

The discourses on children's right of **self-determination**. Early Childhood Education and the positioning of children as agents in their own (and adults') learning

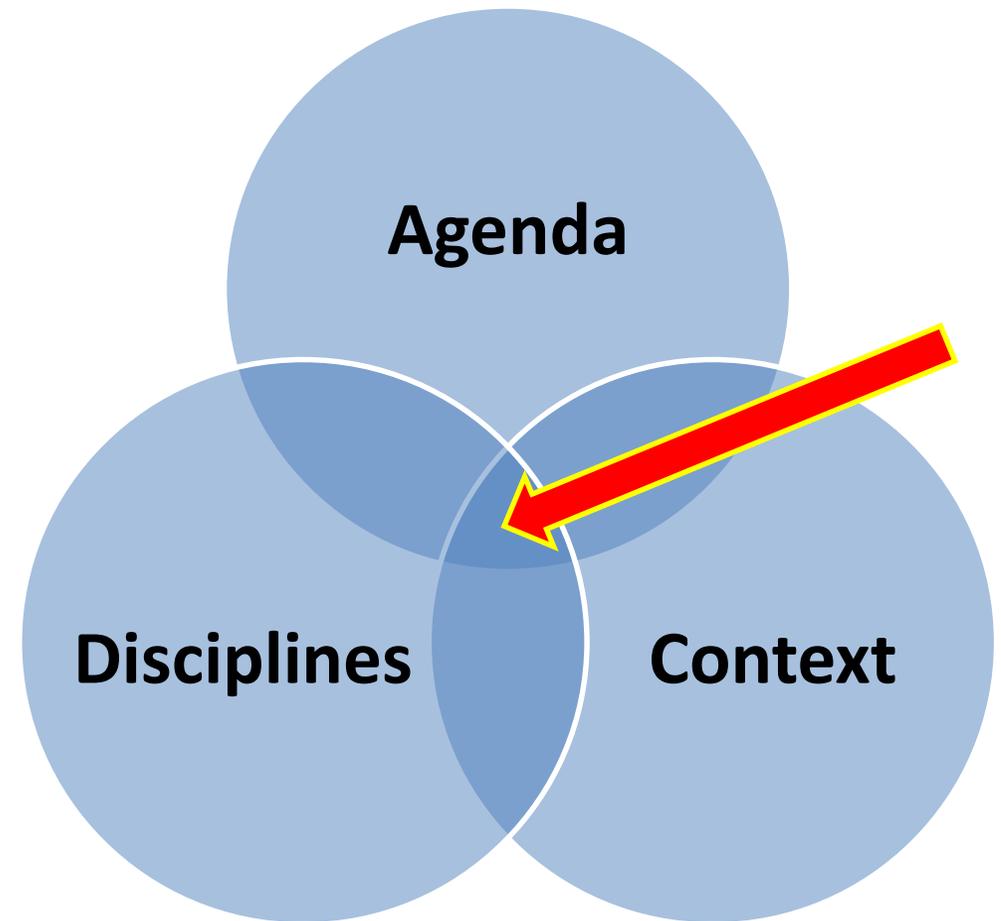
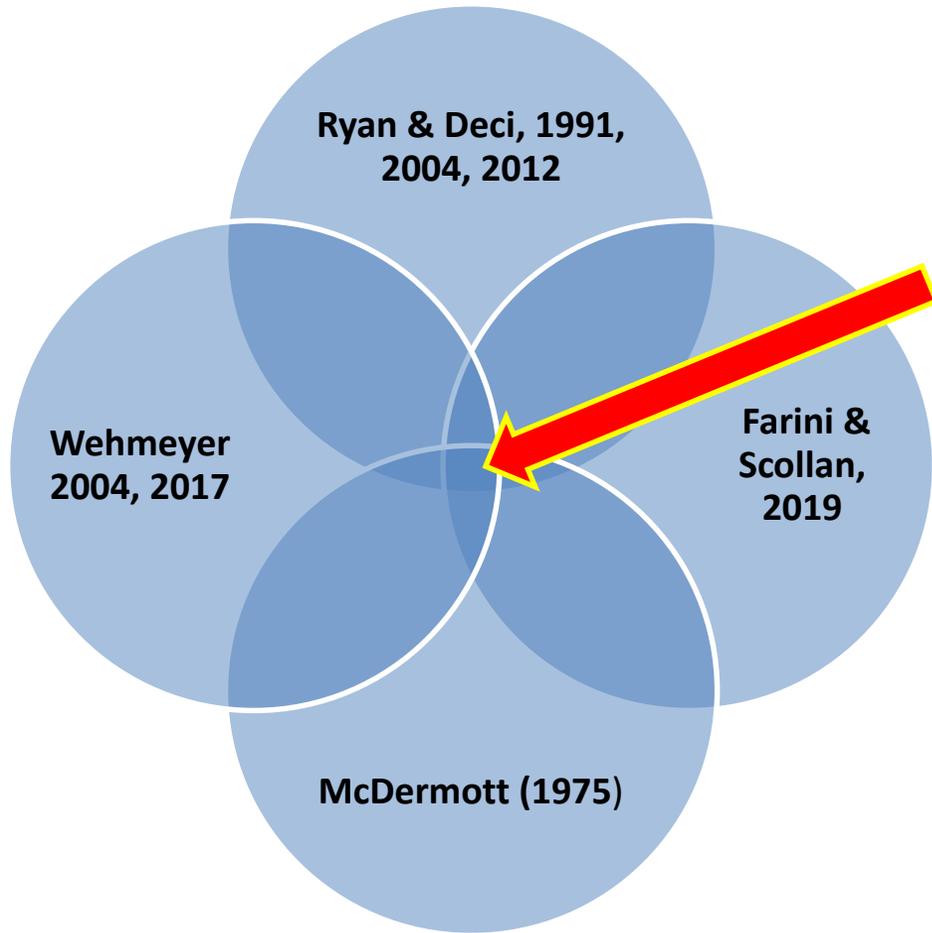
Dr Angela Scollan & Professor Federico Farini

