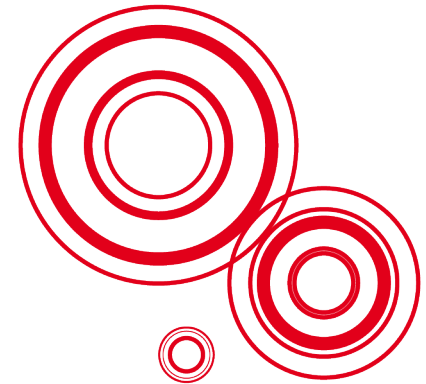




Gudrun Gilles  
GoodRun Solutions



# OVERVIEW

- Introduction to Framework
  - Feature Me
  - Pillars of Practice
  - Take Away
  - Qualification
- Community and Role of Children
  - Context
  - Response
  - Reflection

# FEATURE ME

## WORKSHOP PRINCIPLES

- F**oster and expect respect
- E**ncourage involvement and challenge
- A**cknowledge participant needs and motivations
- T**rack wellbeing
- U**tilise multi-sense and active learning strategies
- R**epresent integrity and authenticity
- E**volve through feedback
- M**aintain confidentiality
- E**ngage with Outcomes

*Participants may on the day add to or adapt these principles to reflect the unique composition of individuals and topics for the day.*



# TAKE AWAY

- Increased awareness in the audience of opportunities for children to have an impact on their environment.
- Critical thinking around the role of children in their community.
- The breaking down of perceived barriers within the sector hindering children's active community participation.

Does this reflect your expectations?

