

Child Self Reliance and Self-Esteem



Policy

The building of children's self-reliance and self-esteem are important goals that Janelle Street Centre seeks to achieve in the children it cares for because in this way independence is achieved.

Background

Self-reliance is reliance on one's own capabilities, judgment, or resources and creates independence. Self-esteem is the way in which an individual perceives oneself –in other words, their own thoughts and feelings about themselves and their ability to achieve in ways that are important to them. This self-esteem is shaped by a child's own perceptions and expectations, and by the perceptions and expectations of significant people in their life. The closer the child's perceived self (how they see themselves) comes to their ideal self (how they would like to be), the higher their self-esteem.

Practices

Educators will encourage children to be self-reliant by taking care of their daily routine such as feeding themselves, tying their own laces, etc. as soon as they become capable.

Educators will seek to provide opportunities for children to spend more time in free play, so they can explore their own ideas and think for themselves.

Children will be given responsibilities and held accountable if they do not fulfil their duties, so they gain a sense of importance and trust.

Physical fitness and strength are an essential part of being competent and self-reliant so children will be encouraged to undertake outdoor activity.

Children will be encouraged to set their own goals, unless educators feel they are taking the easy way out and they know they are capable of much more.

Children will be encouraged to accept both rewards and failure as part of daily living.

Educators will provide opportunities for children to gain a sense of personal responsibility and pride for tasks they have personally completed.

Educators will provide assistance in ensuring that children gain a sense of security and belonging.

Sources

- www.raisingchildren.net.au (accessed October 25, 2023)

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