The intellectual and ethical foundations of the discourses on children's right of self-determination

1. A critical examination of the United Nations Conventions on the Rights of the Child (UNCRC, 1989)
2. The positioning of children as agents to explore dominant shifts since 1990's
3. Early Childhood Education 'today' as a pedagogical discourse based on children's right to play an agentic role in shaping their educational experience
4. Exploring how children's choices and constructed knowledges are expressed and understood

Concluding thoughts

Theoretical Framework



1. A critical examination of the United Nations Conventions on the Rights of the Child (UNCRC, 1989)

Children needs	Welfare rights	Self-determination rights	Children interests
	Protection(from harm and dangers)	Participation(children having a voice in decision that affect their life)	
	Provision (of basic material and non-material needs to secure well-being)		
	Prevention (intervention to secure the best environment for the child's development)		

2. The positioning of children as agents

Article 12 is generally known as *the self-determination article* because it advances an image of children as active subjects who are not given but *have* rights, whose views are to be given due weight and recognition (Tisdal & Punch, 2012; Farini & Scollan, 2019; Tang, 2019; Tisdal, 2021).

The positioning of children and adults

Passive objects or Agentic subjects

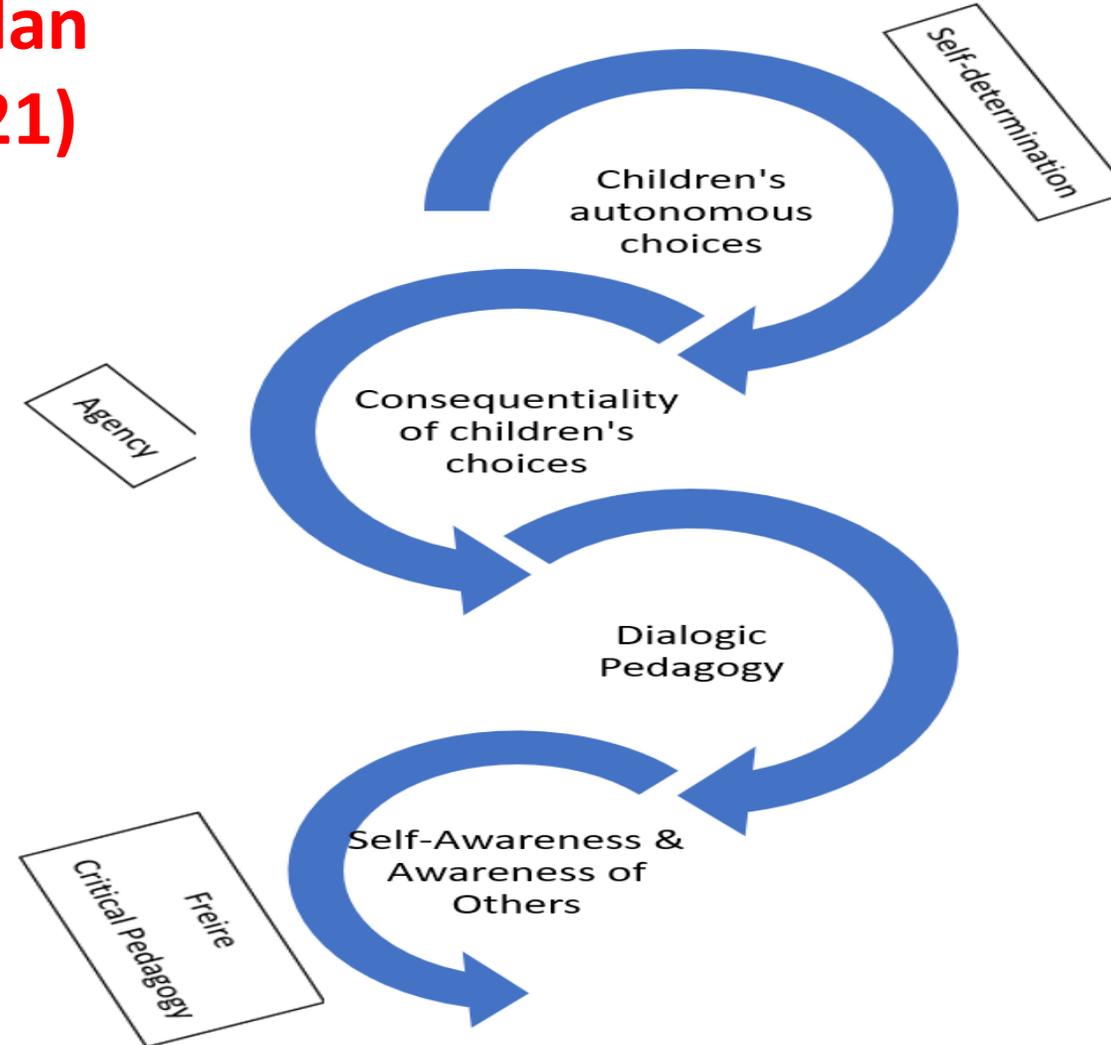
Welfare rights, best interests, self-determination

Safeguarding verses self-determination or choice

Agentic or not?

Promoting self-determination and agency. An example in practice.

Scollan (2021)



References

Farini, F. and Scollan, A. (eds) (2019) *Children's self-determination in the context of early childhood education and services discourses, policies and practices*. International Perspectives on Early Childhood Education and Development, 25 Springer International Publishing, Amsterdam.

Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Herder & Herder.

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Grazie!

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