

**Children's Rights in Early Childhood:  
An exploration of *child rights pedagogy*  
in England and Finland**

**Volume II**

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# Appendix 1

## Convention on the Rights of the Child

<https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>

### Convention on the Rights of the Child

**Adopted and opened for signature, ratification and accession by General Assembly  
resolution 44/25 of 20 November 1989**

**entry into force 2 September 1990, in accordance with article 49**

#### Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) ; and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child, Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

## **PART I**

### **Article 1**

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

### **Article 2**

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

### **Article 3**

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

### **Article 4**

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

### **Article 5**

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

### **Article 6**



1. States Parties recognize that every child has the inherent right to life. 2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

#### **Article 7**

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

#### **Article 8**

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

#### **Article 9**

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

#### **Article 10**

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their

own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

#### **Article 11**

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

#### **Article 12**

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

#### **Article 13**

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
  - (a) For respect of the rights or reputations of others; or
  - (b) For the protection of national security or of public order (ordre public), or of public health or morals.

#### **Article 14**

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

#### **Article 15**

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

#### **Article 16**

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

#### **Article 17**

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

#### **Article 18**

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.
3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

#### **Article 19**

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

#### **Article 20**

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.
2. States Parties shall in accordance with their national laws ensure alternative care for such a child.
3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

#### **Article 21**

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

- (a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
- (b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
- (c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
- (d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;
- (e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

#### **Article 22**

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.
2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

#### **Article 23**

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.
3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development
4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

#### **Article 24**

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
  - (a) To diminish infant and child mortality;
  - (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
  - (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
  - (d) To ensure appropriate pre-natal and post-natal health care for mothers;
  - (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
  - (f) To develop preventive health care, guidance for parents and family planning education and services.
3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.
4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

#### **Article 25**

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

#### **Article 26**

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

#### **Article 27**

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

#### **Article 28**

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy

throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

#### **Article 29**

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

#### **Article 30**

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

#### **Article 31**

- 1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
- 2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

#### **Article 32**

- 1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
- 2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:
  - (a) Provide for a minimum age or minimum ages for admission to employment;
  - (b) Provide for appropriate regulation of the hours and conditions of employment;

(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

### **Article 33**

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

### **Article 34**

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

### **Article 35**

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

### **Article 36**

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

### **Article 37**

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

### **Article 38**

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.



2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

#### **Article 39**

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

#### **Article 40**

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

(i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected. 4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

#### **Article 41**

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

(a) The law of a State party; or

(b) International law in force for that State.

### **PART II**

#### **Article 42**

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

#### **Article 43**

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute

a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

#### **Article 44**

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights

(a) Within two years of the entry into force of the Convention for the State Party concerned;

(b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

#### **Article 45**

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

### **PART III**

#### **Article 46**

The present Convention shall be open for signature by all States.

#### **Article 47**

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

#### **Article 48**

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

#### **Article 49**

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

#### **Article 50**

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any

amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

#### **Article 51**

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

#### **Article 52**

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

#### **Article 53**

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

#### **Article 54**

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations. IN WITNESS THEREOF the undersigned plenipotentiaries, being duly authorized thereto by their respective governments, have signed the present Convention.

## Appendix 2

### Research Protocol

**Protocol Title:** Children's Rights in Early Childhood Education and Care: An Exploration of *Child Rights Pedagogy* in three countries.

**Protocol Version:** 1

**Protocol Date:** 1.8.2016

**Principal Investigator:** Aline Cole-Albäck

This protocol serves as the guiding document for the case studies to be carried out in this PhD research project.

The key objectives are:

1. to analyse and define the concept of *Child Rights Pedagogy*;
2. to explore two-year-old children's lived experiences in relation to rights in three different countries;
3. to discuss with parents what children's rights mean to them;
4. to identify what children's rights mean to adults working with two-year-olds; and
5. to develop a *Children's Rights Involvement Framework* for collecting data for this research project and as a future guide for adults working in early childhood education and care.

The protocol serves three purposes. It is a blueprint for the multiple cases to be studied in this PhD project and it is also a document providing evidence of the trustworthiness of the research process. It is also designed for the purpose of replication so that any other investigator will be able to repeat the project if they desire to do so. In the course of the research this document will be evolving as it is a living document and it will reflect the input from the various participants who wish to contribute to the research process. This will be noted at the top of the protocol where the 'Protocol Version' will indicate the number amendments undertaken. The first and the final version will be included as Appendices in the thesis. The final version will be written in the past tense, reporting what actually was carried out.

#### 1. Background

Children's rights as we know them is a relatively new concept, although the idea that children need special protection started to emerge in the middle of the 19<sup>th</sup> century. The history of children being accorded their own set of rights dates back to 1924 and the *Declaration of the Rights of the Child*, also known as the *Geneva Declaration* that contained five provision rights. After the horrors of World War II, the UN adopted the *Declaration of the Rights of the Child* in 1959, and added five protection rights to the provision rights. The 1959 Declaration was the foundation for what was to become the *UN Convention of the Rights of the Child*, unanimously adopted by the UN General Assembly 30 years later. In 1989 participation rights were added to the existing provision and protection rights (Wall, 2008; Humanium, 2015). In other words, children have since 1989 not only all of the rights enshrined in other international human rights treaties, but also the additional rights in the *UN Convention of the Rights of the Child* (UNCRC), which are considered particular to children (CRAE, 2015a). As such the UNCRC is part of legally binding international human rights instruments. The UNCRC is however the only instrument that combines aspects of children's civil, political, economic, social and cultural

rights, taking into account children's vulnerability, specificities and needs (Humanium, 2016; UNICEF, 2016).

The volume of research into children's rights has been growing since the adoption of the *UN Convention on the Rights of the Child* in 1989 (OHCHR, 1989). Rights language is also increasingly evident in policy documents and early years curricula in many European countries as evident in for instance the *Children Act 2004* and Early Education documentation in England (Early Education, 2012). In Finland the *Core Curriculum for Pre-school Education* (Opetushallitus, 2010) and the Ministry of Education and Culture (Opetus- ja kulttuuriministeriö, 2012) also use rights language. In Sweden Government documentation and the preschool curriculum also mention the UNCRC directly (Regeringskansliet, 2004; Skolverket, 2010). However, there is a gap between research, policy and practice. Authors such as Reynaert *et al.*, (2012), Tobin (2013), Quennerstedt (2013) and the *Children's Rights Alliance for England* (CRAE) (2015b) therefore suggest using the *UN Convention on the Rights of the Child* (UNCRC) as a frame of reference to actively inform and guide day-to-day practice, rather than just seeing it as a legal document.

The Committee on the Rights of the Child also specifically recommends that all "*States parties construct a positive agenda for rights in early childhood*" (OHCHR, 2006: 2). In their latest concluding observations, the Committee on the Rights of the Child made recommendations to the UK, Swedish and Finnish Governments respectively to strengthen their efforts to make the UNCRC widely known and make training on rights available to all professional groups working with children, in line with Article 42 (OHCHR, 2008; 2009; 2011). Knowledge building about what children's rights mean in practice is however almost absent in today's scholarly debate on children's rights, as the focus has been on the legal implementation of the UNCRC rather than what children's rights mean in specific contexts such as for instance Early Childhood Education and Care (ECEC) (Reynaert *et al.*, 2009).

There is emerging evidence from a number of studies about the positive impact and improved outcomes for children in rights respecting schools (Sebba and Robinson, 2010; Covell *et al.*, 2011; UNICEF UK, 2015); however, I have to date not come across research on the implementation or impact of *Children's Rights Education* in settings for children under three. In fact, there is a persistent lack of educational research with children under the age of three in general (Rayna and Laevers, 2011).

A stronger research culture and knowledge base about the experiences of very young children in 'birth to three' programs across European countries still needs to be built" (Berthelsen, 2010: 83).

This study looks to contribute to the knowledgebase about very young children's experiences of rights, and at bridging the gap between children's rights rhetoric and practice. As different countries have distinctive histories of engagement with children's right due to their political, socio-cultural and historical contexts, a transnational perspective involving three countries is expected to provide a richness of data a single country study would not be able to provide. Transnational research is defined in this study as follows:

Transnational research is non-comparative research that transcends national borders, where the case is part of a larger phenomenon outside of the national context.

The central research question or what Stake (1995) calls *Issue Question* is therefore: What does *Child Rights Pedagogy* entail in ECEC? Additional sub questions or *Topical Questions* (*ibid.*) are:

1. What evidence is there of rights-based practice in a setting?
2. How do very young children experience rights in a setting?
3. What do parents know about children's rights and what is their understanding of them?
4. What does rights-based practice entail to adults (managers, teaching and non-teaching staff) working with two-year-old children?
5. Would a children's rights observation/audit tool be a useful instrument for guiding practice?

## 2. Research Aims and Purpose Statement

The intention of this research is to make children's rights more relevant in ECEC by advancing an understanding of how the UNCRC, a core international human rights treaty, can be used as a frame of reference in day-to-day interactions in early childhood settings. This research is also a way of promoting children's rights at a time when they are firmly embedded in legislation and policies in many European countries but not really engaged with on a practical level because the link between theory and practice is unclear amongst many adults working with children, as is the case in England, Finland and Sweden (Alderson, 2008; CRAE, 2009; Quennerstedt, 2010; Sveriges Riksdag, 2011; Lundy, 2012; Barnombudsmannen, 2014; Folkälsan, 2014; CRAE 2015b; Jerome et al., 2015).

The purpose of this phenomenological case study is to explore and seek a greater understanding of the concept of *Child Rights Pedagogy*. The focus will be on how children's rights are engaged with in early childhood settings working with two-year-old children. The reason for choosing this age group is because a growing number of two-year old children are in formal or out-of-home childcare in Europe yet there is limited educational research on this age group, and rights-based research in particular. Because children under three have very different needs compared to older children, how we engage with very young children's rights may also need to be understood differently. This study will therefore explore children's rights with various stakeholders and be carried out in several stages, from an initial literature review to observing children in their settings, conducting focus group discussions with parents, and interviewing staff working in settings in two English *childcare* settings, two Finnish *daghem* and two Swedish *förskolor*. A transnational study is expected to generate a rich case study database. It will culminate with reporting and disseminating the findings to both academic and professional audiences.

## 3. Design

The six Stakian *Conceptual Responsibilities* (2005) will be used as the case study design, see **Table 1**.

The research will be conducted in stages. The initial desk-based stage is the first, essential theoretical exploration stage. It will identify the area of research and include an extensive literature review for developing the conceptual framework of *Child Rights Pedagogy* to be able to propose a provisional understanding as the starting point for developing this research project. In the second stage, the field research will be carried out in England, Finland and Sweden to draw on different national perspectives. Local data is sought to complement general literature as it may reveal a nuanced and contextual understanding of the children's rights discourse that the general literature or national reports may not convey. There will be an overlap between stage two and stage three, the data analysis stage, as data will be analysed in parallel with data collection in the second and third country. In the fourth stage field data will be synthesised with the literature review and further literature explored in the course of stage two and three. In the fifth and final write up stage, country reports will be written, the thesis printed, articles sent to peer review journals and tying it all together, an overall case study report will be written. See Appendix 2, for a flowchart of the five-stage case study process.



**Table 1: Research Design**

1.	Bounding and conceptualising the object of study	Children's rights practice in ECEC settings providing for children 2-3 years of age
2.	Selecting phenomena, themes or issues	Issue question: what does <i>Child Rights Pedagogy</i> entail?
3.	Data gathering and seeking patterns of data to develop the issues	Iterative analysis process to expose link between the UNCRC and practice in ECEC
4.	Triangulation or collation of data for interpretations	Collection and collation of qualitative information through various methods
5.	Selecting alternative interpretations to pursue	Through thick description and verification by member checking
6.	Developing assertions or generalizations about the case	Interpreting findings and synthesising data using narratives and word tables

Methodologically this study is located within a qualitative paradigm. The main characteristic of a qualitative study, according to Padgett (2012) is that it is *contextual, holistic, person-centred, deep*, and provides *insider perspectives*. As this study seeks to capture children's experiences, and describe and interpret them with parents and staff (insider, person-centred perspectives) in participating settings (contextual), it qualifies as a qualitative study. In addition, the focus on a few purposefully selected as opposed to a larger number of randomly selected settings gives the study depth rather than breadth. A further qualification is its inductive approach, starting from observations, interviews and focus group discussions to identify what *Child Rights Pedagogy* entails and thus defining what Walker and Avant (1988) call the *Practice Theory* and *Experiential Theory* level of a developing *Children's Rights Theory*. In other words, knowledge and meaning will be co-constructed and interpreted from data collected in generating theory.

#### 4. Case Definition and Selection Criteria

In line with Stake's typology (1995; 2005), a distinction is made between two different aspects of a bounded system, or unit of analysis under investigation. They are *the case* ( $\Theta$ ), and *the issue* (I). When an issue (I) informs the case, but the case as a whole is more important, the case study is said to be an *intrinsic* case study. When the issue is *the* research question and of more interest than the case, then the case study is said to be an *instrumental* case (Stake, 1995). This study is therefore an instrumental case study as it is used to provide insight into an issue (I) to facilitate our understanding of an interest. Because the interest is not in one particular case but a number of cases, studied jointly, it can also be defined as a collective case study. In other words, an instrumental case study extended to multiple cases.

Every case or issue needs to be defined, or bounded to make it manageable. This process may be called *casing* (Ragin, 2009). Casing is seen by Ragin as an important process whereby the researcher defines the boundaries of a case by identifying and focusing attention on some aspects of reality, while consciously not pursuing other aspects. In this PhD study, children's rights are identified as the issue and will be bounded by the toddler group in the participating day care settings, *daghem* and *förskolor* in each of the countries.

As the settings that will be invited to participate will be *positive cases* (settings engaging with the phenomenon or issue under investigation) as opposed to settings from a wider population (a variety of day care setting, *daghem* and *förskolor* including cases where the phenomenon is possibly present but may not be), a purposeful sampling approach will be used. "*The purpose of purposeful sampling is to select information rich cases that best provide insight into the research questions*" (Emmel, 2013: 33). In other words, in purposeful samples, cases are by definition chosen according to some common criteria. In this study the common characteristic of participating settings is their active engagement with children's rights that will provide insight into what *Child Rights Pedagogy* may entail

and how is it enacted in ECEC. “A *phenomenological study usually involves identifying and locating participants who have experienced or are experiencing the phenomenon that is being explored*” (Rudestam and Newton, 2007: 106).

## 5. Participants

There are no hard and fast rules as to the number of participants required for a qualitative study. Guest *et al.* studied literature that provided guidelines for actual number of participants, and recommendations varied from 5-36 participants, depending on the type of study conducted. Morse’s table from 1994 is often quoted when selecting an exact number; however, she has in a more recent article (2000: 5) stated that:

the number of participants required in a study is one area in which it is clear that too many factors are involved and conditions of each study vary too greatly to produce tight recommendations.

Guest *et al.*, (2006) therefore suggest the number of participants should be large enough to allow for *theoretical saturation*, that is, till no new data is emerging in the analysis process. They carried out field research in the search for theoretical saturation in relation to interviewing and came to the conclusion that if a purposeful study group is carefully selected for homogeneity, high quality data is collected, and the issue questions are very clear, then saturation usually occurs after 6-12 interviews.

Despite Morse’s (2000) reservations about pinpointing an exact number of participants, she still suggests that a phenomenological study may require 6-10 participants and Krueger and Casey (2008) suggest focus groups usually should consist of 5-12 participants but for the purpose of remaining manageable.

Taking the above into consideration, the number of participants for this project, that will use individual interviewing and focus groups discussions as methods for

collecting data, will be the suggested minimum number of participants for a phenomenological study and interviews, that is:

- six early years settings where observations will be carried out;
- one member of staff, for one-to-one interviews, per settings (six staff);
- one parent focus group per setting, with a minimum of five participants (six focus groups); and
- currently an unknown number of children who will be given the opportunity to take part.

## 6. Initial Procedures and Roles

Managers of settings will be seen as the *gatekeepers* to negotiating not only access to settings but also to negotiating involvement by staff, as settings will need to remain in ratio during times of interviewing. Staff, on the other hand, will be seen as the gatekeepers to parents, who in turn will be seen as the gatekeepers to their child. Meaningful relationships will need to be built with each of the gatekeepers for successful access and collaboration. As I am the only investigator in this particular project, I will be involved with all the gatekeepers and participants at various stages.

Initial contact with managers from settings will be established via email. Direct contact with each setting is preferred (as opposed to going through an area manager only) to make sure all settings have had information letters and are aware of the purpose and objectives of the study. The initial email will introduce the research project and requesting the opportunity to include the setting in the research. If the response is positive, I will follow up with a phone call. If the response is negative, I will ask if the manager would be willing

to reconsider if given more information about the project. If the manager agrees, more information will be sent out. If the response is still negative, I will thank the manager for his or her time.

Once successful access has been negotiated and visits discussed, a confirmation email will be sent out indicating the date and time, and referencing the following documents which will be included in the email:

- Invitation letter to settings
- Invitation letter to staff
- Invitation letter to parents and children
- Invitation letter to focus groups
- Consent forms
- Interview schedule
- Observation guide

On the first meeting with the manager, the consent form will be discussed and any clarifications about the consent form or outstanding questions about the project addressed. If there are no outstanding questions and the understanding of the research is accurate, two copies of the informed consent form will be signed; one for the manager to keep and one for the case study file. Similar steps will be taken with staff involved and parent participants in the focus groups.

An important aspect of a researcher's role is the building of trust with the participants. Emmel et al. (2007) have experienced that gatekeepers sometimes play an important role in not only allowing access but also in supporting trusting relationships between the researcher and participants. They therefore suggest that researchers should offer something in return for access to participants and also as an attempt to equalize power. It may be done through an exchange of knowledge, information, or time through immersion and involvement in the research site, according to Emmel et al. (ibid.). They further suggest that access to participants may depend on the social capital of the gatekeepers. This is an important unknown factor that can only be explored on site at the start of the fieldwork. The fieldwork can therefore be seen to start at first contact with the gatekeepers. With regards to the child participants, I will spend two days in the setting getting to know the children in the two-year-old group. The children will be allowed to use the camera equipment and film each other on these days and get familiar with any other resources that are going to be brought into the setting, if they are interested, to create a shared meaning between me and the children (Mac Naughton and Williams, 2004). Ongoing *informed assent* will be sought throughout the research process. This is important for two reasons. Firstly, because in line with Article 12 and 13 of the UNCRC children have a right to receive information and express views about matters that affect them. The ongoing process of informed assent thereby "*acknowledges the child, not only as a subject of rights, but also as an individual who is ready to exercise those rights*" (Harcourt and Conroy, 2005: 572). In addition, as their parents or legal guardians who will have given consent will most likely not be present when the research is conducted, children's ongoing assent is of utmost importance (Harcourt and Conroy, 2005).

There are a variety of ways to seek young children's informed assent according to Harcourt and Conroy (2005). Children will be given the opportunity to give assent verbally and the following options: (not sure about this but included it for discussion)

- The child's thumbprint on a document.
- A photograph of the child smiling into a camera to indicate they are 'happy' for the

research process to take place.

- The colouring in of a smiley face (as opposed to a non-smiling face) to indicate that the child agrees for the observation to occur.
- The printing of a child's handprint in red or green drawing on a child's experience of traffic lights.

All of the above options will be offered to the children in this study. A conscious effort will be made to use language that is appropriate to support the child in the decision-making process. In addition to negotiating initial informed assent using symbolic representation, verbal and non-verbal assent will be negotiated through the whole research process as mentioned before. For assent to be meaningful it has to be more than just a one-off event of agreement, non-refusal or submissive participation (compliance in respect of an authority figure) (Harcourt and Conroy, 2005). I will ensure that children know that they have a choice to participate, remind them that they have the right to withdraw at any time and make sure they know exactly what their role is in the research. Throughout the whole research process children's body language and non-verbal messages will also be noted as a way of expressing assent or dissent.

There are various roles adults can take on during the research process with children in their settings. At the one end of a continuum, researchers can be detached non-participants, and at the other end they can take on what some researchers refer to as the "*least adult role*" (Warming, 2005: 59). This role requires that adult researchers "*distance themselves from the position as adult in all aspects of their role other than their physical size*" (Rogers and Evans, 2008: 4), in the attempt to position themselves in a childlike position to be accepted into children's lifeworlds. As such, researchers like Warming (2005), when they take on a *least adult role*, choose to abdicate from both adult authority or responsibility and privileges. Between these two positions there is obviously a range of other roles researchers can adopt.

I distance myself from the two extreme ends of the above spectrum as I feel both fail to acknowledge inescapable responsibilities and generational issues. Mayall suggests we need to work with these generational issues rather than downplaying them (2000), especially in educational settings where children are used to a discourse of adult authority, because children tend to position researchers "*according to the discourse within which they are operating*" (Rogers and Evans, 2008: 49).

Kirby and Gibbs (2005: 216) discuss how facilitators adopted eight different roles when supporting children's participation in community health projects in London, and state that "*The challenge for the facilitator is to move in a dynamic way between the different roles in order to provide the most appropriate support at any given moment in time*". I suggest this applies to my researchers too and the position I will be adopting in this study as a participant observer.

## **7. Data Collection**

Various tools will be used, not to uncover 'the truth', but to generate data on how children's rights are engaged with in daily interactions in settings. So-called 'child friendly' methods are not seen as hierarchically more valid than 'traditional methods' such as observations as this implies 'child friendly' methods reveal a higher form of 'truth'. More importantly, the tools need to be fit for purpose. The methods: document analysis, participant observations, spontaneous conversations, formal interviews, audio-visual recordings, photography and focus group discussions, are congruent with the phenomenological paradigm and inductive research approach of this project.

1) The first set of data to be collected will be through participant observations, observing

children's experiences in their setting. As is sometimes the case in instrumental cases, some of the data will be collected with already developed instruments such as an a priori coding schemes (Stake, 2005). An observation guide is going to be used to organize the participant observations. It will be divided into five main areas; the common 3 Ps of Provision, Protection and Participation, as well as the area of Promotion derived from my MA research (Cole-Albaeck, 2012), and Power, an area emerging from the current literature review. Participant observations will provide first hand data of interactions between children, children and staff, and children and the physical environment as opposed to narratives about interactions that is gained through conversations about interactions (Warming, 2005). Particular attention will be given to critical incidents, where children are expressing strong emotions as a reflection of what they do not like in their daily experiences. Hedegaard and Fleer (2008: 19) suggest *"the easiest way to understand a child's intention is to note when there is a conflict where the child cannot do what he or she wants to do"*. By the same token it will be noted when a child expresses great joy, as an expression of being able to realise an intention or interest. Documenting observations can be understood as 'visible listening' (Rinaldi, 2001).

As the children in this project will be pre- or early-verbal children with developing vocabulary both listening to early-verbal communication and non-verbal communication or body language will be important. This will involve degrees of interpretation in the analysis stage. This method is therefore not about giving children a voice but rather about *"looking and listening-in"* as defined by Sumsion and Goodfellow (2012: 318), or 'mediated voice' as children's experiences are mediated through adult perspectives.

2) The second set of data will be collected throughout the time in a setting. This is data will be related to children's perspectives, their interests, priorities and concerns. Because two-year-old children can be developmentally at very different stages cognitively and linguistically, a number of methods may need to be considered to engage them in the research process. Some children may respond well to direct questions such as "tell me or show me what you like/dislike here at daycare", whereas other children may prefer to do what they see me do, and take photographs of areas, activities or people that are important to them. As my experience with two-year-old children is that they are not really interested in for instance a clipboard with a scrap piece of paper and a children's pencil attached to it, to make their own annotations with, but much more interested in the actual pre-coded form and same kind of pen or pencil the adults have, I would therefore never give children anything else but real resources, out of respect for them. In other words, the identical observation template, pencil and clipboard as I will be seen using, or a digital camera as opposed to a disposable one. Children showing an interest in my camera will therefore be given access to my camera with the simple instruction to take pictures of what they like or dislike, after they have been shown how to use it. The pictures will be downloaded on a laptop and the child-photographer will be given the opportunity to comment on the pictures he or she has taken. I will then ask the child the opportunity to tell me directly or tell a soft toy about a picture: *"tell me"* or *"tell [name of soft toy] about this picture"*, depending on the child's preference. A book or a photograph board will then be made with the pictures and the narratives the child has given, as a stimulus for further dialogue.

3) The third step will be to record a day in the life of a setting and condense the audio-visual footage into a 20-minute clip to use as stimulus for discussions in the parent focus groups. If this turns out to be difficult due to parents and children not giving consent or assent, then children's books or photograph boards will be used instead.

4) Parents will be invited to take part in focus group discussions that will be based around the 20-minute video clip (children's books or photograph boards) from the setting their children go to. The sessions will be audio recorded with the participants' consent.

5) Interview data with graduate staff will be collected using a semi-structured interview schedule. Shared experiences during the participant observations and the filmed day will also feed into the interviews. The interviews will be used “*as a means for exploring and gathering experiential material*” (van Manen, 2014: 314). The interview sessions will be audio recorded with the participants’ consent.

6) A *Children’s Rights Involvement Framework* (CRIF) based on the 42 substantive Articles of the UNCRC is being developed and will be used as a guide for observing a day in each setting to identify to what extent the UNCRC informs practice and is engaged with. This is not to rate a setting or for statistical analysis but to develop an insight into what Articles may or may not be engaged with and how.

7) Three separate notebooks will be kept, one notebook for each of the three countries involved, where country specific data will be noted and annotations made during the visits in the respective countries. These notebooks will also be used for writing down thoughts in the form of reflective diary entries to record questions, impressions and other significant events that occur during the data collection and analysis stages. They are a source of supplementary information (Rudestam and Newton, 2007).

As this case study only involves one investigator, there is no need to set aside days for instruction or for training fellow researchers in how to use the semi-structure tools prior to collecting the data in the field. If more than one investigator is involved, time would have to be set aside for training purposes.

## **8. Data Handling**

Data will be processed manually after collection and initially kept in separate country files both on a computer and in folders during the initial within-case description and grouping stage, the second stage of the research process. Data will be described and sorted according to a priori themes, the above-mentioned 5 Ps, for ease of use and access during the collection, analysis, and synthesis process. Each of the data collection points will be discussed briefly, numbered as in section 7 above:

1) Some short notes will be made in the field but expanded notes will be made as soon as possible after participant observations or field sessions. Silverman (2014) suggests using some common field-note conventions such as double quotation marks for verbatim quotes, parentheses for contextual data or double parentheses for researcher interpretations, and different signs for emic or etic concepts as listed at the top of the *Observation Template*.

2) An agreement will have to be reached with the manager of a setting about the possibility to print pictures at the setting on the day of field visits. If this is not a possibility a portable printer will need to be purchased to be able to print pictures on the day to be able to create books or photograph boards with the children. Some short notes will be made in the field but expanded notes will be made as soon as possible after discussing photographs with a particular child.

3) The audio-visual footage taken in the course of an ordinary day will be edited using *iMovie for Mac* and condensed to a 20-minute clip. As it is not about analysing and interpreting the content but to stimulate discussion in a focus group, the actual content of the footage will not be transcribed and analysed per se. Practical details such as where to locate the camera and when to film will need to be discussed once settings have been identified.

4) The focus group discussion will be based around the 20-minute audio-video clip and the discussions framed around the 42 substantive Articles of the UNCRC, grouped under the 5 Ps mentioned in point 1). Rudestam and Newton (2007) recommend to record

interviews, which will be done with the participants' consent. Audio recording will be carefully transcribed and extracts used in the research reports and thesis will be clearly linked to a theme or question and available for scrutiny in Appendices.

5) The interviews will be recorded with the participants' consent and carefully transcribed. Extracts from the transcripts used in the research reports and the thesis will be clearly linked to longer transcripts available for scrutiny in Appendices.

6) When using the *Children's Rights Involvement Framework* (CRIF), some notes will be made in the field but more expanded notes will be made as soon as possible after the field session and sorted according to the Articles of the UNCRC.

7) Personal and research related thoughts, questions, impressions and other significant events, emerging patterns and theories will be noted in a research diary or fieldwork journal and referred to throughout the analysis and synthesis stages.

Altogether the data collected with these various tools will create the case study database. To summarise:

- The participant observations and photo conversations will represent child data.
- The focus group discussions will represent parent data.
- The interviews will represent staff data.
- The CRIF will represent setting data.
- The synthesis will represent the researcher data, compiled in country reports and written up as a thesis.

All information collected will be retained in accordance with the University's policy on Academic Integrity in England and according to the *Data Protection Act 1998*. All confidential data will be kept secure on a password-protected computer and an external hard drive that will be stored in a safe. Transcribed data, if containing identifying information will also be stored in a safe. The data will be kept for a period of ten years after the completion of the research project.

At times of travel within and between countries, data will be carried in the hand luggage and kept with me at all times.

## **9. Data Analysis**

There is according to Biggam (2011) no universal way of organising or coding qualitative data for analysis. However, as this research is using the UNCRC as a frame of reference it is logical to adopt an *a priori* approach to analysis using the common themes, or 5 Ps mentioned above, as a starting point whilst keeping an open mind to the possibility that new themes may emerge. In other words, by and large an etic approach to analysis yet without excluding the possibility that emic themes may emerge.

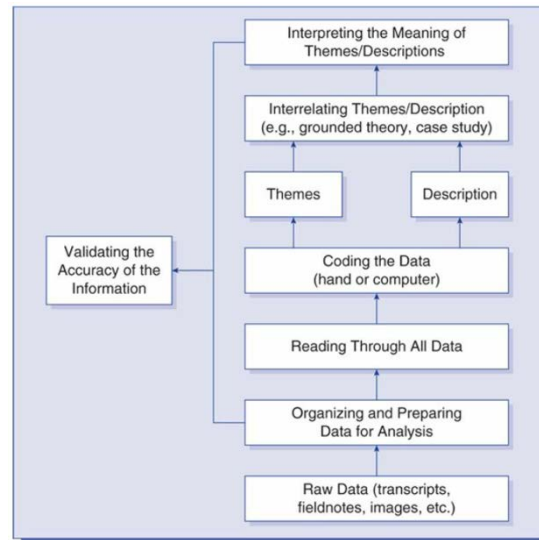
An illuminative evaluative approach will be used as a general research strategy to analyse the data, as it is an open-ended approach that includes the views of participants, "*recognizing that there are 'multiple perspectives' on any matter under scrutiny*" (Gray, 2014: 163), and with an emphasis on description and interpretation. The data will be shared with the adult participants during the research process for feedback and refined in line with their input.

Stake (1995) suggests there are four forms of data analysis:

1. Categorical aggregation

2. Direct interpretation
3. Pattern searching
4. Naturalistic generalization

As this study is an instrumental case study, the emphasis will be on “*categorical aggregation*” (Stake, 1995: 74); on seeking a collection of instances, to create issue-relevant meaning in relation to each of the 42 substantive Articles of the UNCRC. The analysis process that will be adopted in this research can be illustrated using Creswell’s data analysis process (2014), but as Creswell mentions, the process is more interactive or iterative and less linear and hierarchical in practice than the steps suggest in Figure 1 below:



**Figure 1:** Overview of Creswell’s data analysis process, Illustration 9.1 (Creswell, 2014)

Ultimately the data will be pooled towards the end of the analysis stage to inform the *Children’s Rights Involvement Framework* and displayed in narrative form, word tables and flowcharts.

## 10. Synthesis

The fourth stage of the five-stage process involves synthesising the case study findings with the literature review findings, to link the research with existing body of knowledge. This is commonly done in in three different ways (Cruzes et al., 2015):

1. Thematic synthesis
2. Cross-case analysis
3. Narrative synthesis

This research will use a thematic approach using the 5 Ps; provision, protection, participation, promotion and power as overarching themes as a means of organizing and combining the findings from the three countries involved in the study.

The thematic synthesis process will progress through the following steps in an iterative way:

- Re-reading of three country reports



- Identifying specific segments of texts
- Labelling the segments of texts
- Reducing data overlap
- Linking research data and literature review findings to the five overarching themes

## **11. Ethical Considerations**

Various Ethics Committees and Associations set out expected moral conduct for researchers. They share common criteria but as this is a PhD study, approval will be sought from the University Ethics Committee (Appendix 3), which will include considerations about aspects such as:

- Harm and benefit
- Voluntary informed consent and assent
- Privacy and confidentiality
- The right to withdraw
- Payment and compensation
- Feedback and dissemination

There are no known potential adverse effects for taking part in this project but as children are a particularly vulnerable group because of their biological immaturity, they will require specific attention. The age of the children in this study, 2-3 years old, requires extra focus on body language, facial expressions, and gestures, posture, and non-verbal communication as to how they are experiencing the research process, as relying on their early-verbal language skills will not be enough. Their wellbeing will be monitored closely as a sign of being comfortable taking part in the research. Assent will be negotiated throughout with the children as mentioned above. Initial written consent will be sought from the setting managers and parents, and verbal confirmation on an ongoing basis with all participants, to make sure everyone is genuinely participating voluntarily. There will also be an ongoing dialogue with gatekeepers on how the participation is impacting the individuals and the settings, to make sure there is no negative impact as a result of the research. To not cause too much disruption to the everyday running of the settings on the day of visits, I will work flexibly around the settings' schedules and will be prepared to reschedule visits.

The question of confidentiality and anonymity will be discussed with the participating individuals and settings. If an individual or a setting wishes to be named, advantages and disadvantages will need to be discussed in detail but unless there is unanimous agreement, strict confidentiality will be elected. To protect privacy and identity when publishing the research material, names will be coded and the settings will be given fictional names, with the intention that no one can be identified by anyone other than me. Any identifying, personal information such as names and contact details will be stored separately from for instance coded and printed interview and audio-visual transcripts. At an early stage it will also be brought up that participants need to be conscious about what they write on social media such as Facebook and Twitter. If social media is used, it must be used in line with the agreement on confidentiality that the individuals and settings have elected for. If individuals and settings have opted out of confidentiality, participants will still be asked to be respectful in their communications to avoid causing harm or embarrassment to others.

All participants have the right to withdraw from the research process at any time, and there will be no costs involved for the individual participants or settings and there will be no monetary compensation for taking part in the study.

All participants will be briefed at significant stages in the research process and at the conclusion of the research. Feedback will be sought throughout and aspects of the research may need to be reassessed following feedback from participants. All participants will be provided with access to a copy of their country report, the thesis or other publications arising from their participation (EECERA, 2015).

This project will also seek what Christensen and Prout call “*ethical symmetry*” (2002: 478). In *ethical symmetry* the premise is that equality is the starting point for any research relationship and the active construction of respectful and sensitive interactions.

The researcher working with ethical symmetry has equality as his or her starting point and has, therefore, to consider their actions, responsibilities, use of appropriate methods and ways of communication throughout the research process (ibid.: 484).

As the primary responsibility rests on researchers, it requires a reflexivity that is based on more than regulations, codes and ethical guidelines from various institutions or research associations. It requires that researchers take a moral responsibility towards participants and are aware of for instance cultural perceptions and power relations, as the ‘ethically symmetrical assumption’ does not presume social symmetry. Researchers need to be aware of social positioning and power relationships between the researcher and participants as well as between participants themselves. I will strive to be ethical by respecting the rights and dignity of participants both in interactions and how I write up the research.

## **12. Trustworthiness, Triangulation and Verification**

Four tests are commonly used to establish the validity in social research: construct validity, internal validity, external validity and reliability (Yin, 2003). However, as this is a qualitative study the concept of trustworthiness is more congruent with the methodology of this study. In line with many naturalistic investigators, I consider it important to take a distance from quantitative language (Shenton, 2004) that may mislead or confuse. To demonstrate that the findings are trustworthy the qualitative concepts of credibility, transferability, dependability and confirmability will be used in line with Lincoln and Guba’s understanding (1985).

The credibility or truth-value is about the confidence in the findings and that the study is actually investigating the said phenomenon. This will be demonstrated through the use of well-established methods, a detailed description of the experiences observed, by recording interviews for multiple auditing and by clarifying tentative findings with the participants (parents and staff), also called member checking. This may be done in person, via email or over the phone to check the accuracy of interviews and observations. Time will be allocated for member checking and for the study to be scrutinized by peers and academics in the write up and editing phase of the study. Written accounts of the member checking and peer reviews will be kept as evidence of the verification process.

Some academics may see the use of different methods, a range of documents and informants as forms of triangulation; however, I make a distinction between *triangulation-as-validity-checking* that seeks to validate interpretations, and *triangulation-as-seeking-complementary-information* that seeks a more complete picture of a phenomenon (Hammersley, 2008). It is the latter understanding of triangulation that is referred to in this study where complementary data is sought to create a more complete picture and inform judgement about a phenomenon, even though this form of triangulation has also been accused of converging towards a single reality (*ibid.*). It is not so much a single reality data converge on in this study but a particular aspect or issue of reality as understood by various participants.

In addition, the reflective research diary or fieldwork journal with thoughts, questions, impressions and other significant events, emerging patterns and theories will be an important document that will support the credibility of the study (Shenton, 2004). The study will also be synthesised and linked to past studies and existing body of knowledge.

The extent to which the findings of the study can be applied to other contexts will depend on the 'thick description' or detailed account of the context and process as well as the consistency of the coding of the data. This will establish transferability of the findings to other settings. Sufficient contextual information about the fieldwork will enable readers to make such transfer (Shenton, 2004).

The dependability of this study needs to be measured by its detailed documentation and case study database that demonstrate that it can be trusted. It can also be measured against checklists for case study designs (Runeson and Höst, 2009). Following checklists provides a case study protocol framework for being a dependable study. Reporting the process in detail will enable future researchers to assess research practices and repeat the work, not to gain the same results but to replicate the study (Shenton, 2004).

Confirmability, or objectivity in quantitative terms, relies on the research findings being the result of experiences and thoughts of the participants, rather than that of the researcher (Shenton, 2004). The research diary with reflective entries will again be an important document that will support confirmability as will the research protocol. A detailed "*audit trail*" will allow any reader "*to trace the course of the research step-by-step via the decisions made and procedures described*" (Shenton, 2004: 72).

In addition, what is also important in a qualitative study is *adequacy*, that is, that enough data is collected to support the theory (Rudestam and Newton, 2007). Related to this is also the *appropriateness* of the data, that is, that the data has been chosen purposefully (as opposed to randomly) to fit the study (ibid.).

An expert group of five professionals with expertise in ECEC will be invited to discuss the data and the analysis at three different points of the research process to provide feedback on the process and the outcome.

### **13. Reflexivity**

Although van Manen (2014) maintains that "*phenomenological reflection is not introspective but retrospective*" (94) and that reflecting on lived experiences should always be 'recollective', an introspective or interpersonal dimension will be acknowledged in this study as:

reflexivity reminds the qualitative inquirer to be attentive to and conscious of the cultural, political, social, linguistic, and economic origins of one's own voice as well as the perspectives and voices of those one interviews and those to whom one reports (Patton, 2015: 70).

Though the participants are the main focus of this study; the researcher's positionality is seen as key to forming findings. In this study, this reflexivity will be expressed in the first-person active voice, "I", as the traditional academic third-person passive voice projects a sense of objectivity, distance, and detachment not congruent with this study. The first-person voice "*acknowledges the humanity of both self and others and implies relationship, mutuality, and genuine dialogue*" (Patton, 2015: 73). In fact, in line with Lincoln and Denzin's (2000) argument, the division between the personal self and the researcher self or investigator self, is seen to rest on a false assumption that it is possible to be truly objective as a researcher. In addition, acknowledging my presence in this study is a way

of expressing ownership of this research, its doctorateness as well as its biases and limitations.

#### **14. Study Limitations and Problems**

A case study research process is not without its critics. Much criticism rests on the notion that qualitative and quantitative research can or should be measured by the same criteria or tests, to establish quality (Cole-Albaeck, 2012). As mentioned above in section 12, the alternative concept to reliability and validity is trustworthiness, and its related criteria. This case study protocol is drawn up to increasing the trustworthiness of this study by providing a detailed account of the research process. A detailed database will also be evidence of the study's dependability; however, creating a detailed database is very time consuming and compromises may need to be made in the course of the study.

Another common criticism of case study research is that it is not generalizable. However, this is not considered problematic, as this study is not about making formal generalization but to develop context-specific knowledge that may be transferable to other settings.

Because of the research question and the context of the study, specific methods are considered more appropriate than others. However, some qualitative methods have inherently more limitations. Limitations of some of the methods chosen for this project, such as anecdotal note writing after participant observations, has its obvious limitations as it relies on the ability to accurately recall events after the event. Despite this, I consider anecdotal note writing an appropriate method as the study involves very young children who could possibly be distracted by a participant observer with a clipboard or notepad, especially on initial entry to a setting. Other possible limitations of participant observations are observer bias, selective recall and observer effect. The researcher's presence is bound to have an impact on participants. There is therefore always a risk that my presence may change what I seek to observe; increased engagement in rights-based practice. If this study was a quantitative study where settings are rated and compared then it would be problematic but as this is a qualitative study observing what is possible even if not common practice in a setting is not seen as problematic. Transcribing recorded interviews and editing audio-visual materials demand a lot of time because of the quantity of data they generate. However, the benefits of for instance recording interviews are the ability to focus on the interview process and give the respondents full attention. In addition, as it captures everything said, it is invaluable for multiple auditing during the iterative analysis process.

