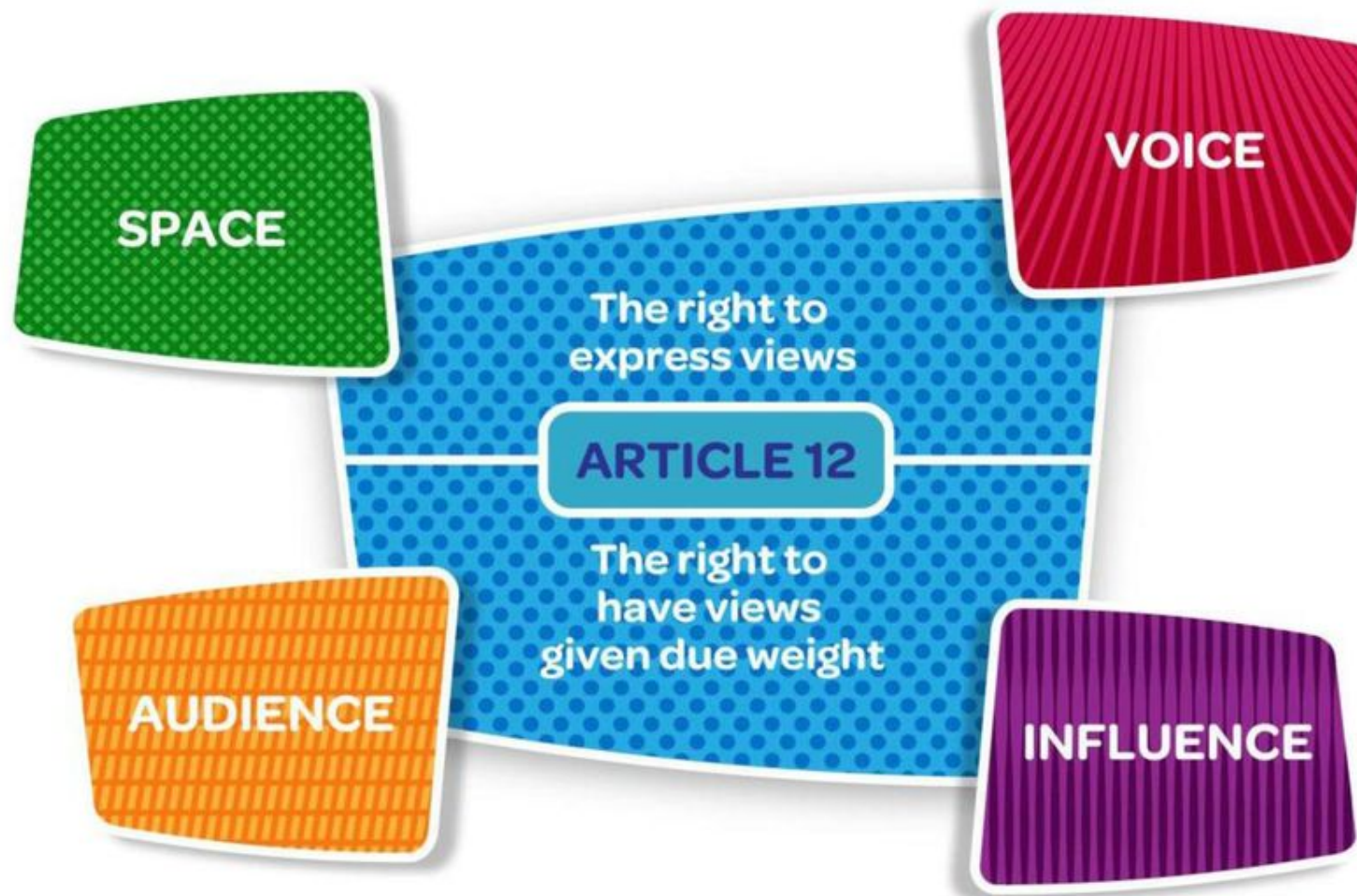


## Children's Teams

*Empowering children to take the lead...*

# Lundy Model of Participation



# + Lundy Model



This model provides a way of conceptualising Article 12 of the UNCRC which is intended to focus educational decision-makers on the distinct, albeit interrelated, elements of the provision. The four elements have a rational chronological order:

- **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.



# How is this different to Student Council?



- Our children identified four areas where they wanted to make a difference
  - Be Active – sports, yard activities
  - Caring for the world - Environmental awareness
  - Keeping everyone safe
  - Celebrating our cultures and languages
- From their ideas, we created four teams – all four develop their own action plans. Different children on each.
- Allows more children to be involved
- Timings – depends on group – some meet weekly, some monthly, some just ‘as needed’. Older children learn to ‘chair’, minutes.



