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.

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.
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.

→ 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.

→ 2½ - 6 years
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?
Standard 1: Rights of the Child

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

→ 2½ - 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?

Think about: (e.g.)
- Supporting each child’s participation in a group activity
- Managing difficulties which arise among children during group activity
Standard 1: Rights of the Child

- Assessing at what stage you should intervene in a child’s play to offer assistance
- 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

→ 2½ - 6 years

1.3.6 1.3.5