Throughout the whole research process, and in particular in the final reporting, there is the ethical responsibility to be aware of biases that may affect what is eventually published and disseminated. As the researcher is the primary instrument of data collection and analysis in a qualitative study, it needs to be acknowledged that the trustworthiness of the case study ultimately rests on my sensitivity and integrity.

Another limitation is the number of participants. In an ideal situation, a researcher may want to collect data from an increasing number of participants until there is theoretical saturation, that is gather data until no new relevant data emerges and a theory is well developed and transferable. However, as this is a self-funded study this is not economically possible. On the other hand, I wonder if it is possible in a phenomenological study to reach a point where there is no more relevant data to collect? Furthermore, in relation to sampling, the sample may not be as homogenous as desired. There are *Rights Respecting Schools* and settings in England and the number of *Rights Respecting Schools* is growing in Sweden where the concept is being rolled out by UNICEF; however, there are no rights respecting schools or settings currently in Finland. This will impact the homogeneity of the sample.

## 15. Reporting

In the fifth and final stage of the research process, the research will be written up and structured as a PhD thesis, in a linear analytic structure (Introduction, Literature Review, Research Design and Methods, Description and Analysis, Interpretation and Synthesis, Implications and Recommendations). However, as the target audience for the three country reports is professionals working directly with children, the reports will be in narrative form to be more accessible. Articles drawing on the study will also be submitted to peer review journals for wider dissemination.

## 16. Study Timeline

2015	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Review of Literature												

**Graph 1: Year 1**

2016	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Develop Research Design/Methods												
Submit/Avait Ethics Approval												
Trial methods and conduct Pilot Study												
Identify Settings ENG, FIN, SWE												
Contact Key People Settings ENG							ENG					
Data Collection Setting 1								1				
Data Collection Setting 2									2			
Data Description/Grouping 1 and 2												
Iterative Within-Case Data Analysis												
Member checking												
Contact Key People Settings SWE										SWE		
Data Collection Setting 3											3	
Data Collection Setting 4											4	
Data Description/Grouping 3 and 4												
Iterative Within-Case Data Analysis												
Member Checking												

**Graph 2: Year 2**

2017	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Data Description/Grouping 3 and 4												
Iterative Within-Case Data Analysis												
Member Checking												
Contact Key People Settings FIN	FIN											
Data Collection Setting 5		5										
Data Collection Setting 6		6										
Data Description/Grouping 5 and 6												
Iterative Within-Case Data Analysis												
Member Checking												
Iterative Analysis across Data Sets												
Data Synthesis with Literature												
Write up Process												
Member Checking and Peer Scrutiny												
Editing Process												
Write Country Case Study Report								ENG				
Write Country Case Study Report									FIN			
Write Country Case Study Report										SWE		
Submit Thesis												
Submit Article(s) for Publication												

**Graph 3: Year 3**

2018	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Viva												

**Graph 4: Year 4**

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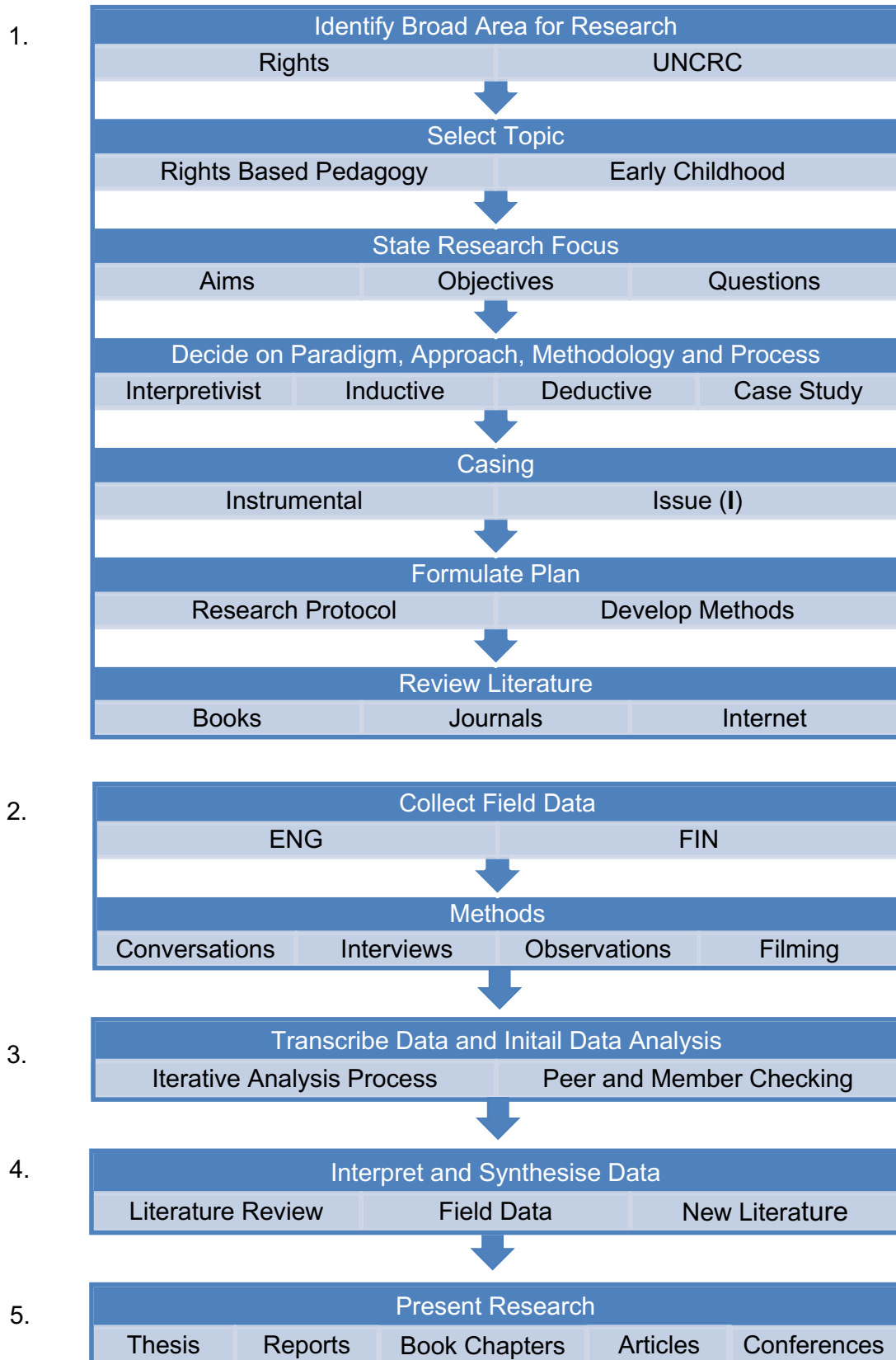
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## Appendix 3

### Five-step case study research process (inspired by Gray, 2014)



## Appendix 4

### Ethics Proposal Approved

by Education Ethics Committee, University of Wolverhampton, 10 June 2016

1. Please enter your surname and first name below. (SURNAME, FIRST NAME)  
Cole-Albäck, Aline Elisabeth Madeleine
2. Please enter your University e mail address  
[a.e.cole-albaeck@wlv.ac.uk](mailto:a.e.cole-albaeck@wlv.ac.uk)
3. Please enter the name of your Project Supervisor, Director of Studies, or Principal Investigator.  
Dr Tony Bertram
4. Please enter date by which a decision is required below. (Note that decisions can take up to 4 working weeks from date of submission)  
End of June 2016
5. Which subject area is your research / project located?  
5. Education
6. Please select your Faculty, Department or Research Centre  
4. Faculty of Education Health and Wellbeing
7. Does your research fit into any of the following security-sensitive categories? (For definition of security sensitive categories see RPU webpages ([www.wlv.ac.uk/rpu](http://www.wlv.ac.uk/rpu)) follow links to Ethical Guidance).  
5. Not applicable
8. Does your research involve the storage on a computer of any records, statements or other documents that can be interpreted as promoting or endorsing terrorist acts?
  1. YES
  2. NO
9. Might your research involve the electronic transmission (eg as an email attachment) of any records or statements that can be interpreted as promoting or endorsing terrorist acts?
  1. YES
  2. NO
10. Do you agree to store electronically on a secure University file store any records or statements that can be interpreted as promoting or endorsing terrorist acts. Do you also agree to scan and upload any paper documents with the same sort of content. Access to this file store will be protected by a password unique to you. Please confirm you understand and agree to these conditions?
  1. YES I understand and agree to the conditions
  2. NO (please explain below)
  3. I do not understand the conditions
11. You agree NOT to transmit electronically to any third party documents in the University secure document store?

1. YES I agree
2. NO I don't agree

**12. Will your research involve visits to websites that might be associated with extreme, or terrorist, organisations?**

1. YES (Please outline which websites and why you consider this necessary)
2. NO

**13. You are advised that visits to websites that might be associated with extreme or terrorist organisations may be subject to surveillance by the police. Accessing those sites from university IP addresses might lead to police enquiries. Do you understand this risk?**

1. YES I understand
2. NO I don't understand

**14. What is the title of your project?**

Children's Rights in Early Childhood Education and Care: A Transnational Exploration of Right-based Pedagogy in Three Countries.

**15. Briefly outline your project, stating the rationale, aims, research question / hypothesis, and expected outcomes. Max 300 words.**

The volume of research into children's rights has been growing since the adoption of the *UN Convention on the Rights of the Child* (UNCRC).<sup>1</sup> Rights language is also increasingly evident in legislation such as the *Children Act 2004* and early years curricula in many European countries.<sup>2 3 4</sup> However, there is a gap between research, policy and practice.

The aim is therefore to bridge policy and practice by advancing an understanding of how the UNCRC can be used as a frame of reference to guide practice in *Early Childhood Education and Care* settings and thus make children's rights more visible and relevant to professionals working with young children, as there is growing evidence that a children's rights approach can have a major impact on children's social status and wellbeing, as well as on narrowing the achievement gap.<sup>5 6 7</sup>

Using a case study process and a phenomenological methodology the central research question is: what does *Rights-based Pedagogy* (RBP) entail in *Early Childhood Education and Care* (ECEC)? Additional sub-questions are:

<sup>1</sup> Office of the United Nations High Commissioner for Human Rights (OHCHR) (1989). *Convention on the rights of the child* [online]. [Accessed 9 December 2015]. Available at:

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

<sup>2</sup> Early Education (2012) *Development matters in the early years foundation stage (EYFS)* London: Early Education.

<sup>3</sup> Opetushallitus (2010) *National core curriculum for pre-primary education* [online]. [Accessed 11 October 2014]. Available at: [http://www.oph.fi/english/curricula\\_and\\_qualifications/pre-primary%20education](http://www.oph.fi/english/curricula_and_qualifications/pre-primary%20education)

<sup>4</sup> Skolverket (2010) *Curriculum for the preschool Lpfö 98: revised 2010* [online]. [Accessed 10 February 2016]. Available at: [http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?\\_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FBlob%2Fpdf2704.pdf%3Fk%3D2704](http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FBlob%2Fpdf2704.pdf%3Fk%3D2704)

<sup>5</sup> Sebba, J. and Robinson, C. (2010) *Evaluation of UNICEF UK's rights respecting schools award: final report* [online]. [Accessed 12 May 2014]. Available at: <http://www.unicef.org.uk/Education/Impact-Evidence/External-evaluation/>

<sup>6</sup> Covell, K., Howe, R.B. and Polegato, J.L. (2011) Children's human rights as a counter to social disadvantage: a case study from England. *Educational Research*, 53(2), pp.193-206.

<sup>7</sup> United Nations Children's Fund UK (UNICEF) (2015) *Rights respecting schools award* [online]. [Accessed 2 March 2015]. Available at: <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/>

- What evidence is there of rights-based practice in a setting?
- How do children experience rights-based practice in a setting?
- Do parents know about children's rights and what is their understanding of them?
- What does rights-based practice entail to adults working with two-year-old children?
- Would a children's rights observational tool be a useful instrument for guiding practice?

The expected outcome is a contribute to the field of children's rights and ECEC by producing knowledge about what RBP entails, moving the children's rights debate on from rhetoric to understanding what the concept of RBP could look like in practice. This research will also benefit parents, adults working with children and academics who wish to reflect on what education is for, challenging current public provision and looking for ECEC to be transformative.

**16. How will your research be conducted? Describe the methods so that it can be easily understood by the ethics committee. Please ensure you clearly explain any acronyms and subject specific terminology. Max 300 words**

This study is an instrumental, multiple case study<sup>8</sup> as it is used to provide insight into an issue (children's rights) to facilitate our understanding of *Rights-based pedagogy* (RBP) in England, Finland and Sweden, countries I have lived in for 10 years or more. Two settings in each country will be invited to take part. Data will be collected from:

- documentary analysis;
- participant observations of child-staff interactions;
- photographic evidence taken by the children;
- conversations with children using the photographs to stimulate recall;
- recording a day in the life of a setting to use in semi-structured interviews with staff for *stimulated recall* and in focus group discussions with parents;
- semi-structured interviews with staff; and
- notebooks will be kept, one for each country, where country specific data will be noted, and reflective diary entries recording questions, impressions and other significant events that occur during the data collection and analysis stage.

The data will be pooled to gain an in-depth understanding of how children's rights are negotiated and understood, to develop the concept of RBP and also to inform the development of a *Children's Rights Involvement* tool that will be piloted in six settings. This study is therefore neither a literal or theoretical replication design and the case study protocol will therefore be an important guiding document to account for the trustworthiness and *replicability* of the research processes. The trustworthiness of this study will rely on establishing the qualitative concepts of credibility, transferability, dependability and confirmability, as opposed to common quantitative concepts of validity and reliability.<sup>9</sup>

As this case study only involves one investigator, there is no need to set aside days for instruction or for training fellow researchers.

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<sup>8</sup> Stake, R. (1995) *The art of case study research*. London Sage.

<sup>9</sup> Lincoln, Y.S. and Guba, E.G. (1985) *Naturalistic inquiry*. London: Sage.

**17. Is ethical approval required by an external agency? (e.g. NHS, company, other university, etc.)**

1. NO
2. YES - but ethical approval has not yet been obtained
3. YES - see contact details below of person who can verify that ethical approval has been obtained)

As it is possible that I will have unsupervised access to children, I will follow the University's Disclosure Procedures. A DBS clearance will be applied for in England but is not required for research with children in Sweden or Finland.

**18. What in your view are the ethical considerations involved in this project? (e.g. confidentiality, consent, risk, physical or psychological harm, etc.) Please explain in full sentences. Do not simply list the issues. (Maximum 100) words)**

It is not expected that children will come to any harm as I will be interacting in their ordinary environment. Confidentiality will be paramount. This may mean that some data may not be included if it is compromising or participants do not want information included.

Consent and assent will be continually revisited with all participants. Age appropriate explanations will be given to children and their facial expression and gestures, posture, and early-verbal communication will be in the foreground as an indication of assent and their wellbeing monitored closely as a sign of being comfortable taking part in the research.

**19. Have participants been/will participants be, fully informed of the risks and benefits of participating and of their right to refuse participation or withdraw from the research at any time?**

1. YES (Outline your procedures for informing participants in the space below)
2. NO (Use the space below to explain why)
3. Not applicable - There are no participants in this study

It is not expected that participants will suffer any risk, physical or psychological harm outside of those you would experience in everyday life. However, the wellbeing of participants will always be in the foreground and discussed with gatekeepers.

While in Sweden on a conference in April this year I got to know the area manager Xxxxx Xxxxxxxx of Save the Children Sweden (north) who is my contact person in Sweden and who is in the process of identified settings in Sweden for me. I have also arranged a meeting in June to meet Xxxxxxxx Xxxxxxxx who is the area director for Early Childhood in Xxxxxx (Finland) who authorizes research in settings in the county of Xxxxxx. I will also in the near future contact Xxxxxx Xxxxx in Xxxxxxshire who is the contact person for the Rights Respect Education programme in Xxxxxxshire and through her see if we can identify settings in England. Once the three county advisers have introduced me to the managers of setting I will be dealing directly with the respective settings.

Managers of settings will be seen as the *gatekeepers* to negotiating not only access to settings with, but also to negotiating involvement by staff, as settings will need to remain in ratio during times of interviewing. Staff, on the other hand, I see as the gatekeepers to parents, who in turn are the gatekeepers to their child. As I am the only investigator in this particular project, I will be involved with all the gatekeepers and participants at all the stages of the research.

Initially, permission will be sought from the setting manager to access a setting. The research process will be discussed with the manager and I will be open to any comments and suggestions to improve the research design and research process.

Staff will be invited to opt in to take part in semi-structured interviews and also invited to share their thoughts on the research design and research process.

Permission will also be sought from teams for the filming of an ordinary day with the 1-3 year-old children in Finland and Sweden. In England the age grouping may be different. In any case, consent will be sought from staff to film them, and parents will be given a form to sign with regards to their children. Assent will be negotiated with the children. At any time during the filming the staff or children will have the right to ask me to stop filming, and I will not only rely on their verbal messages but also look at their body language to make sure everyone is at ease. If not, I will stop filming. The footage will not be used for publications but only to stimulate discussions with staff and parents during the research process.

A letter will also be sent to parents inviting them to take part in my research in a parent focus group.

A setting usually has a policy on photography, as it is common practice to take photographs as a way of recording and assessing children's activities and achievements in a setting. However, an additional consent form will still be given to parents to sign, and children's assent also sought for them to be photographed.

All photos taken by the children of other children will be shown to the children in the actual photographs, and their permission sought to make a book with the said photos, to discuss with them and for the setting to keep at the end of the research process. If a child does not like a photo and wants to discard it, this will be respected and acted on. The photos will not be used for publications but only to stimulate discussions with children, parents and staff during the research process.

This process of assent and consent will be ongoing and not a one off event. For consent and assent to be meaningful it has to be more than just a one off event of agreement, non-refusal or submissive participation (compliance in respect of an authority figure).<sup>10</sup> Initial consent and assent is therefore seen as provisional.<sup>11</sup> I will be sensitive and respond to any negative reactions the children and adults have to being interviewed, observed or filmed and remind them that they have the right to withdraw or ask me to stop at any time. There will be the formal opportunity to say no at the beginning of an observation, interview or audio-visual recording but more informally also during and between sessions. I will also speak to individuals who know the participants well; managers regarding staff and parents; staff regarding parents and children; and parents regarding children, to ascertain if they are aware of the research having an adverse effect on participants or causing too much pressure. In other words I will adopt a process of provisional and ongoing negotiated consent and assent.<sup>12</sup> I will strive for what van Manen<sup>13</sup> calls "*pedagogical sensitivity and tact*" (an intersubjective, social and ethical notion of thoughtful human interaction) and what Christensen and Prout call "*ethical symmetry*".<sup>14</sup> In *ethical symmetry* the premise is

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<sup>10</sup> Harcourt, D. and Conroy, H. (2005) Informed assent: ethics and processes when researching with young children. *Early Child Development and Care*, 175(6), pp.567-577.

<sup>11</sup> Flewitt, R. (2005) Conducting research with young children: some ethical considerations. *Early Child Development and Care*, 175(6), pp. 553-565.

<sup>12</sup> Dockett, S. (2009) *Engaging young children in research* [online]. [Accessed 10 March 2016]. Available at: [https://www.aracy.org.au/publications-resources/command/download\\_file/id/108/filename/Involving\\_children\\_and\\_young\\_people\\_in\\_research.pdf](https://www.aracy.org.au/publications-resources/command/download_file/id/108/filename/Involving_children_and_young_people_in_research.pdf)

<sup>13</sup> van Manen, M. (2008) Pedagogical sensitivity and teachers practical knowing-in action. *Peking University Education Review*, 1, pp.2-20.

<sup>14</sup> Christensen, P. and Prout, A. (2002) Working with ethical symmetry in social research with children. *Childhood*, 9(4), pp.477-497.



that equality is the starting point for any research relationship and the active construction of respectful and sensitive interactions. My actions and non-verbal communication will reinforce my written and verbal communication to the participants about the voluntary premise of the research study. Participants will be assured that they are not obliged to complete the study just because they initially agreed. All participants will have the right to withdraw from the research process at any time with no questions asked.

With the invitation letter, in respective languages, an information sheet will be included explaining the purpose of the research, and frequently asked questions about what taking part will involve such as confidentiality and data protection, mentioned above.

The possible benefits for adults participating in this research study will be the opportunity to explore issues around children's rights, and in the process, further an understanding of the topic and possibly practices in the setting. This may be an empowering experience. Although the research in itself is not about empowerment, using a participative approach and participant friendly methods may also feel empowering for the children taking part.

At the start of the research process I will ask participating settings and parents if there is anything I can do in return for access and participation. I hope to be able to contribute in a meaningful way.

I will keep contact details and will provide information of future outcomes of the study, if participants wish to be kept informed. It is intended that publications and presentations of research texts (not visual data) that will follow from the study will reach a wider audience through seminars and presentations and may thereby benefit academics, professionals and children in the future in the participating countries, and possibly further afield.

If the data was to be used differently in the future than originally intended, by for instance using audio-visual recordings of photographs for teaching purposes or in publications, permission would be sought from all participants on the footage or photographs to protect their right to anonymity.

As I am the principal research tool, I will as such be spending time in a setting as a participant observer, following a settings normal daily routines and activities. I will be present when the children arrive with their parents or carers, engaging with parents and children in a natural way, as they are being dropped off and later on picked up. I will make arrangements with the manager to conduct the focus group on site with the parents who choose to take part.

Throughout the day when I am in the setting, I will join in with routines and activities depending on how staff see fit, apart from the day I film "*The day in the setting*" where I will be filming intermittently. I envisage that the children may see me, as they would supply staff, an adult they can turn to. There are various roles adults can take on as researchers with children. At the one end of a continuum, researchers can be detached non-participants, and at the other end they can take on what Warming<sup>15</sup> refers to as the "*least adult role*". This role requires that adult researchers "*distance themselves from the position as adult in all aspects of their role other than their physical size*" according to Rogers and Evans<sup>16</sup>, in the attempt to position themselves in a childlike position to be accepted into

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<sup>15</sup> Warming, H. (2005) Participant observation: a way to learn about children's perspectives. in Clark, A., Kjørholt, A.T. and Moss, P. (eds.) *Beyond listening: children's perspectives on early childhood services*. Bristol: Policy Press, pp. 51-70.

<sup>16</sup> Rogers, S. and Evans, J. (2008) *Inside role-play in early childhood education: researching young children's perspectives*. London: Routledge.

children's lifeworlds. As such, researchers like Warming, when they take on a *least adult role*, choose to abdicate from adult authority, responsibility and privileges. Between these two positions there is obviously a range of other roles researchers can adopt.

I distance myself from the two extreme ends of the above spectrum as I feel both fail to acknowledge inescapable responsibilities and generational issues. I feel like Mayall<sup>17</sup> that we need to work with generational issues rather than downplaying them, especially in educational settings where children are used to a discourse of adult authority, because children, as Rogers and Evans suggest, tend to position researchers "*according to the discourse within which they are operating*".

Kirby and Gibbs<sup>18</sup> discuss how facilitators in community health projects may adopted eight different roles, and state that "*The challenge for the facilitator is to move in a dynamic way between the different roles in order to provide the most appropriate support at any given moment in time*". I suggest this applies to my researchers too and the need for me to be flexible and read the situation and act accordingly, with children and adults alike. I will adopt the same *pedagogical sensitivity and tact*, and notion of *ethical symmetry* mentioned above, when interacting with the parents and carers in the focus groups, and staff in the semi-structured interviews.

**20. Are participants in your study going to be recruited from a potentially vulnerable group? (See RPU website ([www.wlv.ac.uk/rpu](http://www.wlv.ac.uk/rpu)) and follow link to Ethical Guidance pages for definition of vulnerable groups)**

1. YES (Describe below which groups and what measures you will take to respect their rights and safeguard them)
2. NO

Research will be conducted in the two-year old group in the various daycare, settings in the three countries. The UNCRC along with the *University of Wolverhampton* ethics guidance, the *British Educational Research Association* ethical guidelines and the *European Early Childhood Education Research Association* code of ethics will all be the guiding frameworks. In addition, Vetenskapsrådets *CODEX Guidelines* for Sweden will further inform my ethical behaviour in Sweden and the guidelines by *The Finnish Advisory Board on Research Integrity* (TENK) in settings in Finland.

Children and families will not be contacted directly but through gatekeepers such as teachers or managers of settings. They will be fully briefed as to what is involved in the research, including details of how and when data collected during the study will be used. All instructions will be clear and easy to understand in the main language of the setting. There will also be opportunity to ask questions throughout the research process.

As participation in the research will be open to all children, parents and staff in a participating setting, the research may therefore potentially include vulnerable individuals. On-going discussions with stakeholders in the various settings is therefore going to be very important as they will know their staff, children and families well and who may or may not need more support to be able to successfully take part in the study. Participants' wellbeing will need to be monitored throughout, and the awareness that there may be the need to seek relevant guidance, assistance or support from other professionals if a

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<sup>17</sup> Mayall, B. (2000) Conversations with children: working with generational issues. In Christensen, P. and James, A. (eds.) *Research with children: perspectives and practices*. London: Falmer, pp.120-135.

<sup>18</sup> Kirby, P. and Gibbs, S. (2006) Facilitating participation: adults' caring support roles within child-to-child projects in schools and after-school settings. *Children and Society*, 20(3), pp.209-222.

participant needs safeguarding. Each participant will be treated with respect and dignity, taking personal circumstances into account such as age, gender, ethnicity, culture, religion, language and socioeconomic status.

Ongoing consent and assent will be sought throughout the research process as mentioned above. This is important for two reasons. Firstly, because in line with Article 12 and 13 of the UNCRC children have a right to receive information and express views about matters that affect them, thereby “*acknowledging the child as a subject of rights and an individual who is capable of exercising those rights*”.<sup>19</sup> In addition, as their parents or legal guardians who will have given consent will most likely not be present when the research is conducted, children’s ongoing assent is of utmost importance.

Throughout the whole research process children’s body language and the non-verbal messages they give through posture, gesture, distance, eye contact and facial expressions will also be noted as a way of expressing assent or dissent. By listening to children’s non-verbal communication with pedagogic sensitivity and tact I wish to position children in an ethically more symmetrical relationship. Ethical symmetry implies a moral responsibility towards participants, children and adults, and an awareness of for instance cultural perceptions and power relations, as the ‘ethically symmetrical assumption’ does not presume social symmetry.<sup>20</sup> I will need to be aware of power relationships between participants as well as between participants and myself.

“*Unequal power can exist in terms of age, status, competency and experience*”, power aspects that will be a constant challenge.<sup>21</sup> However, “*it is not a matter of transferring power from the more powerful to the less powerful*” but about the research design and processes that respect participants as both competent and vulnerable, with a right to participate yet also to be protected.<sup>22</sup> “*Power is understood as something that is exercised, not possessed ... power to do something specific*” as opposed to a commodity that you have or have not got.<sup>23</sup> By for instance choosing photography as a method for involving children, taking photographs (choosing what to photograph and which photographs to keep or discard) can be an empowering process as the children get to make the decisions that will be acted on.<sup>24</sup> I question the idea that researchers can ‘give’ power to children through participatory methods as they enter pre-existing relations of power during their fieldwork; however, I think the process can be empowering. I believe ethical research needs to recognise the relationship between power and resistance that may lead to domination through submissive (obedient) participation.<sup>25</sup>

Just as children may exercise some power by complying with, resisting or evading adult

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<sup>19</sup> Harcourt, D. and Conroy, H. (2005) Informed assent: ethics and processes when researching with young children. *Early Child Development and Care*, 175(6), pp.567-577.

<sup>20</sup> Christensen, P. and Prout, A. (2002) Working with ethical symmetry in social research with children. *Childhood*, 9(4), pp.477-497.

<sup>21</sup> Einarsdóttir, J. (2007) Research with children: methodological and ethical challenges. *European Early Childhood Education Research Journal*, 15(2), 197-211.

<sup>22</sup> Farrell, A. (2010) Towards beneficence for young children in research: challenges for bioethics committees. *Medicine and Law*, 29(3), 389-402.

<sup>23</sup> Gallagher, M. (2008) Foucault, power and participation. *International Journal of Children’s Rights*, 16(3), pp.395-406.

<sup>24</sup> Einarsdóttir, J. (2007) Research with children: methodological and ethical challenges. *European Early Childhood Education Research Journal*, 15(2), 197-211.

<sup>25</sup> Gallagher, M. (2008) ‘Power is not evil’: rethinking power in participatory methods. *Children’s Geographies*, 6(2), pp.137-150.

authority in a setting, <sup>26</sup> I will respect the points of resistance that may occur during the research process and look beyond just offering children the opportunity to participate, to consciously looking for children expressing their interest in taking part in, resistance or wish to opt out of the research.

Within the notion of ethical symmetry lies the understanding that research with children is relational and dynamic. Research with children (or adults for that matter) can be empowering or intrusive as it can be “*a way for the adult to monitor and manipulate the children*”. <sup>27</sup> However, as this research is in line with a praxeological approach (participatory, democratic and collaborative) <sup>28</sup> there will be an ongoing dialogue with the participants regarding their active contribution and their desired level of involvement.

I will strive to be ethical by respecting the rights and dignity of participants in my interactions and in how I involve participants in the research process, as well as in how I eventually write up the research and related research publications.

**21. How will you ensure that the identity of your participants is protected (See RPU website ([www.wlv.ac.uk/rpu](http://www.wlv.ac.uk/rpu)) and follow link to Ethical Guidance pages for guidance on anonymity)**

I will keep clear and accurate records of the data collected. Identifying information such as names and addresses will be stored separately from other data collected during the fieldwork stage (separate from for instance participant observations, interview and audiovisual transcripts). The data collected will be used accurately, fairly and lawfully and used for the stated purpose in the research protocol.

At times of travel within and between countries, data will be carried in the hand luggage and with me at all times.

**22. How will you ensure that data remains confidential (See RPU website ([www.wlv.ac.uk/rpu](http://www.wlv.ac.uk/rpu)) and follow link to Ethical Guidance pages for definition of confidentiality)**

I would prefer to keep all information strictly confidential, according to the Data Protection Act 1998; however, if participants wish to be named, to have their participation recognized or highlighted, this will only be possible if all involved agree. I am particularly conscious of the fact that we cannot presume that the two-year-old children will want to be recognized when they are older. This is something I would discuss at length with parents and staff.

At an early stage I will also bring up that participants need to be conscious about what they write on social media such as Facebook and Twitter. If social media is used, it must be used in line with the agreement on confidentiality that the participants and settings have elected for. If individuals and settings have opted out of confidentiality, participants will still be asked to be respectful in their communications to avoid causing harm or embarrassment to others.

To protect privacy and confidentiality (if this is the option participants have opted for) when publishing the research material, names will be coded and the settings will be given a fictional name with the intention that no one can be identified by anyone other than myself,

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<sup>26</sup> *ibid.*

<sup>27</sup> Harcourt, D. and Einarisdóttir, J. (2011) Introducing children’s perspectives and participation in research. *European Early Childhood Education Research Journal*, 19(3), pp.301-307.

<sup>28</sup> Pascal, C and Bertram, T. (2012) Praxis, ethics and power: developing praxeology as a participatory paradigm for early childhood research. *European Early Childhood Education Research Journal*, 20(4), pp.477-492.

and relevant supervisors from the University of Wolverhampton or my supervisors at the Centre for Research in Early Childhood.

**23. How will you store your data during and after the project? (See RPU website ([www.wlv.ac.uk/rpu](http://www.wlv.ac.uk/rpu)) and follow link to Ethical Guidance pages for definition of and guidance on data protection and storage)**

Throughout the research process and at the completion of the research, all data collected in relation to the research project will be kept secure on a password-protected computer or an external hard drive stored in a safe. Printed data with identifying features will also be stored in the safe.

The data will, according to regulations, be kept for a period of ten years after the completion of the research project.

## Appendix 5

### Concept Analysis of 'Rights Based Pedagogy' in Early Childhood Education and Care

#### Introduction

An analysis of '*rights-based pedagogy*' was undertaken to clarify its defining attributes to be able to develop a provisional understanding for professionals working with children in early childhood education and care settings.

According to Nuopponen (2010), Walker and Avant's approach (1983) to concept analysis, based on Wilson's method from 1963, is still the most frequently used method even though many modified approaches have emerged such as the:

- *simultaneous concept analysis*;
- *utility method*;
- *principle-based method of concept analysis*, and;
- *the hybrid model of concept development*.

This has been recognised by Avant who states that:

*Although there are several methods for conducting concept analysis, all of the methods have the purpose of determining the defining attributes or characteristics of the concept under study (Avant, 2005, p.102).*

Historically there were two schools of thought on concept development throughout the 20<sup>th</sup> century; the *entity* and *dispositional* view. The entity view, such as Walker and Avant's approach, look for rigid sets of conditions to define a concept whereas the dispositional view focuses more on interrelationships in the world. Both approaches however have in common that they view the world as static and constant across contexts (Rodgers, 1989). Rodgers tries to overcome the above inherently positivistic views by suggesting an integrated approach or *evolutionary* view of concepts. The evolutionary view suggests that:

*Through socialization and repeated public interaction, a concept becomes associated with a particular set of attributes that constitute the definition of the concept (Rodgers, 1989, p.332).*

The evolutionary view proposes that a concept should not be seen as rigid but subject to change over time, as people interact with the concept. This is the view held by this research. The following analysis and tentative definition of the concept *rights-based pedagogy* is therefore seen as suggestive and evolving, dependent on the current and future use and application of this concept.

The seven steps of Rodgers' revised approach were used to guide the analysis as illustrated in **Table 1** on the next page.

#### 1. Identify and name the concept of interest

The concept of interest, *rights-based pedagogy*, has two main elements; children's rights and pedagogy. Within the context of this research, the concept implies that adding a children's rights aspect to early childhood pedagogy could be something desirable.

Reynaert *et al.* (2012) suggest that a rights-based approach to education should be informed by the *Convention on the Rights of the Child* (CRC) (OHCHR, 1989). This implies

**Table 1.** The evolutionary method of analysis

1	Identifying and naming the concept of interest
2	Identifying surrogate terms and relevant uses of the concept
3	Identifying and selecting an appropriate realm (sample) for data collection
4	Identifying attributes of the concept
5	Identifying references, antecedents and consequences of the concept if possible
6	Identifying concepts that are related to the concept of interest
7	Identifying a model case of the concept

shifting our attention from just the common focus on legal implementation of the CRC and corresponding government accountability, to that of what children's rights mean in practice. This shift could allow for a better understanding of how the CRC can also be used as a frame of reference for adults working with children.

There is a need for "*critically analysing social constructions of children's rights in a diversity of practices and analysing the diverse interpretations that are given to the underlying logics*" (*ibid.*, p.166). Only by critically engaging with the CRC within one's own field will the CRC develop from what may be considered an ideological tool to a "*social political frame of reference*" (*ibid.*).

The characteristics of both *rights based* and *pedagogy* therefore need to be scrutinised before the concept as a whole can be analysed, and a theoretical and substantive understanding of what rights-based pedagogy means in early childhood education and care, put forward.

## **2. Identify surrogate terms and relevant uses of the concept**

In the following section pedagogy in its various guises will be identified, from simple to more complex definitions, establishing the foundations for the concept of rights-based pedagogy that is essentially a political perspective.

### 2.1 Relevant uses of the word pedagogy

Pedagogy is sometimes used interchangeably with the following terms:

- education;
- teaching;
- instruction;
- training;
- tutoring, and;
- schooling.

At its simplest pedagogy is defined as "*the science or art of teaching*" (Oxford Reference, 2015) or "*the principles, practice, or profession of teaching*" (Collins English Dictionary, 2015). This simple definition is closely associated with the above surrogate terms. The word teaching, in "*the science or art of teaching*" could easily be substituted for any of the above terms and still have more or less the same denotation. Implicit is a traditional, didactic understanding of pedagogy and learning linked mainly to cognitive development, what Oliveira Formosinho and Formosinho (2013) call **transmissive pedagogy**.

A slightly broader definition of pedagogy in *A Dictionary of Education*, edited by Wallace (2014), describes pedagogy as follows:

*Teaching, as a professional practice and as a field of academic study. It encompasses not only the practical application of teaching, or pedagogic,*

*skills, but also curriculum issues and the body of theory relating to how and why learning takes place.*

The above definition is in line with that put forward by the **REPEY** report on effective pedagogy in the early years, where pedagogy is defined as: *“the instructional techniques and strategies which enable learning to take place”* (Siraj-Blatchford *et al.*, 2002, p.28). Although at first glance it seems as if the focus is on teacher-directed learning only, the understanding of pedagogy put forward in this report also encompasses understanding how aspects of the learning environment and relationships to the family and wider community affect learning.

A linked study by Sylva *et al.*, the well-known **EPPE** research, *Effective Provision of Pre-School Education* (EPPE) Project (2004) also acknowledges a broader concept of pedagogy than just didactic teaching and suggests that early years pedagogy should view social and educational development as equally important and therefore include both social, informal play-based learning and more formal learning. Despite being broader, the EPPE view of pedagogy still offers quite a technical approach to pedagogy by placing great emphasis on the act of *“structured interactions between staff and children, traditionally associated with the term teaching”* (*ibid.*, p.56). Play is seen as a means for adults to extend children’s thinking and an opportunity for informal instructive learning (Sylva *et al.*, 2005).

Since the publication of the EPPE report (Sylva *et al.*, 2004), an integrated or mixed pedagogy to learning is being promoted in the UK (Wood *et al.*, 2007a).

*Curriculum-generated play experiences can be planned intentionally to help children learn specific skills and concepts, and play-generated curriculum activities can emerge from children’s spontaneous interests and activities* (Wood, 2007a, p.130).

Wood argues, *“this integrated approach arguably avoids the work/play dichotomy, and the parallel subject-centred/child-centred dichotomy”* (Wood, 2007a, p.130).

Walsh *et al.* (2010a, 2010b), drawing on Woods work, also promote teaching through play or what they call a **developmentally appropriate play-based pedagogy**. This view of pedagogy is based on *developmentally appropriate practice* (DAP), practice that originated in the USA in the 1980s. In DAP the focus was originally on Piagetian developmental theory on how children learn, but with growing research in the field of education and care, DAP has been reviewed and revised over the past 20 years to now also include a Vygotskian perspective by acknowledging the important role adults have in scaffolding and co-constructing learning with children (Walsh *et al.* 2010a, 2010b). The recognition of play in children’s learning has also had a great impact on the revision of what constitutes DAP (NAEYC, 2009). **Developmental pedagogy** can therefore be seen to integrate play, cognition and social learning.

Walsh’s play-based pedagogy is however subtly different from the mixed pedagogy promoted in DAP in the USA. Walsh’s play-based pedagogy is based on Wood’s concept of *integration* where practitioners use a *“bi-directional relationship between play and curriculum”* (Wood, 2007b, p.317). In other words, it is not about mixing pedagogical approaches, with time set aside for free play and time for didactic teaching or adult-initiated activities, but about play becoming the characteristic of all the interactions between adults and children in a setting and the first years of primary school (Walsh *et al.*, 2010b, Wood, 2007b). This approach is currently being promoted in Northern Ireland.

The above definitions are all examples of what can be identified as the *“early education approach”, “pre-primary approach”* or *“readiness for school approach”* to pedagogy,



prevalent in English speaking countries (OECD, 2006, p.61). Although integrating play, cognition and social learning, the focus is on cognitive development and the acquisition of predetermined knowledge, skills and dispositions. This approach is also characterised by sequential learning (*ibid.*).

The concept of pedagogy in English speaking countries is very much linked to government agendas and the view of early childhood education as an economic investment and as a means of solving social problems, even though the word pedagogy that comes from Ancient Greek **παιδαγωγία**, which loosely translated means *to lead the child*, has a much broader connotation (Moss and Petrie, 2002).

Pramling Samuelsson and Asplund Carlsson (2008) from Sweden also use the term developmentally appropriate play-based pedagogy to promote an integrated play-based pedagogy in early childhood.

However, the Swedish curriculum does not set out predetermined knowledge or early learning goals children have to work towards. In what Pramling Samuelsson and Asplund Carlsson call **playing learning pedagogy**, like Walsh *et al.*, they also emphasise a move away from seeing play and learning as two separate activities with learning implying adult led or initiated interactions and play as activities initiated by children themselves. They also encourage adults to see that there are “*play dimensions in learning and learning dimensions in play*” (2008, p.635). Adults should tune in to “*the playing learning child*” with a focus on the process of communication and interaction, integrating play and learning. The definition of Pramling Samuelsson and Asplund Carlsson’s playing learning pedagogy is more holistic in nature than the previously mentioned pedagogies.

Moss and Petrie also propose a concept of pedagogy that is more holistic and suggest early childhood pedagogy should be defined by: “*the principles and processes that inform work with children, and address the whole child*” (2002, p.97). This is more in line with the central European view of pedagogy. It emphasises the social element more strongly than that found in UK or US definitions, that is, the emphasis is on “*learning about what it is to be a human being living in society, not in a theoretical way but through the activities and relationships of daily life*” (Moss and Petrie, 2002, p.118). Pedagogy in this sense addresses not only educational or cognitive development but also inter-personal, social and emotional aspects, and as such defines a more holistic approach.

The defining features of the pedagogic approach, prevalent in central European countries, the **social pedagogic approach**, are *care, upbringing and education* (or cognitive development) (Petrie *et al.*, 2009). It is a holistic, child-centred approach focusing on broad developmental needs of children. This does not mean that this approach excludes emergent literacy and numeracy but the focus is not on subject knowledge (OECD, 2006, p.57) because:

*The pedagogical relationship between children and educators seems to be most effective when the relationship includes care, upbringing and concern for the general well-being of each child, as well as expert support for the children’s learning* (OECD, 2006, p.128).

