences and family support is essential (Australian Bureau of Statistics, 2011, Philips et al., 2015 & Vinson et al., 2015). We know that getting it right in the early years means getting it right for life. Working together, across services and communities for quality, equity and partnerships for all young children, is everyone's business.

The Strategy for Children - Pregnancy to Eight Years has been developed in recognition of the extensive research, in response to the Tasmanian context and is directly linked to the Government's policy priority of lifting education outcomes for all Tasmanian children. Co-construction of the Strategy, through extensive engagement and collaboration, with a mix of government and non-government school educators together with early childhood education and care professionals, parents and community members, has created a powerful platform to support all young children in Tasmania to thrive and prosper in strong, connected communities.

The development of the Strategy was grounded on Bronfenbrenner's Ecological Model, placing the child at the centre and impacting influences on the child's development surrounding the child (Day et al. 2015). *Platforms – A Service Redevelopment Framework* was used as a guide to develop the strategy and *The Family Partnership Model* supported the building of respectful relationships during the process (Centre for Community Child Health, 2010 & Day et al. 2010). The Strategy is underpinned by the United Nations Convention on the Rights of the Child. The ideal conditions for achieving the vision of *Children Thriving in Strong Connected Communities*

are divided into the five key areas of children, families, communities, environments and service providers and are underpinned by the pillars of Quality, Equity and Partnerships.

The Strategy can be used universally, across agencies and communities, to provide quality provision for improving the education, health and wellbeing outcomes of children from pregnancy to eight years in Tasmania.





How to read Tasmania's Strategy for Children



What guides us

What guides us: The strategy is guided and underpinned by United Nations [Conventions on the Rights of the Child](#). This Convention sets out the rights of all children and young people under the age of 18. "Rights" are things every child should have or be able to do. All children have the same rights (United Nations n.d.).



What we are aiming for

What we are aiming for: To achieve the vision we are aiming for the ideal conditions for Tasmania's young children to thrive. These are grouped into five essential areas – Children, Families, Communities, Environments and Service Providers



What we will focus on

What we will focus on: The strategy is supported by three pillars of Quality, Equity and Partnerships. These pillars are the drivers that support the development of the necessary environments for children to thrive. These are the broad outcomes for how we will work towards achieving the overarching vision – Children thriving in strong, connected communities.



How we will know

How will we know? The measurement framework will assess the effectiveness of the strategy and inform future planning process. The framework is broad to capture education, health and wellbeing of children. The assessment tools and evaluation measures identified will be developed.



Service Providers Strategy for Children – Action Plan are developed by early years' service providers in line with their service's context, policies and identified priorities with line of sight back to *Tasmania's Strategy for Children in the areas of 'What guides us' and 'What we will focus on?'*

How to read *Service Providers Strategy for Children*



What
guides us

What guides us: each service provider inserts their agency's Frameworks and relevant National Law and Act



What we
will focus
on

What we will focus on 2018–2021: From the *Tasmanian Strategy for Children – What will we focus on* (outcomes) each service provider will develop their own actions in line with their priorities.



How we
will know

How will we know? Service providers use relevant measures and tools to evaluate their actions, ultimately achieving the aims and vision of Tasmania Strategy for Children.



Appendix

1. Glossary

Agency: being able to make choices and decisions, to influence events and to have an impact on one's world (Council of Australian Governments, 2009, p.45)

Children's voice: when children are able to not only express an opinion or choice (verbally or non-verbally), but have the opinion or choice honoured and have an impact, they see themselves as someone whose views and opinions matter (Gowrie South Australia, 2015)

Communities: social or cultural groups or networks that share a common purpose, heritage, rights and responsibilities and/or other bonds. 'Communities' is used variously to refer, for example, to the community within early childhood settings, extended kinships, the local geographic community and broader Australian society (Council of Australian Governments, 2009, p.45).

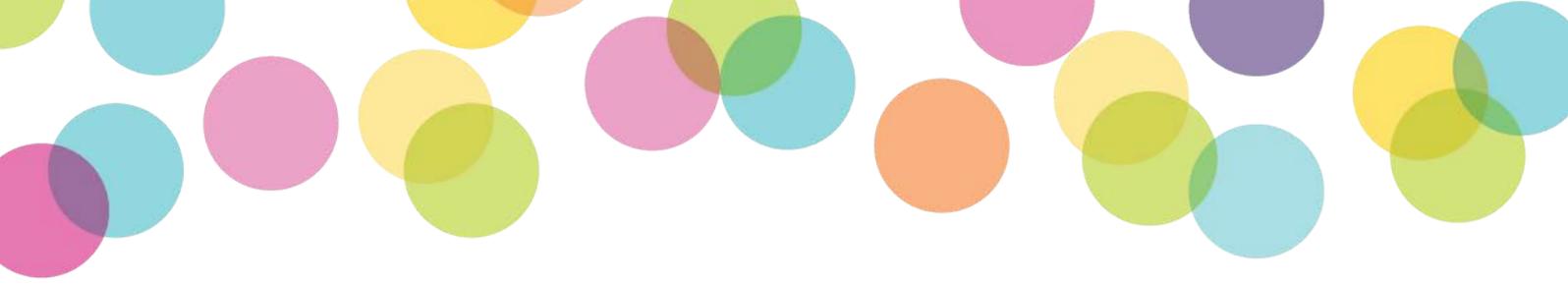
Developmental domains: As related to the Australian Early Development Census (AEDC), developmental domains include physical health and wellbeing, social competence, emotional maturity, language and cognitive skills and communication skills and general knowledge (Commonwealth of Australia, 2017).

