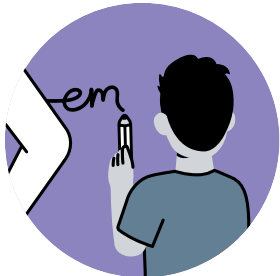


From passive

Viewing children as innocent, vulnerable and passive.



To active

Children are active in shaping their own lives, making meaning of their experiences, and possessing an array of skills, know-how, creativity and imagination, guided by values, beliefs and hopes.

From naive

Viewing children as naive and inarticulate.

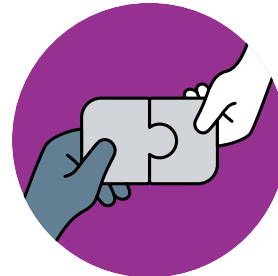


To knowledgeable

Children possess significant knowledge, language and understandings to define and describe both problems and solutions.

From recipients

Viewing children as passive recipients of services.

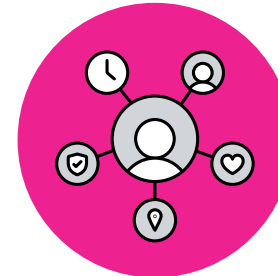
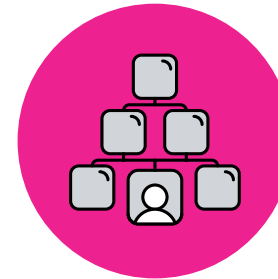


To contributors

Children are skilled and capable collaborators in the task of finding useful responses to problems and can make helpful contributions to others facing similar circumstances.

From categories

Solely assessing a child's congruence with mental health or developmental categories.



To context

Children's views and experiences exist in broader contexts, circumstances and relationships that surround them, that children can evaluate.

From top-down

Relying solely on being accountable to organisational and funding hierarchies.



To bottom-up

Prioritising practice approaches that are accountable and answerable to the child, their parents and other concerned adults.