Historically seen, this holistic approach to early education and care incorporates developing children’s emotions, that is, a psycho-therapeutical aspect, children’s physical well-being, or the medical approach, and cognition or the traditional teaching approach (Moss and Petrie, 2002).

**Nordic pedagogy** also falls within the broader notion of the central European social pedagogic approach but distinguishes itself by the additional emphasis or making visible

the value Nordic countries place on democracy, egalitarianism, freedom, emancipation, cooperation, and solidarity (Wagner, 2006).

*Nordic curricula are statements of principle outlining the main values and requirements of kindergarten education. They do not address primarily what children should learn, but provide guidelines for local authorities and the centres about the values, purposes and processes of early childhood education and care (OECD, 2006, p.138).*

Nordic pedagogy can also be seen to be in line with **values-based pedagogy**, which is a holistic approach to education with an explicit focus on, and promotion of values and “*values-rich relationships*” (Lovat *et al.*, 2011, p.34). Hawkes definition of values is that “*values are the principles, fundamental convictions and standards that act as the general guides to our behaviour and thinking*” (2013, p.59).

According to Hawkes, *the values philosophy empowers children and adults to take personal responsibility for their thoughts and action*” (2013, p.35), to help children develop into just and responsible citizens by engaging with universal, positive human values (*ibid.*).

Lovat *et al.* assert that there is an inherent moral basis of education and that recent research in educational philosophy, psychology and neuroscience supports the need to reevaluate the role of education and its focus on mainly cognitive skills. Lovat *et al.* further claim that there is a correlation between higher academic achievement and values based pedagogy, or what Benninga *et al.* call “*character education*” (2006, p.450).

Although *Nordic pedagogy* and *values-based pedagogy* have much in common, *values-based pedagogy* is much less political and more psycho-therapeutical.

Democratic values are also brought to the fore in a Portuguese approach to early childhood education defined as **pedagogy-in-participation**. It encourages all stakeholders, from the children and parents to staff and researchers, to participate in all aspects of the daily life and running of a setting. The aim is to empower and promote social justice and democratic practices (Oliveira-Formosinho, 2009; Oliveira Formosinho and Formosinho, 2013).

Pedagogy in participation relies on the creation of pedagogical environments in which adult-child interactions and ethical relationships are the foundations for activities and projects that enable children to co-construct learning (Pinazza 2012; Oliveira Formosinho and Formosinho, 2013).

The four central concepts that inform daily practice are described as four pillars by Oliveira-Formosinho (2009, p.234) and Oliveira-Formosinho and Formosinho (2013):

1. first pedagogical axis – to be and to feel – towards a pedagogy of identity or **being**;
2. second pedagogical axis – to belong and to participate – towards a pedagogy of relationships or **linkedness**;
3. third pedagogical axis – to experience and to communicate in a hundred languages – towards a pedagogy of **experiential learning**, and;
4. fourth pedagogical axis – to narrate and to create meaning – towards a pedagogy of **meaning**.

In other words, the aspects of learning to develop are children's identity, relationships, experimentation and meaning making.

This approach is strongly focused on participation (Article 12 of the CRC) as an important democratic principle and as such an example of *democratic pedagogy*.

**Democratic pedagogy**, as identified by Osler and Starkey (2005) involves education for *cosmopolitan citizenship*. They define cosmopolitan citizenship education at its most basic as educating the individual to view themselves as belonging to a world community that share common human values as set out in human rights treaties. There are currently nine human rights treaties, the CRC being one of them (OHCHR, 2015). Osler and Starkey acknowledge that drawing on human rights treaties is a challenge.

*The application of democracy to schools, which are institutions that have evolved from authoritarian rather than democratic principles, is challenging and is therefore likely to give rise to political struggle and debate (2005, p.138)*

Osler and Starkey (2005) propose a set of pedagogic principles that supports participation in schools that could be applied to the process of teaching and learning. Each principle is linked to the CRC as illustrated below:

Principles	Article of the CRC
Dignity and Security	Preamble, 19, 23, 28.2, 29
Participation	12,13, 14, 15, 31
Identity and Inclusivity	Preamble, 2, 7, 8, 16, 23, 28, 29, 31
Freedom	12,13, 14, 15
Access to information	17
Privacy	16

*Education for democratic citizenship implies a review of power relationships within schools and the development of a new culture of schooling in which teachers and students work together to create democratic schools (ibid., p.153).*

According to Osler and Starkey democratic pedagogy requires a dialogue at all levels of an educational establishment or setting together with a cosmopolitan perspective to be inclusive and transformational, necessary in today's multicultural and globalising society. They further assert, that education must be seen as a political activity where teachers and adults working with children must be aware of their own cultural beliefs and understanding of pedagogy. "*Democracy needs to be embedded in the curriculum, both as an object of learning and as an act of praxis*" (OECD, 2004, p.30).

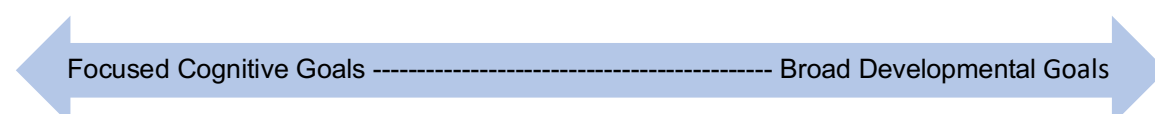
*It is now widely accepted that since the UN Declaration of Human Rights in 1948, we have entered a phase in the evolution of global civil society which is characterized by a transition from international to cosmopolitan norms of justice. While norms of international law emerge through treaty obligations to which states and their representatives are signatories, cosmopolitan norms accrue to individuals considered as moral and legal persons in a world-wide civil society (Benhabib, 2008).*

Benhabib puts forward that development of human rights instruments and the spread of cosmopolitan norms can empower individuals and civil society to take action in support of democracy (*ibid.*). This could be called a **democratic cosmopolitan pedagogy**. Paolo Freire, author of the seminal text *Pedagogy of the Oppressed* (1970), was a leading advocate of activism and **critical pedagogy**, both as a philosophy and as a social

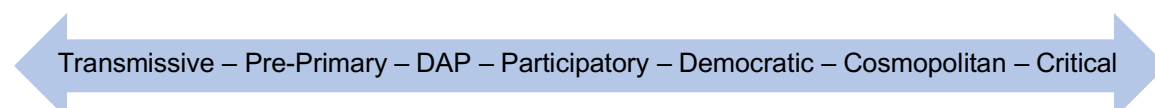
movement. Freire advocated that we should be aware of power relations and that education should ultimately be a means to liberate the oppressed *and* the oppressors in any given unequal system.

If the pedagogies described so far were pictured along a spectrum, critical pedagogy, that is very closely associated with activism, can be seen to lie at the more complex end of the spectrum, in comparison with the simpler definition of transmissive pedagogy mentioned above.

The OECD describes various pedagogic approaches as part of a continuum. Pedagogies with a focus on pre-determined skills and school like learning areas they place at one end of the continuum and pedagogies with broader developmental and political goals at the other end (OECD, 2006).



Politically this can also be illustrated along a continuum from didactic to emancipatory and transformative pedagogies.



When it comes to national curricula, **national pedagogic frameworks** “*can include a broad range of elements, but in general, they identify the key goals of early childhood services for a particular country*” (OECD, 2006, p.134) and fall somewhere along the above continuum depending on core values and political agendas.

The statutory pedagogic framework for children birth to five in **England**, the *Early Years Foundation Stage* (EYFS), was introduced in 2008, revised in 2012 and further updated in 2014. It is based on the Childcare Act (2006) the first Act exclusively concerned with early education and childcare. The Childcare Act 2006 lists the aims of children’s services in England to be about promoting children’s welfare and improving children’s well-being by focusing on children’s health, safety, educational achievements, as well as enabling children to contribute to society and help them achieve social and economic well-being.

The revised and updated EYFS curriculum sets standards for the learning, development and care of children in seven areas of learning, based on four guiding principles. The four guiding principles are: the uniqueness of every child, positive relationships, enabling environments and individual development. Important to the framework is that:

*Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity ... As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1 (DfE, 2014, p.9).*

*Development Matters in the Early Years Foundation Stage (EYFS)* (Early Education, 2012) is a non-statutory guidance that was published in conjunction with the revised framework that supports the implementation of the statutory requirements. It lists developmental expectations in the seven areas of learning. The developmental expectations are set out in age bands that lead up to 17 *early learning goals* that children

are expected to reach by the time they start primary school, to ensure school readiness. The document also contains advice about what adults could do to support positive relationships and provide enabling environments. It briefly mentions the CRC in the introduction, drawing on Article 29.

The *Early Years Outcomes* (2013) is also an accompanying non-statutory guidance that the government recommends using in conjunction with the EYFS. It only lists the developmental expectations in their age bands leading up to the 17 *early learning goals*, without guidance on how to reach them.

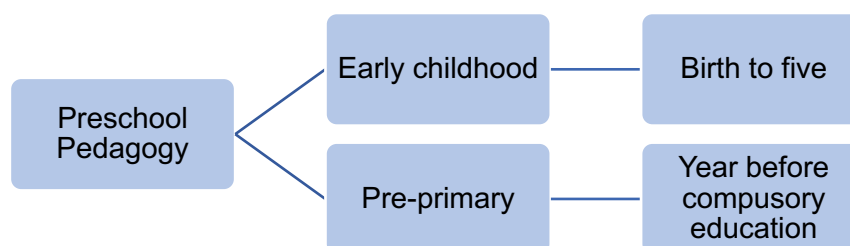
This English readiness for school approach is in line with a **developmental play-based pedagogy**.

The statutory framework in **Finland** for children from birth to six, dates back to 1973. It was amended in 2006 and is currently being revised with a new framework currently before parliament. It is suggested that the new law is to be renamed from the *Child Daycare Act* to the *Preschool Pedagogy Act* (Justitieministeriet, 2014).

There has been great overlap and some confusion over terminology in Finland that the new Act will hopefully clarify. In the national guidelines on, “*småbarnsfostran*”, or *early childhood education*, upbringing, teaching and care are seen as an integrated whole (Stakes, 2005). *Småbarnsfostran* has sometimes been used interchangeably with *småbarnspedagogik* or early childhood pedagogy. From January 2015, early childhood education, birth to five, has been clearly separated from “*förskoleundervisning*”, or *pre-primary education*, which has sometimes been used interchangeably with preschool education.

The new *pre-primary* guidance applies to six-year-olds for the year before entering compulsory education (Utbildningsstyrelsen, 2014) with a focus on preparing children for school. It still refers to early childhood pedagogy (0-5) as important in informing practice but it also includes goals for developing children's ability to acquire cognitive knowledge (Undervisnings- och kulturministeriet, 2015).

Although the word “*förskolepedagogik*” or *preschool pedagogy* is mainly used in pre-primary (six-year-olds) guidance (Utbildningsstyrelsen, 2004; STAKE, 2005; Utbildningsstyrelsen, 2014), it appears that this will become the overarching term in the proposed early childhood education statutory framework, and as such apply to all children before compulsory education (**Figure 1**).



**Figure 1:** Clarification of terminology

In the Finnish Education Act 1998, it is stipulated that the aim of education before compulsory education is about helping children develop into caring and ethically responsible members of society as well as providing them with knowledge and skills and

the opportunity to be active participants in their own learning and development (Justitieministeriet, 1998; OECD, 2006).

The guiding principles in both the early childhood and pre-primary education frameworks clearly draw on the CRC evident in the language used (STAKE 2005; Utbildningsstyrelsen, 2014).

*In Finland, early childhood policy is intended to support the development and learning of young children and enable them to become ethically responsible members of society. Policy is built on clear understandings by all stakeholders that a creative cohesive society depends on social justice and concern for the rights and responsibilities of all, including children (OECD, 2006, p.319)*

The Finnish national guidelines are statements of principles outlining the main values and purpose of preschool education. It is not about what children should learn, but guidelines about values (OECD, 2006).

The Finnish early childhood framework is very much an example of the **social pedagogic tradition** and **Nordic pedagogy**. A more explicit link to *democratic pedagogy* only emerges later in the basic education system (6-16).

In the highly decentralised education system in **Sweden**, the role of Government and *Skolverket* (the National Agency for Education) is to set broad curriculum goals and monitor outcomes (OECD, 2011). In chapter 1, 4 §, the *Education Act 2010* stipulates that the aim of education is for children and students to acquire and develop knowledge and values (Skollag 2010:800).

5 § of chapter 1 further stipulates education shall also teach and establish respect for human rights and the fundamental democratic values on which Swedish society rests such as the sanctity of life, individual freedom and integrity, human equality and solidarity between people. It is also expected that everyone working in education shall promote human rights (Skollag 2010:800).

Many of the paragraphs in the *Education Act 2010* draw directly on the CRC such as 10 § that uses language from Articles 1, 3 and 12 in particular (Skollag, 2010:800).

The preschool curriculum was also revised in 2010 and opens with the following sentence: *“Democracy forms the foundation of the preschool”* (Skolverket, 2010, p.3). In the same paragraph, the importance of teaching and establishing respect for human rights is also stated. The curriculum further emphasizes that preschool should be characterised by a *“pedagogical approach, where care, socialisation and learning together form a coherent whole”* (Skolverket, 2010, p.9). The curriculum also values play as important for a child’s development and learning (*ibid.*).

There is now no distinction between what used to be called day care and kindergarten. All services for children 1-6 are called *preschool* and the year before primary education, from the age of 6-7, is called *preschool class* (OECD, 2006).

Although there is a greater weight on learning and teaching in preschools and preschool classes than in the past, there is still a great emphasis on social pedagogic aspects such as social competence, holistic development and well-being. Just as in the Finnish pre-primary settings, the gradual shift towards a more educational approach or *transmissive pedagogy* starts in the pre-school class (OECD, 2006).

What stands out in the Swedish documents is the explicit link between education and democracy. This can historically be traced back to policies established since the end of the Second World War (Quennerstedt, 2012). The linking of education and democracy and the responsibility of the education system to foster democratic citizens is a fundamental value in Sweden according to Quennerstedt (2012).

The Swedish preschool framework is very much an example of the **social pedagogic tradition** or **Nordic pedagogy** but with an explicit link to **democratic pedagogy** and children's rights.

Dahlbeck (2014) however questions the purpose of education and the assumed compatibility of universal moral values as expressed in human rights instruments such as the CRC and a process-oriented and relational approach to learning as emphasized in policy and curriculum documents in Sweden. In other words, he sees a major tension between moral universalism and what he calls **relational pedagogy**.

To Dahlbeck the concept of rights is irreconcilable with a relational pedagogy because he feels a rights agenda can only be justified with an understanding of learning as an individualistic and independent process as opposed to relational. Dahlbeck therefore proposes fostering an "*immanent ethics*" (p.537) by which he means that professionals should empower children to assess each situation on its own merits without any preconceived ideas of what is right or wrong, with the starting point that "*nothing is universally good or bad*" (p.538). The purpose is to maximize a child's power to act in his or her perceived best interest. Dahlbeck calls this approach a **pedagogy of dosage**, drawing on writings by Deleuze. Dahlbeck proposes moral relativism instead of moral universalism in early childhood education and care.

## 2.2 Other themes

A related theme recurring in the literature reviewed was the idea of **pedagogical quality**. According to Sheridan:

*The interpretation of what is best for a child is based on the values and goals as presented in the curriculum, modern theories of learning and research on quality in preschool and school (2001, p.48).*

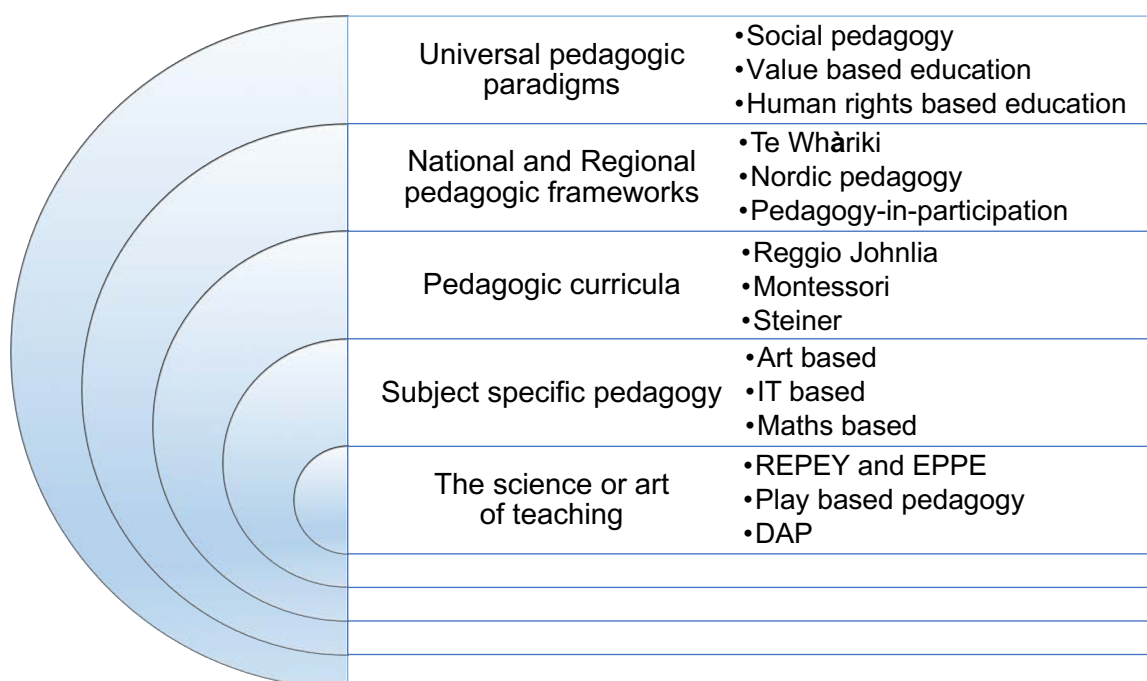
OECD research (2012) suggests that pedagogical quality incorporates:

- a good understanding of child development;
- the ability to develop children's perspectives, praise, comfort, question, be responsive, and elicit children's ideas;
- skills for leadership, problem solving and development of lessons plans; and
- good vocabulary.

According to Sheridan (2001), pedagogical quality must incorporate both children's individual goals for learning and the goals of society as for instance expressed in the Swedish preschool curriculum (Skolverket, 2010). To Sheridan a high quality framework can best be described as a **democratic/pedagogical development approach** (2001).

## 2.3 Database results

Searching the ERIC database, it became evident that the word pedagogy is also often used as prefix to a subject as opposed to using the word pedagogy as a concept. The word is used to highlight one particular aspect of learning or what can be termed **subject specific pedagogy**, such as *Art based pedagogy* (Laverick and Migyanka, 2014), *ICT based pedagogy* (O'Rourke and Harrison, 2004), *Drama pedagogy* (Dunn and Stinson, 2012) and so forth.



**Figure 2** Visual representation with examples of increasingly more complex understanding of pedagogy

#### 2.4 Relevant uses of the term rights based

The term *rights based* is a relatively new concept in relation to education and has previously mainly been linked to human rights in a broader sense.

Lundy and McEvoy (2012) make a distinction between the terms rights-informed, rights-compliant and rights-based approach in their research. The term rights-based is often used in a broad sense to describe an approach or “*work influenced by the international human rights standards*” (p.77). This is however more accurately described as rights-informed. The term rights-based should be reserved to research and practice that not only respects the moral standards or values and aspirations in human rights instruments, but that clearly also makes the link between rights and the obligations these rights place on duty-bearers, according to Lundy and McEvoy (2012).

*Under a human [children’s] rights-based approach, the plans, policies and processes of development are anchored in a system of rights and corresponding obligations established by international law (OHCHR, 2006, p.15).*

McEvoy and Lundy (2007) suggest a participative framework, in line with Article 12 of the CRC, for professionals working with children in relation to engaging children in schools, based on the following four principles:

- SPACE: children must be given the opportunity to express a view;
- VOICE: children must be facilitated to form and express their views;
- AUDIENCE: the view must be listened to, and;
- INFLUENCE: the view must be acted upon, as appropriate.

This is a framework that could potentially also be used as a starting point when developing a rights-based framework in early childhood education and care.

The United Nations has articulated a definition of a human rights-based approach (HRBA) in the *UN Statement of Common Understanding* that states that (OHCHR, 2006):



1. *All programmes of development cooperation, policies and [activities] technical assistance should further the realization of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments.*
2. *Human rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international human rights instruments guide all [activities] development cooperation and programming in all sectors and in all phases of the programming process.*
3. *Programmes of development cooperation [activities] contribute to the development of the capacities of “duty-bearers” to meet their obligations and of “rights-holders” to claim their rights.*

Lundy and McEvoy (2012) have translated this in relation to research with children as follows:

*... the research aims should be informed by the CRC standards; the research process should comply with the CRC standards; and the research outcomes should build the capacity of children, as rights-holders, to claim their rights and build the capacity of duty-bearers to fulfil their obligations. Cutting across all of this is a requirement to ensure that the process furthers the realisation of children’s rights (p. 78).*

Drawing on the above two definitions, an understanding of what rights based encompasses in relation to early childhood education and care could be formulated as follows:

All policies, curricula, and practices in early childhood education and care should further the realization of children’s rights as laid down in the CRC and other international human rights instruments. Rights should guide all activities at every level of an early childhood organisation. Early childhood education and care should contribute to the development of the capacities of professionals to meet their obligations and of children to claim their rights.

### **3. Identify and select an appropriate realm (sample) for data collection**

This interdisciplinary literature search took its starting point in peer review journals such as the *International Journal of Children’s Rights* and the *European Early Childhood Education Research Journal*. It was initially an iterative process, following known journals and ideas emerging from prior knowledge of the concept, which in turn informed further individual searches.

A routine search, using a more systematic approach, was conducted in the second stage of the process when looking for topical peer review publications. The key words *rights-based* and *pedagogy* were entered in the ERIC database which generated six abstracts of which three were selected as relevant. However, entering *rights* and *based* as separate words generated 50 results, of which only an additional three abstracts were deemed relevant to read. Searching using the broader word *childhood*, and *pedagogy* generated 463 results of which 100 abstracts were deemed as relevant. A large part of the literature focused on country specific or subject specific use of the concept of rights-based pedagogy (as mentioned above) as opposed to defining the concept itself, which was the main aim of the literature search. The articles eventually selected for inclusion in the

analysis have been referred to in the previous section.

Having set a timeframe of six weeks, other databases were not searched at this moment in time but will be in the course of the research.

#### 4. Identify attributes of the concept

**Table 2.** Attributes of the concept

List of provisional criteria:	
Rights based	Pedagogy
legal obligation, duty	experiential
duty-bearer	education
legal rights	environment
rights-holder	relational
power	development
interests	learning
political	holistic
standards, norms	inter-personal
values	individual
influence	care
CRC	upbringing
democracy	empowerment
cosmopolitanism	identity
citizenship	co-operative
participation	meaning making

In order for a pedagogic approach to be called rights base, all of the defining attributes listed need to be present.

#### 5. Identify antecedents and consequences and references of the concept if possible

##### 5.1 Antecedents

As a consequence of the two World Wars there has been a proliferation of human rights documents. There are currently over 300 regional and international human right documents (Mihir, 2012).

The founding documents of international human rights law are the 1945 *Charter of the United Nations* and the 1948 *Universal Declaration of Human Rights* (OHCHR, 2014). The CRC is today one of nine core international human rights treaties ratified since 1965, however, children's rights in for instance English law can be traced back to the 19th century and Lord Shaftsbury's campaign to limit child labour (Hammond and Hammond, 1969). Children as rights holders with increasing status is however a relatively new concept as illustrated in **Table 3** on the next page.

The CRC being one of nine core human rights treaties is an indication of the changing status of children and childhood. Children as competent social actors are part of a new paradigm of childhood according to James and Prout in which childhood is seen as socially constructed (1997) and as a conceptual category (Kehily, 2004). The sociology of childhood, as a discipline, began emerging towards the end of the 20<sup>th</sup> century. The main

**Table 3.** Treaties and Optional Protocols

Human rights treaties leading up to the CRC	
1924	<b>Geneva Declaration of the Rights of the Child</b> adopted by the League of Nations
1945	Charter of the United Nations
1948	Universal Declaration of Human Rights adopted by the UN
1959	Declaration of the Rights of the Child adopted by the UN
1989	<b>Convention on the Rights of the Child</b> adopted by the UN entered into force 2.9.1990  Sweden ratified (29.6.1990), Finland ratified (20.6.1991), UK ratified (16.12.1991)
CRC Optional Protocols	
2000	<b>Optional Protocol to the CRC on the involvement of children in armed conflict</b> adopted by the UN and entered into force 12.2.2002  Sweden ratified (8.6.2000), Finland ratified (7.9.2000), UK ratified (7.9.2000)
2000	<b>Optional Protocol to the CRC on the sale of children, child prostitution and child pornography</b> adopted by the UN and entered into force 18.1.2002  Finland ratified (7.9.2000), UK ratified (7.9.2000), Sweden ratified (8.9.2000)
2011	<b>Optional Protocol to the CRC on a communications procedure</b> adopted by the UN and entered into force 14.4.2014  Finland ratified (28.2.2012), Sweden not yet ratified (), UK not yet ratified ()

For more information about treaties, see UN Treaty Collection available at:  
<https://treaties.un.org/pages/CTCTreaties.aspx?id=4&subid=A&lang=en>

principles of the paradigm of childhood sociology according to James and Prout (1997) are:

1. the notion of childhood as a social construction located within a particular and historical context;
2. the understanding of childhood as a variable in social analysis intimately linked to other variables such as class gender and ethnicity;
3. the view of children as active social actors in society where their everyday lives and social relationships are worthy of study in their own right, and;
4. the need to link research and policy to hands on practice in the process of reconstructing childhood in society.

It can be argued that the children's rights discourse is intimately linked to the changing view of children as active social actors, part of a distinct social group in Western countries in particular.

### 5.2 Consequences

As a consequence of seeing children as competent actors there has been great focus on Article 12 of the CRC and children's right to express their views and influence decisions in matters that affect them.

The reported impact on children of increased participation according to Save the Children UK (2010, p.6) is:

- children develop strong communication skills;
- they gain a sense of achievement and an increased belief in their own ability to make a difference;
- children who are used to expressing themselves may be more vocal about abuse or exploitation;
- they gain political and social knowledge and awareness of their rights and responsibilities;
- child participation leads to the fulfilment of other rights;
- children learn how to be active and responsible citizens;
- working together helps develop positive relationships between children and adults; it promotes a positive image of children within their communities, among professionals and among their peers;
- having a meaningful role to play within a project creates opportunities for personal development among children who are often excluded;
- involving children in our work provides a means of protecting them from harm and preventing them from being invisible when discussing plans, shaping policies and designing services or making decisions that affect their lives, and;
- children are given authority to hold duty bearers to account, to ensure adults think and behave in a way that respects children and childhood.

### 5.3 References

Another consequence of changing childhoods and more research focusing on children and their status as rights-holders has been a growing interest in Children's Rights Education (CRE) as opposed to Human rights education (HRE) in general. UNICEF'S *Rights Respecting Schools Award* (RRSA) is being piloted and implemented in for instance Canada, England, Germany, Slovenia, Spain and Sweden (UNICEF Sverige, 2015).

The **Rights Respecting Schools Award** (RRSA), a UK-wide initiative, started in 2006. Local authorities, members of UK educational organisations, primary schools, secondary schools, special schools and pupil referral units can register for the award. According to the UNICEF website, the award recognises achievement in putting the CRC at the centre of all its activities from policies to planning, practice and ethos. Rights and respect are taught and modeled in all relationships, between pupils and adults, between adults, and between pupils (UNICEF UK, 2015a).

The latest analysis by UNICEF UK (2015b) of the impact the programme has had, using data from over 300 schools shows that:

- 99% of headteachers believe that the RRSA has had a positive impact on relationships and behaviour;
- 99% of headteachers considered that the RRSA contributed to children and young people being more engaged in their learning;
- 98% of headteachers considered that RRSA impacted on children and young people's positive attitudes to diversity & overcoming prejudices;
- 96% of headteachers considered that working on RRSA improved children's

- and young people's respect for themselves and others, and;
- 75% of headteachers stated that RRSA has had a positive impact on reducing exclusions and bullying.

Initially early years settings and children's centres were also able to register for the award and related support but it is however no longer possible for early years settings outside of primary schools to register due to lack of capacity according to UNICEF.

A three-year pilot project involving seven schools has been launched in Sweden called *Rättighetsbaserad skola* (RBS) (2013-2016), which is based on UNICEF's RRSA (UNICEF Sverige, 2015).

Another example of how HRE is developing a focus on CRE is the Hampshire's ***Rights Respect and Responsibility*** (RRR) programme. The initiative, for developing and realising children's rights in schools, was launched in 2004, based on two key principles (HCC, 2015):

- the CRC has to be at the heart of everything, which implies knowing about all the Articles and also the significance and potential for improving outcomes for children and young people, and;
- rights are not conditional on responsibilities.

The programme was developed in close association with the Children's Rights Centre at Cape Breton University, Canada.

The impact in RRR schools (Covell and Howe, 2011) was noted in for instance:

- children's increased use of critical thinking, persuasive argument, decision-making, and collaborative learning;
- increased levels of engagement;
- significant improvements in behaviors;
- increased participation;
- increased levels of self-regulation, confidence, effort, and motivation;
- improved school climate, and;
- higher educational resilience for socially disadvantaged children.

As with UNICEF's RRSA and the RBS pilot in Sweden, the RRR programme involves schools but not settings with children under the age of three.

## 6. Identify concepts that are related to the concept of interest

Concepts closely related to rights-based pedagogy are as already mentioned citizenship, democracy, cosmopolitan education, HRE and CRE.

It is only recently HRE has become more well-defined despite the adoption of the *Vienna Declaration and Plan of Action* by the UN as far back as 1993 when the international community renewed its commitment to the promotion and protection of human rights and affirmed the important role education plays in this process (OHCHR, 1993).

*The realization of rights-based education requires both the achievement of desirable outcomes and achieving them through a process that reflects human rights values. A rights-based approach to education calls for simultaneous attention to outcomes and processes (UNICEF, 2007, p.15).*

Mihr defines HRE as primarily about what to teach and learn, that is, content. “*Thus Human Rights Education is a set of pedagogical learning methods to inform people of and train them in human rights*” (Mihr, 2012, p.2).

In contrast, Human Rights Pedagogy (HRP) is much broader in that it is about “***the way and methodology of how to teach, train and learn in, through and for human rights***” (*ibid.*). In other words, HRP is not only about learning about rights but also about experiencing and exercising them in daily activities and interactions. This understanding is closely related to the concept of rights-based pedagogy under investigation here.

## **7. Identify a model case of the concept**

I have to date not identified examples of settings working from a right based perspective with children under three. There are however settings and children’s centres that work within the RRSA and RRR framework with 3-5 year olds. Alfreton Nursery School near Derby is a great example of practice in line with rights based pedagogy in the 3-5 age group that could inform what practice with under threes could look like.

### **Interim summary**

One way of trying to tie together the information collected into a coherent whole is by using Cheng *et al.*’s (2003) structure. They propose looking at the relevant uses of a concept from a theoretical, philosophical, sociological and professional perspective.

The theoretical basis of rights-based pedagogy can be seen to be the legal nature and function of rights. This necessitates understanding the nature of children’s rights from a Hohfeldian (1913) perspective and the function of rights along the lines of either the Will theory (Hart, 1982), the Interest theory (MacCormick, 1982), Hybrid theories (Cowden, 2012) or Pluralistic rights theories (Wenar, 2005; 2008).

From a philosophical or moral perspective, rights-based pedagogy looks at identifying underlying values or value systems promoted by various philosophers grounded in one of the above-mentioned theoretical perspectives. MacCormick (1982) for instance promotes rights for children in the name of social democracy, Raz (1984) in the name of social justice and Cowden (2012) offers up a developmental perspective.

Sociologically, rights-based pedagogy fits in with the new sociology of childhood that has emerged in the last few decades (James and Prout, 1997; Freeman, 2013). Rights based pedagogy is congruent with a sociology of childhood committed to:

*exploring the ways in which the immaturity of children is conceived and articulated in particular societies into culturally specific set of ideas and philosophies, attitudes and practices which combine to define the nature of childhood* (James and Prout, 1997, p. 1).

From a professional perspective, Pedagogy-in-Participation (Oliveira-Formosinho, 2009), Democratic pedagogy in line with Osler and Starkey (2005) and McEvoy and Lundy’s framework (2007) represent professional approaches that can be the springboard for developing further what rights based pedagogy looks like to professionals working with young children during the course of this research.

Another way of clarifying rights-based pedagogy at this point, is by using Walker and Avant’s (1983) four levels of theory development:

- Meta-theory – clarifies the meta paradigm
- Grand theory – defines global conceptual frameworks and defines mid-range theory
- Middle -range theory – guides practice

- Practice theory – practice and reflections on practice

The meta-theory behind rights-based pedagogy can be understood as our modern understanding of rights, based on Hohfeld's (1913) framework of the nature of rights that Western legal systems are based on. The function of rights as debated by legal philosophers, promoting different views of children's legal entitlements, based on the CRC, defines the grand theory behind rights-based pedagogy. The mid-range theory identifies the value base of the theory, in this case, democracy and cosmopolitanism as fundamental moral aspects of rights-based pedagogy that professionals need to engage with when reflecting on, and actively engaging with the CRC in settings. As to practice, at present there are examples of what rights-based pedagogy looks like with older children, but not with children under three. There is therefore a need to develop the concept further from an early childhood (under threes) professional perspective at what Walker and Avant would classify as the practice theory level. It can tentatively however be suggested that at a practice level, essential principles supporting a rights-based pedagogy are respectful relationships, participation, facilitation and influence.

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## Appendix 6

### Invitation Letter to Settings (England)



Dear ..... (Setting),

As part of my PhD at the *Centre for Research in Early Childhood* and the *University of Wolverhampton*, I am conducting a research study into Children's Rights in Early Childhood Education and Care (ECEC). To do this I am looking for settings interested in or already working from a child rights perspective in England, Finland and Sweden. If you agree to take part this will involve:

- a documentary analysis of your policies;
- participant observations and conversations with children and staff during a normal day;
- two-year-old children taking photographs of what they like and do not like in their setting;
- conversations with the two-year-old children using the photographs they took to stimulate recall;
- filming a day in the life of your setting and condensing it into a 20-minute clip;
- looking at the *UN Convention on the Rights of the Child* and using the 20-minute clip in a focus group discussion with parents;
- looking at the *UN Convention on the Rights of the Child* and talking about children's rights in semi-structured interviews with staff; and
- giving 2 staff the opportunity to be part of a *Practitioner Consultation Group* looking at what the substantive Articles (42 statements) of the *UN Convention on the Rights of the Child* mean in practice when working with children under three.

The doctoral programme requires that the research is written up as a thesis but I will also produce short reports that will be sent to the respective participating setting as a thank you and as evidence for your own documentation. With this research I hope to contribute to the field of children's rights in early childhood by developing knowledge about what a child rights approach in ECEC could possibly entail for very young children, moving the children's rights debate on from rhetoric to understanding what *Child Rights Pedagogy* could look like in practice for children under three.

There is no compensation for taking part in this study, but the possible benefits for participating in this research study will be the opportunity to explore issues around children's rights, and in the process, further an understanding of the topic and possibly practice in the setting. Publications and presentations that will ensue from the study will reach a wider audience and also benefit academics, professionals and children further afield.

I am writing to seek your collaboration, wishing to involve two-year-old children, their parents and staff.

I look forward to hearing from you.

Yours sincerely,

*Aline Cole-Albäck*  
PhD Researcher

# Appendix 7

## Invitation Letter to Settings (Finland)



Woodstock den 9 augusti 2016

Hej,

Som del av min doktorandstudie vid *The Centre for Research in Early Childhood* och *The University of Wolverhampton*, så söker jag efter daghem i England, Finland och Sverige som vill delta i min studie. Jag letar efter daghem som redan arbetar från ett barnrättsperspektiv, eller som är intresserade av att utveckla deras barnrättsperspektiv. Om ditt daghem är intresserad av att delta skulle jag vill gärna göra följande:

- en dokumentanalys av läroplanen, policy och andra relevanta dokument;
- deltagande observationer under en vanlig vecka i 1-3 års gruppen;
- fotografering av vad barn tycker, och inte tycker om i den dagliga verksamheten;
- samtal med barn runt fotografierna de tog;
- filmning av en vanlig dag i verksamheten, redigerad till ett 20-minuters klipp;
- semistrukturerad intervju med daghemsledaren runt Barnkonventionen;
- semistrukturerad intervju med en lärare runt Barnkonventionen; och
- fokusgrupp diskussion med en grupp föräldrar runt Barnkonventionen med hjälp av 20-minuters klippet.

Doktorandutbildningen fordrar att studien skrivs upp som en avhandling men jag kommer också att skriva en rapport som jag kommer att skicka till Vasa Stad och respektive deltagande daghem.

Med denna forskning hoppas jag bidra till vår kunskap om barns rättigheter inom småbarnsfostran genom att utveckla vad jag kallar *barnrätts pedagogik* och vad det innebär på daghem, och i processen omvandla barnrättsretorik och visa hur det skulle kunna se ut i praktiken.

Den möjliga nyttan för deltagandet i denna studie kommer att vara tillfället att utforska frågor kring små barns rättigheter, och i processen, utvidga kunskap om Barnkonventionen och hur den kan användas konkret i daghemsverksamheten. Publikationer och presentationer som kommer att uppstå från studien kommer också att nå en bredare publik och vara till nytta för akademiker och yrkesverksam personal i andra daghem i Europa.

Jag hoppas jag lyckats väcka ditt intresse för ett samarbete för att genomföra denna studie i ditt daghem, i samarbete med personalen, föräldrar och barn i 1-3 års gruppen. Jag ser fram emot att höra från dig.

Med vänliga hälsningar,

*Aline Cole-Albäck*

Doktorand

## Appendix 8

### Invitation Letter to Parents and Children (England)



Dear Parent,

I am writing to invite you and your child to take part in my research project. I wish to explore and develop our understanding of children's rights in early childhood. Children's rights as we know them is something relatively new and there is not much research on the young child's rights in daycare. As a parent of a two-year-old you would be able to give me valuable first hand information from a parent's perspective. Please find a brief explanation below. I have a more detailed *Participant Information Sheet* answering frequently asked questions about what taking part will involve, if you are interested to find out more.

I am looking to interview staff and lead a group discussion with parents at your child's setting. If you are interested in taking part in the parent *Focus Group*, it will take up to 90 minutes and will be very informal. The conversation will be around your views on children's rights and what they mean to you and the other parents. You don't need to have any knowledge about children's rights to be able to take part in the *Focus Group*. I am simply trying to capture parent's thoughts and perspectives. All that we discuss will be kept confidential. To protect your identity a number code will be used instead of your name, when writing up our conversation.

There is no compensation for taking part in this study, but your participation would be a valuable contribution to my research and findings could lead to a greater understanding of children's rights in early childhood.

If you give permission, for your child to take part, and your child tells me that they are happy to talk to and play with me, your child may be include in one, or all of the following:

- observations and conversations with me during a normal day;
- taking photographs of what they like and do not like in the setting;
- talk around the photographs they have taken; and
- filming during a normal day. The film of a normal day will be viewed in the parent Focus Group.

The only personal information about your child to be recorded is their age in months. To protect your child's identity, your child will be given a different name, so that they cannot be identified by anyone other than my PhD supervisors and me. There are no known risks involved and your child will also have the right to refuse participation by asking me to stop observing or filming at any time. I will also pay attention to your child's body language to make sure s/he is happy participating.

I would be very grateful if you would consider taking part and give permission for your child to take part in my research. Please fill in the other side of this page and return to your key person. A formal consent form will be provided and discussed with you, if you decide to participate or if you give your permission for your child to participate. If you have any questions please feel free to email me at: [aline.cole.albaeck@gmail.com](mailto:aline.cole.albaeck@gmail.com) .

Thank you.

Yours sincerely,

*Aline Cole-Albaeck*  
PhD Researcher

**Expression of Interest**

**Please tick box**

**1. I am** interested in taking part in the focus group in the PhD study titled:  
*Children's Rights in Early Childhood Education and Care: a Transnational  
Exploration of Child Rights Pedagogy.*

☐

Parent's name: .....

**2. I am not** interested in taking part in the above PhD study.

☐

**3. I approve** of my child being part of the above PhD study even if I do not  
wish to participate, and I will fill in a formal consent form for my child at the  
start of the study.

☐

Child's name: .....

**4. I do not** wish for my child to be part of the above PhD study.

☐

.....  
Signature of Parent/Carer

.....  
Date

Thank you.

Aline Cole-Albäck  
PhD Researcher

## Appendix 9

### Invitation Letter to Parents and Children (Finland)



Hej!

Jag skriver för att bjuda dig och ditt barn att delta i mitt forskningsprojekt. Jag vill utforska och utveckla vår förståelse av barns rättigheter i den yngre barndomen. Barns rättigheter som vi känner dem är något relativt nytt och det finns inte mycket forskning om små unga barns rättigheter i daghem. Som förälder till en två-åring skulle du kunna ge mig värdefull information från en förälders perspektiv. Här hittar du en kort förklaring nedan. Jag har ett mer detaljerat informationsblad som besvara vanliga frågor om vad deltagandet kommer att innebära, om du är intresserad av att ha reda på mer.

