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Engaging Leadership to support Children and Young People's Participation



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**The Australian Childhood Foundation
acknowledges Aboriginal and Torres
Strait Islander people as the
traditional custodians of this land
and we pay our respect to their Elders
past, present and future.**



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Children are vulnerable in communities that do not listen to them.

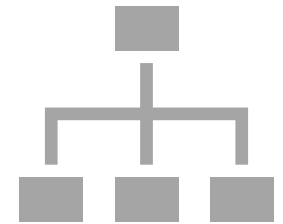
Hearing the child's voice



Whose job is it to listen to children?



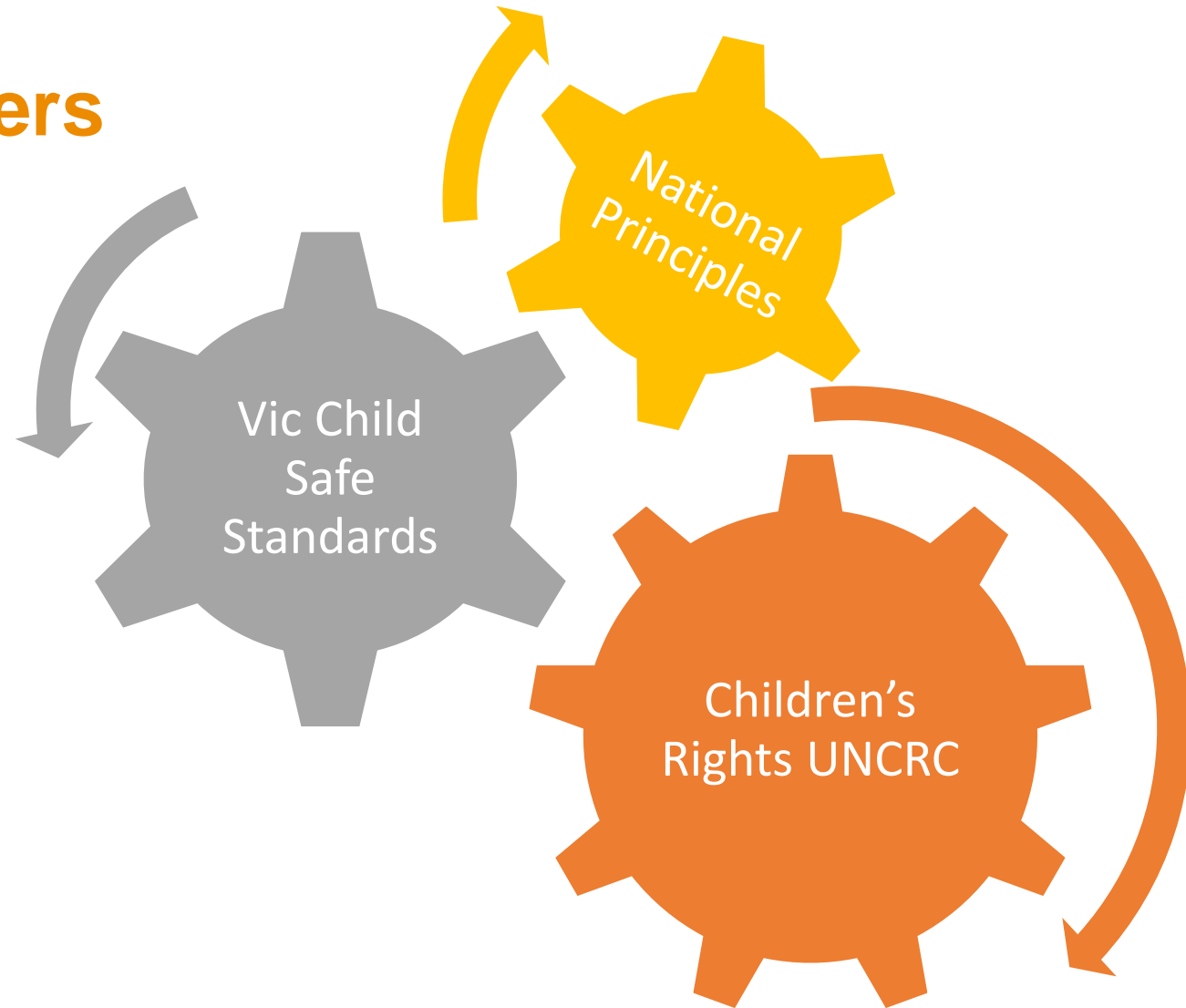
Whose task is it to ensure they participate meaningfully?