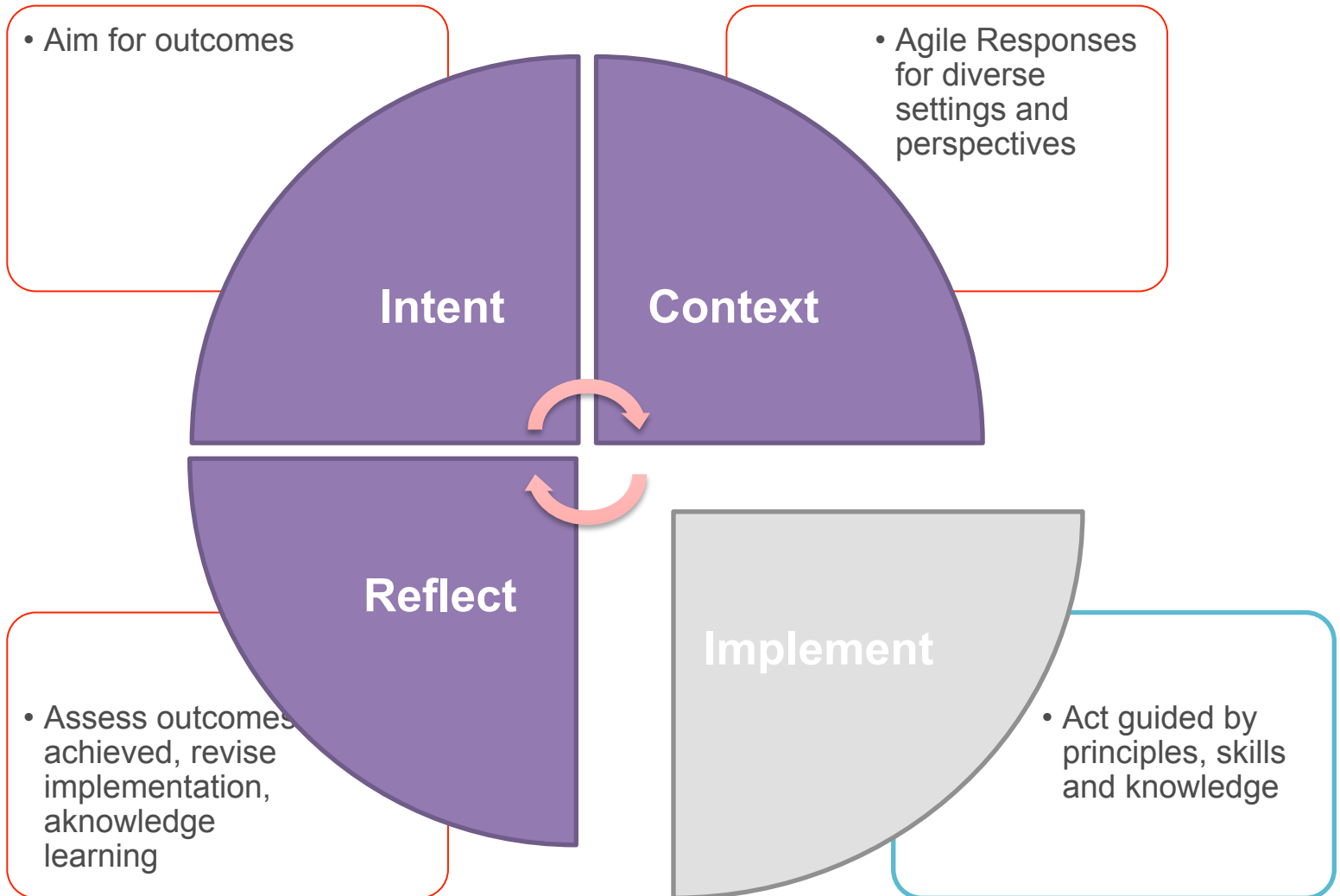
# QUALIFICATION

During this workshop I will indulge in a bit of nostalgia before moving to the 'here and now' of community and raising children.

What the involvement of raising a child in a village means to you and your service will look different in each case – there is no 'one solution fits all' approach.

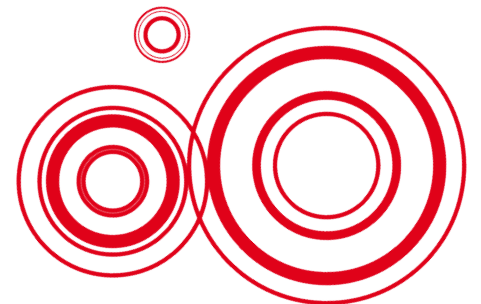
# PILLARS OF PRACTICE

## The four A's of 'ICIR'



# STARTING POINT

**It is very rare for children in any society to grow into functioning adults without support and some kind of influence from the community at large**



# PROVERBS

**“It takes a village to raise a child”**

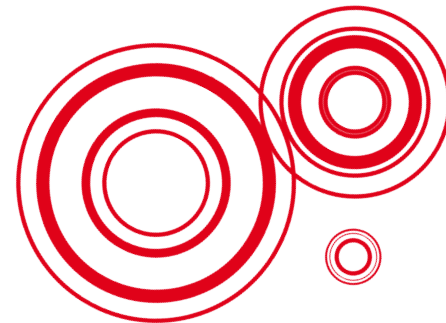
- *African (Nigeria) Background*

**"One knee does not bring up a child"**

- *Sukuma (Tanzania)*

**"One hand does not nurse a child"**

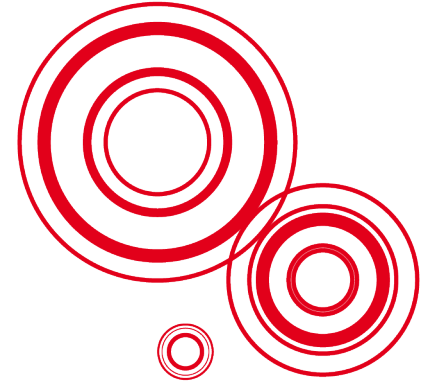
- *Swahili (East and Central Africa)*



More examples?



