

Child Friendly Cities & Communities Network Meeting

Thursday 27th August 2020

Online Zoom meeting: 10am – 11.30am

Meeting notes and PowerPoints

CFCC Network Purpose:

We've come together as a network because we can imagine a world where children are supported and empowered to be active citizens, and individually and collectively, we can make a difference. In our network, we will discover new ways to lead our colleagues and our communities to become child friendly and share with each other examples of good practice.

Welcome of the group.

Acknowledged and congratulated Lauren Thomas for adopting the charter and becoming a signatory. Lauren is a Program Manager **Service** Development and Projects from Australian Childhood Foundation.

Keynote speaker: Kids Own Publishing

Margaret Kerr and Anna Dollard presented on Partnering with local governments to empower children to become autonomous and active creators of the future.

Power point presentation link:

https://www.dropbox.com/scl/fi/f878c564zw4gg2svixkt4/CFCC_Presentation_27.08.20FINAL.pptx?dl=0&rlkey=nig2rhjr8ced4mo3qmhstirf1

Comments from the chat during the presentation:

It reminds me of "flash fiction"- a story can be very short, but still very entertaining. And meaningful...

I am just loving everything about this work! Very keen to explore this further.

I'm interested to hear from organisations who have partnered with Kids Own Publishing how the books have been used after the project is completed?

At Casey all the children in the kindergarten group received a copy of the book and a copy is also kept in the room for future children to enjoy

At Dandenong we have shared the books with the families who are part of the Playgroup at the Gathering Place

At Darebin we put copies of the books in the libraries, they were able to be borrowed and also used them at meetings. I still have some of them on the Best Start section of the Darebin Council website.

I was thinking the books would work well in Playgroups too, and a focus on community languages.

Key points from What can adults learn from children?

Sherryn Prinzi: Youth & Family Services Strategic Development Officer (Banyule City Council)

PowerPoint presentation provided in email.

- The CFCC advisory group committed to reflecting on evidence that could inform the way in which we promote child friendly conditions.
- An academic review produced no direct reference to “what adults can learn from children” or “what children can teach adults”
- There was reference to engagement methodology and benefits to children but I was able to mine and interpret to develop a position.
- I wonder what it says about our position when a Google search produced better results?!?
- Cheryl Maguire (Vibrant Life) reflected in the life skills children possess. She suggested adults could observe and learn from children as they demonstrate skills in areas including negotiating and saying no.
- During COVID-19 many organisations are crafting discussion pieces to uplift adults to support children. The Triple P parenting program recently released “Parenting during COVID-19”. Tipping this advice on its head, maybe children can teach us these particular skills as well.
- Observing children’s interactions with the built and natural environments can provide a useful measure of the health of habitats. The absence or presence of children can tell a powerful story of neighbourhoods. You can think about this through many lenses including safety, accessibility, inclusion and activation. In Banyule during COVID we’ve been witness to children reclaiming spaces including parks and open space. They are building play spaces with others, modifying, observing, enjoying. They are being noticed. Not always in a good way.
- Children have recently amplified the climate change discussions and positioned themselves as influential stakeholders. One US study identified that through educating children about climate change, their parents in turn developed a heightened awareness of the issues, became more concerned and took action. UNICEF’s Youth for Climate Action acknowledges and positions young people as leaders in protecting the future of our planet.
- A final article I looked at focused on wellbeing. It encouraged adults to consider how children live their lives. The things children do naturally provides a great starting point for adult reflection.
- A scan of research identifies underpinning activities that position us and our organisations as learners; working from the same page; recognising and valuing children; sharing the power- we all have ways of knowing and need to position children as competent reporters of their world; be available to listen; and take stock of what you hear. Reflecting on the messaging from Kids First Publishing, we also need to find the relevance for children, help children to find themselves in the results and draw on the similarities.
- To wrap up, the absence of attention on what children can teach adults speaks to the power differential and the position adults take as the knowledge brokers. Calling this out this is a really good start to change the discourse. The Child Friendly Cities and Communities Network should take the lead!

Children's week an open conversation from the participants: The following notes and links were provided in the group chat during the meeting.

Highlights from small group discussions:

- Caretaker period week coincides with children's week
- Working group for children's week, usually a large festival 2k moving to virtual space to see what they would like to see happen in the virtual space. Receiving responses from families and children.
- For online activities some suggestions include conducting School Olympics (origami baking cookoff spelling trivia virtual sports, pretending luge slides in bathtub)

The ACF storybooks are great resource <https://www.childhood.org.au/covid-19/>

e-safety Training link... <https://www.esafety.gov.au/about-us/what-we-do/our-programs/training>

Further links to engage with children.