What are the obligations of my organisation?

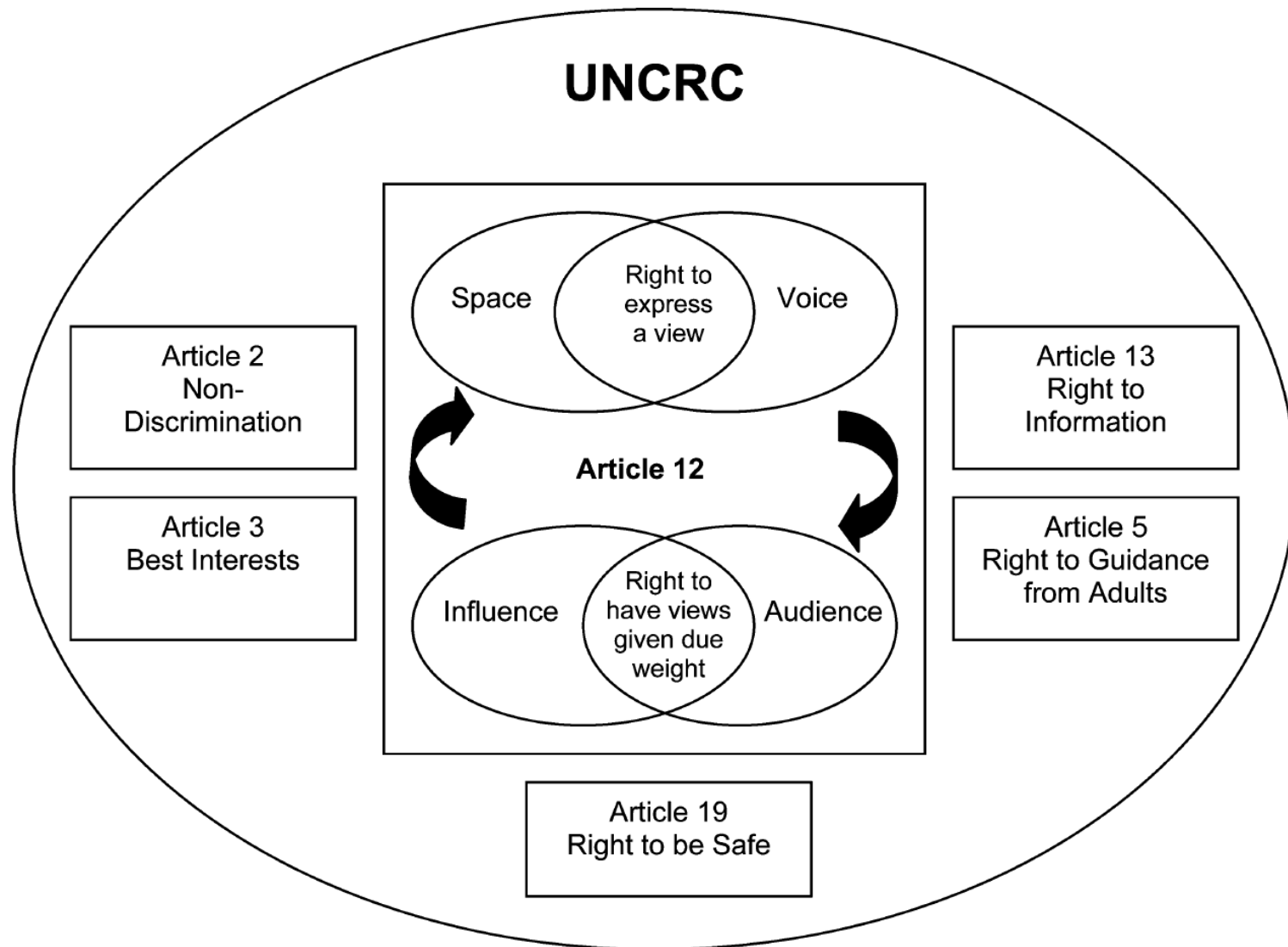
Guiding Parameters

- Children's rights are also recognised in Victorian laws and policies.



Article 12 UNCRC

- (I) States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.



Participation – Lundy Model

- **Space**- Children must be given safe, inclusive opportunities to form and express their view.
- **Voice**- Children must be facilitated to express their view.
- **Audience**-The view must be listened to.
- **Influence**-The view must be acted upon, as appropriate.



Space

How: Provide a safe and inclusive space for children to express their views

1. Do children know about their rights?
2. Have children's views been actively sought?
3. Was there a safe space in which children can express themselves freely?
4. Have steps been taken to ensure that all children can take part?

Voice

How: Provide appropriate information and facilitate the expression of children's views

1. Have children been given the information they need to form a view?
2. Do children know that they do not have to take part?
3. Have children been given a range of options as to how they might choose to express themselves?

Influence

How: Ensure that children's views are taken seriously and acted upon, where appropriate

1. Have the children and young people been provided with feedback explaining reasons for the decisions taken?
2. Were children's views considered by those with the power to effect change?
3. Are there procedures in place that ensure that the children's views have been taken seriously?
4. How is impact measured?

Audience

How: Ensure that children's views are communicated to someone with the responsibility to listen

1. Is there a process for communicating children's views?
2. Do children know who their views are being communicated to?
3. Does that person/body have the power to make decisions?
4. Can they include their own safe person with them?
5. Has trust been earned and established?

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**Children are vulnerable in
meetings, workplaces and
communities that do not
listen to them.**



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Turner Street Kindergarten Children's Mural

