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○ • **Research - informed -
practice: What does
it mean when
working with young
children**

Jane Williams



Values

Gweddw crefft heb ei dawn
(bereft is skill without inspiration)

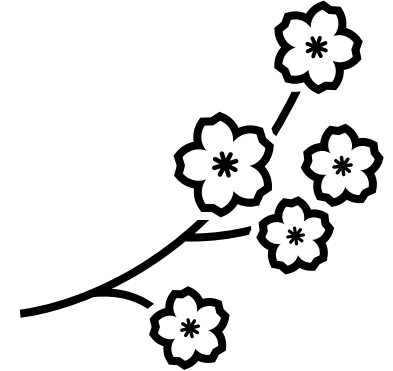


Prifysgol
Abertawe
Swansea
University

Research

Children's Participation in Schools
<https://childrens-participation.org/>

The right to be properly researched
<https://www.lleisiaubach.org/wp-content/uploads/2021/11/Training-Manual-Eng.pdf>



The Right Way

- Embedding children's rights
- Equality and Non-discrimination
- Empowering children
- Participation
- Accountability

Making rights a reality for all children in Wales



THE RIGHT WAY

A Children's Rights Approach in Wales

A Children's Rights Approach is a principled and practical framework for working with children, grounded in the UN Convention on the Rights of the Child

Making rights
a reality



(Child rights) Informed



- Embedding children's rights
- Equality and Non-discrimination
- Empowering children
- Participation
- Accountability

Practice



Early childhood play, learning and care (ECPLC)



Resource/Link	Age range	Statutory/ Best Practice/ Information?	Who is this for?	How to use this document	What other documents work well with this resource?
 Every Child – Parent Information Resources	Pre-birth to birth	Information only	For parents/carers, however practitioners could highlight that these resources are available to parents in their setting or school	Information for parents on all the essential and important information they need to make the best decisions about their own health and that of their children. Can be displayed on an information board or a link in a settings/school newsletter.	ECPLC - Reflective Practice Toolkit ECPLC - Developmental Pathways 0-3 What are children's rights: guidance for parents and carers
 Every Child Newborn to age 2	0-2 years	Information only	For parents/carers, however practitioners could highlight that these resources are available to parents in their setting or school	Information for parents on all the essential and important information they need to make the best decisions about their own health and that of their children. Can be displayed on an information board or a link in a settings/school newsletter.	ECPLC - Reflective Practice Toolkit ECPLC - Developmental Pathways 0-3 What are children's rights: guidance for parents and carers



Rights of Children and Young Persons (Wales) Measure 2011

2011 nawm 2

ENSURE of the National Assembly for Wales to make provision for and in connection with giving further effect in Wales and obligations set out in the United Nations Convention on the Rights of the Child; and for connected purposes.

Measure, passed by the National Assembly for Wales on 18 January 2011 and approved by Her Majesty in Council 2011, enacts the following provisions:—



Well-being of Future Generations (Wales) Act 2015

2015 anaw 2

AN ACT of the National Assembly for Wales to make provision requiring public bodies to do things in pursuit of the economic, social, environmental and cultural well-being of Wales in a way that accords with the sustainable development principle; to require public bodies to report on such action; to establish a Commissioner for Future Generations to advise and assist public bodies in doing things in accordance with this Act; to establish public services boards in local authority areas; to make provision requiring those boards to plan and take action in pursuit of economic, social, environmental and cultural well-being in their area; and for connected purposes.

[29 April 2015]



Children's Commissioner for Wales Act 2001

2001 CHAPTER 18

AN ACT to make further provision about the Children's Commissioner for Wales.

11th May 2001

Enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:—



Social Services and Well-being (Wales) Act 2014

2014 anaw 4

AN ACT of the National Assembly for Wales to reform social services law; to make provision about improving the well-being outcomes for people who need care and support and carers who need support; to make provision about co-operation and partnership by public authorities with a view to improving the well-being of people; to make provision about complaints relating to social care and palliative care; and for connected purposes.

[1 May 2014]



Curriculum and Assessment (Wales) Act 2021

2021 asc 4

AN ACT of Senedd Cymru to establish a new framework for a curriculum for pupils of compulsory school age at maintained schools and pupil referral units, for children of compulsory school age for whom education is otherwise arranged by local authorities, for pupils at maintained nursery schools and for certain other children for whom nursery education is provided; to make provision about progression and assessment in connection with a curriculum for those pupils and children; to make provision about a curriculum for pupils above compulsory school age at maintained schools; and for connected purposes.

[29 April 2021]



Additional Learning Needs and Education Tribunal (Wales) Act 2018

2018 anaw 2

AN ACT of the National Assembly for Wales to reform the law on education and training for children and young people with additional learning needs; and to continue the Special Educational Needs Tribunal for Wales and to rename it the Education Tribunal for Wales.

[24 January 2018]

Welsh Government materials: available on Hwb:

<https://hwb.gov.wales/curriculum-for-wales/early-childhood-play-learning-and-care-in-wales/>

Animated explainer



Early childhood,
play, learning and
care in Wales

<https://youtu.be/A5VbSEnL3eI>

Concluding Observations

- Each element of research informed practice involves making values-based judgments
- Children's rights encompass fundamental values around personhood, recognition, agency, equality and dignity, as well as specifics around special vulnerabilities and fulfilment of needs
- Welsh law is building a values-based framework derived from children's rights. This is well-established, and ongoing.
- Research, meaning-making and practice, here and now, must, by law, operationalise children's rights.
- **All of which means that children's rights are part of the knowledge bank on which practitioners must draw, provide a lens through which to make meaning of information derived from research, and govern what practitioners do.**
- Continual learning is needed, best done collaboratively, linking law makers, policy officials, researchers, practitioners and service users.
- So CREYN is essential!!