<https://techsafety.org.au/resources/technology-safety-agencies/> including a toolkit
- <https://www.techsafety.org.au/digital-services-toolkit>

https://www.cfecfw.asn.au/wp-content/uploads/2020/04/Child-Abuse-and-COVID-19.pdf?utm_source=Centre+for+Excellence+-+COVID-19&utm_campaign=7bf9474ca8-EMAIL_CAMPAIGN_2019_12_18_04_00_COPY_01&utm_medium=email&utm_term=0_d2e84bde6c-7bf9474ca8-299868553&mc_cid=7bf9474ca8&mc_eid=04694dcd5e

<https://ccyp.vic.gov.au/news/online-safety-covid-19/>

https://childsafef.humanrights.gov.au/sites/default/files/inline-files/CSO%20Checklist%20for%20online%20safety_3.pdf

<https://www.aracy.org.au/publications-resources/area?command=record&id=310>



Partnering with local governments to empower
children to become autonomous and active
creators of the future

Child Friendly Cities Victoria
VLGA Presentation, 27 August 2020

Our vision is a world in which books by children for children strengthen **culture**, **language** and **literacy** in all communities

Our mission is to harness **the power of books** and the



Publishing ...

- **Publishing** means a story can be shared with many. Publishing is the magic that takes an idea, hands it out to the world and allows it to grow.
- The artwork of children is not limited to a one-off viewing by its creator, but is promoted and





How do we do it?

- Kids' Own Publishing gives a voice to all children, and involves them in all stages of producing and promoting their books.
- Kids' Own Publishing adopts a child-centred, community-led approach that ensures that every book tells a relevant story for the authors and illustrators.



Water at warrinj

(the beach)



Kadee builds sandcastles and plays in the sand



Miah loves the water



At one with the water, with nature



Travis tries to grab fish (duat) in the shallows. We show him how to fish.



Ash likes to run in the water (baanj) even though he can't swim. He gets knocked down and gets up again.



Rights of the Child

Kids' Own Publishing is rooted in a human rights framework, with recognition that **children's ideas and rights are of value to the wider community**.

Kids' Own Publishing values the rights of all children, as mandated in the United Nations Convention on the Rights of the Child (1990).

Kids' Own Publishing works:

- in the best interests of the child (*Article 3*)
- promotes the sharing of information generated by children (*Article 13*)
- provides access to education that develops a child's personality and talents (*Articles 28 & 29*)
- enables children's right to learn in their home language (*Article 30*) and
- actively promotes recreation, cultural engagement and children's rights to play (*Article 31*).



I hope these books open up discussions with different communities in Australia. Reading these books and understanding these stories from both parents and children kind of opens people up. If we come to an understanding that we've all been through something and we all came from something, at the end of the day we can realise that we're not that different from each other.

— Angeth Malual (at 19 years old)
in 2018 reflecting on the three
books she was involved in
creating when she was younger

Artist-led publishing

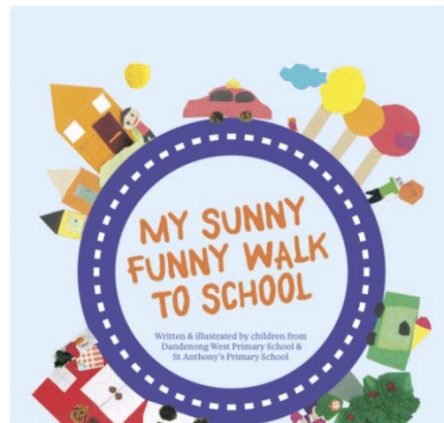
Artists have different ways of seeing the world around them

- Artists model creative thinking
- Creativity unlocks imagination
- Artists reflect on practice to inform our work



Our (usual) Programs

- **Publish a Community Book** – the production of artist-led books by children for children in the form of full colour paperback picture books





- **Book Making Workshops & residencies** – design and delivery of participatory book making events at festivals, onsite in communities, for a day, a week or a season



• Children's Community Publishing Training

Kids' Own Digital

- At home digital publishing through the **WePublish** app for iPad



The Pivot – Kids' Home Publishing



A partnership model

- Partnerships with state and local government, education, arts and community development organisations and agencies
- Local government partnerships are responsible for about 30% of the 200 books published by Kids' Own Publishing since 2004 (About 60% were based in schools and 10% other agencies)

A local government partner said:

“What impressed us was the level of trust the program and artist engendered in the children – their experience showed in the way Kids’ Own adapted if things changed. It was an easy process to navigate while ensuring that the children’s own stories and words were captured.

I’m taking that lesson forward in working on a new neighbourhood project. I’m trusting the community as content owners.”

Partner with Kids' Own Publishing

Call or email us with your idea –
we are happy to talk any time

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Follow us on :

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www.kidsownpublishing.com





What can
adults learn
from children?



Sure, there are
a lot of things
we can teach kids,
but what *life skills*
can they teach us?