A Consultative Project

Turner Street Kindergarten Children's Mural



- The existing mural at Turner Street Kindergarten is tired and outdated.
- At the beginning of the year children identified that it was “breaking” and were using sticky tape to mend it

Turner Street Kindergarten Children's Mural



Elijah Money was recommended by a member of the Princess Hill Secondary College community where he is working on a mural.

Elijah Money (he/him) is a queer Wiradjuri brotherboy who was raised on Kulin Nations where he continues to reside. His practice includes visual art, written work, installations, performance art and more. These are done with strong recurring themes of colonialism, assimilation, skin colour, gender, mental illness, sexuality, climate change, stolen generations and identity .

Turner Street Kindergarten Children's Mural

- Elijah visited the kindergarten to see the site and the wall and was briefed about the project by Anne the GM and Alyssa the Service Coordinator.
- Alyssa told Elijah that many of the children were interested in animals. He met and spoke with some of the children.



Turner Street Kindergarten Children's Mural



- Alyssa told the two groups of children that an artist was visiting the service to talk about the painting on the wall.
- Elijah spent an hour with each group. Initially he spoke to the whole group introducing himself and talking about the mural project and their ideas and hopes for the space.
- He then asked the children to draw their favourite animal with their favourite colour.

Turner Street Kindergarten Children's Mural



- Elijah then spoke with individual children one-to-one about their drawing.
- If they had drawn an animal he talked about that animal and the way it had been drawn.
- If children had drawn other objects he talked about the shapes, the colours and the techniques they had used.

Turner Street Kindergarten Children's Mural



- Elijah is now working on the design of the mural.
- The design will be taken back to the children and staff at Turner Street Kindergarten for sign off.
- An application for an Australia Council for the Arts grant was submitted last week for the project.