Jag önskar intervjua personal och leda en gruppdiskussion med föräldrar på ditt barns daghem. Om du är intresserad av att delta i fokusgruppen för föräldrarna, så kommer samtalet att vara runt din syn på barns rättigheter och vad de betyder för dig och de andra föräldrarna. Du behöver inte ha någon förhandskunskap om barns rättigheter för att kunna delta i fokusgruppen. Jag vill bara försöka fånga föräldrarnas tankar och perspektiv. Allt som vi diskuterar kommer att behandlas konfidentiellt. För att skydda föräldrarnas identitet så kommer pseudonymer att användas istället för namn, när jag skriver upp vår diskussion.

Det finns ingen ersättning för att delta i denna studie, men ditt deltagande skulle vara ett värdefullt bidrag till min forskning och bidra till en större förståelse för vad barns rättigheter betyder i småbarnsfostran.

Om du ger tillåtelse för ditt barn att delta, och ditt barn säger att de är glada att prata med och leka med mig, så är det möjligt att ditt barn deltar i en eller alla av de följande:

- observationer och samtal med mig under en vanlig dag
- fotografering av vad de gillar och inte gillar i daghemmet
- prata runt fotografierna de/vi tagit tillsammans
- videoinspelning under en normal dag. Filmen av den normala vardagen kommer sedan endast att visas till personalen och i föräldrarnas fokusgrupp som inledning till vår dialog

Den enda personlig information om ditt barn som jag behöver är deras ålder i månader. För att skydda ditt barns identitet, kommer ditt barn också att ges ett annat namn, så att de inte kan identifieras av någon annan än mina doktorandhandledare och mig. Det finns inga kända risker och ditt barn kommer också att ha rätt att vägra medverka genom att be mig att sluta observera eller filma när som helst. Jag kommer också att uppmärksamma ditt barns kroppsspråk för att se till att han/hon är glad att delta.

Jag skulle vara mycket tacksam om du skulle överväga att delta och/eller ge tillstånd för ditt barn att delta i min forskning. Var snäll och fyll i den andra sidan och ge den till personalen. Ett mer formellt formulär kommer att ges och diskuteras med dig, om du väljer att delta eller om du ger din tillåtelse för ditt barn att delta. Om du har några frågor är du välkommen att mejla mig på: [aline.cole.albaeck@gmail.com](mailto:aline.cole.albaeck@gmail.com).

Med vänlig hälsning,  
Aline Cole-Albäck



### Intresseanmälan

Kryssa i rutan

1. **Jag är** intresserad av att delta i fokusgruppen i doktorsarbetet med titeln: *Children's Rights in Early Childhood Education and Care: a Transnational Exploration of Child Rights Pedagogy*.

☐

Förälderns namn: \_\_\_\_\_

2. **Jag är inte** intresserad av att delta i ovanstående doktorsarbete.

☐

3. **Jag ger tillåtelse** att mitt barn tar del av ovanstående doktorsarbete, även om jag inte önskar delta, och jag kommer att fylla i en formell medgivande för mitt barn på start av studien.

☐

Barnets namn: \_\_\_\_\_

4. **Jag vill inte** att mitt barn tar del av ovanstående doktorsarbete.

☐

\_\_\_\_\_  
Vårdnadshavarens underskrift

\_\_\_\_\_  
Datum

\_\_\_\_\_  
Namnförtydligande

Tack!

Aline Cole-Albäck  
Doktorand

# Appendix 10

## Information Sheet (England)



### Participant Information Sheet, October 2016

#### **Children's Rights in Early Childhood Education and Care: an Exploration of Child Rights Pedagogy in Three Countries.**

Dear Participant,

Thank you for considering taking part in my research study. This information sheet will give you a brief explanation about the study and what it will involve.

#### **The purpose of the study**

I am interested in the very young child's experiences in daycare and how these experiences support their learning. My focus is on children's rights and how children and staff engage with them in their day-to-day life. I am particular interested in two-year-olds because more and more two-year olds are spending part of their day in some kind of daycare but there is not much research with this age group, especially not in relation to children's rights. That is why I am interested in exploring and developing a greater understanding of how children experience their rights in daycare.

#### **Do I have to take part?**

Your participation is voluntary. I would like you to participate in my study, as I believe that you can make an important contribution to the research. If you do not wish to participate you do not have to.

#### **What will happen if I decide to take part?**

If you choose to take part, you will be asked to sign a consent form. If you decide to take part, but you change your mind, you are free to pull out at any time during the research process, and without giving a reason.

With staff taking part, I would like to record our conversation on a Dictaphone, but if you prefer it, I can take notes instead. The conversation will be about your views on children's rights and what they mean to you. I will provide a copy of the *UN Convention on the Rights of the Child* for us to talk about. With parents taking part we will have a conversation like the staff conversation and we will also be looking at a 20-minute video clip of a day in the setting.

You do not need to have any knowledge about the *UN Convention on the Rights of the Child* to be able to take part in the study.

After our conversation I will be writing up the taped discussion and will be sending the notes for you to read what I have written and for you to comment on if you wish. You do not have to take time to read and respond to the notes if you do not wish to, but I would be very happy for any feedback on both what I have written and what the experience was like for you, being part of this study.

#### **What will the study involve for the children taking part?**

The children who have permission from their parents, and tell me they are happy to talk and play with me, they may be include in one or all of the following:

- observations and conversations with me during a normal day;
- taking photographs of what they like and do not like in the setting;
- talking about the photographs they have taken; and

- filming during a normal day. The film of a normal day will be viewed in the parent Focus Group.

No personal information will be included in the write up of the study and I will be using a different name to protect children's identity. I will always explain everything I do and make sure the children know exactly what to expect when I am around. I will be looking at children's body language to make sure that they are happy to talk and play with me. I will step back if I notice that they seem uncomfortable with me around. Like you, it is their choice to participate, and they have the right to say no at any time.

**What are the possible benefits of taking part?**

There may be no personal benefit to your participation but discussing important issues can be a positive experience. The information you provide can help develop an understanding of young children's rights in daycare that may be of value to the setting your child attends and, future articles and presentations based on this research may also benefit academics and children and staff in other settings in the future.

**What are the possible risks of taking part?**

There are no risks to you or your child in taking part outside of those you would experience in everyday life.

**Will my taking part in the study be kept confidential?**

Yes. All information about you and the children will be kept confidential. Only my PhD supervisors and I will have access to any personal information. All data collection, storage and processing will follow the principles of the *Data Protection Act 1998* and the *EU Directive 95/46*. The data from this research will be maintained by me, and be securely stored at all times on a password-protected computer or in a safe. I do have to let you know that if you give me any information that may result in you or anyone else being put at risk of harm, I may have to inform the setting manager.

**What will happen at the end of the research study?**

At the end of the research, the results will be published in the form of a PhD thesis and reports, that will be made available for you to read. I will also use the results to publish articles and give presentations at conferences and seminars across Europe. If you wish to be informed of publications or presentations your information is going to be used in, I will happily provide that.

**What if I have questions or concerns?**

If you have questions, concerns or complaints about any aspect of this study, do email me [aline.cole.albaeck@gmail.com](mailto:aline.cole.albaeck@gmail.com), or you can contact my Director of Study, Professor Tony Bertram [drtonybertram@crec.co.uk](mailto:drtonybertram@crec.co.uk) +44 (0) 121 464 0020, at the *Centre for Research in Early Childhood*.

Thank you for taking the time to read this information sheet and considering taking part in my study.

Yours sincerely,

*Aline Cole-Albäck*  
PhD Researcher

# Appendix 11

## Information Sheet (Finland)



### Informationsblad, januari 2017

Children's Rights in Early Childhood Education and Care: A Transnational Exploration of Child Rights Pedagogy.

#### **Barns rättigheter i småbarnsfostran: en transnationell undersökning av barnrättspedagogik.**

##### **Vad är syftet med forskningen?**

Jag är intresserad av det unga barnets upplevelser i daghem och hur dessa erfarenheter stöder deras inläring. Mitt fokus är på barns rättigheter och hur barn och personal umgås med dem i deras dagliga tillvaro. Jag är särskilt intresserad i två-åriga barn eftersom fler och fler två-åringar tillbringar en del av sin dag i någon form av dagvård men det finns inte mycket forskning med denna åldersgrupp, särskilt inte när det gäller barns rättigheter. Det är därför jag är intresserad av att utforska och utveckla en större förståelse för hur barn upplever sina rättigheter på daghem.

##### **Måste jag delta?**

Ditt deltagande är helt frivilligt. Jag skulle uppskatta om du ville delta i min studie, för jag tror att du kan göra ett viktigt bidrag.

##### **Vad kommer studien innebära för vuxna som deltar?**

Alla vuxna som väljer att delta, kommer att bli ombedda att underteckna en samtyckesblankett. Om du ändrar dig och inte längre har tid eller lust, så är du fri att hoppa av när som helst under forskningsprocessen utan att behöva ange orsak.

Med personalen som deltar, skulle jag vilja spela in vår dialog, men om du föredrar det, kan jag göra anteckningar i stället. Samtalet kommer att handla om din syn på barns rättigheter och vad de betyder för dig. Jag kommer att ge dig en sammanfattning av FN:s barnkonvention som utgångspunkt för vår konversation. Föräldrar är inbjudna att ta del i en fokusgrupp där vi också kommer att ha en diskussion som jag skulle vilja spela in. Diskussionen kommer att börja med att titta på en 20-minuters videoklipp av en vanlig dag i daghemmet. Varken Personal eller föräldrar behöver ha någon förkunskap om FN:s barnkonvention för att kunna delta i studien.

Efter samtalen med personalen och fokusgruppen med föräldrarna kommer jag att skriva upp de inspelade diskussionerna och skicka anteckningarna till dig att läsa igenom så att du kan se vad jag har skrivit och ge dig en möjlighet att kommentera om du vill. Du behöver inte ta dig tid att läsa och svara på anteckningarna om du inte vill, men jag tar tacksamt emot kommentarer på både vad jag har skrivit och hur upplevelsen av studien var för dig.

På daghemmet kommer jag också att filma under en eller två halva dagar och redigera materialet till en 20-minuters film som kommer att, som sagt, visas till föräldrarna.

##### **Vad kommer studien innebära för barnen som deltar?**

De barn som har tillåtelse från sina vårdnadshavare, och själva säger att de är glada att prata och leka med mig, kommer möjligen att ingå i en eller flera av följande:

- observationer och samtal med mig under en vanlig dag
- fotografering av vad de gillar och inte gillar i daghemmet
- prata runt fotografierna de/vi tagit tillsammans

- videoinspelning under en normal dag. Filmen av den normala vardagen kommer sedan endast att visas till personalen och i föräldrarnas fokusgrupp som inledning till vår dialog

Ingen personlig information kommer att ingå i utskrivningen av studien och jag kommer att använda ett fiktivt namn för att skydda barnens identitet. Jag kommer att förklara för barnen allt jag gör och se till att barnen vet exakt vad som händer när jag är på besök. Jag kommer att titta på barns kroppsspråk för att säkerställa att de är glada att prata och leka med mig. Jag kommer att dra mig tillbaka om jag märker att de verkar osäkra i min närvaro. Precis som för er, är det deras val att delta, och de har rätt att säga nej när som helst.

#### **Vilka är de eventuella fördelarna med att delta?**

Det finns möjligen igen personlig fördel för din medverkan men möjligheten att diskutera viktiga frågor med andra föräldrar kan vara en positiv upplevelse. Det jag lär mig kan hjälpa till att utveckla en förståelse för unga barns rättigheter i daghem och kan även vara av värde för ditt barns daghem. Framtida artiklar och presentationer som kommer att baseras på denna forskning hoppas jag skall kunna vara till förmån för akademiker, barn och personal i andra daghem i framtiden.

#### **Vilka är de eventuella riskerna om man deltar?**

Det finns inga kända risker för dig eller ditt barn utanför de du eller ditt barn skulle uppleva i vardagen.

#### **Kommer mitt deltagande i studien behandlas konfidentiellt?**

Ja. All information kommer att behandlas konfidentiellt. Bara mina doktorandhandledare och jag kommer att ha tillgång till all information. All data och lagring kommer att följa principerna för *The Data Protection Act 1998* och *EU-direktivet 95/46*. All data kommer att lagras säkert på en lösenordskyddad dator eller i ett värdeskåp.

Men, ifall något kommer till min kännedom som skulle kunna förstås som att du eller någon annan riskerar att utsättas för skada, så måste jag informera daghemmets föreståndare.

#### **Vad kommer att hända i slutet av forskningsstudien?**

Denna forskning kommer att publiceras i form av en doktorsavhandling och lands rapporter. De kommer att göras tillgängliga för dig att läsa. Jag kommer också att publicera artiklar och ge föreläsningar vid konferenser och seminarier runt om i Europa. Om du vill bli informerad om publikationer eller presentationer som din information kommer att användas i, informerar jag dig gärna.

#### **Vem kan jag vända mig till om frågor eller funderingar?**

Om du har frågor, funderingar eller klagomål om någon aspekt av denna studie kan du mejla mig [aline.cole.albaeck@gmail.com](mailto:aline.cole.albaeck@gmail.com), eller så kan du kontakta min handledare, professor Tony Bertram [drtonybertram@crec.co.uk](mailto:drtonybertram@crec.co.uk) + 44( 0) 121 464 0020, vid *Centre for Research in Early Childhood* (CREC).

Tack för att du tog dig tid att läsa detta informationsblad och överväger att delta i min studie.

Med vänlig hälsning,

Aline Cole-Albäck  
Doktorand

# Appendix 12

## Consent Forms (England)



### ADULT CONSENT FORM

**Title of Project:** Children's Rights in Early Childhood Education and Care: a Transnational Exploration of *Child Rights Pedagogy*.

**Name of Researcher:** Aline Cole-Albäck

**Please initial boxes**

1. I confirm that I have read and understand the information sheet dated October 2016 for the above study and have had the opportunity to ask questions. ☐
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. ☐
3. I agree to take part in the above study. ☐
4. I understand that my data will be stored securely and confidentially<sup>1</sup> and that I will not be identifiable in any report or publication. ☐
5. I agree to take part in the focus group and for the discussion to be tape-recorded, and for the transcribed data to be used for the purpose of this study and related publications and presentations. ☐

.....  
Name of Participant                      Date                      Signature

Contact details for sending transcript to:

<sup>1</sup> If safeguarding issues are raised the information may not be kept fully confidential and may be shared with relevant organisations.

### PARENT/CARER - CHILD CONSENT FORM

**Title of Project:** Children's Rights in Early Childhood Education and Care: a Transnational Exploration of *Child Rights Pedagogy*.

**Name of Researcher:** Aline Cole-Albäck

**Please initial boxes**

1. I confirm that I have read and understand the information sheet dated October 2016 for the above study and have had the opportunity to ask questions. ☐

2. I understand that my child's participation is voluntary and that my child is free to withdraw at any time, without giving any reason. ☐

3. I consent for my child to take part. ☐

Child's name: .....

Child's Month and Year of Birth: .....

4. I understand that my child's data will be stored securely and confidentially<sup>1</sup> and that my child will not be identifiable in any report or publication. ☐

5. I understand that the researcher may wish to publish this study and any results found, for which I give my permission. ☐

6. I agree for video footage my child is in to be used for the purpose of this study. ☐

7. I agree for video footage my child is in to be used in the focus group and for the discussion to be tape-recorded and the data to be used for the purpose of this study. ☐

.....  
Name of Parent/Carer

.....  
Date

.....  
Signature

<sup>1</sup> If safeguarding issues are raised the information may not be kept fully confidential and may be shared with relevant organisations.

# Appendix 13

## Consent Forms (Finland)



### MEDGIVANDEFORMLÄR

**Title:** Children's Rights in Early Childhood Education and Care: a Transnational Exploration of *Child Rights Pedagogy*.

**Barns rättigheter i småbarnsfostran: en transnationell undersökning av barnrättspedagogik.**

**Projektleddare:** Aline Cole-Albäck

**Kryssa i rutan**

1. Jag bekräftar att jag har läst och förstått informationsbladet daterat januari 2017 angående denna studie och har haft möjlighet att ställa frågor. ☐
2. Jag förstår att mitt deltagande är frivilligt och att jag är fri att dra mig ur när som helst, utan att ange något skäl. ☐
3. Jag samtycker till att delta i denna studie. ☐
4. Jag förstår att all information kommer att lagras säkert och konfidentiellt och att jag inte kommer att kunna identifieras i någon rapport eller publikation. ☐
5. Jag ger tillåtelse att min intervju får spelas in samt att transkriptionen får användas för ändamålet med denna studie och relaterade publikationer och presentationer. ☐
6. Jag ger tillåtelse att den video film jag är i, samt transkriptionen får användas för ändamålet med denna studie och relaterade publikationer och presentationer. ☐
7. Jag samtycker till att delta i fokusgruppen och för gruppdiskussionen att spelas in, samt att transkriptionen får användas för ändamålet med denna studie och relaterade publikationer och presentationer. ☐

.....  
Underskrift

.....  
Namnförtydligande

.....  
Datum

Kontaktuppgifter för att skicka utskriften till:



### VÅRDNADSHAVARENS MEDGIVANDEFÖRMULÄR

**Title of Project:** Children's Rights in Early Childhood Education and Care: a Transnational Exploration of *Child Rights Pedagogy*.

**Barns rättigheter i småbarnsfostran: en transnationell undersökning av barnrättspedagogik.**

**Projektledare:** Aline Cole-Albäck

Kryssa i rutan

1. Jag bekräftar att jag har läst och förstått informationsbladet daterat januari 2017 angående denna studie och har haft möjlighet att ställa frågor. ☐
2. Jag förstår att mitt barns deltagande är frivilligt och att han/hon är fri att dra sig tillbaka när som helst, utan att ange några skäl. ☐
3. Jag ger tillåtelse att mitt barn deltar i detta doktorsarbete. ☐  
Barnets namn: .....  
Barnets födelse månad och år: .....
4. Jag förstår att mitt barns uppgifter kommer att lagras säkert och att mitt barn inte kommer att kunna identifieras i någon rapport eller publikation. ☐
5. Jag förstår att forskaren kan vilja publicera denna studie och alla resultat. ☐
6. Jag ger tillåtelse för mitt barn att videofilmas men att filmen bara kan användas för ändamålet av denna forskning. ☐

.....  
Vårdnadshavarens underskrift

.....  
Namnförtydligande

.....  
Datum

## Appendix 14

### Defining research transcending national borders

(Edited essay from 18.5.2015)

To gain greater awareness and a deeper understanding of a phenomenon, research that transcends national borders can be revealing. The language used to differentiate between different kinds of research involving more than one country is however often unclear. In its broadest sense *cross-national* research can be inclusive of “*any research that transcends national boundaries*” (Kohn, 1987: 714). Terminology such as *cross-country*, *cross-national*, *cross-societal*, *cross-cultural*, as well as *trans-national*, *trans-societal* and *trans-cultural*, are however commonly used synonymously with comparative research (Øyen, 1990). Kohn therefore suggests limiting the use of the prefix *cross*, as in *cross-national*, to studies that are explicitly comparative, studies that systematically compare data from two or more nations. More recently, other academics in the field of cross-national research, such as Cameron (2003), Lewis and Smithson (2006) also support this understanding. A quick search of peer reviewed full texts available on the ERIC database (18.5.2015), entering the words: *cross – national – education – research*, revealed that seventy-three per cent of the first fifteen articles had comparative elements to their research design, supporting the notion that the prefix *cross-* tends to imply comparative research.

In the 1990s Hantrais and Mangan (1996) also used the term *cross-national* in relation to comparative research if one or more units in two or more societies, cultures or countries were compared and systematically analysed for making generalisations (1996). Hantrais’ understanding was that:

The many definitions of cross-national comparative research in the social sciences have in common their concern to observe social phenomena across nations, to develop robust explanations of similarities or differences, and to attempt to assess their consequences (Hantrais, 2007: 3).

Hantrais has however since moved on to a different understanding and prefers the term *international comparative research* when making “*comparisons across national, societal and cultural boundaries conducted within international settings*” (2009: 4-5) as *international* is the term preferred in continental Europe, where much of her work has been located. Hannerz (1996) on the other hand uses the term *international* only when the nation itself is the object of study and *transnational* for studies involving units of analysis

that are anything from individuals, groups, and movements, to business enterprises.

More recently Hantrais (2009) and Green (2003) both suggest calling research that investigates a particular phenomenon involving two or more nations but does not include a comparative element *parallel studies*. In other words, parallel studies do not use comparative methods to analyse or test claims about cause and effect relationships to further explanations (ibid.).

Drawing on Kohn, Hantrais and Hannerz, my research could be defined as *transnational* or a *parallel study* as it transcends national borders, seeking to gain greater awareness and a deeper understanding of a component (children's rights) of a phenomenon that is part of a larger international system (universal rights), that connects nations, yet does not as its primary aim intend to compare the phenomenon or test a hypothesis about cause and effect relationships to develop understanding. I prefer to call my study a *transnational study*, as *parallel study* is a term I have rarely come across and on its own I feel is too inexplicit. My definition of transnational is as follows:

Transnational research is non-comparative research that transcends national borders, where the unit of analysis is part of a larger phenomenon outside of the national context.
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## Appendix 15

### Children Act 2004 and Articles of the UNCRC

(UNICEF, 2006)

Children Act 2004	UNCRC Articles
Physical, mental health and emotional well-being	1- 4, 6, 12, 22-24, 27, 31, 36, 39
Protection from harm and neglect	1-4, 6, 10, 12, 13, 18-21, 25, 32-37, 39, 40
Education, training and recreation	1- 7, 12-15, 17, 20, 22, 23, 28-31
The contribution made by them to society	1-6, 10, 12-15, 22, 29-31, 42
Social and economic well-being	1-4, 6, 8, 10, 12, 18, 19, 22, 24, 26, 27

## Appendix 16

### Conference and Seminar Presentations

Cole-Albäck, A. (2014) The nature and function of rights: from Hohfeld (1913) to Wenar (2013). [PowerPoint presentation] In: *CREC Learning Circle*. Birmingham, UK, 14 October 2014.

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Cole-Albäck, A. (2015c) Exploring the UNCRC. [PowerPoint presentation] School Direct Initial Teacher Training, 21 October 2015. Birmingham, UK: Centre for Research in Early Childhood.

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Cole-Albäck, A. and Moore, A. (2019) From theory to practice: interpreting child rights education. [PowerPoint presentation] In: *CREC Learning Circle*. Birmingham, UK, 11 March, 2019.

Moore, A. and Cole-Albäck, A. (2017) *Children's rights in early childhood research*. [PowerPoint presentation] In: *CREC Learning Circle*. Birmingham, UK, April 26, 2017.

Stanley, F., Lyndon, H., Rouse, L., Godfrey, M. and Cole-Albäck, A. (2015) Our community of practice: CREC Learning Circle. In: *Documentation for assessment and evaluation: testing the current agenda (BECERA Conference)*. Birmingham, UK, 17-18 February 2015.

## Appendix 17

### Analysis Process

Inspired by Gremler (2004) and Braun and Clarke's 15-point checklist (2006)

Process	Step	Criteria
<b>Transcription</b>	1	Notes taken during participant observations, recorded adult interviews, recorded parent focus group conversations, anecdotal notes from conversations with children, parents and educators, have all been written up to an appropriate level of detail
<b>Coding</b>	2	Criteria for including/excluding <i>Significant Event</i> has been determined  Each data set has been given equal attention in the coding process and usable data identified
	3	Coding process has been thorough, inclusive and comprehensive  Adult data sets have been mapped against the <i>a priori</i> 3 P's categories, subcategories and concepts from the UNCRC, and emerging indicators noted  Participant observations have been graded against the Leuven well-being scale at 5 minute intervals and assessed for significance, with <i>Significant Events</i> mapped against the <i>a priori</i> 3 P's categories, subcategories (Articles) and concepts from the UNCRC, and emerging indicators noted
	4	Relevant extracts for each data subset have been collated
	5	Iterative process, crosschecking issues between data sets
	6	Concepts are internally coherent, dependable and distinctive, and have been peer checked for trustworthiness (confirmability)
<b>Analysis</b>	7	Data have been described, analysed and interpreted for meaning and not just paraphrased
	8	Analysis and data are congruent with extracts illustrating analytic claims, and have been member checked for trustworthiness (credibility)
	9	Well-organised and logical analysis
	10	Balance between analytic narrative and illustrative extracts has been given
<b>Overall</b>	11	Enough time has been given for an adequate iterative analysis and interpretation process
<b>Reporting</b>	12-15	Rational for and approach to the analysis has been explained, language and concepts are congruent with the paradigm and positionality is explicit



# Appendix 18

## Observation Extract from Setting 4

Observations in the morning (1st analysis)

Date: 29.3.2017

	<div>EmmaSex: girlAge: 2y 1mth</div> <div>MiaSex: girlAge: 2y 8mth</div> <div>JohnSex: boyAge: 2y 9mth</div> <div>BillySex: boyAge: 2y 9mths</div>	SEND: No SEND: No SEND: No SEND: No		
Time	Observations	G	WB	P's and A's
8:15	<div>Children in at breakfast:Adults in:</div> <div><div>ChildBillyElisabeth</div><div>EmmaJohnLena</div><div>Sophia</div><div>ChildEva arrived 9:00</div></div> <div>Mia arrived later (9:10), as did two other children. 9 children in this morning.</div>			
8:55	<div><div>Billy can be heard crying in the background. I can hear Elisabeth (educator) saying something to him and then a crash as if a toy has been flung. Billy's crying escalates and then Elisabeth brings him to the square table to sit, to calm down (on time out?). He cries: "nä jag vill inte!" (no, I don't want to) .I move so he is not in the field of filming. Elisabeth suggests something but Billy again says: "nä jag vill inte!" (no, I don't want to). Elisabeth eventually leaves and Billy slides off the chair and is lying face down on the floor, still crying.</div><div>John holds up his cut out chick to me, with a big smile.</div><div>Emma is flitting around and then sits back down by the Duplo where Sophia and another are playing. The visiting child is sitting with them, with Dad slightly behind, watching.</div><div>Billy stands up, looking back across to the other side of the room, calling for his Mummy, as he slowly approaches the table where Lena (educator) and John are. He</div></div> <td>WA</td> <td>1</td> <td><div>Protection</div><div>Article 3.2</div><div>- ill-being</div><div>Article 3.3</div><div>Participation</div><div>Article 12</div><div>Article 13</div></td>	WA	1	<div>Protection</div> <div>Article 3.2</div> <div>- ill-being</div> <div>Article 3.3</div> <div>Participation</div> <div>Article 12</div> <div>Article 13</div>

Time	Observations	G	WB	P's and A's
	stops crying and says to Lena: " <i>jag vill inte!</i> " (I don't want to) which she acknowledges, while finishing the first stage of the chick project with <b>John</b> .			
	<b>Billy</b> is moving from side to side and Lena asks him if he needs to do a wee wee, but he says " <i>no</i> ". Lena suggests he does a wee and then they can finish his chick project. She finds it and holds it up and again, suggests he goes for a wee. <b>Billy</b> grunts angrily, and Lena asks if he really does not need to go. <b>Billy</b> answers: " <i>no!</i> " and walks towards an empty chair at the table, saying he wants to glue.	WA	2	
9:00	<b>John</b> slides off the chair and goes to play with the Lego. Lena suggests <b>Billy's</b> chick needs legs and feet and taps the chair next to her, suggesting he moves next to her, which he does. They struggle to thread the beads as the thread catches in the wood inside the hole but with great patience and persistence they succeed and <b>Billy</b> laughs with pleasure.	WA	5	Protection Article 3.2 Article 3.3 Provision Article 29.1 (a) - age appropriate activity Article 31CA
	--- unrelated observations ---			
9:15	<b>Billy</b> is upset again, crying, saying: " <i>jag vill inte!</i> " Lena comments he arrived at 6:30 this morning, implying he is tired. <b>John</b> stops what he is doing for a bit, looking over towards where <b>Billy</b> is, and then continues gluing and sticking.	WA	1	Protection Article 3.2 Article 3.3 Participation Article 12 Article 13
	Elisabeth has <b>Billy</b> on her lap, reading to him. He is squirming a bit, and Elisabeth asks if he needs to go for a wee? <b>Billy</b> makes an affirmative sound and goes off to the bathroom.	WA	3	Protection Article 3.2 Article 3.3 Participation Article 12 Article 13 Provision Article 29.1 (a) -resources

## Appendix 19

### Journal Entry, Extract from Setting 3 (20.3.2017)

Date	Notes
20.3.17	I am sitting on the floor, with the laptop open, ready to show clips when children show an interest. Next to me I have my notepad and pen to make notes on the children's responses and reactions.
<b>William</b>	" <i>Ti te e jag!</i> " [That's me!] " <i>Ti te e Danny!</i> " [That's Danny!]
Aline	" <i>Får jag visa det här åt Mammor och Pappor?</i> " [Can I show this to Mummies and Daddies?]
<b>William</b>	" <b>Mm</b> " " <i>Får jag nog låna din ...?</i> " [I can, can't I, borrow your ... ?]
Aline	"Ja" [Yes]
	William watches clips for 5 minutes and then says he would like to film.
<b>William</b>	<p>"<i>Ja sku vill filma</i>" [I'd like to film] → I get the GoPro out and hand it to William. He points to the on button and asks if it is the correct one: "<i>på hisa knappa?</i>" [On this button] I confirm it is the right one, and he switches the camera on and starts filming. William exclaims: <i>Jag filmar jag!</i>" [I am filming, I am!]</p> <p>William pointed out himself and his best friend as he watched quite seriously. His positive response to all of the clips I showed with him in it, I take to mean he liked what he saw; acceptance through positive non-verbal communication.</p> <p>As he was one of the older two-year-olds with good language skills, I asked him the direct question, with the hope of getting an answer, if I could show the clips to parents and he responded with an affirmative sound: "<b>Mm</b>".</p> <p>When he asked to film, I put the laptop to the side and set him up to film. Just like Chris in Setting 2, he beamed and was very proud and empowered as he filmed on his own, in total control of the equipment.</p>

## Appendix 20

### Video-elicited Assent from Children in Setting 1 (31.10.2016)

As the children arrive at different times, I decided to keep my laptop with me and decide in the moment, when to approach one of the key children to show the video clips they are in, in particular. I wanted to choose a moment when they were not involved in playing, possibly when between activities, so as not to disrupt their morning too much. Liam was the first of the key children interested in why I had a laptop with me today. Once he started watching a clip with me, it attracted other children too.		
Child	Response	Initial reflection
Liam	"That me" [playing with playdough]  Pointing to his shoes in the clip, he said: "New, Mummy Daddy got them."  Continuing to watch, he said: "Mummy Daddy pick me up."	Liam was smiling when he saw himself playing with the playdough.  Liam always needs a lot of reassurance that Mum and Dad will come back to pick him up.
Aline	"Do you remember?" [playing with the big cardboard tube]  Nodded and ran off to look for the big tube but it was not there today.	As Liam was looking at the clip, he looked over to the area where he had been filmed.
Liam	"Can I show this to Mummies and Daddies?"	
Aline	Liam nodded, a big nod.	
Liam	"Liam there. Playdough."	
Liam	"Can I show it to your Mummy and Daddy?"	
Aline	<b>Liam nodded.</b>	Non-verbal assent.
Liam	"Can I show it to other Mummies and Daddies?"	
Aline	<b>Nodded.</b>	Non-verbal assent.
Liam	"I brought this back now." Liam has been holding a small metal airplane in his hand and goes to the small world area to put it back.	I am guessing he had borrowed it to play with at home for a day
Aline	"Ok"	I took his comment to mean he wanted to leave.
<b>Additional Reflections:</b> Interesting to note how anxious I was to get permission to show the footage by asking Liam the question in several different ways: <ul style="list-style-type: none"> <li>• "Can I show this to Mummies and Daddies?"</li> <li>• "Can I show it to your Mummy and Daddy?"</li> <li>• "Can I show it to other Mummies and Daddies?"</li> </ul> Did it make a difference?		

Child	Response	Initial reflection
	Blake arrives at 9:45 and I call out to him:	
Aline	<i>"Blake, I've got something to show you!"</i> I go over to Blake with my laptop to show him footage he is in.	Blake watched it briefly, but did not seem particularly interested in watching the footage.
Blake	Seeing himself playing in the construction area with the cars, he laughed out loud.	
Aline	<i>"Can I show this to Mummies and Daddies?"</i>	
Blake	<b>"Yeah."</b>  He glanced up at me with a shy smile, slightly turning away and I smiled back with a nod. He went off to play.	
<b>Additional Reflections:</b> The most important thing for Blake at pre-school is to play with his best friend according to staff, and my observations, and as their attendance is not all on the same days, being together is very important to Blake. I did not want to take up more of his time than he wanted to give me, even if he had not seen all the footage he was in. He told me with his non-verbal communication he wanted to go.		

Child	Response	Initial reflection
<b>Luke</b>	Luke walks over to where I am in the small world area and I tell him I have something to show him too. I show him the clip where he is outside in the mud kitchen. He smiles as he sees himself playing at the water tray.	Luke who had not been interested to watch with me when I asked as he arrived, he wanted to play with water first thing, as usual, had been glancing over at me, on and off while playing at the other side of the room.
Aline	<i>"Can I show this to Mummies and Daddies?"</i>	
<b>Luke</b>	<b>"Yeah."</b>	
<b>Luke</b>	<i>"Me"</i> , Luke says, pointing to himself in the video, smiling.	Today Luke actually responded to the film and my question verbally.
<b>Luke</b>	<i>Oh</i> ", Luke said, smiling, when he saw the clip where he went to find an old steering wheel to give to Blake, who was sitting in the first crate of the 'train'.	I fast-forwarded the footage to the scene where they were playing 'train' with crates outside.
	Blake comes back to glance at the footage I am watching with Luke. He happens to be in the same clip.	Or, had he quietly in the background been paying attention?
<b>Blake</b>	<i>"That's Blake, over there, outside"</i> he says pointing to the door that leads to the garden.	Blake pointed to the outside door and then ran up to it, touching it, looking back at me for recognition.
Aline	I acknowledge by saying: <i>"Yes, out there, that's where we filmed it."</i>	
<b>Liam</b>	Liam joins us too and says: <i>"that's me"</i>	Liam joined me again, at the laptop, for a short moment.
<b>Additional Reflections:</b> Luke came over when he was ready to see what it was I was showing. Sitting and waiting for children to come to me this way worked really well, knowing I had the whole morning to try to show the footage to all the children involved.		

Luke does not communicate using words very often. He prefers to communicate with very vivid facial expressions and hand gestures instead; however, today he actually responded to the film and my question verbally which amazed me.

Child	Response	Initial reflection
	Alex is playing at the playdough and I look for the clip of him doing the same, to show him, , but ready to back off if I sensed I was interrupting.	I felt it would be interesting to show him the clip doing what he was now doing in real time
<b>Alex</b>	<i>"That me."</i>	
<b>Alex</b>	I fast-forwarded and showed a clip of him playing in the mud kitchen. He exclaims "yeah" ... <i>"that's me! "Me outside!"</i> he says, pointing to the door leading to the garden.	
Aline	<i>"Can I show this to Mummy and Daddies?"</i>	
<b>Alex</b>	<b>"Yeah!"</b> He runs up to the outside door, touches it, smiling broadly at me.	Interesting. It seems two-year-old children tend to do this, go to the place of action in the clip.
Aline	I comment: <i>"yes, we filmed this there, outside"</i>	
Aline	As Alex was only superficially involved in his play, I walk over to show another clip of him in the 'crate train' in the garden. I ask: <i>"where is Alex?"</i>	
<b>Alex</b>	<i>"There!"</i> He smiles, he watches for a bit and then wanders off.	I sensed he was not interested in watching any more clips, so left it at that.

#### **Additional Reflections:**

Being children of the digital age, I had expected they would have stayed longer to watch the footage but maybe reality was more important to them?

It is interesting how some children pointed to, and ran over to the site being watched in the footage, smiling and looking for recognition. Is this acknowledgement a form of assent?

I have known children who got upset when they saw photos of themselves, for whatever reason, and have taken it as not wanting to include these particular pictures in their learning journals. So, if a child smiles, runs off to the area, and sometimes starts playing there, not coming back to me to continue watching the video, can I interpret this to mean this is an area of interest to them, resources they enjoy playing with?

All the key children seemed to enjoy watching the clips and were happy with what they watched, so I take this to mean they feel it is a positive representation of their experiences in the setting, that hopefully they will not mind me sharing with adults. They said I could, but how can I be sure this abstract question was meaningful to them? I cannot be ... I can only make sure they, and their experiences in the setting, are represented in a respectful way.

## Appendix 21

### Video-elicited Assent from Children in Setting 2 (7.11.2016)

I am sitting at the little writing table next to the semi-circular table, with the laptop open, ready to show clips when children show an interest. Next to me I have my notepad and pen to make notes on the children's responses and reactions.		
Child	Response	Initial reflection
<b>Adam</b>	" <i>That's me</i> " he says watching himself eating breakfast in the clip.	Pointing out other children
<b>Adam</b>	Then he recognises children and says: " <i>George</i> ", " <i>Bella</i> ", " <i>and that's Ollie.</i> "	
<b>Adam</b>	" <i>I'm having breakfast.</i> "	
<b>Adam</b>	" <i>I want to sit in your lap!</i> " Adam says and climbs onto my lap to continue watching.	Sally (educator) who was nearby turned around seemingly surprised.
Aline	" <i>Can I show this to Mummies and Daddies?</i> "	Assent
<b>Adam</b>	" <b><i>Yeah. I want to show it to Mummies and Daddies.</i></b> "  Adam laughs out loud, when he sees the clip with him putting a plastic bowl on his head as a hat.	
<b>Adam</b>	" <i>I went in there</i> " he says pointing to home corner, as he sees himself playing in the home corner.	Pointing out an area he likes playing in
<b>Additional Reflections:</b> Adam ended up doing just that a few weeks later, watching the footage with his Mum, Nanny, and other parents and siblings, just as he had said he wanted, in one of the breakfast clips. This very young child new what he had asked for.		

Child	Response	Initial reflection
<b>George</b>	George has come over to see what we are doing and I fast forward to where he is in the painting scene. He smiles but reaches for my pen and wants to draw and make notes on my pad	He often did this during the research week.
	Having seen himself in an apron, George then walks over to the apron stand and puts an apron on before returning to watch the video.	Affirmation of a scene?
Aline	I ask George if I can show the video to Mummies and Daddies.	Was it a yes? He seemed happy when he expressed himself.
<b>George</b>	<b>He says something in his special language.</b>	
Child	Response	Initial reflection
	George keeps popping back to have a look at footage and suddenly sees himself in a clip and actually says: " <i>me</i> ".  A bit later still, sitting on my own, when George returns, I fast forward and show him the scene where he is playing with the fish puzzle. He watches for a while and then quietly walks over to the puzzle unit, picks it out and starts playing with it on the low table.	Despite his limited language and our uncertainty of how much George understands at times, I got the impression he had an understanding of reliving experiences through another media.

**Additional Reflections:**

As other children have done, he relives the moment in action after watching a clip. I wonder if it is to relive a pleasurable moment or an activity they like?

I am not sure how much George understood my abstract question for permission to show the footage to others, but he seemed to approve of the footage he was in.

Child	Response	Initial reflection
<b>Bella</b>	Bella comes over to have a look at what we are doing. I select a clip with her outside with Nina (educator) and Chris. She says: <i>"That's Bella"</i> , smiling broadly.	Happy seeing herself in the footage.
Aline <b>Bella</b>	I ask Bella if I can show the video to Mummies and Daddies and <b>Bella answers: "yeah."</b>  Bella enjoys watching herself in the gluing and sticking activity and when she sees Jessica in one scene she exclaims excitedly: <i>"that's Jessie!"</i> She enjoys seeing her best friend in various clips. Jessica is unfortunately not in today.  Jumps with excitement when I fast forward to another scene she is in.	Positive reaction to seeing herself in the footage
Ollie	Ollie, who was not a focus child but often filmed and had been very interested in filming too, comes over wondering what is going on just as he is in one of the clips. He calls out: <i>"meeee!"</i>	He was very keen to film during the research week. Probably the one most interested in it.
Ollie	Ollie sees himself build a tower with the square cardboard boxes: <i>"This boxes"</i> he says and runs over to the puzzle unit, pointing to the boxes saying: <i>"I do it!"</i> He starts playing with the toys there.	This happened in the previous setting too.
Bella Ollie	Ollie comes back to me and Bella and watches 'Family time', and smiles broadly.	Acceptance
Bella Ollie	As Bella and Ollie watch themselves at 'Family Time' they do the movements in real time that they are to the song in the video clip.  When Ollie sees the lunch scene, he starts singing the lunchtime song.	Singing along, I see as a sign of acceptance.
<b>Ollie</b>	I ask if I can show this to Mummies and Daddies? <b>Ollie nods.</b>	
<b>Bella</b>	Bella who has been watching the whole time, standing next to me, fetches a small chair and pulls it up next to mine. She says: <i>"I want to watch Jessie again!"</i>	Her best friend, who is not in today.
Aline	I ask if she wants to see the clip from soft play, and she says: <i>"yeah."</i> She comments: <i>"Take shoes off."</i>  As I write down what she is saying she asks: <i>"what you doing?"</i> I explain that I am writing down what she and the other children are saying to me, as they are watching, and if they are saying I can show it to Mummies and Daddies.	



