

Children's rights education in diverse classrooms pedagogy, principles and practice

by Lee Jerome and Hugh Starkey, Britain, Bloomsbury Academic, 2021, 307 pp., £20.87 (Ebook), ISBN 9781350062825

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To cite this article: Tegar Pambudhi, Esti Kurniawati Mahardika, Adika Fatahilah, Johar Alimuddin & Nia Fatmawati (07 Nov 2023): Children's rights education in diverse classrooms pedagogy, principles and practice, Education 3-13, DOI: [10.1080/03004279.2023.2277912](https://doi.org/10.1080/03004279.2023.2277912)

To link to this article: <https://doi.org/10.1080/03004279.2023.2277912>



Published online: 07 Nov 2023.



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BOOK REVIEW

Children's rights education in diverse classrooms pedagogy, principles and practice, by Lee Jerome and Hugh Starkey, Britain, Bloomsbury Academic, 2021, 307 pp., £20.87 (Ebook), ISBN 9781350062825

Children's rights education in diverse classrooms' pedagogy, principles and practice provides information about children's rights in teaching at school. This book consists of three parts. The first part of this book discusses the results of research on human rights and children's rights in education.

The second part of this book highlights the active role of a teacher and examples of teacher attitudes that are inconsistent with values and practices that conflict with children's rights in education. This book is highly recommended for human rights literature. Children's rights in education must be fought for. Student-centered human rights education is critical to implement in schools.

Historically, the concept of human rights was considered as respect for the inherent dignity possessed by every human being. Even today, some governments continue to carry out inhumane acts against parts of the population they control as a first step to removing them from society through mass incarceration or murder. A commitment to human rights primarily aims to prevent such atrocities by establishing a culture that does not discriminate and prohibits unthinkable violence.

This book is fascinating because it examines the concept of human rights in education. Schools must be based on the belief that the rule of law must be realised. The legal system and national laws must provide a framework for implementing education. Schools or educational institutions should establish their rules, regulations and routines locally.

Teachers have a big responsibility towards students. Teachers as adults have been children. Therefore, teachers have felt that school rules must bind them. In schools and educational institutions, there are relationships with fellow students and relationships between students and teachers. Various incidents include misunderstandings, insults and intimidation in the world of education. An attitude that shows that children are not yet adults, which shows that children are under the control of adults.

Literature has yet to discuss much about the role of teachers in children's rights education (CRE). This book is fascinating because it provides information regarding ideological perspectives on children's rights. A legalistic view holds that children's rights are a matter of technical interpretation and implementation. This perspective describes the passive role of a teacher in implementing basic rules.

The next big concept is advocacy for human and children's rights, which is more significant than legal obligations. Gillet-Swan et al. (2023) show that recent research on children's rights has increased. However, research on children's rights tends to be uncritical, as seen in research reviews criticising or opposing dominant views. Much research on children's rights still needs theory. This book should also add many theories regarding children's rights and education. Theories in the study of children's rights, especially in education and the aims of these theories. Because each theory has different goals and constructions.

Promotes childhood ideologies, which challenge conservative social conventions and beliefs about how children fit within families and society. This perspective also sees teachers as passive because they require special instruction. According to the third approach to children's human rights, teachers must use this critical ideological framework to function as agents of change.

Educational institutions need to be understood in the context of systems and institutions. Commitment to children's rights has the perspective that teachers, as professional and political actors working in schools, are involved in political contestation. Teaching is the basis of political action, but not all politically informed action helps children and provides learning opportunities.

The curriculum must be designed to form skills in society. It is exemplified in this book that the curriculum is based on work, which children see as a form of activity that can reproduce various types of work in society. Children aged 4 to 5 years can do jobs such as sewing, cooking and carpentry, which can be done close to their homes. Then, children aged six years can be asked to carry out agricultural activities such as planting wheat, selling wheat and processing it and trained to produce something from this work, for example, by selling the product in the form of wheat. Children aged seven can be facilitated in studying prehistoric material through visits to various caves. At the age of 8 years, you can be introduced to exploration within the scope of research by Columbus, the Phoenicians and Magellan. Children aged nine years can study and focus on local history and geography material. As they get older, they can focus on more complex things, such as scientific experiments, and various areas of development, such as sports and social sciences. Children as young as 13 can create their clubhouse in a scientific school project. Activities can cover the mathematics, reading, writing, arts and sports curriculum.

Criticism of this book is that there are no visualisations depicting children's activities at school or in society, which already depict children with a curriculum or activities that describe children's rights. This book would be excellent if it added clear learning stages in the classroom.

This book is excellent and recommended to increase insight and knowledge about elementary education. This book can also be used as material in higher education for students who will become teachers or education observers. Education and child rights practitioners can also use this book for study material.

Acknowledgment

The authors would like to thank the *Lembaga Pengelola Dana Pendidikan* (LPDP) under the Indonesian Ministry of Finance for supporting the publication of this article and a big thank you to the author's mentor, Aulia Sholichah Iman Nurhotimah at Research Classes Compass (RCC).


Reference

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<https://doi.org/10.1080/03004279.2023.2277912>

