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.



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.

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



 $2^{1/2}$ - 6 years

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.



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?



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
- 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



21/2 - 6 years

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?

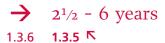
See 5.2



Think about: (e.g.)

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

- 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



18