Child	Response	Initial reflection
	<p>As I write down what she is saying she asks: "<i>what you doing?</i>" I explain that I am writing down what she and the other children are saying to me, as they are watching, and if they are saying I can show it to Mummies and Daddies.</p> <p>Bella seems happy with the explanation and responds by saying: "<i>I do drawing.</i>" I turn the page and hand her my notepad and pen. Bella makes detailed notes on the next page. I see this as co-construction, and assent. I did not in the moment think of asking her what she had written as Chris came up to us to see what we were doing.</p>	<p>Bella wants to write in my notes too.</p> <p>It felt like a very meaningful moment.</p>
<p><b>Additional Reflections:</b></p> <p>I ask Sally (educator) if they have a computer I can upload the video to, so that the adults and children can watch it again, but she says, just the desktop in the main office. I in particular wish for Jessica to respond to the footage she was in. Jessica was the only of the focus children who was not in today and whom I could not show the footage for approval. Linda (educator) said she would show her the video when she is in next. Jessica got to see footage on the computer in office on the 15.12 but was apparently not that interested (see email).</p> <p>Children again went to the area they had been filmed in or picked up a resource while watching on. I cannot help but see it as a positive response to the footage they are in.</p>		

Child	Response	Initial reflection
Chris	Chris comes over to see what we are up to. I explain I am showing the children the films I took when I was here last time. I fast forward to the outdoor scene where they are in the sandpit. Chris smiles.	Acceptance  Importance of pedagogical relationships  Acceptance
Aline	I ask: <i>"Can I show this to Mummies and Daddies?"</i>	
Chris	Chris says: <b>"yeah"</b> while <b>nodding</b> .	
Aline	Chris likes seeing Nina, his key carer in the scenes.	
Aline	I ask: <i>"do you remember?"</i> He responds: <i>"yeah."</i>	
Aline Chris	He smiles broadly when he sees himself at the end of the plank, jumping off with a star jump, exclaiming: <i>"that's Chris!"</i> as he points to himself.  He watches himself playing with the wooden train track and says: <i>"where is ... away there ... I want to build ..."</i> and runs off to the construction area he had just seen in the clip, to play there.	
<b>Additional Reflections:</b> All the children had a positive reaction when seeing themselves in the various scenes when watching footage in their room, in the setting.  On the day of the family viewing, three of the four focus children were there to experience it with members of their family. They seemed happy to share the videos with the audience of family, friends and other parents. It was the families who chose to experience it this way and I was happy to accommodate, with the help of management in the setting.		

Child	Response 15.12.16	Initial reflection
As Jessica was not in, the day I showed the video clips to the other key children, Nina and Linda watched some of the footage with her, in the office, one afternoon.		
Breakfast clip		
<b>Jessica</b> Linda	What's she doing? She's having breakfast	Jessica sits still on Linda's lap as they started watching the breakfast clip.
<b>Jessica</b> Linda	"Bella" "Yes, that's Bella"	
<b>Jessica</b> Nina	"That's you" "Yes, it's me eating breakfast"	Jessica turns in the chair and looks at Nina.

Home corner clip		
Child	Response 15.12.16	Initial reflection
<b>Jessica</b>	"What's he doing?"	Jessica is fidgeting in the chair looking at Nina and other things in the office.
<b>Jessica</b>	"Nina, that's you"	Sitting quietly, watching.
Nina	"Yes, that's me"	Looking at the clock, floor and other parts of the room.

**Additional Reflections (17.12.16):**

It is very hard for me to get a feel for what it was like for Jessica to see herself in the footage, but Linda suggested Jessica seemed interested at first, but quickly lost interest, as she began to look around the office. I had not thought of mentioning that showing the footage in her natural environment would possibly have been a better idea, to limit the novelty of being somewhere else and maybe focusing more on the footage.

She pointed out two people in the footage, Bella (best friend) and Nina (educator) possibly the most important people to her at the time.

All in all, she did not have a negative response to what she saw, and with the agreement of the two staff members present, we made the judgement that she was happy with the scenes she saw of herself.

What had not been asked of her was if it was ok to show it to other adults. On a follow up visit she was again not been there, so I was not able to ask her. This led me to take a different approach in the Finnish settings where I edited the clips on the day, and showed the children the footage, where possible, within 12 hours, to be able to read the response from the children on what they were watching, and assess if they seemed happy with what they saw.

## Appendix 22

### Video-elicited Assent from Children in Setting 3 (15-20.3.2017)

I am sitting on the floor, with the laptop open, ready to show clips when children show an interest. Next to me I have my notepad and pen to make notes on the children's responses and reactions.		
Child	Response	Initial reflection
<b>William</b>	" <i>Ti te e jag!</i> " [That's me!] " <i>Ti te e Danny!</i> " [That's Danny!]	Pointing our himself and his best friend
Aline	" <i>Får jag visa det här åt Mammor och Pappor?</i> " [Can I show this to Mummies and Daddies?]	
<b>William</b>	" <b>Mm</b> " " <i>Får jag nog låna din ...?</i> " [I can, can't I, borrow your ...] "Ja" [Yes]	Acceptance
Aline	William watches clips for 5 minutes and then says he would like to film.	Acceptance through positive non-verbal communication
<b>William</b>	" <i>Ja sku vill filma</i> " [I'd like to film] → I get the GoPro out and hand it to William. He points to the on button and asks if it is the correct one: " <i>på hisa knappa?</i> " [On this button] I confirm it is the right one, and he switches the camera on and starts filming. William exclaims: <i>Jag filmar jag!</i> " [I am filming, I am!]	Just like Chris in Setting 2, very proud and empowered

Child	Response	Initial reflection
	<b>Olivia</b> arrives. I show her the film clip from yesterday, as promised. I film her watching herself on the laptop, that I will show her next time she is in, as she is very keen to understand the process, but did not seem quite sure yesterday.	She has a positive response to seeing herself in the footage, looking back up at me
<b>Olivia</b>	She watches herself, smiles, and I ask if I can show the clip she is in to her Mum and Dad, and other Mums and Dads?	
Aline	Looking at me she nods and says yes to both questions.  " <i>Ti te e mitt dagis!</i> " [That's my daycare!]  " <i>Får jag visa den här åt Mammor och Pappor?</i> "	
<b>Olivia</b>	" <i>Ja</i> " (Olivia nickar och ler) [Yes, (Olivia nods and smiles)]	Olivia's consent was based on a process of learning about filming and watching clips back, so based on her first hand experiences of the process

Child	Response	Initial reflection
	<b>Stefan</b> and <b>Martin</b> are also in the hall now and I find clips where they are in to show them but they only glance fleetingly and continue playing.	I will try again at a later point when they are not busy playing
<b>Stefan</b>	I keep sitting in the hall with my laptop on my lap, waiting for children to approach me.  Stefan and Martin come back to watch. I show them clips and Stefan makes one word comments of what he is watching: <ul style="list-style-type: none"><li>• “<i>Krokodilen</i>” [outdoor equipment]</li><li>• “<i>Ritar</i>” [drawing]</li><li>• “<i>Martin</i>” [Martin in the snow]</li></ul>	
<b>Aline</b>	I ask if I may show it to Mummies and Daddies but Stefan looks at me neutrally, with no reaction to my question. He only stays briefly, looking around at what is going on, and goes on to read the Duplo catalogue.  Stefan does not tend to respond to direct questions. He names some objects like toy vehicles but does not string words together yet. But he named all the children he saw by name in the clips.	Is this too abstract a question for him?  Names children but not objects – are the children more important to him?
	Stefan comes back and watches the scene with him and Olivia reading together on the sofa. It amuses him to be seeing her both on screen and in reality, right in front of him.	Just because today’s children are growing up in a digital age, I cannot presume much experience
	Stefan brings me three vehicles and says: “ <i>traktor</i> ”. Is he referring to the tractor in the clip we watched maybe, even if it is not the identical one?	Just like in Setting 1 and Setting 2, the children make physical links to the experiences they see on screen
	Stefan comes over and watches a little more → (William and Olivia getting dressed to go outside)	

Child	Response	Initial reflection
<b>Martin</b>	<b>Martin</b> is more interested and his comments are: <ul style="list-style-type: none"><li>• “<i>Ut</i>” [out] (in snow scene)</li><li>• “<i>Erik</i>” (on climbing structure)</li><li>• Lunch song makes Martin smile</li><li>• Recognises the low beds are set up for nap time</li><li>• “<i>Läsa</i>” [read] (scene with Olivia)</li></ul> He also named all the children he saw in the clips by name.	Martin names activities and also names all the children. Are the other children also important to him?

Child	Response	Initial reflection
<b>Isabella</b>	<b>Isabella</b> comes over to me. I bring up footage she is in. She smiles, calls out happily as she sees herself. I ask my question. She chats away in her own language. Watches and smiles.  Isabella goes away, and returns shortly with Erik in tow. She sits down next to me. Mark sits down on the other side. Isabella watches, saying: “ <i>Danny</i> ” as she sees him in the clip.	Acceptance  Was it a yes? She seemed happy when she expressed herself. I am however not sure?

Child	Response	Initial reflection
<b>Danny</b>	<p>I show <b>Danny</b> the clip of him in the playroom. He glances at it and walks away. He returns shortly after. He watches the breakfast scene and says: "<i>morgonmål</i>" [breakfast].</p> <p>Danny says:</p> <ul style="list-style-type: none"> <li>• "<i>bygger pussel</i>" [building jigsaw (William)]</li> <li>• "<i>ut</i>" [out] (watching William getting dressed to go outside)</li> </ul> <p>Danny leaves again</p>	I was wondering if he went to the playroom, as other children have done, gone to where the footage had been filmed, as he returns quite soon after
	<p>Danny comes back to me where I am now sitting, in the playroom. I restart the film in a place where he is in the scene. It is the scene with him and the coffee can. He smiles broadly. He walks over to the home corner, looking in the cupboard, I am sure, for the coffee can in the scene. William comes looking for him.</p> <p>Danny is the most interested ever but William keeps taking him away. Danny keeps coming back though.</p> <p>Danny runs across the room, and slides on his knees, to end next to me. I restart the scene where he is trying to shake the Duplo brick out of the coffee can.</p>	This happened in the previous settings too. Children physically go to locate what they see themselves doing in the video and then start playing there, and may or may not come back to me.

Child	Response	Initial reflection
	I am alone in the play room again, but soon William and Danny come running and slide down on their knees next to me again. As I saw them arriving I restarted the clip. Danny watches a bit more, William only briefly because Danny is staying on	

When asking permission:

- William → smiled and commented on footage → "*Mm*" permission to show
- Stefan → smiled, commented on footage
- Martin → smiled, commented on footage
- Olivia → smiled, commented on footage → "*Ja*" permission to show
- Isabella → smiled, commented → possibly yes in own language
- Danny → smiled, commented on footage → "*Ja*" permission to show

#### **Additional Reflections:**

All the children had a positive reaction when seeing themselves and the other children in the various scenes. Some children, as in Setting 1, and 2, ran off to the area where they had been filmed and sometimes came back to me with the toy in the clip or started playing with the toys seen in the video, in that area. Danny for instance went away, and came back a minute later. I think he went to the playroom to take a look. Is this recognition another way of showing approval of what they are watching?

Interestingly the children kept mentioning the other children by name, and I got a sense they were important to them. They pointed each other out and on occasion the activity they were doing. I got a real sense the children were very important to each other, both the closest friend and also the other children.

Children want to write on my notes too. I see this as co-construction, and assent or approval of what I was doing. I did not in the moment think of asking what they had written, but Stefan and Martin for instance would probably not have responded to my direct questions.

## Appendix 23

### Video-elicited Assent from Children in Setting 4 (27-31.3.2017)

Following the children's lead, exploring footage evolved differently in this setting. In England I returned after editing, to show the children the finished product and focusing on clips they were in, for the children to respond to. In Setting 3 in Finland, because one of the children was very curious and seemed not to quite grasp the concept of being on film, I began showing clips during the week and not just the edited end product. This turned out to be very successful in Setting 4 as well. So, I began from day one, while the children were napping to edit footage and bring it back for review in the afternoon or the following morning at the latest.

Child	Response 27.3.2017	Initial reflection
<p>We started off by generally playing with the GoPro and exploring filming each other. Apart from setting the ground rules such as care of the camera and need for strap to be around the wrist etc. I also explain we have to ask people first if we may film them, before we film, and that I will also ask permission to film. I explained they have at all times a right to say: "no".</p> <p>I asked how the children felt about showing the footage to other people and the initial response was:</p> <ul style="list-style-type: none"> <li>• Billy said: "ja"</li> <li>• Emma assented with a nod</li> <li>• John said: "ja"</li> <li>• Mia said no initially, then said: "ja"</li> </ul>		

Child	Response	Initial reflection
<p>When I arrive in the morning, the children are having breakfast. When breakfast is over, I take out my laptop and say I have footage to show the key children present John and Emma as well as Sophia.</p>		
28.3.17	<p>Emma is captivated by the footage and very excited to see children she recognises, and calls out their names: Billy! John! As opposed to pointing herself out.</p>	<p>Identified her friends</p>
Emma		

Child	Response	Initial reflection
28.3.17	<p>John sits close to me and rests his head on my shoulder while watching. He appears to enjoy what he is seeing but does not make any comments.</p>	<p>Closeness as a sign of acceptance</p>
John		

Child	Response	Initial reflection
28.3.17	<p>Although Sophia is not a focus child, she is very much part of what seems to be a core group of five children.</p>	
Sophia		

Child	Response	Initial reflection
28.3.17	<p>Sophia is very excited, laughing at the footage of her friends, but notices she is not in the clips.</p> <p>Sophia, whose parental permission I had not had at the time of the first filming, asks: "missä minä on", wanting to see herself on film. I said I had not filmed her yesterday but would today if she wants me to (as I now have permission). She nods.</p>	<p>Happy seeing her friends in the footage</p> <p>She wants to participate</p>
Sophia		

Child	Response	Initial reflection
Like yesterday I say to the children after breakfast that I have more footage to show them. They eagerly sit down on the floor, and I sit down with them.		
29.3.17	As we are watching, I ask them if I may show this to Mummies and Daddies, and adults in the setting. The response was:	Assent
<b>Focus children</b>	<ul style="list-style-type: none"> <li>• John smiled, nodded and said “Mm”</li> <li>• Emma smiled and assented with a nod</li> <li>• Billy, smiled and said “ja”</li> <li>• Mia nodded (I showed her at 9:30 as she arrived later)</li> </ul>	
<b>John</b>	Watching footage <b>John</b> says: “ <i>jag är också där</i> ” [I am also there] with a big smile, seeing himself singing the food song, just before lunch yesterday.	Happy seeing himself in the footage
<b>Emma</b>	<b>Emma</b> also smiled, this time recognising herself in the footage too.	Happy seeing herself in the footage

Child	Response	Initial reflection
I ask the children if they want to see more. They do and call out each other's names as they see children in the footage.		
29.3.17	Emma smiles again as she sees herself playing with the Smurfs, at the table with Sophia.	Happy seeing herself in the footage  Identifying adults too
<b>Emma</b>	After the 'lion chase' Emma then asks for something else: “ <i>muuta</i> ” and we watch another clip where they are on the seesaw (27.3.17). This time Emma is excited to see herself. Sophia and Emma point out they can see Eva and Lena in the background.	

Child	Response	Initial reflection
I ask the children if they want to see more. They do and call out each other's names as they see children in the footage.		
29.3.17	Sophia asks: “ <i>var är Sophia?</i> ” [Where is Sophia?] Interestingly she said it in Swedish rather than her first language, Finnish. I show the clip where they are on the 4-way seesaw.	I felt it was a symbolic moment of acceptance, using my first language this time.
<b>Sophia</b>		
<b>John</b>	John says: “ <i>de va Billys Pappa</i> ”, very perceptively recognising the voice in the background of the footage.  John asks for the forest clip, 'lion chase'. It seems to be their favourite clip.	
<b>Billy</b>	Billy also wants to revisit the 'lion chase'. It seems to be their favourite clip. Billy says: “ <i>lejon arg.</i> ”	
After 20 minutes I decide to stop the showing so they could go and play.		

Child	Response	Initial reflection
<p>I tell the children I have new film clips to show them and they go and sit down on the floor, by the sofa. Mia is not in the rest of the week.</p> <p style="text-align: center;"><b>Emma Elsa Billy John</b></p> <p>I sit down in the middle between Elsa and <b>Billy</b>. Sophia climbs up on the sofa behind us, and starts watching the clips from there, but then slides onto my lap.</p>		
30.3.17	Billy comments: " <i>där e jag</i> ", he said at the beginning but did not comment much throughout.	
<b>Billy</b>	Towards the end he said: " <i>jag vill se annan</i> " and I think he wanted the 'lion chase' again.	
<b>John</b>	John comments: Billy ... och jag ... Mia ... klättrar där ... där va en krasch igen! (på mopona) ... där e jag ... du va med där ...	
<b>Emma</b>	<p>Emma points to me on the screen and I respond by saying: "<i>yes, that's Aline</i>" ...</p> <p>She comments: "<i>muuta</i>", I presume as she has not seen herself yet and pleased when she does, exclaiming: "<i>där Emma!</i>"</p>	<p>Identifying adult too</p> <p>Happy seeing herself in the footage</p>

Child	Response	Initial reflection
Sophia	<p>Sophia comments: "<i>kato</i>" [look] ... she points out John, Lena (educator) and Elisabeth (educator)</p> <p>When Sophia finally sees herself she calls out: "<i>där Sophia</i>" [there Sophia] with great pleasure ... "<i>Billy</i>" ... "<i>John</i>" ... "<i>Emma</i>" ... "<i>Sophia där</i>" ... "<i>se annat</i>" ... "<i>otetaan annan</i>" (mixing the two languages)</p>	Happy seeing herself in the footage
<p><b>Additional Reflections:</b></p> <p>Children made comments throughout but I don't always understand them. They screech with pleasure when they see the clip with them rolling down the rocky slope on the sit-on bikes. Risky play caused the greatest reaction, most pleasure. I liked the clip of all of them on the swings, filmed from the side swinging at different speeds but they were not bothered, it did not trigger any major reaction.</p> <p>Sophia kept asking for what she wanted to see, having some control of the viewing process.</p>		

Child	Response	Initial reflection
30.3.17	Billy and Sophia keep asking for another one, and I say this is all I have from yesterday, but wonder if they mean a clip from a previous day, like the lion chase. I ask if it is that one he wants to see? Billy nods and John agrees.	Asking for specific footage
<b>Billy</b>		
<b>John</b>	John also wanted to see the 'lion chase' again.	
<p><b>Additional Reflections:</b></p> <p>The 'lion chase' seemed to be their favourite clip. The children make roaring sounds and stomp their feet, as they are watching. Eva (educator) joins us too, to have a look, saying: "<i>var det så roligt!</i>"</p> <p>Towards the end of the viewing I ask the children if we should show Eva the clip she is in, which we do.</p>		

Child	Response	Initial reflection
<p>I show latest video clips to John, Emma and Sophia. They all approved of them. Billy arrived later but was not interested in viewing the footage. Maybe the novelty is slowly wearing off?</p>		



31.3.17	Positive response to the footage from yesterday.	
John		
Emma	Positive response to the footage from yesterday.	
<p><b>Additional Reflections:</b></p> <p>All the children had a positive reaction when seeing themselves in the various scenes. The children did not, as in Setting 1, 2, and 3 run off to the area where they had been filmed but maybe because much time is spent outside in this setting we were viewing much of the outdoor footage indoors. Possibly?</p> <p>The children here want to write on my notes and in my note books too. I see this as co-construction, and assent. I did not in the moment think of asking what they had written.</p>		

## Appendix 24

### Parent Focus Group, Setting 1 in England

Transcript from recorded discussion, 31 October 2016

Facilitator: Aline Cole-Albäck  
4 Parents at Setting 1

**Aline** started by talking about her interest in young children's rights. She admitted that this is only one way of looking at the world and what is best for children [in early childhood].

**Aline** said she wanted to see how settings take the child's best interest [rights] into account, by observing the children, talking to them and filming the children. **She** also said she was really interested in finding out what parents know about children's rights, and mentioned that she did not know about children's rights when her own children were young. **Aline** said she is also interested in what staff know about children's rights.

**Aline** explained that she wants to put all this information together in the form of a manual to support teachers and staff in developing a better understanding of what rights mean to two-year-olds in particular, by bringing together theory and information from the real world.

**Aline** also said she felt this approach could only work if children, parents and staff work together and that she was therefore interested in finding out why settings are or are not interested in this approach.

**Aline** invited everyone to feel free to ask any questions anytime, say what they think and openly agree or disagree.

**Aline** mentioned she had 10 questions relating to personal knowledge, children's perspective and the setting perspective.

#### Question 1a: Tell me what you know about children's rights.

**Rick:** Nothing

**Donna:** Shook her head

**Sue:** Nothing

**Pat:** Shook her head

#### Initial Reflections:

Maybe here I could have asked more specifically what the parents know about Provision, Protection and Participation. These terms may have been more familiar.

#### Question 1b: Have you heard of the *UN Convention on the Rights of the Child*?

**Rick:** No

**Donna:** Not until this morning

**Sue:** No

**Pat:** No

**Aline:** Neither had I [when my children were younger] yet England signed it in 1991. It was in 1989 after 10 years of countries getting together to decide ...

**Aline** held up a copy of the Convention and asked if the parents wanted her to talk a bit about the Convention, and they all said yes or nodded.

**Aline** talked about the history of the Convention and that it had taken 10 years for countries to decide what Articles or statements to choose as rights. **She** also mentioned that the Articles or statements are sometimes thought of as promises made to children.

**Aline** handed out a summary sheet of the 42 Articles to read through. As everyone was reading, **Donna** commented on **Article 16**, the child's right to privacy, and said that she quite likes to know everything that goes on. **Aline** mentioned how in pre-school, this Article could be understood as in creating little private areas for the children to play in, so they don't always feel observed or watched by adults.

**Initial Reflections:**

Protection – **Article 16**

**Question 2: What statements (Articles) do you think are important to your child in this setting?**

**Aline** handed out pens and post-it pads to jot down which of the Articles felt particularly relevant to their own child.

**Set 1:** 2, 3, 5, 6, 7, 9, 12, 13, 14, 15, 16, 18, 19, 20, 24, 25, 28, 29.1 (a), 29.1 (b), 29.1 (c), 30, 31, 34, 35, 36, 37, 39, 42A, 42C

**Set 2:** 3, 5, 6, 7, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 28, 29.1 (a), 29.1 (b), 29.1 (c), 30, 31, 34, 35, 36, 37, 39, 42A, 42C

**Set 3:** 2, 3, 6, 7, 9, 12, 13, 14, 15, 16, 17, 18, 19, 23, 24, 29.1 (a), 29.1 (c), 31, 34, 35, 36, 37, 39, 42A

**Set 4:** 2, 3, 5, 12, 15, 16, 17, 18, 19, 24, 25, 28, 29.1 (a), 29.1 (b), 29.1 (c), 31, 34, 35, 36, 37, 42A, 42C

As **Donna** was reading, she commented that most of the Articles are important, really.

**Donna** questioned what **Article 17, 17 (e)** means, the child's right to get and share information as long as it is not damaging, and **Aline** explained and gave examples of what the Article could mean.

**Rick** commented that all Articles seemed important. **Aline** agreed and repeated that it had taken 10 years to work out the difference between needs, wants and rights, and what to turn into rights. **Aline** showed the UNICEF 'Wants and Needs' cards, using the example of a house/home and going on holiday as a need versus a want, and talked about the difference.

**Donna** questioned **Article 30** and the child's right to enjoy their own religion, wondering if the children aren't a bit young for that? But **Rick** injected that the Articles are about children in general, not just the two-year-olds they were thinking about.

**Sue** and **Pat** linked **Article 30** to the tradition of christening children without necessarily being religious (and liking the tradition).

**Aline** told the story of a headteacher, who in the early 90s had banned all religious celebrations at her children's primary school, and said that had she known about the Convention at the time, she would have felt much more empowered to argue against the ban, from a child rights perspective.

**Sue** mentioned that at her nephew's school they had stopped the nativity plays, which she felt was not right, **Article 14**.

**Donna** mentioned a local setting is planning to ban 'Peppa Pig'. **Sue** asked why and **Donna** suggested because of Muslim families. The parents felt this was not right, and something for the parents to sort out within their families.

**Pat** mentioned how she has to explain to her five-year-old why she cannot always watch what she wants and that this is a dialogue we need to have with our children. **Everyone** agreed and **Aline** mentioned how this fits in with **Article 17e** and the child's right to get and share information as long as it is not damaging for them, that **Donna** had asked about earlier. **Pat** said her daughter always questions her, and why she can't watch some programmes on TV and how she has to explain that some are too grown up for a five-year-old, **Article 17**.

**Donna** mentioned how she watches certain programmes late at night, such as some reality shows and true stories, that she does not want the children to see, especially their youngest child.

**Aline** linked it back to Article 17e again and **Donna** read it out, how children have the right to get and to share information as long as it is not damaging for them, as could possibly be the case with some true stories.

Everyone continued reading the Articles and **Aline** asked if there was anything that was missing from the list? **Donna** said she might come up with something when back home and **Aline** said she would be happy to get comments via email about anything else, anyone might have thought of later.

**Donna** asked if **Aline** was finishing today, and she said she had finished her full research week but would be back one more time. **Aline** said how it felt strange to come to the end of it, having got to know the children and the staff, to which **Donna** said and the children having got to know her too. **Donna** said her son had said on the days **Aline** had been in: "*the nice lady was there today*".

As the parents kept reading on, **Donna** commented: "*this is one thing my son doesn't do, respect his parents*", looking at Article 29.1 (c), that says that education shall develop a child's respect for their parents. **Donna** mentioned that her son sometimes uses inappropriate language and tapping his leg has not helped and he therefore now has to go on the 'naughty step' [Article 28.2]. **Donna** said smacking and shouting does not work, Article 28.2. **Rick** said he enforces the time on the 'naughty step', Article 28.2. **Pat** said she has not got that problem yet [inappropriate language] as her son does not

speak yet, but she does have a 'naughty corner', and her five-year-old daughter gets sent to her bedroom, Article 28.2.

**Donna** said her Mum had suggested to smack her son's leg lightly and a bit more if necessary but not hard. **Pat** agreed that a light smack now and then does not harm the children, as it had not harmed her either. **Sue** agreed Article 28.2.

**Rick** felt there is too much protection for children now, in that the parents don't have the right to bring up their child the way they see fit, Article 18.1. **Aline** mentioned that it says in the Convention that parents should be supported in their role, and she wondered if the parents turn to staff for support and advice? **Donna** said she has spoken to her son's key about his language, Article 18.2 who responded by saying he never swears in pre-school. The conversation continued around inappropriate language and where young children may pick it up from if parents do not use inappropriate language at home. **Rick** suggested it might be picked up from music channels or older siblings. **Donna** said she tries to tell her son it is not acceptable to use some words he is using. **Aline** linked it back to Article 17e.

**Aline** asked if there was anything else the parents wanted to add before looking at the film clip of a morning at the pre-school.

#### Initial Reflections:

I underestimated the time it takes to get into the list of Articles, especially if they are new to the parents.

Participation – Article 17, 17 (e), Article 29.1 (c)

Provision – Article 30

Participation – Article 14

Protection – Article 28.2

Comment: "*there is too much protection for children now*" may indicate a difference in values, between home and pre-school/school.

#### Question 3a and 3b: Was there anything in particular that you liked or did not like in the film?

**Aline** asked everyone to think about the summary list of Articles while watching the film clip and if there was anything in particular that they were, or were not happy about that they saw in relation to the Articles, and to make a note of it on the post-it notes.

Watching the film clip everyone made comments on their children and **Aline** made a few comments too, on good practice and what the children were doing, like how Pat's son uses his right hand to point in a very particular way, as a way of communicating, instead of using words. **Donna** commented after watching Pat's son wash up after breakfast that a social worker had once said to her that it was a form of child abuse to ask children to clean up, Article 19. **Pat** didn't agree with that and felt you have to start them young to help out [Article 29.1 (a)]. **Sue** agreed too and related it back to her family experiences.

**Aline** pointed out a particularly nice interaction between a young member of staff and one of the boys, and **Sue** mentioned how her son in the beginning would always prefer to go to this member of staff, rather than his key carer [Article 3.3, Article 12].

**Pat** commented on her son's excellent non-verbal communication skills, [Article 13] and although he is not using many words to communicate yet, he is very advanced for his age in other ways such as in his role-play [Article 31P].

**Donna** pointed out how nice it was to see her son engaged in play [Article 31P]. She also said she loves this age even if it's hard work.

**Pat** made a link with her son's play in pre-school and the play at home in their garden.

**Donna** mentioned how her son and two of the boys in the footage (together with a 4<sup>th</sup> boy) all had been together since they were babies; first in stay-and-play and now in pre-school [Article 15]. **Aline** commented on how she had noticed they often played next to each other.

The staggered starting time [Article 29.1 (a) – routine] was discussed and **Everyone** recognised how it may be a bit difficult for the particular child who starts later, to join in play that is already well underway as they arrive [Article 3.2, Article 31P].

Parents all made comments, finding commonalities and differences between their children.

**Donna** was surprised to see her son outside in the small garden [Article 29.1 (a)].

**Aline** pointed out that it at one point seemed as if one of the boys was not sure about her filming, looking at her quizzically and how if he had not then smiled up at her, she would have taken it as him not being comfortable with being filmed, and she would have stopped.

**Pat** mentioned how she is collaborating with staff to support her son in developing his language [Article 29.1 (a), Article 18.2]. The parents spoke about the children's own special words for different things, wondering where they had got them from.

**Donna** and **Sue** commented on how comfortable their sons seemed with being filmed, but **Aline** was wondering if **Sue's** son may have tried to hide from being filmed when holding up the playdough in front of his face in one scene, but **Sue** didn't think so.

Watching the clip where the children were singing at the end of the morning, **Pat** said her son does not want to do the actions at home if she sings the songs. **Donna** mentioned songs they have begun singing lately and how her son started singing 'Wind the bobbin up' when she was sowing at home.

**Sue** and **Donna** were amazed at seeing their son's joining in, during the little yoga session at small group time [Article 29.1 (a)].

**Donna** asked if they could get a copy of the film as it would be great to keep but **Aline** said she could not hand it out because of other children in the background, but that she could maybe print out some pictures.

**Pat** and **Sue** said it would be great to show the Dads. **Aline** said she would think about it and see what she could do to maybe just send footage where other children were not in the scene. **Aline** mentioned her ethical dilemma in that she needs to protect the children, parents, families and staff from the film ending up on YouTube or social media because once it is on the internet it is very difficult to remove, if the children for instance

later on did not like the idea. Everyone accepted the explanations.

**Aline** asked if there was anything in particular the parents had found really good or that they did not like in the film clip.

**Donna** mentioned that she, like **Sue** had really enjoyed seeing the short yoga session [Article 29.1 (a)]. **Sue** agreed because she and her son's Dad have always been into sports, so she liked the idea of her son engaging in physical activities. **Donna** was pleased to see her son being outside [Article 29.1 (a)].

**Aline** asked if the parents were ever consulted about what activities are offered to the children. They all said no.

**Sue** commented that having seen the film she now realised how well her son can focus and follow instructions, which she had not been aware of. Knowing this, she now feels it would be appropriate to enrol him in some early sports activities. **Pat** said her son does sports.

**Aline** asked if there was something the parents would have liked to have seen the children do, that they did not see? **Donna** said she was happy with what she had seen her son do, cooking, cleaning, playing with playdough, water ...

**Aline** asked if there was something the parents had not liked. They all said no, and **Sue** said she liked that it was not school like. **Pat** said the only thing she would criticise would be that it is always the same routine and activities, every day, and it was the same for her daughter when she was here at pre-school too. **Pat** said she does appreciate why staff do what they do, like the value of playing with playdough etc. but the children could have a greater variety of activities, **Article 29.1 (a)**. The activities are too similar, even when staff change the experience in e.g. the sensory 'Tuff tray' for instance. **Aline** wondered if more input from the parents, who know their children and their interests best, would be a good idea? The parents talked about different activities they do at home. **Aline** summarised that:

- **Pat** would like to see a greater variety of activities [**Article 29.1 (a)**] once or twice a week as her son always chooses to play [**Article 31P**] with water and it would be nice if he got to explore other experience too and challenge him a bit more. This would be in line with Article 29a (education shall develop a child's abilities to their full potential) **Aline** said, and the parents agreed
- **Sue** would like to see more activities promoting sports and physical development [**Article 29.1 (a)**]
- **Donna** enjoyed seeing her son playing outside [**Article 29.1 (a)**]

#### Initial Reflections:

Provision – **Article 29.1 (a)**, **Article 31P**

Protection – **Article 3.1**, **Article 18.1**

Participation – **Article 12**, **Article 15**

The importance of communicating with parents (the list of words) for the best interest of the child →

**Article 3.1**

Reading children's body language as assent or dissent for filming

Dilemma of giving footage to parents or not

#### Question 4a: Can you see any benefits in more openly talking about what is in the best interest of children – like the statements in the Convention – with parents?

**Aline** said she could see how much of what the parents were saying could be seen from a children's rights perspective and therefore asked if they could see any benefit from coming at provision from a rights perspective with parents?

- **Pat** felt yes [**Article 42A**]
- **Donna** said no, not sure
- **Rick** felt that sometimes there are too many boundaries, and teachers are already not allowed to do so many things. Some of it is good, and some of it is over the top. So a rights framework could cramp the teachers
- **Sue** could see both perspectives [**Article 42A**]

#### Initial Reflections:

Mixed response to an open child rights approach

#### Question 5: Do you think pre-schools should inform parents about the Convention and its Statements?

**Aline** asked if it should be in the staff's job description to talk to parents about children's rights?

**Pat** said she felt there should be regular meetings with parents so that parents could put their points across what they would like for their children **Article 18.2**, like the yoga, and for all the children to get that activity, not just the one key group **Article 29.1 (a)**.

**Pat** felt they should be having a parent's meeting now and then, as well as a group photo, like other settings do.

**Sue** was wondering why the pre-school doesn't.

All the parents felt they should be having parent's evenings. **Sue** made the point that her partner never gets a chance to meet and speak with the staff as he leaves early in the morning and comes back late, so he never gets the opportunity to find out and understand what his son is learning from the staff, **Article 18.1**, **18.2**. **Pat** also commented that her son's Dad also misses out, as he does not do the pick up or drop off

either and does not get feedback on his development as **Pat** does. Pat suggested it is difficult for Dads to get time off in the day to be part of the pre-school routine, [Article 18.1](#), [18.2](#).

**Aline** summarises what the parents have said:

- The child's voice is heard as staff listen to them and follow their interests
- The staff's voice is heard as they are the ones who make the decisions in the setting
- But the parent's voice could be listened to more

**Aline** mentioned that the Convention mentions parents a lot and how it can be used to promote parent's voice more. **Sue** agreed.

**Initial Reflections:**

Although the answers were all about communicating with parents, we digressed from the question

Protection – [Article 18.1](#) and [18.2](#) → Settings need to do more to include Fathers

**Question 6: How important do you feel knowing about these statements is?**

**Aline** handed out the (anonymous) strips to Question 6 asking how important it is to know about the Articles/Statements. The response was as:

- 5 – important
- 7 – very important
- 7 – very important
- 7 – very important

**Sue** and **Pat** went on to talk about food and what the children eat and **Pat** said she does not give the children a choice, they have to eat what they are given, but they often help her cook it and they love that, [Article 24.2](#).

**Donna** mentioned the children have not been to Forest School for ages [[Article 29.1 \(e\)](#)].

**Initial Reflections:**

Although there was a mixed response to the benefits of having an open child rights approach, the parents all still thought it was important to know about the Articles

**Question 7: Taking all we have discussed into account, what rights do you think XXXXXXXXX Pre-school are particularly good at supporting?**

**Donna:** the children did really well concentrating on what they set out to do

**Sue:** [number 6](#) [I think however what was meant was a right to develop to their full potential rather than the intention behind Article 6] → [[Article 29.1 \(a\)](#)]

**Everyone:** a right to development, everyone agreed on, [Article 6](#), see last comment above

**Donna:** to be outside with their friends, [Article 15](#), all agreed

**Pat:** staff have made the most of their small outdoor space

**Sue:** mentioned [Article 31P](#), to play and engage in activities, all agreed

**Donna:** mentioned [Article 12](#), the right to be heard and be taken seriously. **Rick:** uh huh

**Aline** mentioned she felt the children are listened to, although that did not mean they always get what they want, referring back to the wants, needs and rights discussed before.

**Pat** commented: "Yes, they listen to them and respect them but they can't always get their own way, can they?" [Article 12](#) – evolving capacity. Sue nodded

**Sue** brought up [Article 24.1](#), the right to best possible health, referring to when her son broke his leg at the beginning of the year and how staff had been so supportive in his recovery.

**Rick** went on to questioning if children know too much [about their rights] [Article 42C](#), they can push the teacher, knowing the teacher can't touch them, and wondering if this is good as it can be disempowering for teachers. **Aline** responded by saying that this may be because of a misunderstanding of *needs, rights* and *wants* and that there may be a need to talk about this to empower teachers, or give them some 'power' back as some say. **Rick** thought we should give them some 'power back', as he felt teachers can't do anything [to discipline children today] [Article 28.2](#).

**Aline** was wondering, if the teachers and children actually knew more, and knew where they stood, maybe 'rights' could work? **Rick** brought up how exclusion, [Article 28.1](#), does not work, which they **all agreed** on.

**Sue** mentioned they had isolation in her school [when she was growing up], and that she does not agree with that either, [Article 19](#). She felt strongly you should never isolate a child [[Article 28.2](#)]. She mentioned the case of one child where the class would on purpose get him in trouble and he would be put in isolation for a week. **Everyone** felt that was wrong and **Aline** mentioned that it was against [Article 28.2](#), a child's right to education and discipline that should respect a child's dignity. **Pat** agreed and said it was picking on a child [[Article 19](#)], and **Donna** said she felt isolation was a form of bullying [[Article 19](#)]. **Aline** mentioned that if that child's parents had known about children's rights they could have used that knowledge, talking to the school, knowing that their child should be treated with more respect. **Donna** mentioned that one thing she does not ever want for her son is to be a bully or be bullied, [Article 19](#). **Everyone agreed**. **Aline** mentioned that this could be linked to [Article 2](#) and a child's right to be protected from all forms of discrimination.

The conversation carried on and **Donna** mentioned she would want her son to defend himself and hit back, but **Pat** did not agree [[Article 19](#)]. **Sue** said it depended on the age of the child. She mentioned how her partner had been bullied in junior school and even if he repeatedly mentioned it to the teacher, nothing was done and after retaliating the bullying stopped. Differences were discussed and **Aline** injected that it was a great failure on the part of the teacher; the teacher had failed the child, when he had turned to him for help.

The conversation continued a bit longer on this subject.

#### Initial Reflections:

Provision – [Article 24.1](#), [Article 29.1 \(a\)](#), [Article 31P](#)

Protection – [Article 2](#), [Article 28.2](#)

Participation – [Article 12](#), [Article 15](#)

Promotion – [Article 42C](#)

I think more knowledge, not less can improve the status of parents and children in the education system and society as a whole. Misconceptions disempower.

#### Question 8: Taking all we have discussed into account, what statements (rights) do you think XXXXXXX Pre-school could work with more?

**Pat** mentioned she would like to see the children doing more sports as **Sue** had mentioned, and also whole group activities, 5-10 minutes tops, to prepare them for school, not allowing children to wander off, but having to join in, for just a little while, insisting everyone has to join in [[Article 29.1 \(a\)](#)].

**Sue** added that she would like the pre-school to encourage more talking to other children, socialisation [[Article 15](#)]. As **Sue** feels her son is a quiet child, and she would like to see him interact more with children in a small group [building friendships]. Build up his confidence, to be more confident than she was at school. **Aline** mentioned that it is quite normal that children this stage play in parallel just like they saw in the video and that occasionally they play together, and then they follow their own interests again.

**Donna** mentioned that when she comes to pick her son up they are all together but **Pat** still felt it was not enough, even if they are only two years old. **Donna** mentioned that with four adults modelling what to do, a whole group activity could work. **Aline** asked what staff should do if their particular child did not want to join in? The parents felt that the child should have to stay with the group, but not be forced to join in with the activity [[Article 29.1 \(a\)](#)]. But by staying with the group they would soon learn and it would build their social skills [[Article 15](#)].

**Pat** and **Sue** said it's nice when they can play on their own and follow their interests, but it is getting the balance right [[Article 29.1 \(a\)](#), [Article 31P](#)].

**Aline** asked the parents if they wanted her to pass on some of the comments to the staff, which they all wanted her to do, feeling it would be helpful if comments were passed on.



This led on to a discussion on the different schools the children will be going to, and returned to parent staff contact again. **Pat** felt that at drop off she doesn't want to stay too long as she wants her son to settle, and at pick up there are a lot of children going home so there is not time to really talk to staff properly [Article 18.2]. **Sue** agreed [Article 18.2].