# CONTEXT

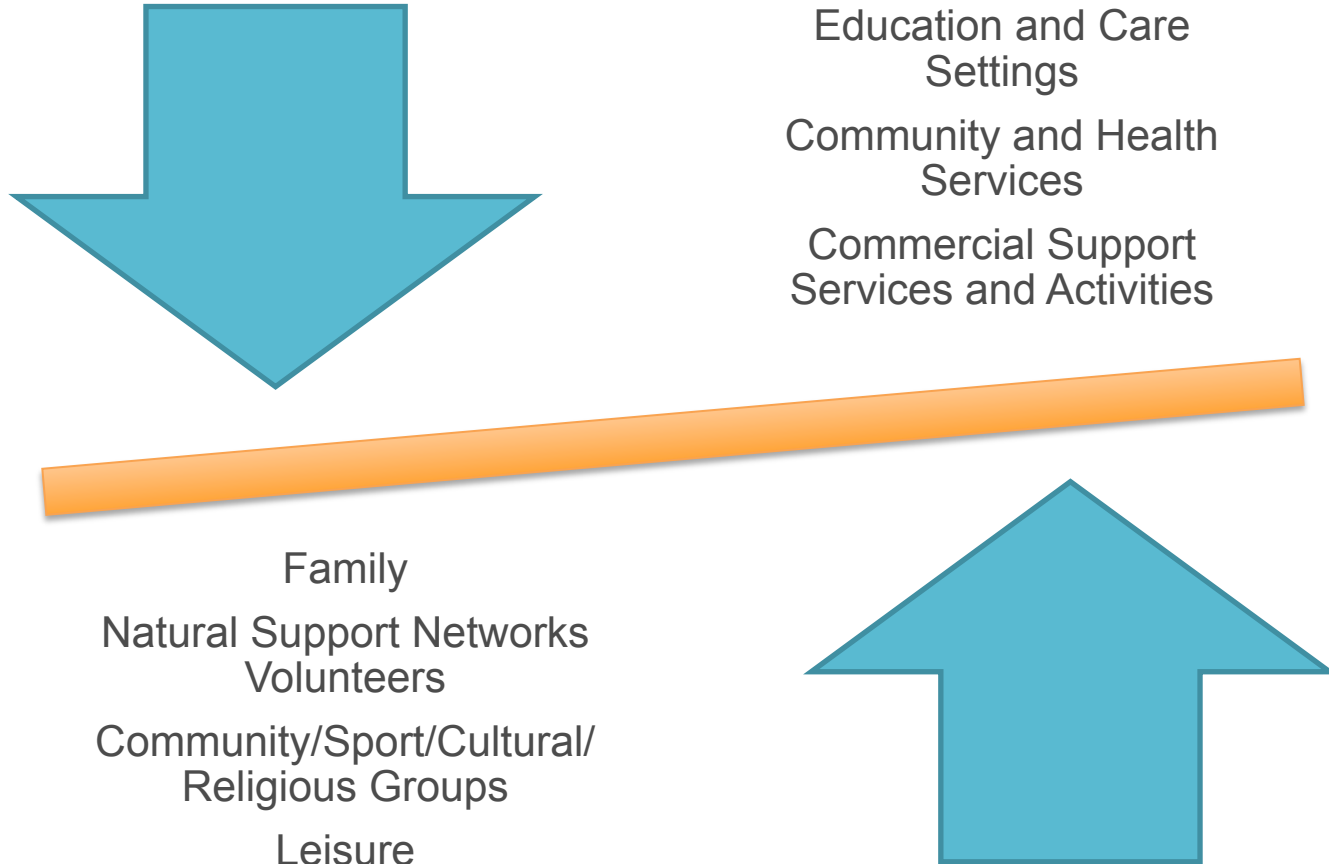


- ‘Village’ constructs and profiles – a changing world
- Contributions that villages make to children
- Exploration of leadership

# MY VILLAGE



# VILLAGE PROFILE



# What does the village contribute to the child's upbringing?



# OVER TO YOU

## Group exploration at tables



How do these contributions occur  
nowadays?

And in what setting?

# THE REALITY

- There are approximately 170,000 young carers in Australia with average age of 12 to 13 years providing care to a family member who has a disability or a mental or chronic illness.
- Unconfirmed numbers of children act as 'interpreters' for their non-English speaking parents (370,000 according to the Australian Institute of Criminology 1995)

# WHAT MAKES A GOOD LEADER?

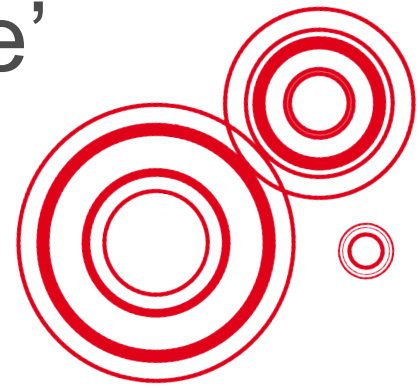


Leadership Qualities



# DO CHILDREN HAVE THESE QUALITIES?

How can you as educators strengthen these qualities and provide opportunities to experience being a 'Village' Leader?





