

# Standard 1: Rights of the Child

Ensuring that each child's rights are met requires that she/he is enabled to exercise choice and to use initiative as an active participant and partner in her/his own development and learning.



## Standard 1: Rights of the Child

### Component 1.1

Each child has opportunities to make choices, is enabled to make decisions, and has her/his choices and decisions respected.

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### Component 1.2

Each child has opportunities and is enabled to take the lead, initiate activity, be appropriately independent and is supported to solve problems.


### Component 1.3

Each child is enabled to participate actively in the daily routine, in activities, in conversations and in all other appropriate situations, and is considered as a partner by the adult.

## Component 1.1

Each child has opportunities to make choices, is enabled to make decisions, and has her/his choices and decisions respected.

### → Signposts for Reflection Birth - 18 months


- 1.1.1 How do you match your care routines to the child's own routine and needs?
- 1.1.2 How does the child's key worker let other people know about the child's preferences?  See 13.1



Think about: (e.g.)

- Identifying/recording/reviewing child's preferences
- Child's preferences regarding security objects, nap times, things to look at, things which hold her/his attention, etc.
- Appropriate choices a child can make as she/he gets older – e.g., around food and meal times, snacks, choosing between two playthings, etc.

### → 12 - 36 months

- 1.1.3 How do you foster each child's sense of control over her/his daily experiences and activities?  See 5.3 / 5.4



Think about: (e.g.)

- Opportunities for the child to have choices and make decisions
- Challenges for the adult/setting in respecting the child's choices and decisions

- Achieving a balance between child-chosen (directed) and adult-chosen (directed) activity
- Ensuring that the level of choice is appropriate for the child
- Opportunities for the child to plan activities
- Enabling a child with language and communication difficulties to share their plans
- Challenges for the adult in enabling the child with special needs (e.g., communication, motor skills, etc.) to have choices and make decisions
- Opportunities for the child to review her/his plans and activities
- Catering for the child's interests in the daily routine

### → 2<sup>1</sup>/<sub>2</sub> - 6 years

- 1.1.4 1.1.3 ↩

## Component 1.2

Each child has opportunities and is enabled to take the lead, initiate activity, be appropriately independent and is supported to solve problems.

### → Signposts for Reflection Birth - 18 months

- 1.2.1 How do you ensure that the child is responded to quickly when she/he cries or otherwise indicates that she/he needs attention?

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Think about: (e.g.)

- Routines to ensure the child gets regular and frequent individual attention (other than in response to distress or care needs)
- Providing individualised care for each child

### → 12 - 36 months

1.2.2 1.2.1 ↩

1.2.3 How is the child provided with opportunities within the daily routine to use her/his initiative and to be appropriately independent? See 7.3



Think about: (e.g.)

- Problem-solving opportunities that arise for the child in the course of the day's activities and routines
- The challenges you meet in making sure that, as a matter of routine, the child takes the lead and acts with appropriate levels of independence
- A situation when a child chose, organised and took the lead in an activity during which you supported the process and emphasised its success See 7.3
- Supporting child-initiated activity for the child with a disability
- Providing opportunities for the child to care for her/his own belongings and those of the setting
- Enabling the child to take care of her/himself
- Implementing this Component through indoor and outdoor play See 2.5 / 2.6 See 6.3
- Incorporating this Component into meal/snack times and tidy-up times

### → 2<sup>1</sup>/<sub>2</sub> - 6 years

1.2.4 1.2.3 ↩

## Component 1.3

Each child is enabled to participate actively in the daily routine, in activities, in conversations and in all other appropriate situations, and is considered as a partner by the adult.

### → Signposts for Reflection General

1.3.1 How do you enable each child (including the child with special needs) to participate with her/his peers? See 5.1

1.3.2 How do you show responsiveness and sensitivity to the child when you are engaged with her/him? See 5.4

### → Birth - 18 months

1.3.3 How do you ensure the child is responded to sensitively, with loving care?

1.3.4 Can you give a description of responding to the child's actions (such as babbling, moving, etc.) with affection and playfulness through nonsense sounds, songs, baby games, hugs, etc.?

### → 12 - 36 months


1.3.5 How do you ensure that each child joins in the shared activities in a way that suits her/his own disposition? See 5.2



Think about: (e.g.)

- Supporting each child's participation in a group activity
- Managing difficulties which arise among children during group activity

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- Assessing at what stage you should intervene in a child's play to offer assistance  See 6.6
- Ensuring that the child is a partner in her/his own learning at all times
- Challenges for you in considering the child as a partner
- Affording the child the opportunity to initiate activity and to invite others to participate

→ 2<sup>1</sup>/<sub>2</sub> - 6 years

1.3.6 1.3.5 ↩