Life skills

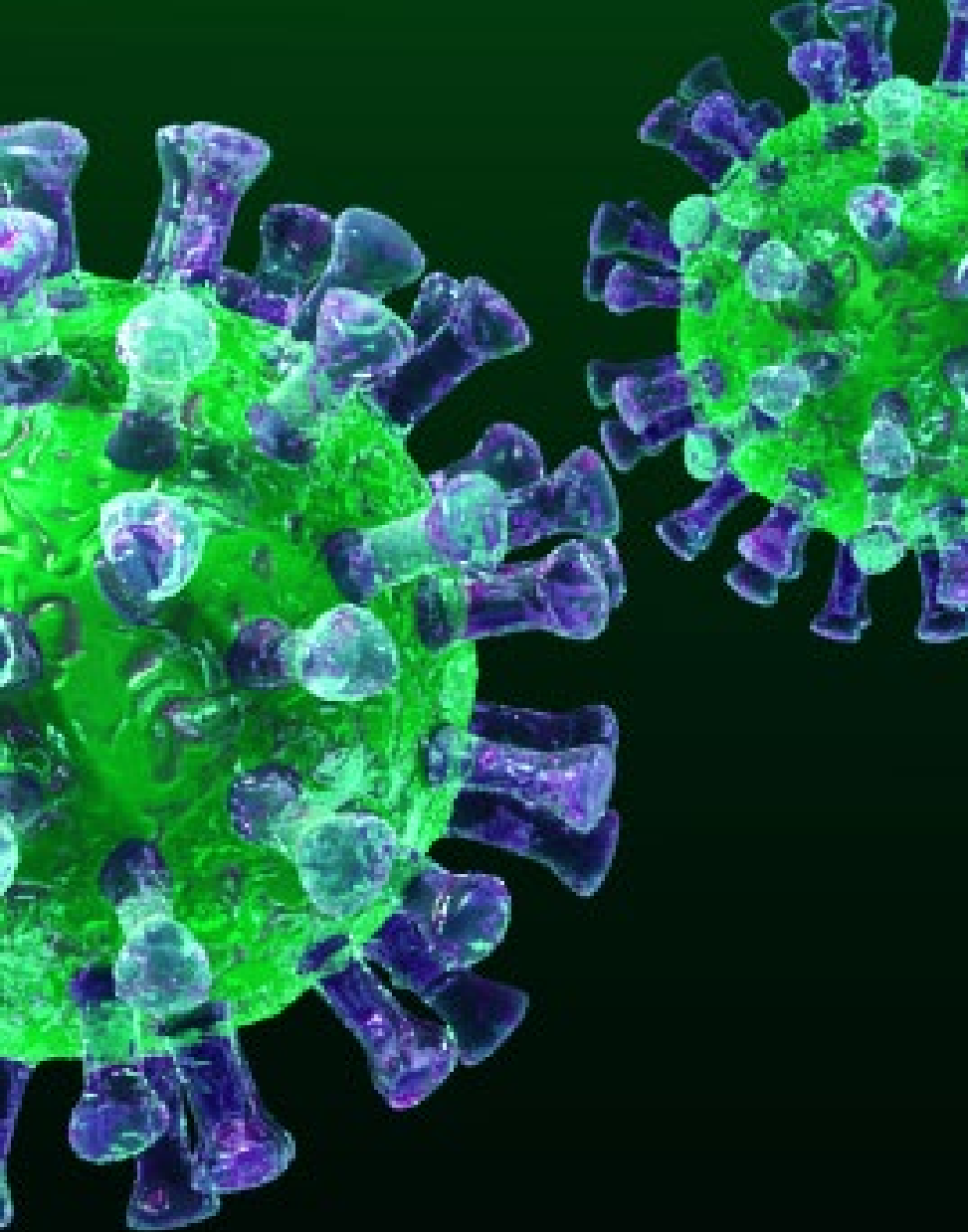
- The art of negotiation
- Saying no
- Play creatively
- Keep trying
- Finding the humour



Author: Cheryl Maguire
Date: March-April 2020



From: *Vibrant Life* (Vol. 36, Issue 2)
Publisher: Review and Herald Publishing
Association



Managing during COVID

- Importance of managing emotions
- Talk about your feelings
- Take a break to be playful
- Be well stocked with interesting things to do
- Learn to tolerate uncertainty.

<https://www.triplep-parenting.net.au/vic-uken/hot-parenting-topics/parenting-during-covid-19/>

Health of habitats

“Children are an indicator species for cities. The visible presence of children and youth of different ages and backgrounds, with and without their parents, in numbers, is a sign of the health of human habitats. Just as the presence of salmon in a river is a sign of the health of that habitat.”

Rethinkingchildhood.com 2017





Addressing the big issues

As “capable social actors in responding to likely challenges” (Freeman, Claire & Tranter 2011), children & youth can:

- Influence parent concern about climate change
- Motivate collective action (Lawson et al. 2019)
- Take action on mitigation and adaptation (UN 2012)
- Play a key role in intergovernmental climate change negotiations (UNICEF 2020)



How to uplift wellbeing

Enjoy life

Live in the now

Love unconditionally

Be open minded

Ask questions

Reflections on
Applied Behavior Analysis
with Heather Gilmore, MSW, LLMSW,
BCBA

Positioning adults as learners



- Create a shared definition of participation and active citizenship.
- Recognise all children as competent reporters of their own worlds.
- Organisation-wide recognition the value of participation and contribution.
- Shift the power dynamic- “not power over” but “power with”.
- Create accessible, authentic participation opportunities.
- Take the views of children seriously.