The notion of the purpose of pre-school being in academic preparation for school

Provision – Article 18.2, Article 28.2, Article 29.1 (a), Article 31P

Participation – Article 15

The question came up about pre-school being shut tomorrow for an inset day and **Aline** went to find out if this was right. The focus group ended with one of the children being picked up a little early, which he was thrilled about.

The parents wanted me to liaise with staff to try to effect some change. Although this is not my role as a researcher per se, if this is what I can do in a diplomatic way in return for their time and involvement, I feel I possibly have a social responsibility towards the trust the parents put in me, to do it.

The multiple purposes of education as listed in **Article 29.1**, not commonly known amongst parents and educators alike (including me previously) → look up



# Appendix 25

## Parent Focus Group, Setting 3 in Finland

### Fokusgrupp

Transskript från inspelad konversation, 8 april 2017

Samtalsledare: Aline Cole-Albäck  
2 föräldrar från XXXXXXXXXX Daghem

Detta dokument är en sammansättning av det inspelade samtalet och frågor som fyllts i av föräldrarna på ett frågeschema.

Aline började med att tacka föräldrarna för att de kom och förklarade syftet med samtalet																				
<b>Fråga 1a: Vad känner du till om barns rättigheter?</b>																				
<b>Gunnel:</b> Lite om de stora sakerna, att barn inte får utnyttjas [Artikel 36], har rätt till liv [Artikel 6], får inte utsättas för våld [Artikel 19], rätt till utbildning [Artikel 28.1], får inte arbeta [Artikel 32]																				
<b>Ingrid:</b> Lite smått. Många punkter kommer automatiskt med i mitt jobb																				
<b>Fråga 1b: Är du bekant med FN:s konvention om barnets rättigheter och dess 54 artiklar (uttalanden) som den finska regeringen undertecknade i 1991?</b>																				
<b>Gunnel:</b> Nej																				
<b>Ingrid:</b> Nej																				
<b>Fråga 2a: Om du beaktar artiklarna i Barnkonventionen, tror du att det är viktigt för barn att ha dessa rättigheter?</b>																				
<table border="1"><thead><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th></tr></thead><tbody><tr><td>Inte viktigt</td><td></td><td>Något viktigt</td><td></td><td>Viktigt</td><td></td><td>Mycket viktigt</td></tr></tbody></table>							1	2	3	4	5	6	7	Inte viktigt		Något viktigt		Viktigt		Mycket viktigt
1	2	3	4	5	6	7														
Inte viktigt		Något viktigt		Viktigt		Mycket viktigt														
Vissa rättigheter är livsviktiga och väger lite tyngre än vissa andra																				
<table border="1"><thead><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th></tr></thead><tbody><tr><td>Inte viktigt</td><td></td><td>Något viktigt</td><td></td><td>Viktigt</td><td>6 x</td><td>Mycket viktigt</td></tr></tbody></table>							1	2	3	4	5	6	7	Inte viktigt		Något viktigt		Viktigt	6 x	Mycket viktigt
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<b>Fråga 2b: Om du beaktar artiklarna i Barnkonventionen, vilka tycker du är relevanta för ditt eget 2-åriga barn när han/hon vistas på daghemmet?</b>						
<b>Gunnel:</b> 2, 3, 6, 12, 16, 17 (e), 19, 24.2, 29.1 (a), 31R, 31P, 37						
<b>Ingrid:</b> 2, 3, 5, 12, 16, 17e, 24.1, 24.2, 29.1 (a), 29.1 (b), 29.1 (e), 31R, 31P						
<b>Första Reflektioner:</b> Artikel 2 – icke diskriminering verkar vara nåt som alla är medvetna om och lyfter fram i Finland						

<b>Känner ni till föräldrar som ifrågasatt den Finska värdegrunden?</b>						
<b>Aline:</b> Känner ni till föräldrar som ifrågasatt planen [för småbarnspedagogiken], för Konventionen är ju inbyggd i planen?						
<b>Gunnel:</b> Nej						
<b>Ingrid:</b> Nej, de har varit nöjda med det som erbjuds. De har inte haft andra krav						

<p><b>Gunnel:</b> Nej, men kanske att vissa föräldrar har mer åsikter än andra, men inte ...</p> <p><b>Aline:</b> En lärare i Finland sa åt mig att en förälder från ett annat land hade sagt att det är bara att smälla till barnet om han var bråkig, men läraren hade sagt att så gör vi inte i Finland</p> <p><b>Gunnel:</b> Oj! Det märks ju på det sättet att, jag vet en flicka som prövade och testade ... hemma visste hon att det kom runt öronen, men hon visste att på förskolan fick man inte [Artikel 28.2 – värdig disciplin]</p> <p><b>Aline:</b> Så då testade hon gränserna</p> <p><b>Gunnel:</b> Ja! Till sist blev dom ju att "vad gör vi nu!" för hon slutade ju inte ... bara höll på för att hon visste ju ...</p> <p><b>Aline:</b> Precis. Men det är ju i och för sig jätte intressant. Barn måste ju få test gränserna. Det är ju så dom känner sig trygga när de vet var gränserna ligger, men hur löste det sig till slut?</p> <p><b>Gunnel:</b> Det var jätte länge sen ... hon blev ju en sån som ansågs att bara bråkade ... tyvärr ... och sen gick hon ju i skolan och jag vet inte hur det sen gick Det var bara så tydligt att det var vad hon var ute efter, se hur långt hon kunde gå före nåt händer ... och hon var ganska stor ... och svår att hålla i om hon försökte komma iväg ...</p> <p><b>Aline:</b> Ja, det är väl det som är det värsta, att smita iväg ...</p> <p><b>Gunnel:</b> Ja</p> <p><b>Aline:</b> Jag vet att här på daghemmet så hade de inte staket förr, när jag besökte för några år sen. Då var det helt öppet ... jag tror det var när dom fick tvååringarna som dom satt upp staket så det skulle vara tryggare, och jag tror personalen är ganska glada för det [staketet]</p> <p><b>Gunnel:</b> Absolut. Det skulle vara fullt sjå om det inte skulle vara där!</p> <p><b>Aline:</b> Då skulle dom bara vara 'poliser' hela tiden</p> <p><b>Ingrid:</b> Ja, dom skulle inte kunna slappna av</p> <p><b>Gunnel:</b> Nu vet man att de hålls här [Artikel 19 – säker omgivning]</p> <p><b>Ingrid:</b> Dom hålls här, inom dom här ramarna</p> <p><b>Aline:</b> Det är intressant, som ni kommer att få se på filmen, att de tycker om att gå längs med staketet och längst ut ... och det är ju bra, att de inte jämt känner sig övervakade ... men ändå tryggt för personalen</p> <p><b>Gunnel och Ingrid:</b> Ja. Mm</p> <p><b>Första Reflektioner:</b>  Artikel 19 – skydda barn mot skada – men också stöda personalen så att det inte uppstår skador så lätt, med en säker omgivning så att de inte hela tiden måste vara på sin vakt   Artikel 28.2 – utmanande barn – Vi måst ifrågasätta våra förväntningar, om de är lämpliga för åldern, när de är två och uppskatta den enorma bredden på utveckling i denna ålder</p>
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<p><b>Fråga 6: Hur viktigt tycker du att det är för dig som vårdnadshavare att känna till Artiklarna (uttalanden) i barnkonventionen?</b></p> <p><b>Aline:</b> Hur viktigt tycker ni som vårdnadshavare att det är, att ni känner till dom här olika Artiklarna?</p> <p><b>Ingrid:</b> För mig så ... nog tror jag vi skulle ha ett live utan att veta om dom, om jag skall vara riktigt ärlig ... om man tänker på hur det är i vår lilla familj</p> <p><b>Aline:</b> Precis</p> <p><b>Ingrid:</b> Inte vet jag om vi berörs mycket av fast inte vi vet av den [Barnkonventionen]. Men sen om vi faktiskt behöver den så ...</p>
---

Jag förlitar mig på att jag får stöd/hjälp från rådgivningen, socialen om det behövs. Men till vardags "berör" det inte mig/oss.

**Gunnel:** ... om det är vid nån viss punkt som man ... jag tycker det skulle vara bara att veta om den

**Aline:** Så om livet går sin gilla gång, så känns det som om den inte behövs ...

**Gunnel:** Ja

**Ingrid:** Mm

1	2	3	4	5	6	7
Inte viktigt		Något viktigt		Viktigt		Mycket viktigt

1	2	3	4	5	6	7
Inte viktigt	X	Något viktigt		Viktigt		Mycket viktigt

**Aline:** Men kanske om det skulle komma en gupp i vägen, då kunde det vara bra att veta av den?

**Gunnel:** Ja

**Ingrid:** Ja

**Aline:** Eller kanske vet vem man kan vända sig till ...

**Gunnel:** Ja

**Aline:** Vem skulle ni vända er till?

**Gunnel:** Om det skulle vara nåt på dagis?

**Aline:** Till exempel, eller hemma ...

**Ingrid:** Om inte vi skulle ha ... jag skulle ta kontakt med dagis ifall vi har dagis rutiner

**Aline:** Ja, men om du inte har det

**Ingrid:** Då skulle jag kanske vända mig till rådgivningen ... eller nån typ av familje-arbete inom kommunen

**Aline:** Det är jätte intressant hur det kommer fram här i Finland ... hur man har mer samarbete mellan dom olika yrken ... dagvården och rådgivningen ... då måste dom också känna till den [Konventionen]

**Ingrid:** Mm

**Gunnel:** Ja (10:00)

**Aline:** At alla som jobbar med eller för barn borde ha kunskap [om Konventionen], ifall föräldrarna inte har det, att dom har det ...

**Ingrid:** ... att de kan ge lite information, eller vart man skall vända sig

**Aline:** Tycker ni som föräldrar att man har någonstans att vända sig till här i Finland?

**Gunnel:** Ja

**Ingrid:** Absolut. Det är en stor trygghet att veta att du kan med ett telefonsamtal ringa till rådgivningen och fråga om det är någonting du funderar över

**Gunnel:** Så kan hon sen ...

**Ingrid:** Så kan hon ge information ... att du kan ringa vidare om hon inte vet [Artikel 18.2]

**Aline** berättade om hur Barncentrum i England hade den rollen, att stöda föräldrar, men att ca 1000 utav de 3600 Barncentrum som byggdes upp av Arbetarpartiet nu har lagts ner av Camerons höger Regeringen, och att det är bara i fattig områden som de skall bli kvar, som om medelklasföräldrarna inte behöver stöd!

**Aline** berättade lite om systemet i England och hur det kom sig att hon tog ett barnrättsperspektiv som tillvägagångssätt på Barncentrumet hon jobbade på

**Gunnel:** En studerande, nu i höstas, som studerar till barnledare, var på daghemmet och hon kände till det här ... jag vet inte om det är nåt nytt ... det var en stor punk, när hon skulle skriva sitt arbete ... Barnkonventionen och alla lagar som gäller [[Artikel 42A](#)]

**Aline:** Vad intressant

**Ingrid:** Ja, jag var förvånad

Vi pratade om olika utbildningar inom småbarnspedagogiken och hur kunskapen om Barnkonventionen måste ha kommit in mer och mer inom de senaste 10 åren

--- identifierande information har utelämnats ---

**Gunnel:** Eller kanske det var att praktikanten hade själv valt att fokusera jätte mycket på det [Barnkonventionen] [[Artikel 3.3](#)]. Men nog var det också en punkt som skulle vara med [[Artikel 42A](#), [Artikel 4](#)]

**Aline:** Var gjorde hon sin utbildning?

**Gunnel:** XXXXXXXX

**Ingrid:** Barnledarlinjen (3 års utbildning man kan börja efter 9:an) som ger behörighet att jobba med barn mellan 0-13 år

**Aline:** Jag skall kolla på nätet och se om jag kan hitta vad som finns i deras läroplan

--- identifierande information har utelämnats (19:30) ---

#### **Första Reflektioner:**

"Det är en stor trygghet att veta att du kan med ett telefonsamtal ringa till **rådgivningen** och fråga om det är någonting du funderar över" [Artikel 18.2 – bistånd till föräldrar](#) – verkar verkligen fungera i Finland. Man vet vem man kan vända sig till

Nyutbildade inom småbarnspedagogiken får nu kännedom om Barnkonventionen under utbildningen – [Artikel 42A](#), [Artikel 4](#). Samtalet tog också fram hur de som jobbar med barn på församlingars dag klubbar också har en treårig barnledarutbildning – [Artikel 3.3](#)

#### **Kommentarer under första filmklippet**

**Aline** gav en inledning till de tre filmklippen ([35:00](#))

**Gunnel:** Jag sa åt min dotter att jag skulle gå och se ...

**Första klippet börjar med två barn som pusslar tidigt en morgon**  
(De är de enda barnen närvarande hittills)

**Aline:** Det jag tycker var så härligt, var den tid de hade, att sitta lugnt och leka

**Gunnel:** Ja

**Ingrid:** Mm

**Aline:** Vi får ju nästan alla barn in samtidigt

**Ingrid:** Vilket samarbete! [[Artikel 31P – 'social play' on the Social Play Continuum](#)]

**Gunnel:** Ja!

**Aline:** Verkligen (37:11)

Isabella leker ensam vid spegeln och pratar för sig själv, och till Aline, men det enda ordet Aline förstod var namnet på ett av barnen som hon tycker bäst om att leka med

**Aline:** Visst leker de ofta 'bara' parallellt men den vänskapen är ändå viktig

**Ingrid:** Jo visst, alltså nog är ju gemenskapen (~ togetherness) viktig även om dom inte leker där [mer avancerade] leken [Artikel 31P – lek och vänskap]

Olivia filmar och sjunger sången "*Kan du säga vem jag är*" och ber Aline sen att filma henne. Aline förklarar på filmen att hon ju precis gjort det och Olivia ser lite konfunderad ut. Olivia fortsätter att sjunga och på filmen kommer sen Stefan och ger Olivia djur för nästa vers. Gunnel och Ingrid var glatt överraskade.

På nästa klipp skriver och ritar barnen på mina block som jag har åt dem, som liknar mitt, men de vill också rita i mitt 'forskarblock'.

**Gunnel:** Ja, vad de kan!

Nästa klipp ser Isabella lite 'vilsen' ut. Erik har en jobbig vecka har inte haft lust att leka som vanligt.

**Gunnel:** Det är det jag brukar säga ... och jag brukar jämt få till svar ... dom [personalen] brukar säga, "*nej inte har de kamrater ännu i den här åldern*" ... men jag har känt samma att nog har vissa barn ju hittat varandra

**Ingrid:** Ja. Danny talar ju bara om William.

**Gunnel:** Ja, så jag tycker ju så, att har inte Olivia ...

**Ingrid:** Nog är dom kompisar, men kanske de [personalen] referera mer till att de leker inte ... de här lekarna, kan de inte

**Aline:** Nej, men att de har varandras närvaro är ju också viktigt (44:00)

**Gunnel:** Ja, absolut

**Ingrid:** Erik och Isabella vänder sig ju jätte mycket till varandra (vänskap och samhörighet – kan det komma under Artikel 15, Artikel 31P, eller anses som en ny Artikel?)

**Aline:** Precis, och då märkte jag att det var svårt för båda [barnen], under veckan som Erik inte hade en bra vecka ... och sen mot slutet av veckan så sa personalen "*det här är vår Erik*", som dom skrattade, gick hand-i-hand och var tillsammans, en helt annan liten pojke

### I nästa klipp "bakar" barnen snökakor ute

**Gunnel** berättade om en händelse när en av de små pojkarna ville ha en hink och spade, men han kom inte in i lilla huset för personalen hade satt hinder i vägen så barnen inte kunde komma åt sakerna, och sagt "*du får inte*" men då var han så självmotiverad han gick till andra sidan för att hämta de äldre barnens saker, och personalen på andra sidan förstod och sade inte ifrån, de förstod ju vad han ville ha

**Aline:** I den åldern, när man är 2, då har man ju inte språket

**Gunnel:** Nej, exakt, han försökte visa [Artikel 13 – yttrandefrihet genom uttrycksmedel som barnet väljer]

**Aline:** Ja precis

**Gunnel:** Att det här tar jag om jag inte får de andra

**Ingrid:** Jag behöver det här, nu

**Aline:** Ja, och det behövs nu [Artikel 29.1 (a) – resurser/leksaker tillgängliga eller inte]

### Nästa klipp var under lunchen

**Aline:** Att äta tillsammans var en viktig del av vardagen [[Artikel 3.2 – välbefinnande](#), [Artikel 29.1 \(a\) – rutin, tid](#)]

**Gunnel:** Mm

**Aline** kommenterade att i England finns nästan bara barnmöbler i daghemmen och personalen har ont i ryggen, så att se en blandning av möbler för vuxna och möbler för barn är positivt för de vuxnas välbefinnande

**Ingrid:** Mm

### Klipp med Olivia och Stefan när de läser på soffan i hallen

Stefan låter Olivia vända på bladen för det var hon som valt boken. **Gunnel** kommenterade att det var intressant att se att han satt lugnt och gjorde som Olivia ville, för det dom hör är inte alltid till hans fördel [[Artikel 2](#)]

**Gunnel:** Jag har förstått att från Olivia att de kommer ihop sig lite nu som då  
Mot slutet av det första video avsnittet sa **Aline** att hon tyckte det representerade en vanlig dag som hon upplevt det och undrade om de också tyckte det var som de uppfattade vardagen på avdelningen? Det tyckte både **Gunnel** och **Ingrid**

**Aline** förklarade att hon inte filmat om ett barn var ledsen för vem vill be filmad då? **Gunnel** och **Ingrid** höll med. **Aline** sade att vad som kom fram tydligt var att barnen hade tid att leka och vikten av vänskap. **Aline** kommenterade att precis som **Gunnel** hade nämnt så skulle det kanske behövas lite mer resurser eller leksaker, för när man är 2 så är det svårt att dela.

**Gunnel:** Jag har nog försökt att bjuda ut åt dem [personalen] men de ville inte ha mera saker, till exempel LEGO. Danny tycker ju om Duplo och LEGO

**Ingrid:** Mm

**Gunnel:** Och att de skulle kunna ha tågbanan med andra leksaker, men det tycker personalen inte ... men då skulle de kanske inte bråka över en leksak

**Aline** nämnde hon märkt att det bara finns en grön metallbil och det ledde till en kritisk händelse ('critical incident'), men det hade hon inte filmat för ett av barnen blev jätte ledsen när han inte fick den gröna bilen [[Artikel 3.2 – välbefinnande](#), [Artikel 29.1 \(a\) – tillräckligt med leksaker](#), [Artikel 31P – följa egna intressen i leken](#)]

**Aline:** Det finns också bara en handväska ... Erik älskar den ... alla barnen tycker om den ... det behövs mer än en så att det inte leder till konflikt

**Gunnel:** Ja absolut. Men det finns fler på andra sidan (3-5 åringarna). Kanske dom kan få en av deras ...

**Ingrid:** Från personalens perspektiv så tror jag nog att de är inrotade i det gamla sättet att tänka, och det som hör till en avdelning delas inte ...

**Aline:** Ja men barnets rätt till lek och fritid ... trettioettan ... om de har rätt till att leka, då måste dom få följa sina agna tankebanor och då är ju resurserna en del av det

**Gunnel:** Ja

**Ingrid:** Mm

**Gunnel:** I den nya lagen för småbarnspedagogik, så sa de på en kurs, att man skulle vara mer tillåtande ... på ...

**Ingrid:** på barnets eget initiativ

**Gunnel:** Till exempel, det var ett barn som ville ha stövlarna på då de lekte i hem leken, för han var inne i en lek och personalen lät honom göra det, men jag ser många som skulle säga "nej!"

**Ingrid:** Jag förstår nog, jag skulle nog också säga "*vi har inte skorna på inne! Sätt tillbaka dem.*"

**Gunnel:** Ja, "vart skall du med dom nu?" ... Det är tankesättet

**Ingrid:** Ja, det blir smutsigt ... Det är nog som

**Aline:** Man blir lätt inrutad [Artikel 3.3 – begränsande vuxna, Artikel 29.1 (a) – rutiner, Artikel 29.1 (a) – förväntningar]

**Ingrid:** Absolut och det blir jätte svårt att komma ur det

**Aline** nämnde när hon städat upp att när hon såg Duplo tagits från det ena rummet till Brio leken i det andra rummet och också tänkt att det inte hörde dit. Men varför inte kombinera?

**Gunnel:** Precis

**Ingrid:** Jag också. Jag har nog fått många tankeställare med att titta på det här ... att var sak har sin plats ... kör man ju på med.

**Aline:** Ja. Men måste det?

**Ingrid:** Nej, men när man städar så säger jag "var sak har sin plats" annars blir det ju huller om buller

**Aline:** Kaos

**Ingrid:** Kaos

**Gunnel:** Det är kanske det man är rädd för. Man vill ha den där kontrollen ... om man börjar tillåta allting så blir ju allting kaos [Dela makt mellan vuxna och barn genom att lyssna på barnen, Artikel 5 – i överensstämmelse med den fortlöpande utvecklingen av barnets förmåga, Artikel 12 – i förhållande till barnets ålder och mognad]

**Aline:** Å andra sidan, på slutet av dan tycker jag ändå att det är bra, att allt har sin plats, för när barnen kommer tillbaka nästa dag, då vet dom var de [leksaker] finns när dom vill leka med nåt

**Ingrid:** Ja

**Gunnel:** Mm

**Aline:** Men under dan, så kanske ...

**Gunnel:** Ja allt har ju sina sidor ... Kanske det är att man skall tillåta [mer] i leken, beroende på vad barnen har tänkt [Artikel 29.1 (a) – för att utveckla barnets fulla möjligheter, Artikel 31P – följa barns intressen]

**Aline:** Ja!

#### **Första Reflektioner:**

Att börja dagen med ett par barn, och inte alla på samma gång, gav en lugn och harmonisk start till dagen för de barn som måste vara där tigit [Artikel 3.2], och möjligheten att umgås mer intimt med ett annat barn [Ny tolkning av Artikel 15 – vänskap] eller den vuxna [Artikel 3.3].

Som i de två pre-school i England, så fanns det tydliga vänskaper mellan vissa barn här på daghemmet också – Isabella och Erik, Danny och William, Martin och Stefan – [Artikel 15 eller Artikel 31P – lek och vänskap] som gör att jag ifrågasätter uppfattningen om att vänskap (en bästa vän) utvecklas senare i barndomen, och att den vuxna är den viktigaste anknytningspersonen. Ibland tror jag det kan vara ett annat barn, ett barn som de varit tillsammans med på daghemmet sen de var riktigt små → [Ny Artikel X – samhörighet?]

Diskrimineras det kanske ibland mot vad man kanske anser 'stormiga' barn som är ofta pojkar? [Artikel 2]

Försöker personalen hjälpa barnen att komma överens eller reagerar de när bråk har redan brutit ut? [Artikel 3.3]

Bestämmer de vuxna för mycket utan att lyssna på barnen? Försöker man se hur barnen skulle vill leka med sakerna och låter dom gör dat [Artikel 3.3, Artikel 31P]? Hur mycket val har barnen? [Artikel 5, Artikel 12]? Till exempel blanda LEGO med Brio ... [Artikel 13 – följa barns intressen]



Att vara mer tillåtande enligt nya planen [Artikel 29.1 (a)]. Begränsat tänkande begränsar leken och därmed utvecklandet till fulla möjligheter

Som att leka med stövlarna på – motsvarande med mössan på i England som han inte fick, och då blev ledsen ... Vi behöver kanske lära oss att tänka om, att använda vår professionella kunskap men följa barns intressen mer [Artikel 3.2 – barns välbefinnande] → säger vi nej av gammal vana, för att man inte brukar följa barnens intressen? Följa barnens intressen, är det del av Artikel 12 och Artikel 13? Också frågan om "makt"

De nämndes att föräldrar kanske inte trodde de kunde bidra till forskningen, och inte kom till fokusgruppen för de trodde de inte hade mycket att komma med, vilket var synd

#### Kommentarer under andra filmklippet

(1:00:00)

Nästa avsnitt spelades fram med William och Danny som sagt att jag får filma dem. Pojkarna leker med bilar. Båda har titta på Aline lite skeptiskt när hon har filmat, tidigare på morgonen, men nu vill William filma, och Danny pekar på röda ljuset som blinkar när man filmar och säger: "rött ljus." På filmen förklara Aline hur det går till.

**Aline** säger att William och Danny har sin rutin på morgonen, då de kör från rum till rum [Artikel 15 – vänskap, Artikel 29.1 (a) – positiv rutin]

Aline sa att de äldre barnen som William och Olivia visade mer intresse för hur kameran fungerade och vill filma också. Danny visade mer intresse mot slutet av veckan, då han också ville filma

**Ingrid:** Haft tid att smälta lite

**Aline:** Ja, precis

På filmen kan man höra att Aline säger att om de vill att hon skall sluta filma så kan de säga "stop."

**Ingrid:** Är det därifrån Danny har fått "stop Mamma"

**Aline:** Kanske!

**Ingrid:** "Nej, stop! stop" säger han hela tiden

Barnen säger stop på filmen och Aline slutar filma, och börjar igen, då hon får lov – av och till.

**Aline:** Ja, man måste ju se om man kan lita på den där vuxna

**Gunnel:** ja ... kan jag påverka det här?

**Aline:** För mig var det jätte viktigt att barnen hade rätt as säga "nej" (1:04:26) [Artikel 12 – ge tillstånd]

**Ingrid:** Mm

**Aline** berättade om en lite flicka i England och hur hon valde att delta eller inte delta då hon såg Aline hålla i kameran genom att stå bredvid Aline för att inte bli filmad eller framför om hon hade lust. Aline nämnde att Danny alltid påpekade att det blinkade och var därmed medveten om att han blev filmad, så om han stannade kvar framför kameran betydde det att det var ok att filma honom.

**Gunnel:** Jag tycker absoluta att om man har föräldramöte att man skulle villa se en sån här snutt, det skulle vara bra. Jag har försök säga det till personalen, att de skall filma [Artikel 18.3?]

**Ingrid:** Ja

**Gunnel:** Man vill ju se hur deras dag ... vad de gör

**Ingrid:** Ja, jag tycker det är jätte intressant att se hur min pojke tyr sig och ter sig, och vad han gör

**Aline:** Precis

Filmsnutt av Olivia som ser sig själv på film och Danny och William i hallen som läser varsin bok, stående vid soffan, bredvid varandra

**Ingrid:** Så dom är så där mycket med varandra?

**Aline:** Ja, hela den veckan pratade on vänskap mellan tvååringar och **Gunnel** sa att hon frågat om det men bara får avvikande svar att inte har tvååringar bästa vänner på det sättet, men Gunnel sa att hon nog anat att nog kan tvååringar också ha 'bästisar.' **Aline** påpekade att personalen sagt att Danny och Williams vänskap är ganska ny.

**Gunnel:** Jag tror det är vad Olivia skulle behöva, hon ser så upp till de äldre ... för att komma bort från klösandet och bitandet [Artikel 19]

**Gunnel:** Daniel, som ju är finsk, kan jag tänka mig, inte kommer in i [leken] [Artikel 31P – behöver hjälp, Artikel 3.3]

**Aline:** Ja, och det intressanta är att han trivs bättre utomhus, så för honom är det så viktigt att de har den där utomhus timmen på morgonen och eftermiddagen

**Gunnel:** Ja

**Aline:** Där kommer han mer till sin rätta, och lekte mer tillsammans med de andra barnen

**Ingrid:** Mm

**Aline** kommenterade hur länge Danny koncentrerade sig på sin lek med Duplo bitarna och kaffekannan, vilket tålamod

**Ingrid:** Han [Danny] är med på mycket [hemma]. På källarprojektet sitter han med skruvar och muttrar och Pappas verktyg ... och springer och hamrar och kan hålla på hur länge som helst Danny kämpar med en kloss som inte vill komma ut den trånga öppningen, men ger inte upp

**Gunnel:** Nu skulle jag villa gå dit och hjälpa ...

**Ingrid:** När jag frågar om jag får hjälpa säger han "nej, stopp Mamma, bort"

**Gunnel:** för han vill själv

**Ingrid:** och då säger jag: "om du vill Mamma ska hjälpa så kommer du hit ... så säger du till"

**Aline:** Ja, precis, och det tycker jag är en stor skillnad med England, inte för att jag vill jämföra, men vi hoppar in och hjälper alldeles för fort. Det är nästan som om det är den vuxna som är i centrum i England ... som leder dagen, medans här tycker jag det mycket mera barnen som är i centrum.

**Aline** berättade om en händelse där personalen tittade på, och låtit barnet kämpa lite, och som sen lyckas på egenhand [Artikel 29.1 (a) – utveckling].

#### Första Reflektioner:

De äldre tvååringarna verkade vänja sig fort att jag filmade, men det var viktigt att ge de yngre tvååringarna mer tid att vänja sig vid både mig och kameran, och ta upp tillfälle att filma [Artikel 2 – skapa möjlighet, Artikel 3.3 – vuxna].

Lyssna på föräldrars önskemål – önskar se film snuttar för att få en uppfattning om hur deras barns vardag ser ut [Artikel 18.3?]

Hjälpa barn att komma in i leken är viktigt, särskilt om det finns en språkbarriär [Artikel 31P, Artikel 3.3]. Språkbarriären kan vara ett annat språk eller att egna språket ännu inte utvecklats

Tid att leka och lugnt forska hur världen fungerar [Artikel 29.1 (a)] och när nåt inte fungerar, att man som vuxen inte hoppar in för tidigt, så de kan få känslan av att ha lyckats [Artikel 3.2] – låta barnet kämpa lite så att de kan lyckas.

### Kommentarer under tredje filmklippet

Vid inledningen av klippet sa **Gunnel** att det var bra att Aline fick se det för det är inte så ofta de har sångstunden [**Artikel 29.1 (a) – hela gruppen**].

Danny ser ut att tveka lite och Aline undrade om det var att han inte ville bli filmad men sen såg han glad ut, så Aline fortsatte filma. William ler stort mot Danny, och dansar runt och märker också att lampan på kameran blinkar, men fortsätter sen att dansa. Aline tog det som samtycke.

**Gunnel:** Å, se som de håller varandra i handen [**Artikel 15 – vänskap**]

**Aline:** Ja, precis

**Gunnel:** De hör ju till samma [ohörbart] grupp också ...

**Ingrid:** Ja och så tror jag de har hitta varandra då de talar om Johnny Traktorn ... det är stor passion för båda två, för William xxxxxxxxxxxxxxxxxxxxxxxxxxxx och Danny har stort intresse för Johnny Traktor

När dom sätter sig ner för sångstunden så flyttar William sin lilla dyna så nära som möjligt till Dannys dyna. Erik ger Alice en dyna och sätter sin egen nära hennes. Den veckan hade Erik ofta sökt sig till Alice

**Gunnel** sa att personalen inte trodde att anledningen Erik varit så orolig den här veckan var på grund av att hans egenvårdare var på semester men både Gunnel och Ingrid trodde nog att det hade spelat en roll. Det och andra omständigheter denna vecka, plus att en främling (Aline) var där också till på köpet. Men Aline hade ju också hjälpt till, menade Gunnel [**Artikel 3.3**]

**Ingrid** pekade ut en situation där hon skulle ha separerat barnen som inte satt stilla [**Artikel 28.2 – värdig disciplin**].

Barnen satt i en grupp idag. **Aline** påpekade att veckan innan hade barnen suttit i en cirkel och då suttit mer stilla.

**Gunnel** undrade om de har sångstunden regelbundet men

**Aline** sa att det organiserats för henne, så hon fick se hur det går till när dom har dom.

**Ingrid** menade att när Maja är där så har de mer spontana sångstunder eller enligt

**Gunnel** sjunger mer med barnen vartefter, i leken.

**Ingrid** kommenterade att Danny började leka med dragkedjan till dynan. William började också leka med dragkedjan på hans dyna. **Gunnel** menade att om det varit 'normal' dag så hade pojkarna säkert blivit bedda om att sluta med det. Erik och Isabella sprang in i hem hörnan.

**Ingrid** tyckte det var intressant att se sångstunden från en annan synvinkel [från andra sidan av rummet] och hur mycket man missar när man är mitt upp i det.

**Aline** sa att innan hon började filma hade hon inte sett det enorma värdet av att filma vardagen och vad man kan lära sig pedagogiskt sett. **Ingrid** tyckte också att film som medium för att ha en dialog med personalen skulle vara jätte bra för vidareutbildning, mycket mera inspirerande än att sitta på en kursdag. **Gunnel** höll med.

Vi såg scenen då Mark kämpar med kuddarna och hur han till slut klara av det ensam. **Gunnel** påpekade att dom pratat om det och Alice hade sagt att om Aline inte hade filmat, så hade hon nog säkert ingripit tidigare.

Vi fortsatte diskutera värdet av att filma vardagen och använda det som startpunkt för en pedagogisk dialog

### Första Reflektioner:

Gunnel tyckte barnen kunde ha sångstunder tillsammans mer ofta [**Artikel 29.1 (a) – hela gruppen tillsammans**]. (Det sade en annan mamma också, i England)

Betydelsen av att veta barns INTRESSEN (**Artikel 29.1 (a) – eller en ny Artikel**)

Närvaro till ens vän eller anknytningsperson (**Artikel 15 eller en ny?**)

**Fråga 3: Vad är ditt intryck nu när du sett ditt barns vardag på daghemmet?**

(1:28:00)

**Gunnel:** Värde av att filma för att upptäcka detaljer som till exempel leken mellan barn

**Gunnel** sa också att hon hör hur det kan komma ihop sig [Artikel 19] mellan Olivia och vissa pojkar, och att sen se att de också kan umgås snällt var bra. Bilden hon hade var mycket mer negativ. Aline visste inte av det, så filmen återspeglade en spontan realitet vilket **Aline** tyckte var lyckat.

**Gunnel** berättade också att hon inte alltid informerats om beslut som tagits angående hennes dotter, som till exempel att hon nu har en liten sittkudde med piggar (sensory wobble cushion) så att hon är lugnare vid maten, men **Gunnel** visste inte ens av att det var ett problem, ingen hade sagt nånting [Artikel 18.2 – dialog]. Det är ju inget problem med att ha kudden, men man vill ju veta.

**Aline** sa att hon märkt att Olivia brukar sitta på knä, på stolen, men varför inte? Hon är ju bara två, inte kommer hon att göra det när hon är 20. **Gunnel** sa att det brukar hon göra hemma också men inte orkar man bry sig om all småsaker ... man väljer vad som är viktigt, man kan ju inte hela tiden tjata ...

**Aline** nämnde, som lärare, att i England brukade hon inte insistera att de små stannar vid bordet när dom slutat äta, och på det sättet försvinner dom här problemen av sig själv. **Ingrid** berättade om hur på ett annat daghem barnen får gå till ett annat rum och leka när de är färdiga.

Samtalet fortsatte om 'matproblem' på daghem på grund av vanor som kunde vara lite mer flexibla [Artikel 24.2, Artikel 29.1 (a) – rutiner].

**Första Reflektioner:**

Fråga 7 i England: Vad är daghemmet bra på?

Artikel 29.1 (a) – vad duktiga de är  
 Artikel 3.2 – trygghet, roligt, trivsamt  
 Artikel 12 – möjligheter till att bli sedd

Fråga 8 i England: Vad kunde daghemmet göra bättre?

Artikel 18.2 – Samtal med föräldrar  
 Artikel 19 – skydd barn mot till exempel barn som skuffar, biter etc. Artikel 29.1 (a) – mat rutiner

**Fråga 5a: Håller du med Artikel 5 som säger att det är en vårdnadshavares ansvar att ge ledning och råd så att deras barn lär sig att använda sina rättigheter när de växer upp? Förklara varför eller varför inte.**

Ja, i slutändan är det ändå föräldern som bär ansvar för sitt barn

För att få ett bra lednings sätt behöver man samarbeta. Alla kanske behöver lite stöd för att uppnå bästa resultat

**Fråga 5b: Vems uppgift borde det vara att informera föräldrar om Barnkonventionen och barns rättigheter?**

FN	NGO, enskilda organisationer	Regeringen	Alla vuxna som jobbar med eller för barn
Andra förslag:			

FN	NGO, enskilda organisationer	Regeringen	Alla vuxna som jobbar med eller för barn
Andra förslag:			

**Gunnel** poängterade att barn ofta inte kommer till daghem förrän de är 3 år och de som har varit hemma till treårsåldern, har varit till rådgivningen flera gånger innan

**Ingrid:** Å så fins de som börjar vid 6 år, på förskolan, så då har dom 6 år före de har nån kontakt med sina rättigheter

**Aline** undrade om det skulle vara en bra ide att ha en plansch på daghemmet även om man, som personal, med tiden blir lite 'blind' på planscher? För nya familjer vore den ju ny? Aline fick inget direkt svar

**Fråga 5c: Borde det vara daghemmets uppgift att prata med föräldrar om Barnkonventionen och barns rättigheter?**

Ja, fast barnrådgivningen kommer man i kontakt med tidigare

Broschyrer redan från rådgivningen – mödrarådgivning och barnrådgivning

**Första Reflektioner:**

Mycket viktig punkt som då hänger ihop med **Artikel 4** och **Artikel 42A**, att rådgivningen borde vara startpunkten för att berätta åt blivande föräldrar, om Barnkonventionen och att barn har rättigheter, med all annan information som föräldrarna får.

**Vad tycker eller tycker inte ditt barn om på daghemmet?**

**Aline:** Jag har frågat barnen vad dom tycker om, eller gör dom glada på dagis. Eller vad som gör dom ledsna, eller vad dom inte tycker om. Under 2 1/2 brukar dom ofta inte svara på en direkt fråga, så därför vill jag fråga föräldrarna.

**Aline:** Har Danny nånsin kommit hem och berättat om vad han tycker om på dagis?

**Ingrid:** Inget specifikt, som han sagt han gjort eller som varit roligt. Om jag frågar: "hur har du haft det på dagis?" så säger han: "roligt, dagis" [**Artikel 3.2 – roligt**]

**Aline:** Så han trivs?

**Ingrid:** Han trivs, och när jag frågar vad han lekt med så säger han lastbil och traktorn, att dom grävt i sanden. Han berättar nog bara det som är roligt. [**Artikel 29.1 (a) – leksaker**]

**Aline:** Det verkar som om (små) barn har lättare att uttrycka det positiva. I den här åldern har dom svårt att komma fram med nåt negativet. Men är det för vi försöker fostra det positiva och inte lyfter fram det negativa? Eller är det en utvecklings sak?

Är det nåt han sagt han varit ledsen över eller inte tyckt om?