# OPPORTUNITY – EVERY DAY

- Create opportunities for children to explore leadership in play
- Match their interests with leadership opportunities
- Talk about what types of leadership roles in which you, as an adult, are involved
- Explore situations in which children can lead and participate in various settings

# OPPORTUNITY – FORMAL

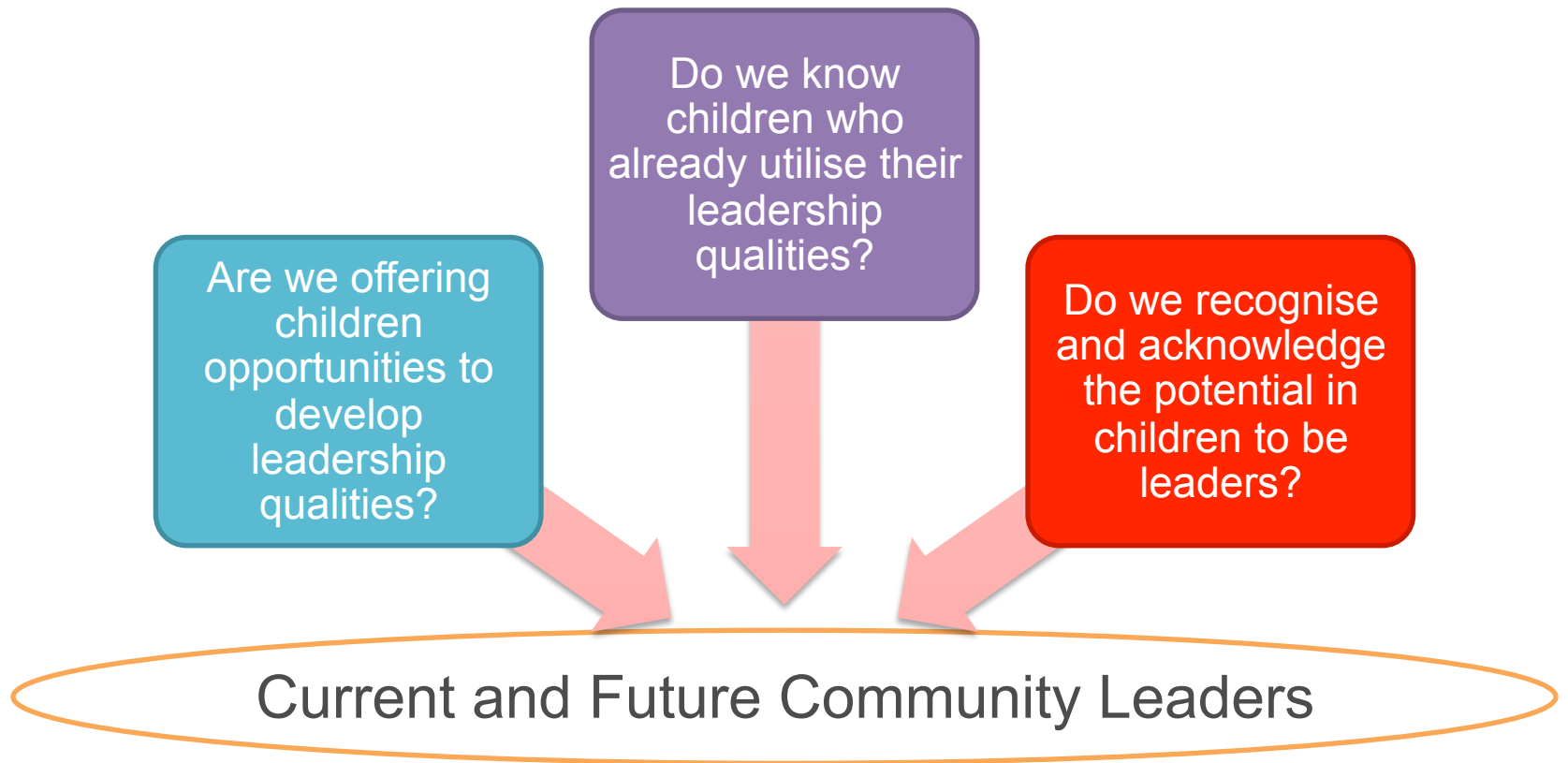
- Organised sport activities (martial arts, team sports)
- Guides and scouts
- Art groups
- Theatre
- Church based groups
- Volunteer groups

# OPPORTUNITY – FAMILY

Support families to discover opportunities for children to develop and strengthen leadership opportunities. Encourage matching of interests as a start:

- Gardening
- Household activities (cooking, washing, tidying up)
- When bike riding or hiking
- Fishing, camping...

# REFLECT



This workshop has been based on  
the belief that...

Educators become more effective through  
critical reflection and a strong culture of  
professional enquiry