Diversity: understanding that each individual is unique, and recognising individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies (Queensborough Community College, 2016)

Environments: includes the surrounding things, conditions, or influences; surroundings; milieu and ecology as well as the social and cultural forces that shape the life of a person or a population (Dictionary.com, 2016) but not restricted to: physical, cultural, social, relational, emotional, geographical, political and aesthetic environments.

Evidence: the available body of facts or information indicating whether a belief or proposition is true or valid (Oxford University Press, 2017)

Families: a social unit consisting of one or more adults with the children they care for (Dictionary.com, 2016).



National Quality Framework: raises quality and drives continuous improvement and consistency in Australian Early Childhood Education and Care services.

The National Quality Standard (NQS): is a key aspect of the National Quality Framework (NQF) and sets a high, national benchmark for early childhood education in Australia.

Partnerships: a relationship which strives for balance, equity and mutual respect and in which information, power and responsibility are shared by two or more...persons (Farlex, 2017)

Pedagogy: early childhood educators' professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision making, teaching and learning (Council of Australian Governments, 2009, p.45).

Research: diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories, applications (Dictionary.com, 2016)

Risk: providing challenge and risk for children within a framework of security and safety (Warden, 2012, p.15)

Safe: free from harm, injury, danger or risk that hinders physical, emotional or social development

Service providers: provision of services by individuals, business, or organisations to support children and families

Transitions: the process of moving between home and childhood settings, between a range of different early childhood settings, or from childhood settings to full time school (Council of Australian Governments, 2009, p.45)

2. United Nations Convention on the Rights of the Child

A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



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- Article 1** Everyone under 18 years of age has all the rights in this Convention.
- Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.
- Article 3** All organisations concerned with children should work towards what is best for each child.
- Article 4** Governments should make these rights available to children.
- Article 5** Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.
- Article 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.
- Article 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.
- Article 8** Governments should respect a child's right to a name, a nationality and family ties.
- Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.
- Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
- Article 11** Governments should take steps to stop children being taken out of their own country illegally.
- Article 12** Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
- Article 13** Children have the right to get on and to share information, as long as the information is not damaging to them or to others.
- Article 14** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
- Article 15** Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

- Article 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.
- Article 17** Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.
- Article 18** Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- Article 19** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.
- Article 21** When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.
- Article 22** Children who come into a country as refugees should have the same rights as children who are born in that country.
- Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.
- Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.
- Article 25** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.
- Article 26** The Government should provide extra money for the children of families in need.
- Article 27** Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.
- Article 28** Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

- Article 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.
- Article 30** Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.
- Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.
- Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.
- Article 33** Governments should provide ways of protecting children from dangerous drugs.
- Article 34** Governments should protect children from sexual abuse.
- Article 35** Governments should make sure that children are not abducted or sold.
- Article 36** Children should be protected from any activities that could harm their development.
- Article 37** Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.
- Article 38** Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.
- Article 39** Children who have been neglected or abused should receive special help to restore their self-respect.
- Article 40** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.
- Article 41** If the laws of a particular country protect children better than the articles of the Convention, then those laws should override the Convention.
- Article 42** Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.

Go to www.unicef.org/crc to read all the articles.



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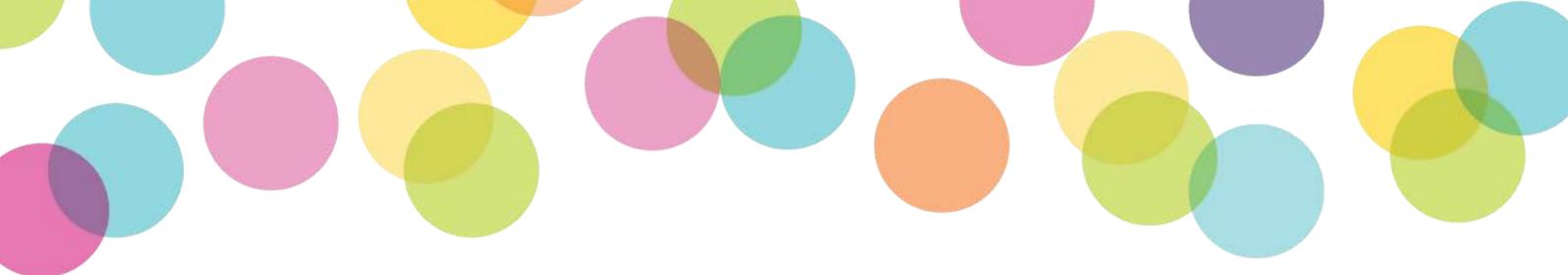
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