**Ingrid:** Enda gången han rynkat på näsan var när William var ledig. William var inte på dagis.

**Aline:** Hans vän ...

**Ingrid:** ... hans vän var inte där ... när jag frågade vem han lekt med idag, sa han "*William var ledig*" [**Artikel 15 – vänskap ?**]

**Aline:** Ja, det såg jag på torsdags filmen, när William inte var där, att Danny lekte mer ensam

**Ingrid:** Mm

**Aline:** Han lekte, tittade på, och var bredvid andra barn, men hela hans kroppsspråk var annorlunda, inte som på filmen som du just såg ... vänskap i den här åldern är mycket viktigare än man tror

**Ingrid:** Ja som när Pappa förde Danny till dagis en dag, så sa William åt honom: "*jag har väntat hela morgonen på Danny!*" Han hade varit där i fem minuter ... han hade väntat en evighet

**Aline:** Precis

**Ingrid:** Men annars, nej inte kan jag tänka på nåt som han inte tycker om ... han tycker inte om vilan ... och andra barn har också sagt det [**Artikel 31R**]

**Gunnel:** Jag tänker att min dotter skulle behöva få vara med äldre bar, ha äldre barn som förebild ... för när hon är med de större barnen så inte vågar hon på samma sätt, som att bita ... då leker hon de lekar som de leker ... [**Artikel 29.1 (a) – personlig utveckling, Artikel 31P – med äldre barn, besöka varandra i de olika grupperna**]

**Aline:** Hon behöver en annan stimulans

**Gunnel:** Ja

**Ingrid:** Men hör det inte då till det här [barns rättigheter]? Har du inte rätt att kräva det, som förälder? Om man börjar se att hon behöver mera, så borde hon ju ha rätt till det

**Gunnel:** Om hon skulle kunna få mer stimulans

**Aline:** Artikel 3, barnets bästa borde prioriteras [**Artikel 3.1 – individuella behov inom gruppen, följa barnets intressen**]

**Gunnel:** Ja. Att dom skulle hitta nåt som hon skulle vara mer intresserad av

**Ingrid:** Att utvecklas mer av

**Gunnel:** Att dom skulle kunna låta henne komma över och leka nån gång [med de äldre barnen] som på morgonen till exempel, före morgonmålet, att hon skulle kunna leka en stund med de större flickorna, i stora rummet, som hon brukar villa då och då. Men då måste alla in på avdelningen. Där skulle de kunna tänka mer på barnets behov [**Artikel 3.2, Artikel 3.3**]

**Aline:** Ja, lärandet skall utveckla barnets individuella färdigheter [**Artikel 29.1 (a)**] och kanske hon inte är tillräckligt stimulerad mera ... så hennes färdigheter utvecklas inte som dom kunde

**Gunnel:** Ja

**Ingrid:** Mm

**Aline:** Åldersgränsen borde kanske vara lite mer flexibel och inte exakt tre

**Ingrid:** Olivia skulle klara det men jag tror inte att Danny skulle klara sig i en stor grupp.

**Aline:** Inte ännu

**Ingrid:** Men Olivia hon kunde

**Aline:** Tror du skulle kunna prata om det med ledningen?

Personliga omständigheter pratades om

Mer förståelse för individuella omständigheter behövs och att försöka göra det bästa av situationen istället för att skapa problem där det inte skulle behövas

**Aline:** Alla måste få vara individer (enskilda personer) för annars blir det ju nästan diskriminering – **Artikel 2**

Personliga omständigheter pratades om

**Ingrid** sa att det finns en viss brist på flexibilitet

**Aline:** Då borde kanske vila rutinen ifrågasättas? [**Artikel 29.1 (a) – rutiner**]

**Gunnel:** Ja

**Aline:** Jag föreslog ju en liten ändring och vi prova på det ... och det fungerade ganska bra ... med att ta det i två omgångar istället för alla på en gång ... jag lekte i hallen med barn som inte var lika trötta, så att dom som var trötta kunde

Rutinen diskuterades – alla tvååringar behöver inte sova, vila ja, men kanske inte sova

Rutinen med de äldre barnen pratades om också och hur man fortsätter med rutiner av vanesak men kunde tänkas om, som till exempel kort vilan

**Aline** vände sig till Gunnel och frågade vad Olivia tycker eller inte tycker om på dagis

**Gunnel:** Pappa frågar ju nästan varje dag då hon kommer hem. Vad har du gjort idag på dagis ... egentligen har hon inte sagt så mycket, men det har kommit upp att det har kommit ihop sig med ett par pojkar. Nån som har skuffat eller slagit ... [Artikel 19] men hon berättar ofta sin del [i saken]. Hon är så pass ärlig. När jag frågade om hon ätit nåt idag sa hon: "nä, jag satt bara och klotta", eller, om hon ätit bröd: "nä, jag smula bara sönder brödet". Så jag kan lita på att det hon säger är sant

**Aline** drog en parallell och föreslog at när barnen ibland skuffat eller slagit var det över en leksak som ett av barnen fortfarande ville leka med, och att ibland fel barn blir tillrättavisad

**Ingrid:** Leken var inte färdig

**Aline:** Nej, precis, därför måste små barns lek skyddas [Artikel 31P – skydda leken]. I den här åldern måste personalen vara engagerad för att skydda leken så kan man undvika många konflikter

**Gunnel:** Och vi har sagt åt Olivia att det är bra att hon kan stå på sig, och inte bara ta emot

**Aline:** Ja det är den där balansen ... och nåt som hon är glad över?

**Gunnel:** Jag vet inte att hon sagt nåt speciellt, men ibland vill hon inte komma hem för hon vill stanna och leka med Xxxxxx, en flicka som är ett år äldre ... som hon leker med på eftermiddagen [Artikel 15 – vänskap, Artikel 31P]

**Aline:** Ja, som hon leker med på eftermiddagen då båda grupperna kommer ihop?

**Gunnel:** Ja, och leka i hem leken på andra sidan ... men det är nog att allt är intressantare som du inte har hela tiden [Artikel 29.1 (a) – leksaker]

**Ingrid:** Mm, som inte är tillgängligt hela tiden

**Gunnel:** Studsmattan som finns i stora rummet (2:01:00)

**Aline:** Jaha

**Gunnel:** Tills för nån månad sen så delades de stora rummet. Måndag, tisdag ena gruppen och onsdag, torsdag den andra gruppen, men genom att 3-5 åringarna är nu en så stor grupp så behöver dom det här utrymmet varje dag, och därför har de tagit in rutschbanan istället för de små, i deras hall, så de har nånting.

Så jag har försökt säga att man kan byta ibland, att de skulle ha studsmattan också nån gång, men de sa nej

**Ingrid:** Men vi skulle nog som föräldrar säga, att de har nog rätt att vara i stora rummet också

**Gunnel:** Ja

**Ingrid:** Mm. Jag ska fråga om de får vara i stora rummet numera

**Gunnel:** Ja, fråga

**Aline:** Särskilt på morgonen eller eftermiddagen då det är mindre barn där, då skulle det vara ett bra tillfälle att kunna ha mer öppet mellan avdelningarna

**Gunnel:** Ja

**Ingrid:** Mm

**Gunnel:** Jag hade hört att när de äldre hade varit borta nyligen, så hade de små varit i stora rummet ... så vid några tillfällen ...

**Ingrid:** Mm, under sportlovet, på fredagen hade de varit tillsammans, och Danny sken upp då han fick hoppa på studsmattan och springa av sig helt

**Gunnel:** Ja, förr så var fredagen då de var tillsammans ... så fick de [yngre barnen] ju ha de äldre barnen som modeller, och de större fick lära sig att ta hänsyn till de yngre

**Aline:** Ja, precis

Vad brukar de små göra tillsammans? De är inne, och ute på gården ... jag vet att de gick till sportplanen för nån vecka sen ... vad annat brukar personalen göra med dom?

**Ingrid:** De talade ju om att de skulle gå till skogen igår, men jag vet inte om de gjorde det

**Gunnel:** De äldre gick igår, och jag frågade en personal om de inte brukar gå nå mera, för förr gick de ju, men hon sa nej, de kan inte gå nå mera för det är alltid nån som somnar i vagnen och när de kommer tillbaka så har ju den sovit färdigt, så när de andra ska och vila så är den inte trött och så blir det problem ... [Artikel 29.1 (a) – rutinen]

**Aline:** Hm ... 31:an rätt till vila när man är trött, och rätt till lek och fritid när man är utvilad ...

**Gunnel:** Som dom kämpade i höstas med ett barn ... men lägg honom och sova tyckte jag ... han var ju så dödstött, nej, och ett annat barn har också många gånger somnat, eller ett tredje som brukar ju somna vid matbordet ... så låt dom sova nu ... men då somnar de inte till vilan ... eller vaknar mycket tidigare än de andra då ...

**Aline:** Det är nog väldigt lika i England också, att rutinen tar över, rutiner som skall passa personalen [Artikel 3.3 – personalen]

**Ingrid:** det finns ju ställen där det inte finns kaffepaus eller där dom har den med barnen

**Aline:** Ja, en kan vara med barn som vilar, en med barn som inte vill vila, och en som går på kaffepaus

**Gunnel:** Ja de skulle gå, men de har haft så jobbig vila [att få barnen att somna], att man måste ha två på vilan, men man skulle kanske inte ha en då

**Aline:** Nej. Då måste man fråga sig: stämmer vilan? [Artikel 31R]

**Gunnel och Ingrid:** Ja

**Ingrid:** Nu när vi sitter och diskuterar det, ser jag hur olika daghem är. I Xxxxxxxx får dom sova när dom är trötta ... dom får äta senare ... maten sparas ...

**Gunnel:** ... det är mer som ett hem

**Ingrid:** Ja, det är mer som ett hem

**Aline:** Ja, när dom är tre plus, kan man börja försöka mer med rutiner och så ... men under tre, nog ska det vara mer som en hemmiljö

**Gunnel:** Ja

**Ingrid:** Mm

#### **Första Reflektioner:**

Vänskap och lek, vila (eller inte vila) och trygghet är viktigt för barnen enligt föräldrarna [Artikel 31, Artikel 3.2]

Man kanske känner att de små skulle ha samma rätt till utrustningar i stora rummet ...

Att ses som en separat individ men ändå del av gruppen, gemenskapen

**Personalen skall vara där för barnen**

[Artikel 3.3]



## Appendix 26

### Asking Children in Setting 1 what they like, makes them happy, or what they don't like, makes them sad

Child	Response 18.10.2016	P's and A's
<b>Liam</b>	Liam was very happy to go along with my suggestion of taking pictures of what he likes and does not like at pre-school. He took pictures of the home corner, and block area. Looked around and then took a picture of the painting area and playdough (in this order).	Participation <b>Article 12</b>
☺	Liam said he likes playing with the other Liam and Blake. He said he likes playing with conkers with Daddy, when he was looking around the setting, thinking, and seeing the conkers.	Provision <b>Article 29.1 (a)</b>
☺	Asking what he did not like in pre-school, he did not answer but looked serious. I got the impression he was thinking of something ...	Provision <b>Article 31P</b>
	The only specific object Liam took a picture of was the toy till in the home corner.	x
☺	Liam did not choose to go outside to take any pictures.	Provision <b>Article 29.1 (a)</b>
<p><b>Initial Reflections (27.7.2017):</b> In my film footage and observations, I have clips of Liam playing in the areas he mentioned, being highly involved when there.</p> <p>I also observed Liam joining areas where Blake was, possibly looking for him, and then joining in the activity or just playing in parallel <b>[Article 31P]</b>. However, Blake tends to seek out another friend, so I did not observe Blake looking for Liam, to play with.</p> <p>It is common that young children don't know how to articulate what they don't like, and there are speculations as to why (Williams, 2010), but the next day Mum told me that when they looked through the little book we had made together, Liam said that what he did not like was: "<i>Mummy going away</i>". This is in fact the case, as there are often tears at drop off time, <b>[Article 3.2]</b>, and Liam often asked me throughout the week: "<i>Mummy, yeah?</i>", needing to be reassured that Mum would come back soon <b>[Article 3.3]</b>. I think my inkling that he was thinking of something when I asked him what made him sad, may possibly have been in relation to this.</p> <p>Interestingly, Liam did not choose to spend much time outside, and the one day he did go out, he came to see what I was doing, but then stayed outside to play too. Mum also mentioned that he does not like playing outside when at pre-school.</p> <p>Mum also told me he has a favourite song; he loves moving and dancing to <b>[Article 31CA]</b>. The day it was played at whole group time, he was so pleased and enjoyed joining in <b>[Article 29.1 (a) – develop to fullest potential]</b>.</p> <p>Relationships and resources seem important to Liam.</p>		

Child	Response 18.10.2016	P's and A's
<b>Luke</b>	Luke ignored my questions about showing me and taking pictures of what he likes at pre-school, and just continued playing, each time I tried to talk to him about this. He would look up at me, stop for a second, look at me quite neutrally, and then return to his playing.	Participation <b>Article 13</b> Silence
x		
<p><b>Initial Reflections (27.7.2017):</b> Luke and I had a very good relationship, unlike with Alex, who seemed a bit hesitant in my presence at times, so I took Luke's lack of response to mean that he was not interest in the questions I was asking him <b>[Article 13 – non-verbal communication]</b>.</p> <p>Interestingly, as he does not use many words to communicate, I thought this may have been an alternative way he may have like to communicate in, but he was not interested <b>[Article 3.1]</b>.</p>		

Child	Response 19.10.2016	P's and A's
<b>Alex</b> x	When I asked Alex, if he wanted to show me, and take pictures of what he likes at pre-school, he gave me a flat: "no."	Non-Participation <b>Article 12</b>
<p><b>Initial Reflections</b> (27.7.2017):</p> <p>I was wondering if he did not want to show me what he liked in pre-school because he did not know me well enough yet, so I asked his key person to ask on my behalf, which she happily did a bit later. Alex again gave a definite: "no" when asked by his key person if he would like to show her what he liked a pre-school.</p> <p>Since we were not interrupting him in his play or in any way trying to take him away from something important that he was in the middle of, his answer to me meant he was not interested in answering the question.</p>		
<b>Alex</b> ☹	Later in the morning, when we were playing together in the home corner, I asked Alex if there was something he did not like at pre-school and he answered very emphatically: "Xxxxxxx" another child.	Participation <b>Article 15?</b> Provision <b>Article 31P</b>
<p><b>Initial Reflections</b> (27.7.2017):</p> <p>Alex's key person, who overheard our conversation, said it was interesting that he said that, as the two boys often seek each other out, even though it often ends in conflict [<b>Article 3.2 – tears</b>]. I had observed this on two occasions too.</p> <p>Alex's key person was curious about Alex's answer so she took the opportunity a bit later to asked him again, what he likes at pre-school, and I overheard him again saying that he does not like Xxxxxxx, rather than answer the positive question.</p> <p>Relationships seem to matter to Alex.</p>		

Child	Response 18.10.2016	P's and A's
<b>Blake</b> ☺	Blake was happy to take pictures with me of what he likes playing with.	Participation <b>Article 12</b>
☺	Inside he said he likes cars, and took pictures of vehicles in the small world area.	Provision <b>Article 29.1 (a)</b>
☺	Blake said he loves playing with Xxxxxx, but as Xxxxxx was not in today, we took a picture of a picture of Xxxxxx, which Blake thought was amusing.	Participation <b>Article 31P</b>
☺	Blake also chose to go outside, and took a picture of the planks and wooden crates outside.	Provision <b>Article 29.1 (a)</b>
☹	Blake said he did not like playing in the mud kitchen or with water.	Provision <b>Article 29.1 (a)</b>
<p><b>Initial Reflections</b> (27.7.2017):</p> <p>I had observed Blake playing with vehicles on most days he came in and also seen how happy he was on the days when his good friend was in and he could play with him [<b>Article 3.2</b> and <b>Article 31P</b>].</p> <p>In my observations I have also noted that Blake does not choose to play in the mud kitchen but prefers to play with the crates and planks on the turfed area.</p> <p>A close friend, places and toys seem important to Blake.</p>		


## Appendix 27




### Asking Children in Setting 2 what they like, makes them happy, or what they don't like, makes them sad

Child	Response 23.11.16 am	P's and A's
<b>Adam</b> x	I asked Adam, if he wanted to take a picture for me of what, or who he likes playing with at nursery. He gave me a flat: "no!"	Participation <b>Article 12</b>
<p><b>Initial Reflections</b> (20.9.17): Non-Participation – as an aspect of <b>Article 12</b> and <b>Article 13</b> if non-verbally.</p> <p>As Adam is only just two, I decided I would carry out observations, to find out what he likes or does not like in the setting, interpreted through his experiences instead of direct questions.</p>		
Child	Response 23.11.16 am	P's and A's
<b>Bella</b>  ☺	<p>When I asked Bella what she likes playing with at nursery, she looked at me, then down at the car she was holding in her hand and said: "cars", but did not want to take a picture. I suggested she could take a picture of cars with the camera, but instead of taking the camera I was handing her (and also after suggesting we could take a picture together), she kept holding up the basket with the metal toy cars in, showing them to me, for me to take the picture.</p> <p>I later asked her again if she wanted to take pictures for me of what she likes playing with and make a book like my self-made book. We looked through my A-5 book made of card with my chosen photos glued in. She enjoyed looking through it and I asked if she wanted to make one like it of the things and people that make her happy at nursery. She looked at the car she was still holding, at my camera and back to me but did not say anything.</p> <p>Reading her body language and hesitant facial expression I took to mean "no" even if she didn't say it, so we went on to play with the car instead.</p>	<p>Provision <b>Article 29.1 (a)</b></p> <p>Participation <b>Article 13</b></p>
<p><b>Initial Reflections</b> (20.9.17): She did not mind showing me the cars, she likes playing with but did not want to join in with the activity I was suggesting – Non-Participation, non-verbally, <b>Article 13</b>.</p> <p>Bella did not seem comfortable with direct questions so I decided to observe her instead of putting her under the pressure to answer verbally again. Nina asked me how things were going and I said the children did not seem interested in my activity so I was reconsidering using it at all. Nina suggested using the PECS cards they are used to communicating with to elicit responses.</p>		
Child	Response 23.11.16 pm	P's and A's
<b>Bella</b>  ☺	<p>After Bella woke up from her nap, I asked her if she wanted to play a game with me about what she likes and does not like at nursery. She agreed, with a nod and a smile. I asked Bella the questions, handing her the PECS cards to post in either a box with a happy face or one with a sad face. Bella posted all the cards in the sparkly "yes" box.</p> <p>I asked her who she likes playing with and she said: "Jessica".</p>	<p>Participation <b>Article 13</b></p> <p>Provision <b>Article 31P</b></p>
<p><b>Initial Reflections</b> (20.9.17): Participation <b>Article 12</b> and <b>Article 13</b>, as she chose to participate when offered a different way.</p> <p>We had the idea (Nina and I) to create 'posting boxes', as Nina said the children love posting games and are used to playing them. I thought this was a good idea. I therefore put a happy face ☺ on one of the existing posting boxes and a sad face ☹ on the other, to post familiar picture in, of resources and activities.</p>		

I realised quickly that Bella said “yes” to almost all the cards, barely looking at them, and did not answer to some of the cards, but she posted them all in the sparkly box that happened to be the “yes” box! So, this activity was not working out.

What Bella did respond to was that resources like the toy cars [Article 29.1 (a)] and her friend to play with [Article 31P] were important to her, as also noted in my observations.

Child	Response 23.11.16 am	P's and A's
<b>George</b>  	When I asked George what he likes at nursery, he walked away and I thought he had not understood my question, or did not want to respond. But he came back with a book and planted himself in my lap, wanting me to read it with him.	Provision Article 29.1 (a) Protection Article 3.3
<b>Initial Reflections</b> (20.9.17): Participation – Article 13 – as George has special needs, a different way of communicating and understanding him is necessary  George loves to read with an adult – Article 3.3, see observation notes, and I therefore took this to mean he answered my question, that he likes reading with an adult. He speaks in ‘his own language’, using his own sounds and occasionally includes single words too.  Resources linked to his interest – Article 29.1 (a)  For George, adults to be with [Article 3.3] and books in particular [Article 29.1 (a)] are important.		

Child	Response 23.11.16 am	P's and A's
<b>Chris</b>    	Chris happily chatted to me about what he likes and does not like at nursery  Chris answered he likes playing with cars and trucks, playing with the animals and playing with Andy  Chris said he did not like it: “when Andy stepped on my hand”	Participation Article 12  Provision Article 29.1 (a) Participation Article 31P  Protection Article 19
<b>Initial Reflections</b> (20.9.17): Resources linked to his interests – Article 29.1 (a) – to build on to develop to his full potential  Friends to play with – Article 31P – as in the previous setting Chris enjoys a child’s company and Ollie is seeking Chris for company but not sure at times how to join in the play, needing an adult [Article 3.3] to help him develop his social skills as well as guiding him on how to respectfully join in  Even if it was an accident, Chris pointed out he does not like to get hurt.  Chris is a very articulate child who happily talks to adults and confidently articulated his likes and dislikes, a close friend to play with [Article 31P], interesting resources [Article 29.1 (a)] and to feel safe from getting hurt [Article 19].		
	Response 23.11.16 pm	P's and A's
	Chris also said: “when Ollie is sad.” Ollie had been unsettled and cried when he was woken up from his nap today.	Protection Article 3.2
<b>Initial Reflections</b> (20.9.17): Showing empathy towards another child in the group [Article 3.2], the child who is trying to engage with him regularly but not quite sure how, shows there is possibly a connection there that could be developed, with the help of a pedagogically sensitive adult [Article 3.3].  Chris does not like being hurt or seeing someone else upset, and able to articulate this. Although he was an older two-year-old, at 2y 9mths, this is still quite mature, being concerned for a member of the group [Article 15?].		

	Response 25.11.16 pm	P's and A's
☺	"Playing with cars and trucks"	Participation Article 12
☺	"Playing with Alex"	Provision Article 29.1 (a)
<b>Initial Reflections:</b> This is what he had said two days earlier but today he did not have an answer for what he does not like, maybe because nothing upsetting had happened today that unsettled him? This is interesting, as Casas <i>et al.</i> point out, children live very much in the moment, so answers need to be seen very much in context, in the here and now.		






Child	Response 23.11.16 am	P's and A's
<b>Ollie</b>	I ask Ollie if he would like to film something he likes playing with. He says: "yeah".	Participation Article 12
☺	I ask: "what shall we film?" "Cars" says Ollie. We film a car and then he wants to stop the filming and presses the buttons.	Provision Article 29.1 (a)
	Response 23.11.16 pm	
☺	We are looking through PECS cards that staff use for helping the children to make choices, with the two posting boxes in front of us. As Ollie said: "cars" and handed me the card, I pretended to post it in the box with the sad face on, and he called out "no", took the card from my hand and placed it in the box with the happy face on	Provision Article 29.1 (a)
<b>Initial Reflections (20.9.17):</b> Like Bella, Ollie posted all the cards in the 'happy bowl', however, in Ollie's case it could be an indication that he does enjoy all that is on offer in the nursery, as at this point I was using two identical plain plastic bowls, one with the happy face on and the other with the sad face on, so there was not a question of one being more attractive than the other. He also pointed out when I was about to post it in the wrong bowl.		
	Response 25.11.16 pm	P's and A's
☺	Ollie replies, trucks, school bus, cars today. He also said: "home, cars" and "trucks, home"	Provision Article 29.1 (a)
x	When I ask him what he doesn't like or what makes him sad, he does not answer.	
<b>Initial Reflections (20.9.17):</b> I understand this to mean he also likes playing with them at home.  Ollie did not express a dislike, although he was upset with the routine at times, see observation notes, when he had to stop mid-flow, what he was doing.  The resources like the vehicles seem to be important to Ollie [Article 29.1 (a)].		

Child	Response 25.11.16 am	P's and A's
<b>Jessica</b> x	Jessica is in the home corner. I show her my 'Happy and Sad' book. We look through it, and I ask her if she would like to make her own special book like mine. She walks away to find a basket. I take that as a no.	Participation Article 13
	Response 25.11.16 pm	
☺	I ask Jessica: "who do you like playing with, who is your friend at nursery?" she answers: "Bella" with a big beaming smile.	Provision Article 31P
x	When I ask: "what do you like playing with, she answers: "Don't know"  When I ask her what makes her sad, she gives me an answer, but I'm not sure I heard right as she seems to have said: "Teddy" which surprises me as she loves her special comfort toy. I ask	

⊖	again and she says a bit louder, with a very grave face, looking at me and then down: “ <i>Teddy, take away</i> ” and after a little pause says: “ <i>pasta</i> ”	Protection <b>Article 28.2</b>
<p><b>Initial Reflections</b> (20.9.17): Participation – <b>Article 12</b></p> <p>She was referring to the two upsetting incidents this morning when she had been told off and punished by her Key person, see Observation notes.</p> <p>What seems to be the most important to Jessica at the moment is to be able to play with her close friend Bella [<b>Article 31P</b>], a friendship that is mutual as noted by Bella’s response above.</p>		

## Appendix 28

### Asking Children in Setting 3 what they like, makes them happy, or what they don't like, makes them sad

Child	Response 13.3.17	P's and A's
<b>Isabella</b> 	Isabella is holding a car in her hand while she is eating. She loves vehicles according to staff, but this car in particular, that she does not want to let go of while eating this morning.	Provision <b>Article 29.1 (a)</b>
<b>Initial Reflections (10.7.18):</b> When I speak to Isabella, she seems to understand me even though I cannot understand her special language that in fact her parents also struggle to understand as it is a mix of their home language and her own.  This car seemed like a comfort object to her. Interestingly I had always thought of a comfort object as something soft and cuddly but she also at times wanted to take it to bed with her, at naptime. As she has got limited language, I take the staff comment as an indication of something that is important to her in the setting. See reflections below.		
Child	Response 14.3.17	P's and A's
	Although she has not got language we understand, I did make out the word "Erik" in her string of words when I asked her what she likes in the setting. This could have been in answer to my question but as I was not sure, I asked again a bit later and again understood the name Erik.	Provision <b>Article 31P</b>
	She also very demonstratively held up her favourite car to the lens of the cameras, and looked through the camera to film it with me.	Provision <b>Article 29.1 (a)</b>
<b>Initial Reflections (10.7.18):</b> When I asked, I had not seen them engage much, as Erik had been so unsettled lately, so I did not know to understand her comment in this way, but I was to experience the bond between them on several other occasions later on.  The importance of this little car also became apparent as the week progressed.		
Child	Response 14.3.17	P's and A's
	Isabella walks up to me where I am filming and speaks to me in her own language, gesticulating she wants me to film the wooden dog she is pulling on a lead.	Provision <b>Article 29.1 (a)</b>
<b>Initial Reflections (10.7.18):</b> I was to see her play with this wooden dog a lot and using this toy as a lead in, to playing with Mark. It was one of her favourite toys but not with the same intensity as the little car, that I would consider a comfort object. However, as we had talked about favourite things at 'dagis' I believe, she was referring back to my question of what she likes in the setting, when she pulled the toy dog up to me, to film it.		
Child	Response 14.3.17	P's and A's
	Isabella wants me to film the car again, and a toy horse that she also likes playing with, before she goes on to get dressed to go outside.	Provision <b>Article 29.1 (a)</b>
<b>Initial Reflections (10.7.18):</b> Isabella asked on several occasions for me to film the little car or to film it herself.		
Child	Response 14.3.17	P's and A's
	Isabella wants to understand the process of filming, as I was trying to film her, so we explore the camera and film others together.	

<b>Initial reflection</b> (10.7.18): I got the feeling she just wants to film, rather than particular children, but she filmed children rather than objects, and children rather than adults.		
Child	Response 15.3.17	P's and A's
	Isabella wants me to film her car.	Provision <b>Article 29.1 (a)</b>
<b>Initial Reflections</b> (10.7.18): As above		
Child	Response 16.3.17	P's and A's
	Olivia, Danny and Isabella, are all 3 interested in the filming. When Isabella sees me filming, she asks me to film the dog, which I do.	Provision <b>Article 29.1 (a)</b>
<b>Initial Reflections</b> (10.7.18): The car and the dog are important toys to Isabella – <b>Article 29.1 (a)</b> as is playing with Erik, to whom she has a special bond <b>Article 31P</b> .		

Child	Response 15.3.17	P's and A's
<b>Danny</b>	Danny films [Erik and] William at the table. Danny says: " <i>blinkar</i> ".	
<b>Initial Reflections</b> (10.7.18): William is his best friend he loves playing with <b>Article 31P</b> , so I don't believe it was a coincidence he filmed him when asked what makes him happy at dagis.		
Child	Response 17.3.17	P's and A's
x	Danny just looked at me not answering when I asked him the direct questions.	
<b>Initial Reflections</b> (10.7.18): I spoke to Danny with his best friend present so he would feel safe, and also started by talking to William. Danny listened with attention as he often does, but did not respond.		

Child	Response 17.3.17	P's and A's
<b>William</b>	Shows me the ambulance he loves playing with when I asked him what he likes playing with in the setting. He also showed a large tractor, the toy his close friend Danny often plays with.	Provision <b>Article 29.1 (a)</b>
☺	When I ask him what makes him happy in the setting, he says without hesitation: " <i>Danny!</i> "	Provision <b>Article 31P</b>
☹	When I asked him what makes him sad he answered: " <i>jag ledsen</i> "	Protection <b>Article 3.2</b>
<b>Initial Reflections</b> (10.7.87): Saying " <i>jag ledsen</i> ", I take to mean he does not like being sad, whatever it is that triggers it, such as his friend Danny not being there on some days or having to wait for Danny to arrive for what seems like an eternity, as Danny's Mum recounted.  What seems important to William is to be able to play with Danny <b>Article 31P</b> and to have their favourite vehicles to push around together <b>Article 29.1 (a)</b> .		

Child	Response 14.3.17	P's and A's
<b>Olivia</b>	Olivia asks me if she can film. She films: <ul style="list-style-type: none"> <li>Erik playing with a 3-D puzzle in the hall</li> <li>'Babblarna', favourite fictional characters of many children in Finland growing up in the past 10 years</li> <li>Stefan playing with a red ball</li> </ul>	Provision <b>Article 31P</b>  Provision <b>Article 29.1(a)</b>



**Initial Reflections (10.7.17):**  
It is interesting Olivia chose to film Erik and Stefan as they often clash, and it could easily be thought that they don't get on. However, they are all three strong characters and drawn to each other, maybe for that reason [Article 31P].

Child	Response 17.3.17	P's and A's
☺	Answers to what do you like and who do you like playing with, with the word: " <i>Mamma</i> ", as her Mum sometimes stays.	Provision Article 29.1a Protection Article 3.3
☺	When Olivia came to me to read a book together, I asked her a direct question: " <i>do you like to read in the setting?</i> " And she said yes, which is what I had observed as well.	

**Initial Reflections (10.7.18):**  
I did not feel it was "*putting words in her mouth*" as she is a very articulate child who speaks her mind freely and would have said no if she did not agree.

Knowing she may enjoy reading not just for the story but the closeness to the person reading with her, as you read together, made me link this to Article 3.3.

Olivia was the only child who actively asked to be filmed, but she was also the most interested one to understand the filming process, so we got quite involved.


Child	Response 16.3.17	P's and A's
	Stefan shows a fleeting interest in filming, and films Olivia. He quickly hands the camera back to me and I show Olivia the footage on the small screen. She recognises herself and says: " <i>te e Olivia</i> ".	

**Initial Reflections (10.7.18):**  
Interestingly Stefan filmed Olivia he has been in my opinion particularly attentive to her the last few days, handing toys, sharing, reading together ... maybe it is a budding friendship even if they occasionally clash as they are both strong personalities [Article 31P].



It appears that most children under 2 years and 6 months in this study do not respond to direct questions on what they like or don't like or what makes them happy or sad, either in Finland or England.

## Appendix 29

### Asking Children in Setting 4 what they like, makes them happy, or what they don't like, makes them sad

Child	Response 28.3.17	P's and A's
<b>Emma</b>  	<p>I asked in Swedish but got no answer, so I asked in Finnish: "<i>Mikä on kiva päiväkodissa?</i>" and she answered:</p> <ul style="list-style-type: none"> <li>"Auto" – I think she is referring to the sit-on cars outside as I had not seen her play with cars indoors. Outdoor affordances.</li> </ul>	<p>Provision <b>Article 29.1 (a)</b></p>
<p><b>Initial Reflections (9.4.17):</b>  As I believe direct questions are difficult for children under 2½, and Emma is only just two I asked important adults in her life the question:</p> <p>Eva (educator) said about Emma:</p> <ul style="list-style-type: none"> <li>Plays well and Elisabeth added she loves 'rough and tumble' play</li> <li>Likes to play with Ken who has great imagination</li> <li>There is nothing she really dislikes</li> <li>Does not like to be helped, if you help by mistake, she will get angry</li> </ul> <p>It appears people are important, educators <b>[Article 3.3]</b> and children to play with <b>[Article 31P]</b> to Emma, and the resources she can use to have fun with her friends like the sit on vehicles outdoors <b>[Article 29.1 (a)]</b>.</p>		

Child	Response 28.3.17	P's and A's
<b>Mia</b> x	<p>She says she likes Mum (holding a toy phone in her hand), talking into the phone.</p>	
<p><b>Initial Reflections (9.4.17):</b>  Eva (educator) said about Mia:</p> <ul style="list-style-type: none"> <li>Loves small world play like Mumin</li> <li>Dares a little more now. Used to hold on to the lamppost outside for the whole of the outdoor playtime for the first 6 months she was there, but still does not like 'rough and tumble' play, shies away from it said Elisabeth (educator)</li> </ul> <p>It appears friends are important to Mia although she often played on her own with the Mumin set <b>[Article 29.1 (a)]</b> and outside as well, joining in if the play was not too boisterous <b>[Article 31P]</b>.</p>		

Child	Response 28.3.17	P's and A's
<b>John</b>   	<p>Asking what makes him happy at <i>dagis</i> [daycare]:</p> <ul style="list-style-type: none"> <li>Likes playing with the cars</li> <li>Me [Aline] – John likes adult company I have been told</li> </ul>	<p>Provision <b>Article 29.1 (a)</b>  Protection <b>Article 3.3</b></p>
<p><b>Initial Reflections (9.4.17):</b>  When asked what makes him sad at <i>dagis</i> he said: "<i>yesterday</i>" but I do not know what he is referring to, so I asked what happened. John pointed to the beds but did not say anything more. I presume it was in relation to naptime.</p> <p>Eva (educator) said John loves:</p> <ul style="list-style-type: none"> <li>Books, reading</li> <li>Pyssla</li> <li>To be with adults "<i>the ladies</i>"</li> <li>Happy talking</li> </ul>		

- Playing outside with Xxxxxxxx
- Eva said John is drawn to Billy but they often clash.

Being with children [Article 31P] and adults [Article 3.3] seems important to John, Communicating with them [Article 12] especially when reading together [Article 29.1 (a)]. As Mum said and I observed, he did not like being pushed [Article 19].

Child	Response 28.3.17	P's and A's
<b>Billy</b> x	Did not respond to my direct questions.	
<p><b>Initial Reflections</b> (9.4.17):</p> <p>Elisabeth (educator) said about Billy:</p> <ul style="list-style-type: none"> <li>• Billy likes to move, run, jump, and 'rough and tumble' play – outdoor affordance</li> <li>• He gets easily frustrated if something does not work out and then kicks and screams</li> </ul> <p>It appears friends are important, being together in a group, especially outdoors [Article 29.1 (a) – outdoor affordances and Article 31P]. That is where he seems to be in his element.</p>		

The children in this setting did not film objects, only each other and the educators.

## Appendix 30

### Semi-structured Interview Schedule

#### Semi-structured Interview Schedule with Staff

##### Research Purpose:

To develop a greater understanding of how the *UN Convention on the Rights of the Child* can be used as a frame of reference in early childhood

##### Personal Information

Name:
Job title and Qualifications:
Additional Relevant Information:
Contact details for sending transcripts to:

#### INTERVIEW QUESTIONS (IQ)

##### OPENING:

Purpose of conversation, structure of questions and my motivation

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##### PERSONAL KNOWLEDGE

**IQ 1a:** Tell me what you know about children's rights.

**IQ 1b:** Have you had any formal training on the children's rights?

**IQ 1c:** How familiar are you with the 54 Articles of the Convention? Briefly introduce the document itself and summary sheet of the 54 Articles and the 5Ps, to get back to later.

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##### PROFESSIONAL PERSPECTIV

**IQ 2a:** Do rights and the Convention document inform policies in the setting?

**IQ 2b:** Do rights and the Convention document inform your planning?

**IQ 2c:** Are there any articles you think are particularly important in the early years? (Look at summary sheet of the 54 Articles and the P's)

**IQ 2d:** What rights do you think you or the setting might want to look into more?

**IQ 2e:** Do you use rights respecting language with the children?

**IQ 2f:** Do you support parents in developing their understanding of rights? (Article 5) Do you think it should be part of your role in the setting?

**IQ 2g:** In the bigger picture, if all adults are seen as duty bearers, what do you think your role is? (Look at document on *Rights Holders and Duty Bearers*)

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### CHILD PERSPECTIVE

**IQ 3a:** What rights do you think are important to the children in your key group? (Look at summary sheet of the 54 Articles and the P's)

**IQ 3b:** How are children supported in exercising these rights?

**IQ 3c:** Can you see occasions where rights may be in conflict, and how you would deal with it?

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### SETTING PERSPECTIVE

**IQ 4a:** How do you evaluate practice and provision? Do you use audit tools like ECERS, ITES, ECAT or any other tool?

**IQ 4b:** Do you evaluate children's rights in the setting in a similar way?

**IQ 4c:** Would a children's rights audit too be useful?

1	2	3	4	5	6	7
Not useful		Somewhat useful		Useful		Very useful

**IQ 4d:** Can you see any benefits in more openly working with the Convention with children, staff and parents?

**IQ 4e:** Can you see any drawbacks from working more openly with the Convention?

**IQ 4f:** Taking all we have discussed into account, what does a good *Rights Respecting Setting* look like to you, compared to one that does not have a rights-based approach?

**IQ 4g:** How important do you feel an explicit rights based approach to early childhood provision is to promoting positive outcomes?

1	2	3	4	5	6	7
Not important		Somewhat important		Important		Very important

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### CLOSING:

**IQ 5a:** Is there anything you would like to add?

**IQ 5b:** Do you have any questions you would like to ask me?

Thank You!

## Appendix 31

### Interview 1

Transcript from recorded interview, 14 October 2016

I: Interviewer Aline Cole-Albäck

R: Respondent R1 Karen, Setting 1 England

Link		Conversation
<b>Chat leading up to interview:</b>		
Aline asked Karen if she wanted to read the questions first before starting the interview, which she did, feeling more comfortable knowing what would be asked.		
Aline briefly talked about her motivation for doing this research and why children's rights are important to her.		
Karen was interested to know what Aline was hoping to achieve with her research and she explained how she wanted to make the UNCRC more accessible by translating each Article into practice that practitioners could relate to and use in day-to-day practice.		
Karen felt that it would be helpful as sometimes we have opinions about things that are not necessarily in the best interest of the children, so if you have something [a manual] that prompts you she felt it would be good.		
Promotion	R1:	I would really like to discuss it more, cause I don't think I've ever see this [pointing to a copy of the UNCRC]. I would like to discuss it more to see what we can do to promote it
	I:	My children were teenagers before I even knew they had rights
	R1:	I know they have rights, of course they do, everybody has rights, as the country we live in, everybody has rights Article 42A, but I've never heard that there was a Convention of rights for children
	I:	I got up to graduate level [studies] before I found out
	R1:	It should be more available [Article 42A, Article 42C]
	I:	I agree
<b>Initial Reflections:</b>		
The government is not realising Article 42 and their duty to make the Convention widely known to adults and children alike		

Link		Conversation
<b>Interview Question 1a: Tell me what you know about children's rights.</b>		
Promotion	R1:	They [children] have rights, just like everyone else does. That's the country that we live in like I said. Everybody's got rights. Even if they are small. And some know they have rights and some don't [Article 42C]
<b>Initial Reflections:</b>		
<i>"some know they have rights and some don't"</i> — how do we engage with that injustice?		

Link		Conversation
<b>Interview Question 1b: Have you had any formal training on children's rights?</b>		
	I:	So, from what you've said you have not had any formal training on it [rights], so during you training, the <i>Convention on the Rights of the Child</i> was never mentioned?
	R1:	I'd never heard of it

Conversation around **Interview Question 1b** continued ...

**Initial Reflections:**

Early years courses are not systematically including the Convention in their training, yet students on these courses are employed in the maintained sector, and as such government employees who could be seen as moral duty bearers - [Article 42A](#)

Conversation around **Interview Question 2a: Do rights and the Convention document inform policies in the setting?**

**Initial Reflections:**

If senior leadership or graduate staff know about the Convention and children's rights, but do not explicitly refer to them, this is a missed opportunity for more junior staff to learn about it. It would be interesting to find out why the Convention is not referred to in CPD.

Conversation around **Interview Question 2b: Do rights and the Convention document inform planning?**

**Initial Reflections:**

Early years provision as a highly regulated service, yet children's rights do not openly inform this regulation of provision

Conversation around **Interview Question 2c: Are there any articles you think are particularly relevant in the early years?**

**Initial Reflections:**

The Articles – *"They could all influence a practitioner"* – Mentioned [Article 3.2, 6, 9, 12, 22, 29.1 b\), 30, 42](#)

[Article 9](#) mentioned in particular

*"I'm not sure we have an education system that really actively ... develop a child's respect for human rights and fundamental freedoms"* – [Article 29.1 \(b\)](#)

Seeing staff as moral duty bearers, to make the Convention widely known to adults and children alike, in line with [Article 42](#) – to be able to fulfil [Article 29.1 \(b\)](#)

Conversation around **Interview Question 2d: What rights do you think you or the setting might want to look into more?**

**Initial Reflections:**

Not sure ... Time needed to unpick each Article and what it means personally and professionally → talk to management and ask them if it would be a good idea to hand out information in advance

Link		Conversation
<b>Interview Question 2g: In the bigger picture, if all adults are seen as duty bearers, what do you think your role is?</b>		
Participation <a href="#">Article 12</a>  <a href="#">Article 5</a>  Participation	I:	How do you feel about Article 5, parents have a responsibility to direct and guide their children in exercising their rights?
		Technically, as employed by the state, as a state employee through the county, they [the Committee of the Rights of the Child] say that we should be supporting parents in learning how to guide their children [in exercising their rights]
	R1:	Wow, ok
	I:	How would you feel about doing that?
	R1:	I feel that parents make decisions for children and children are not necessarily actually involved in making decisions about their lives
		I mean parents do have a right to say what's right for their child. But do they necessarily talk about it with their child and get their views and opinions? Not necessarily. I don't think so. I think decisions are generally made for them, in their

Protection Article 3.1	R1:	best interest [Article 3.1]. It would be good to get parents to recognise there are rights for a child as well
Participation Article 17	I:	I don't know if a two-year-old would be able to ... they can express their views and opinions [Article 12], but would it necessarily be in their best interest what they are thinking? Parents generally make decisions for them
	R1:	But like you were saying, maybe it would be nice to have ... choices ...

Conversation around **Interview Question 2g** continued ...

**Initial Reflections:**

*"It would be good to get parents to recognise there are rights for a child as well"*

Thinking in relation to evolving capacity

Choice out of respect Article 13 and Article 17, or choice as a positive behaviour management tool Article 28

Drawing on personal experiences, empathy

Recognising the implicit realisation of some rights in practice

Conversation around **Interview Question 3a: What rights do you think are more important to the children in your key group?**

**Initial Reflections**

Articles 12-16, 19, 23, 29.1 (a)

Participation Articles mentioned in particular

Layout and environment, furniture supports privacy

? Disempowering to have senior staff stepping in to deal with bigger behavioural Links, than being trusted to deal with them?