# Our school development plan:

## One community where:



**We celebrate our diverse languages, faiths and cultures**

- Cultural Diversity team
- Young Interpreters

**We care for our local environmental and the world**

- Green Schools' Team
- Composting Team

**We encourage everyone to be active and healthy**

- 'Active Schools' team
- Lunchtime play-leaders

**We keep ourselves and others safe and well**

- Anti-Bullying Ambassadors
- Restorative Practice Buddies



# How does it work?



- All teams present at assembly, organise displays, share information in school weekly newsletter
- Student Council now comprises representatives from all four teams who share what their team is doing and look at ways to support one another, share ideas and work together.
- Mirrored by staff – all staff choose one team to join, we use Croke Park hours to facilitate, one adult acts as link between children's teams and adults, each team has yearly action plan
- Links to 'Dublin City' area plan and 'Better Outcomes, Brighter Futures' outcomes



- Link with 'Diana Award' – training available
- Two children from each class, meet weekly
- Focus on kindness and positivity
- Monthly actions, shared at assembly
  
- This month – 3Hs
  - Say Hi!
  - Give a High-Five!
  - Offer a Hug! (ask first)
- Kindness Bear for nominated student
- Kindness Bingo, Random Acts of Kindness





# + Young Interpreters



- Older/younger children paired by home (first) language
- Meet regularly to chat, to read in their home language or complete small activities
- Latest project – creating dual-language books in their own language & English
- Resources and supports available:  
<http://www3.hants.gov.uk/hyis>

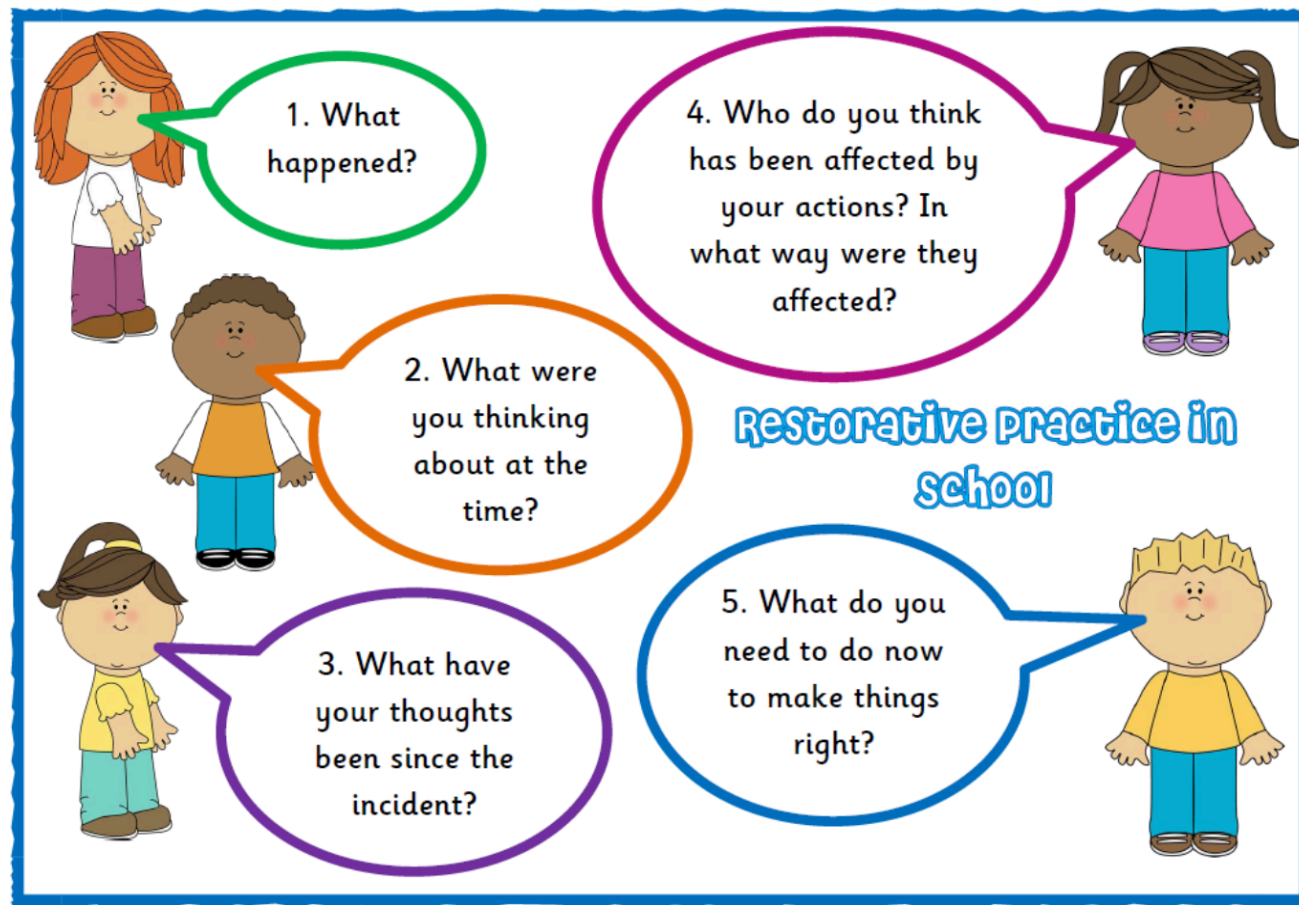






# RP Buddies

- Restorative Practice model
- Children taking lead in using restorative questions
- Structure for solving conflicts



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