Link		Conversation
<b>Interview Question 3b: How are children supported in exercising their rights?</b>		
Participation	I:	Now that you have breezed through these [rights], how do you think children are supported in exercising their rights?
	R1:	It's allowing them freedom of speech and freedom to feel how they feel [Article 12]. If they are angry, it's acknowledging: " <i>oh, you're angry</i> " and allowing them to express themselves really [Article 13]. Recognising ... coming to a solution with them. So, talking about it with them ... giving them choices [Article 5, Article 17], how they can solve things. Yeah, it's giving them choices ... Article 17. Acknowledging a child when they have something to say. It's making sure you are listening
<b>Initial Reflections:</b>		
Participation Articles mentioned		
<i>"Acknowledging a child when they have something to say. It's making sure you are listening"</i> – active, respectful listening – Article 12, Article 3.3		

Conversation around **Interview Question 3e: Can you see occasions where rights would be in conflict, and how you would deal with it?**

**Initial Reflections:**

*"I don't know. It's putting the child first, so you would probably not get in conflict with a child. At the time they are more important than your view or opinion is, I think [Article 3.1]"*



Conversation around **Interview Question 4a: Do you use tools like ECERS, ITES in the setting?**

**Initial Reflections:**

Management carry out auditing → top down

Conversation around **Interview Question 4c: Would a children's rights audit tool be useful?**

1	2	3	4	5	6	7
Not useful		Somewhat useful		Useful		Very useful

Conversation around **Interview Question 4d: Can you see any benefits or drawbacks in working more with the Convention?**

**Initial Reflections:**

"it's very personal"

"That's why people might get confused", not knowing the distinction between rights, needs and wants

Important to make it relevant to parents if we want them on-board

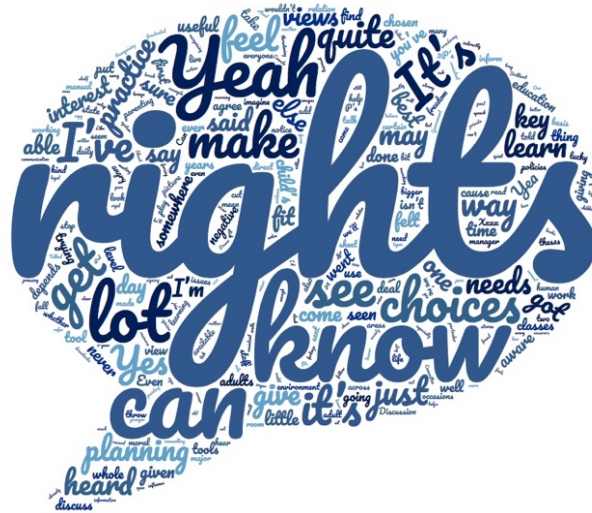
Link	Conversation	
<b>Interview Question 4f: Taking all we have discussed into account, what does a good <i>Rights Respecting Setting</i> look like to you, compared to one that does not have a rights-based approach?</b>		
Provision	<b>R1:</b>	Maybe structure. If you went into a setting and they were very structured and you [children] have to go along to do activities, forced to do things. Even something simple like hand painting and printing. If you have to force a child, by pressing on their hands, that is forcing a child to do something they may not necessarily want to do [Article 12]. But allowing a child to explore a place, and find out things for themselves, would be better. I mean, you do have to have structure throughout the day, daily routines like lunch time at certain times and singing time that you have to incorporate in the day but everything else they can just follow their interests [Article 29.1 (a)]
Participation		
Provision		Like the Montessori approach, where the child has to do something over and over again until they've got it, how is that in the rights of a child? I don't agree with that approach. That is in a way child abuse " <i>you are going to sit here and do this. Until you've done it, you are not going to do anything else</i> ". I don't agree with that. They might learn what you're wanting them to learn, but then again, why are you wanting them to learn this? It should be what they want to learn. It is quite rigid
		I'm all for learning through play. So, just go and play, and we'll see where it takes us, and we'll learn as we go along [Article 31.1P]
Provision		Talked about practice this morning, e.g. if children are allowed to move resources from one area to another
<b>Initial Reflections:</b> Questioning routines Questioning why an activity is done		

Conversation around **Interview Question 4g: How important do you feel an explicit rights-based approach to early childhood provision is to promoting positive outcomes?**

1	2	3	4	5	6	7
Not important		Somewhat important		Important		Very important

**Initial Reflections:**  
*"I would like to learn more about theses [Articles]. I would like to pick them apart and see how we can incorporate them within a setting"*

Karen kept summary sheet



# Appendix 32

## Interview 2

Transcript from recorded interview, 18 October 2016

I: Interviewer Aline Cole-Albäck  
R: Respondent R2 Mary, Setting 1 England

Issue	Conversation
<b>Chat leading up to interview:</b>	
Aline introduced the structure of the discussion and acknowledge that they had already had an informal chat about the research and as such Mary knew the background and motivation for it.	
Mary's talked about her background and how she became involved in ECEC.	

<b>Interview Question 1a: Tell me what you know about children's rights.</b>		
<b>Interview Question 1b: Have you had any formal training on the children's rights?</b>		
<b>Interview Question 1c: How familiar are you with the 54 Articles of the Convention? Briefly introduce the document itself and summary sheet of the 54 Articles and the 5Ps, to get back to later.</b>		
Promotion	<b>R2:</b>	Children's rights was introduced to me when I did my course [Article 42A]
	<b>I:</b>	You actually came across it during your course?
	<b>R2:</b>	Yes, I did
	<b>I:</b>	Where did you do it?
	<b>R2:</b>	Xxxxxxx. It was introduced there and there were some sessions on it. So I am aware of the Convention and we got handouts and had sessions discussing it. So, it is known to me. Obviously from your reaction, it is not always the case
	<b>I:</b>	No. Exactly!
Promotion	<b>R2:</b>	That is where I first came across it. It was fascinating, it opened your eyes to all the elements of ... [Article 42A]
	<b>I:</b>	So you are familiar with the 54 Articles?
	<b>R2:</b>	Yes
	<b>I:</b>	You're the first one
	<b>R2:</b>	In child format, the one with the giraffe on the side [Canadian]
		Aline held up a copy of the actual Convention and Mary said the one she knew was the child friendly version. Aline Introduced her short A4 summary
	<b>I:</b>	So did you come across the 3 P's as well?
	<b>R2:</b>	No, what's that?
Classification		Aline explained the common 3 P's classification
	<b>R2:</b>	No, that wasn't mentioned. It didn't go that far

Conversation around **Interview Question 1a** continued ...

### Initial Reflections:

First interviewee who had prior knowledge from a course Article 42  
With more knowledge, a variety of more complex classifications may be useful

Issue		Conversation
<b>Interview Question 2a and 2b: Do rights and the Convention document inform policies in the setting?</b>		
Protection	<p><b>R2:</b> Yes, there is the standard one, the respecting children's rights policy</p> <p>I would say it informs our practice more than our policies. It's heavily involved in my practice ...</p> <p>Everything that we do has to be right for children [Article 3.1] ... which is not necessarily right for adults. Our setting is very child centred. The focus is on the needs of the child. That is difficult sometimes but that's the policy ... it's hard work [here] sometimes because it is so child orientated.</p> <p><b>I:</b> That's at the core [of practice]</p> <p><b>R2:</b> Yes, we've got a [inaudible] for children and that underpins what we do</p> <p><b>I:</b> A, sorry what?</p> <p><b>R2:</b> A place for children. Someone came in here and said once: "<i>this is a place for children</i>". And it is actually. Yes it's had work for adults sometimes because it is so child orientated, adults don't necessarily find that easy, but it is for children</p> <p><b>I:</b> But the document itself would not be one you have on the shelf and you would draw on? See how it could guide you?</p> <p><b>R2:</b> No [--- Identifiable comment left out ---]</p> <p><b>I:</b> But [implicitly] in the planning</p> <p><b>R2:</b> Yes</p>	
<p><b>Initial Reflections:</b> Can there be such a thing as too child centred?</p> <p>To do what is right for children and focusing on the needs of the child, may implicitly align with a rights based-approach</p> <p>UNCRC as an addition, that could be worked with more if or when everything else is working well</p>		

Issue		Conversation
<b>Interview Question 2d: What rights do you think you or the setting might want to look into more?</b>		
(18:20) Protection	<p><b>I:</b> What about as a setting as a whole, are there any other [Articles] that are relevant?</p> <p><b>R2:</b> I suppose number 3 is the one I'd always put at the top, the best interest of the child is a primary consideration. We are going to fight for a child. [--- Identifiable comment left out ---] in the best interest of the child, the right thing. But we're always going to have the child at the best of our hearts</p> <p>Conversation drew on the situation of one particular child and choice of school that is best for him. Aline mentioned how great it was that Mum could have that conversation and be guided in her choices. Mary said they have a very good rapport, honest dialogue, with most parents and how the home visit is the starting point for this dialogue</p> <p><b>R2:</b> Everything's got to be in the best interest of the child at the end of the day. That's our job. That's what we're here for</p> <p><b>I:</b> What I didn't know of as a parent was that we as parents have a responsibility to ... pointing to Article 5</p>	

**Initial Reflections:**

Professionals seen as expert in what is best for children **Article 3.1**, The need to relate Articles to existing practice

Conversation around **Interview Question 2g: In the bigger picture, if all adults are seen as duty bearers, what do you think your role is?**

**Initial Reflections:**

The conversation took on a different direction to the question and became more about how to implement some rights

Give parenting tips – **Article 18.2**, **Article 29.1 (a)**

Promote each child as an individual and understanding the importance of choice and listening to the child – **Article 12**, and Article 13 I would add

Showing respect towards children – **Article 2**

**Article 29.1 (a)** talks about developing respect for others and the environment, but it does not mention respecting the child itself (?)

Educating parents about child development issues – opportunity to bring in rights too?

Issue		Conversation
<b>Interview Question 3a: What rights do you think are important to the children in your key group?</b>		
		Aline introduced her A4 summary sheet and asked Mary to think about her key children in relation to this question
Protection	<b>R2:</b>	I [inaudible] hugely that a child has a right to life and development [ <b>Article 6</b> ]. Trying to get child development across is absolutely huge. Because we know we are taking a lot of 2-year-olds that are funded so they are coming here with a low starting base, so actually getting that development
Protection <b>Article 2</b>		A lot of the children are funded ... they have a right to develop [ <b>Article 29.1 (a)</b> ]
	<b>I:</b>	Yes
Protection		Mary talked about the importance of going on home visits to get to know the child's family and background, to be able to understand the support needed for each individual child and family [ <b>Article 18.2</b> ], not to judge a family but to understand them
Participation	<b>R2:</b>	Home visits are important for getting it right from the start
Participation Provision		What else do we have? The right children have to express their own views [ <b>Article 12</b> , <b>Article 13</b> ]. We talk all the time. Our children are encouraged to talk. The way our key groups are done at lunchtime, we want conversations [ <b>Article 29.1 (a)</b> ]
	<b>I:</b>	Yes, it's lovely the way the adult [key person or as they call it here in the setting: key carer] stays with the children, eating together
	<b>R2:</b>	Two-way communication flowing all the time
Participation Provision		Also, <b>Article 15</b> , meet with other children and be outside in a group, we put a lot of emphasis on outside play ... we have forest school ... the outside play is equally important. Not enough children are getting enough fresh air. And there is too much cotton wool around that one as well ...
		<b>Number 29.1 (a)</b> . Education shall develop a child's abilities to their fullest potential. Every child should have the fullest opportunity to succeed. [----- Identifiable comment left out -----]. I want all of them to do brilliantly. I know I've never sent a child [to school] with ELGs across the board, they are going to be up and down (they are going to be up and down), but we are going to find a child's key strength and develop that to their fullest potential. I love that about us, that we actually give them their full potential
	<b>I:</b>	And how do you do that?
Protection <b>Article 2</b>	<b>R2:</b>	

Provision versus Protection	R2:	It is getting to know the children's individuality. Everyone is an individual to us. They're not ever forced to do anything in groups if they really don't want to. It is encouraging them. Finding their strengths
Provision		Conversation continued about a particular child
Provision		Obviously you've got all the protection ones, but I think it's the education ones that are more important while being well aware of protection issues
Protection		<p>I always like <b>number 31R</b>, the right to rest ... trying to teach the children that down time is ok, that's why we have that session at the end. Cause sometimes life is full on, over stimulating children, not able to rest without a person [adult] there</p> <p>A member of staff has been reading this week about not having an adult by your side to have down time, so she has been telling Mums to back off a bit [<b>Article 18.2</b>]. It's an interesting one to try and teach, that you actually don't need an adult all the time that rest is good. Some Mums have various activities all the time after pre-school. I couldn't do it, so I feel sorry for the children</p> <p>Those are probably the biggest ones, thinking about my key children</p> <p>I think I have a special influence with <b>number 9.3</b>, staying in contact with both children. I do have some on mine [key children] that have split up, once at pre-school, so I have to keep that conversation going</p> <p>Conversation continued relating this to a particular child, to make sure Dad is still part of her life, and another child where they have no information about the father</p>
<b>Initial Reflections:</b> "Home visits are important for getting it right from the start" – an opportunity to talk to the parents about approach such as rights based approach? Structuring the environment to support talking and listening (Elizabeth Jarman's Communication Friendly Spaces – <b>Article 12</b> , <b>Article 13</b> , <b>Article 17</b> ) Talking – but are we listening? <b>Article 12</b> <b>Article 15</b> , being outside in a group, can be seen as the right to outdoor experiences		

Conversation around **Interview Question 3c: Can you see occasions where rights would be in conflict, and how you would deal with it?**

<b>Initial Reflections:</b> Education of the family about what is best for their child mentioned in interview: outdoor play, appropriate clothing, right to stay in contact with both parents → <b>Article 3.1</b> , <b>Article 5</b> , <b>Article 24</b> , <b>Article 9</b>  Voicing the child's point of view, speaking up for the child, best interest principle <b>Article 3.1</b> . The notion of parents staying if it is in the best interest of the child only – difficult to judge – should parental needs/anxieties possibly weigh equally?  Do relationships to parents influence what is being discussed or how things are discussed with parents? Do some parents (children) therefore possibly miss out since there are no general parent evenings?
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Conversation around **Interview Question 4a: Do you use tools like ECERS, ITERS in the setting?**

<b>Initial Reflections:</b> Dipping in and out of tools, picking what is topical  Discussing my tool/manual: <i>"The difference with your is it is coming from a child's perspective"</i> as opposed to quality from an environmental perspective
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Conversation around **Interview Question 4b: Do you evaluate children's rights in the setting?**

<b>Initial Reflections:</b> No
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Conversation around **Interview Question 4c: Would a children's rights audit tool be useful?**

1	2	3	4	5	6	7
Not useful		Somewhat useful		Useful		<b>Very useful</b>

Conversation around **Interview Question 4d: Can you see any benefits or drawbacks in working more with the Convention?**

<p><b>Initial Reflections:</b>  Some parents said: "<i>what, they've got rights?</i>" when informed about this project  Tailoring a rights-based approach so it is accessible to parents, and staff for that matter, so it does not feel threatening</p> <p>Show staff and parents how much of practice is already rights-respecting but more clearly identifying and openly linking it to a particular philosophy/ethos</p>
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Issue		Conversation
<b>Interview Question 4f: Taking all we have discussed into account, what does a good <i>Rights Respecting Setting</i> look like to you, compared to one that does not have a rights based approach?</b>		
(47:14) Protection	<b>R2:</b>	The view of the adults. The adults have got to be there, wanting the best for children [Article 3.1] and respecting the children which is why good practice is modelled [by senior educators]  [--- Identifiable comments left out ---] discussing good practice, and the importance of regular staff meetings [--- Identifiable comments left out ---]
Protection Article 3.3	<b>R2:</b>	If adults put themselves first, putting strange views first ... come with baggage ... It is the view of the adult that is going to make it right for the child [Article 3.3]  Identifiable comment left out
	<b>I:</b>	Yeah. It does
	<b>R2:</b>	We went on to talk respectful practice and the importance of modelling it. Mary also brought up children's independence and how important it is to the setting to nurture this  Identifiable comment left out
(51:10)	<b>I:</b>	Doing snack time sitting on your hands was used as an example of how adults can encourage children's independence by verbally supporting them but refraining from being too helpful  So, independence is another word that's coming up [frequently]
<p><b>Initial Reflections:</b>  Adult ethos, view of the child paramount Article 3.1  Fostering independence as a facet of a child's right to development Article 29.1 (a)</p>		

Conversation around **Interview Question 4g: How important do you feel an explicit rights based approach to early childhood provision is to promoting positive outcomes?**

1	2	3	4	5	6	7
Not important		Somewhat important		<b>Important</b>		Very important

<p><b>Initial Reflections:</b>  "<i>I don't think it's the top most important thing we have to do</i>"  A tool to influence opinion and the status of children in society</p>
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**Initial Reflections:**  
The concept that recurred was child-centeredness, or what is best for children, rather than the term 'children's rights'. Using this language to introduce the Convention to parents and staff may make children's rights seem less threatening and more 'friendly'

The concept that recurred was child-centeredness, or what is best for children, rather than the term 'children's rights'. Using this language to introduce the Convention to parents and staff may make children's rights seem less threatening and more 'friendly'





# Appendix 33

## Interview 3

Transcript from recorded interview, 19 October 2016

I: Interviewer Aline Cole-Albäck

R: Respondent R3 Hannah, Setting 1 England

Issue	Conversation
<b>Chat leading up to interview:</b>	
Aline gave a brief introduction.	
Hannah and Aline chatted about how both 'ended up' in an early years profession.	
<b>R:</b> I couldn't do anything else ... it's got to be a vocation, whether you realise it or not, until you're in it, and then you suddenly think, yes this is what I want to do and it feels right. I could not, not do it now	
<b>Initial Reflections:</b>	
Ending up in childcare, in a roundabout way, as is possible in England, makes it all the more important to have a strong vocational route into the profession that is firmly based on explicit values, whether rights-based or not. The purpose of education and care needs to be explicit and understood by people working in the field.	

Conversation around **Interview Question 1a: Tell me what you know about children's rights.**

<b>Initial Reflections:</b>
<i>"So, we can turn it around so that we can still get what we need and what the child needs, without [the child] realising it"</i>
Choice as an aspect of <b>Article 5</b> and <b>Article 17</b> – Knowing what is in the best interest of children but giving them information to make a good decision, <u>but are they given the information why, or just the choices?</u> If a child says no to two choices adults may have to make the decision, in the child's best interest, e.g. changing nappies regularly – <b>Article 3.1</b>
Home visits, home learning tips as aspects of <b>Article 18.2</b> . Interesting use of media for this purpose, as many parents are part of the new social media generation
Can a setting be too child centred, disadvantage the adults working in a setting?

Conversation around **Interview Question 1b: Have you had any formal training on the children's rights?**

<b>Initial Reflections:</b>
Training institutions not fulfilling CRC recommendations to make the Convention widely known to adults, and adults working with children in particular <b>Article 42A</b> and <b>Article 42C</b>

Conversation around **Interview Question 1c: How familiar are you with the 54 Articles of the Convention?**

<b>Initial Reflections:</b>
<i>"England hasn't actually adopted it, have they?"</i>
Hannah - P's classification makes sense
Lack of dissemination, <b>Article 42A</b> → how can we carry out our duty as moral duty bearers if we lack the knowledge?

Conversation around **Interview Question 2a: Do rights and the Convention document inform policies in the setting?**

**Initial Reflections:**

*"The Convention probably not"* - children's rights are implicit in some policies and guidance.  
I am cynical as I don't assume the Government and other supporting organisations give a full and honest picture as they are driven by individuals and their own personal or organisational agendas

Conversation around **Interview Question 2c: Are there any Articles you think are particularly important in the early years?**

**Initial Reflections:**

Article 3, Article 29.1 (a), Article 12 – one from each of the 3 P's

Conversation around **Interview Question 2d: What rights do you think you or the setting might want to look into more?**

**Initial Reflections:**

Article 3.2, Article 29.1 (a)

Conversation around **Interview Question 2f: Do you support parents in developing their understanding of rights? (Article 5) Do you think it should be part of your role in the setting?**

**Initial Reflections:**

Rights language may feel scary → using P's not dumbing it down  
Child development is a primary consideration. Other aspects are secondary, such as a rights-based approach

Reservations to a poster

Working with rights later as parents aren't ready right now → when will they be?

Working with rights would mean an 'extra', an additional burden right now  
"what do you need first?" → I would contend a strong value base, ethos comes first

Implicit approach seems to be preferred → a real need to show how a rights-based approach need not be seen as an add-on

Conversation around **Interview Question 2g: In the bigger picture, if all adults are seen as duty bearers, what do you think your role is?**

**Initial Reflections:**

Dissemination still seems to depend on individual commitments rather than a systematic national, county, or professional sector approach – Article 42A and Article 42C – and implementation Article 4

Conversation around **Interview Question IQ 3a: What rights do you think are important to the children in your key group?**

**Initial Reflections:**

*A child has the right to be protected against all forms of violence, abuse and neglect [Article 19]*  
*A child with a disability has a right to actively participate [Article 23] Article 34 goes without saying*

Article 16 (came up in next question) Article 19, Article 23, Article 34 – 3 Protection and 1 Participation Article mentioned

To make it accessible/relevant, look at specific children in a key group to start with?

Conversation around **Interview Question 3b: How are children supported in exercising these rights?**

**Initial Reflections:**

*"We are giving them choice. At this age it's all about choice. And then being heard [Article 12]. It's us listening to them. And we do" = Article 12, but must not forget Article 13*

Privacy [Article 16] key carers only changing the nappies

Wales – Participation = Having a voice [Article 12], having a choice [Article 17]

Conversation around **Interview Question IQ 4a and 4c: Do you use audit tools like ECERS, ITERS, ECAT or any other tool? Would a children's rights audit too be useful?**

1	2	3	4	5	6	7
Not useful		Somewhat useful		Useful		Very useful

#### Initial Reflections:

It was suggested that a rights-based audit tool, or audit tools in general, might be more useful for settings with poorer practice, as a guide to improve, but not necessarily for outstanding settings. But, with high staff turnover, maybe tools are just as relevant?

This is assuming an 'outstanding' label is good enough, with or without a rights-based approach as rights are implicit in the EYFS?

But could 'cherry picking' from various tools maybe create more confusion and fragmentation than benefit?  
Do we risk losing sight of the bigger picture?  
A tool needs to be user friendly!

Issue	Conversation
<b>Interview Question 4d and 4e: Can you see any benefits or drawbacks in more openly working with the Convention with children, staff and parents?</b>	
Protection	<p><b>R3:</b> Parents are just not aware of it at all. Some it will just confuse. Even if it is broken down more. That could be a drawback. Often our first job is getting child development [knowledge] in place and explaining the curriculum we are working to</p> <p>Hannah talked about how some parents see them as babysitters but that they are <i>educators</i></p> <p><b>R3:</b> That is where we are trying to inform the parents. Through that the rights of the child is coming in anyway [implicitly] [Article 18.2]</p> <p><b>I:</b> So is it a question of not overloading them [parents]?</p> <p><b>R3:</b> Yes! Not overloading anybody like new staff who have to learn routines, children's names, procedures ...</p> <p><b>I:</b> When you've had staff for longer?</p> <p><b>R3:</b> Yes. We have 15 minutes [CPD] every day</p> <p><b>I:</b> So possibly, it could be a question of timing or it can be a drawback?</p> <p><b>R3:</b> Yes. I think so</p> <p><b>I:</b> So, with time, the benefit would be that you are building on a solid foundation?</p> <p><b>R3:</b> Yea, and it's just adding to that knowledge. Because you can't put depth straight in. You've got to learn depth over time. And that's the same for parents</p>
Provision	<p>If you've only got a child coming in when they are fully funded at three, if they are borne in August, you have three terms. You've got 38 weeks to get all that information into them. Whereas if you have a child on two-year-funding, you can have them for nearly two years, over two years. You get so much more into them [Article 29.1 (a)]. And you can, because parents will have greater knowledge ...</p> <p>So it also depends on the length of time you have the children ...</p>

Protection Participation		<p>And how well you bond with them. I know that some children don't necessarily bond with their key carer, and we will go choose another one, swap the key groups. Because that child has chosen [Article 3.3, Article 12]</p> <p>If a parent doesn't get on with a key carer, we can change or it will be another of us that does the communication</p> <p>This conversation led Aline to mention she had seen the 'out boxes', boxes for communication to parents.</p> <p><b>R3:</b> There are three start times and five pick up times. We fit in around parents. We are very flexible</p> <p><b>I:</b> Parents must be very pleased</p> <p><b>R3:</b> We are mega flexible. We try to fit around the children and what the parent's needs are. We're open from 0:00-0:00 and we've got children doing those hours</p> <p><b>I:</b> That's a very long day for little ones. That's why I really like your quiet time after lunch ... their right to rest and play ...</p>
Provision Article 18.3		<p><b>R3:</b> And any child that comes in we celebrate their culture as well [Article 30]. If we have a Chinese child, we celebrate Chinese New Year. If we haven't got a Chinese child we don't celebrate it, as it doesn't mean anything to the rest of them. Yeah, we always do Christmas, we do Easter to a degree, but we are not going to make 20 Easter cards, all the same. We have resources they can use and it is up to the child</p>
Provision		
<b>Initial Reflections:</b> An implicitly approach may respect children's rights but not in supporting parents to guide their children in exercising their rights in accordance with Article 5, as many parents don't have this knowledge		

Conversation around **Interview Question 4f: Taking all we have discussed into account, what does a good *Rights Respecting Setting* look like to you, compared to one that does not have a rights based approach?**

**Initial Reflections:**

*"It would be a setting where anyone and everyone feel welcomed. And that they would be able to learn to the best of their ability, they will be heard ..."* [Article 29.1 (a), Article 12]

Conversation around **Interview Question 4g: How important do you feel an explicit rights based approach to early childhood provision is to promoting positive outcomes?**

1	2	3	4	5	6	7
Not important		Somewhat important		<b>Important</b>		Very important

**Initial Reflections:**

*"I don't think it can be 'very important' because there is other stuff that is just as important. That's why it comes down [the scale]. There is other stuff that needs to be alongside it, and at times will come higher, and at times will be lower ..."*

# Appendix 34

## Interview 4

Transcript from recorded interview, 21 November 2016

I: Interviewer Aline Cole-Albäck

R: Respondent R4 David and R5 Linda, Setting 2 England

Issue	Conversation
<b>Chat leading up to interview:</b>	
Aline explained the structure of the interview schedule and R4 and R5 filled in information on the forms.	
Aline introduce a few resources other settings have found interesting such as UNICEF's 'Wants and Needs' handout (from Canada) and said she has got the newer packs that she could bring in to show. R5 was interested in seeing them. R4 mentioned having resources from a Rights Respecting programme from 5 or so years ago.	
<b>Initial Reflections:</b>	
Both had prior knowledge of children's rights and the UNCRC – <a href="#">Article 42A</a> (Promotion)	

Issue	Conversation
<b>Interview Question 1a: Tell me what you know about children's rights.</b>	
	R5 mentioned having used the <i>United Nations Convention on the Rights of the Child</i> in course assignments
	I: How did you use it?
	R5: Normally, when talking about or writing about ...
	I: ... practice?
	R5: Yeah, practice ...
	I: ... rather than theory?
	R5: Yeah, but you bring it in as the kind of reason behind
	I: ... why you're doing something
Participation <a href="#">Article 23</a> <a href="#">Article 19</a>	R5: Example given from an assignment about children with autism in a Forest School situation, and how looking at it from a rights perspective, highlights possible conflicts of interest, balancing the child's right to participate and safeguarding issues.
Protection <a href="#">Article 19</a>	R5: Another aspect raised was: wanting children to take risks but the duty to keep children safe, and the conflict it may raise, choices adults have to make to be fair to the child [ <a href="#">Article 3.1</a> ].
Protection <a href="#">Article 2</a> <a href="#">Article 3.2</a>	Each child is different and you might let one child do one thing, and another child not do it, not because of you're not giving the same opportunities but because you know that actually that would then be dangerous <a href="#">Article 19</a>
	I: Because you know the individual child
General	R4: The whole time we are talking about communication, we are really looking at, in my view, at the rights of the child. Because lots of the children we work with are non-verbal, so how we actually try and unpick what they are actually saying, to understand what their language is, to then give them a voice, <a href="#">Article 12</a> , <a href="#">Article 13</a>
Participation	

Participation		Many of those [autistic] children are unable to talk or even communicate in any meaningful way. They all do communicate but not in a traditional way you view as being communication through anything other than behaviour. We spend a lot of our time doing that, trying to unpick what they are doing to understand what they are trying to say. I view this as coming from a rights perspective actually, it's still their right to have their views known even though they actually can't express them in the same way as some of our more eloquent talkers can <b>Article 13</b>
	I:	They still need to be heard, even if it's heard in a different way
	R4:	That's right. Yes
	I:	If we look at some of the more profoundly autistic children, have you found something that works?
Protection <b>Article 3.2</b>	R5:	No, what we've found is that everything with these non-verbal children is our interpretation, <b>Article 13</b> . And is that right? This is what we are questioning
	I:	How do you know when it is or isn't right?
	R5:	You can just go by body language, whether they are smiling or not, whether they come with you happily, <b>Article 13</b> , but we still don't know! They are maybe coming with us happily because they can't be bother to make any more ...
	I:	... attempts ...
	R5:	... attempts to communicate something different, or whether it's actually what they want to do. It is quite tricky, 'cause everything is our interpretation. It is what we think they need. Obviously we can use the rights of a child to back up what we think, and child development [knowledge] <b>Article 29.1 (a)</b> . We can use our knowledge to back it up. But we don't actually always know

Conversation around **Interview Question 1a** continued ...

**Initial Reflections:**

'Looking and listening in' – Jennifer Sumsion

'Giving children a voice' – see Mathias Urban's objection → the 'giving someone a voice' concept as a deeply undemocratic notion

**Article 13** – communicate in different forms of 'languages' – through any media of the child's choice

Question: is it right for us to interpret? Important question. Isn't this the  $\alpha$  and  $\Omega$  of our profession? → Interpreting with *pedagogical tact and sensitivity* = Max van Manen → in keeping with **Article 3.1** – the best interest principle

The danger of cultural relativism → justifying questionable practice and maintaining the status quo

The desire of getting it right for the individual child [**Article 2**, **Article 3.1**] in the 'mass day care' system, that feeds into 'mass primary/secondary education', funded by a government with a neoliberal agenda and an Early Years curriculum with narrowly defined ELGs to work towards, is a challenge → meeting the needs of the 'individual within the collective'

Conversation around **Interview Question 1b: Have you had any formal training on children's rights?**

**Initial Reflections:**

Early Years not included in the county approach, so left up to individuals and settings to pursue on their own and develop

Conversation around **Interview Question 1c: How familiar are you with the 54 Articles of the Convention**

**Initial Reflections:**

Both are familiar with the Convention

Some courses bring up the Convention, which is a first step, but it is obviously not a priority to explore it in depth

Issue		Conversation
<b>Interview Question 2a: Do rights and the Convention document inform policies in the setting?</b>		
(47:17)	I:	Have you got it mentioned in any of your documentation?
	R5:	I think so. But I can't tell you definitely
	R4:	I think it informs through our own perspectives and beliefs, and I think it informs through the fact that it's within 'Every Child Matters' and those sorts of ...
	I:	But it's not that you have
	R4:	We haven't ever gone through ... It's not like we've had a copy of it at hand and looked at it and made sure it fits ... or that we've said: "it's Article whatever". No
	R5:	We might now ...
		And there is the poster up in the ... for the parents to see
	I:	Oh, I haven't seen it?
	R5:	But when you do leave things up, they get to be wallpaper
	I:	Has any parent, having seen it, brought it up with you?
	R5:	No. I think it's something you've either got to be ... you've got to make an effort to give parents information about. Either on a newsletter or bring each one in ...
		And actually, how many parents know it, and how many parents would think it actually had anything to do with them
	I:	Yeah
	R5:	It is something you've got to actually tell parents about
	I:	If we look at Article 5, parents are supposed to support their children in exercising their rights, well how can they, if they don't know about it?
	R5:	Yeah
		Aline mentioned that during her MA she began wondering if she as a teacher was a moral duty bearer, and came to the conclusion she felt she was, and questioned the governments hands off approach, asking: if we've ratified it and if we believe it has a value, why sign it and then just forget all about it?
(50:52)	R5:	I don't know
<b>Initial Reflections:</b> Good question: <i>"how many parents would think it actually had anything to do with them?"</i> A poster quickly becomes wallpaper – need active engagement – promotion <b>Article 42</b> – to be/become meaningful		

Issue		Conversation
<b>Interview Question 2c: Are there any articles you think are particularly relevant in the Early Years?</b>		
(51:20)	R5:	Actually all of them. But there are some that are definitely relevant and some that are relevant through child protection or the prevent duty
		<b>Article: 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20,</b>

		<p>21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 39,</p> <p>42. R5 wrote down 35 of the Articles</p> <p>Aline mentioned the P's classification</p> <p><b>R4:</b> A lot of it isn't necessarily relevant to what you do [hands on] with the children, but you've got to make sure that it's happening to the children at some point, and so, you're responsible for it</p> <p>I think these particularly  Article: 2, 3, 7, 12, 13, 19, 23, 28, 29, 31, 32, 37</p> <p>All of them really ... broadly fit in two categories. One lot being about the right to personal stuff to do with your family, religion and that sort of stuff, I think that's important but I have not gone through individually. And as R5 was saying, all the child protection [Articles</p>
<b>Initial Reflections:</b> 2 P's – Personal Articles (special rights) and Protection articles/rights, in line with the <i>objectives classification</i> (Verhellen)		

Issue		Conversation
<b>Interview Question 2d: What rights do you think you or the setting might want to look into more?</b>		
(54:00)	<b>R5:</b>	I'd actually like to go through the whole thing, to be honest
	<b>R4:</b>	Hmm
	<b>R5:</b>	Unpick each one, and just look at what it is we do, what our responsibility with it should be
	<b>I:</b>	Yeah
	<b>R5:</b>	What policies it might influence, where it fits with practitioners, whether we need some training on something, or have a conversation about a particular Article in the staffroom. It does fit with our next training day, looking at the SSTEWS Scale (Sustained Shared Thinking and Emotional Wellbeing)
(54:54)		We have Xxxxxx for our training day on the 16 December and I think beforehand to link some of these with emotional wellbeing part particularly, would be useful
	<b>I:</b>	That would be really interesting, because it makes it relevant, because
	<b>R5:</b>	Yes
	<b>I:</b>	I don't think you can take it and say: "let's implement the Convention". It's a long process ...
	<b>R4:</b>	Hmm
(55:27) Promotion Article 42A	<b>R5:</b>	I think it's looking at what we do already, not just saying "we are going to do this, boom, boom, boom", and tying it in to this, and asking: do we need to do more?
	<b>I:</b>	That's where I find dividing it up into P's can be quite useful, 'cause you might want to look at Protection issues because of an incident or something that's happened
		So there is no particular one [Article] that stands out?
Participation Provision	<b>R5:</b>	Well, we're always looking at communication [Articles 12, Article13], and the right to play [Article 31P]



Participation Provision	<b>R4:</b>	I think the 12, and then linking that with 28 through to 31 ...
	<b>R5:</b>	Yeah
Provision		... are those which I think are most at the forefront of my mind at the moment
		Things like 31, the right to play, we often hear words to the effect of “ <i>some of these children [with SEN] can’t play</i> ” or “ <i>don’t play</i> ”, when in actual fact I think it’s interpreting what they are doing, or what that really means, because they may not be playing in any generally conceived idea of what play is, but they are still doing that. But then having a look at what they are doing, and making a value call on how functional or appropriate it is or what we do with that
Provision Article 29.1	<b>I:</b>	Valuing the different ways of engaging with your environment
	<b>R4:</b>	How do we stretch that child, who is only going to stretch himself at a very, very slow pace?
	<b>I:</b>	You need to be in the ZDP and be that slightly more able either peer or key carer
	<b>R4:</b>	Yeah
	<b>I:</b>	... they can seem busy ...
	<b>R4:</b>	... or not, or not doing anything. How do we get a child who is not conceivable doing anything of any functional use, how do we get them involved in doing something? Particularly if they’re happy doing something of no functional use?
	<b>I:</b>	Or that peripheral learner who just wants to stand and look, and listen in, looking very involved and happy, [only] watching other children play ...
	<b>R4:</b>	Or who is not even doing that, just walking round and round and round on the cobble stones ...
(58:28)	<b>R4:</b>	What do we do with that child? How do we value what they’re doing? How do we get them interested in something else?
Provision		The conversation continued along these lines, acknowledging the difficult judgement calls practitioners have to make on behalf of non-verbal children with SEN in trying to allow the child the right to be who they are but also a right to education that helps them develop to their fullest potential [Article 29.1 (a)]
<b>Initial Reflections:</b> “who’s to say who’s right and wrong?” → professional angst → but if I have made decisions based on respect for the individual, keeping the child’s best interest as a primary consideration, I can forgive myself for maybe not always getting it right  I keep coming back to van Manen’s <i>pedagogical tact and sensitivity</i> – being “ <i>motivated by a caring interest in the growth and welfare children</i> ” (van Manen, 2008, p.6)		

Conversation around **Interview Question 2f: Do you support parents in developing their understanding of rights?**

<b>Initial Reflections:</b> Parents are reminded of their responsibilities as and when it is deemed necessary, in the best interest of the child, without necessarily being aware of the connection to the Convention.  It could be argued that this implicit ‘responsibility-focused’ approach can be a very effective non-confrontational way of implementing the Convention; however, an implicit approach always fails to address Article 5 → the child’s right to appropriate guidance in exercising their rights with their evolving capacity, as the parent won’t know they have a responsibility to give this direction and guidance
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Conversation around **Interview Question 2g: In the bigger picture, if all adults are seen as duty bearers, what do you think your role is?**

**Initial Reflections:**

Instead of the vocabulary of *rights* → *responsibility, best*

Rights and responsibilities linked more to children and families in need, as opposed to an overall general approach towards all families

Focus on parental responsibility rather than pointing out it's a child's right, brings in rights implicitly

*"Whether we actually should be advocates of the Convention or not, I think is a thorny issue depending on which families you're talking to"* → the State is the principal duty bearer, but are adults with knowledge about the Convention, who work with or for children, moral duty bearers?

Knowing the individual child and their family and tailoring how we engage with them accordingly → yes, absolutely, but → who are we to select who gets to know about children's rights and the Convention, or not? Have we got the right to be that gatekeeper? Don't all parents have the right to decide whether or how they are going to engage with this concept? It may surprise us who might show an interest and who it may empower

Bringing up the Convention and children's rights may *"work against us"* → Understanding the Convention is not just pro children but also mentions parental rights (Article 5, 14, 18) and 9 Articles (7, 8, 9, 10, 16, 23, 26, 27, 30) referring to how the State has an obligation to support parents and families

Conversation around **Interview Question 3a: What rights do you think are more important to the children in your key group?**

**Initial Reflections:**

An ethos of equality **Article 2** and **Article 3.1** – best interest

The practitioner is at the heart of good practice → Yes, absolutely! But some strong, fab practitioners sometimes inadvertently create a dependency culture where they become the main protagonists despite their firm belief they are promoting a child-centred approach. Does the physical environment contribute to this 'situation' with semi-circular tables that places the adult centre stage instead of everyone sitting at a round or square table, creating a more equal footing?

Practitioners and children in English settings live in a 'small world' on low (Community Playthings) furniture, whereas children in Finnish settings live in a 'normal size world', in settings furnished like in a home → is this a reflection of how we view children and childhood?

Conversation around **Interview Question 4c: Would a children's rights audit tool be useful?**

R4:

1	2	3	4	5	6	7
Not useful		Somewhat useful		<b>Useful</b>		Very useful

R5:

1	2	3	4	5	6	7
Not useful		Somewhat useful		Useful	<b>X</b>	Very useful

**Initial Reflections:**

Conversation regarding a rights framework - although the concept of rights is a normative concept, it is not ideologically inherently left or right wing. 'Left' and 'right' may disagree on the purpose of education, so it would be very interesting to speak to someone on the right, to get their point of view

Why would it be wrong to let parents know about our interpretation as long as we are upfront with it being just that, an interpretation to the best of our knowledge? The other alternative is to do nothing, which would just maintain the status quo, but as we are out to 'change the world' that isn't an option either ;)

Even if we haven't got very far, we have at least started the journey

There are always going to be exceptions that rock the boat → good to unpick/learn from

Realistic or defeatist?

We digressed about the 'impossibility' of early years settings leading the way, but as there are actually already 4,000 schools leading the way, finding an ideologically 'compatible' school to partner up with, may be a way forward, with limited support for EY

Conversation around **Interview Question 4d: Can you see any benefits or drawbacks in working more with the Convention?**

**Initial Reflections:**

The benefits of working with the Convention could be that it is empowering for parents and children alike → and staff as well?

Conversation around **Interview Question 4f: What do you think a good *Rights Respecting Setting* looks like?**

**Initial Reflections:**

A rights respecting setting is welcoming, non-judgmental and reflects on practice and experiences

Issue		Conversation				
Interview Question 4g: How important do you feel an explicit rights based approach to early childhood provision is to promoting positive outcomes?						
R4:						
1	2	3	4	5	6	7
Not important		Somewhat important		Important		Very important
R5: no answer given						
1	2	3	4	5	6	7
Not important		Somewhat important		Important		Very important

(1:46:20)	<b>R4:</b>	I think it is a way of promoting better practice in settings that are of poor quality
	<b>I:</b>	So it could be of value for that [improving practice]
		Certainly
	<b>R4:</b>	So maybe making it explicit, would be really important, within those settings that are of poor quality ... The biggest difficulty advisory teacher have with a setting of poor quality is ... on the whole they have the same issue ... the issue is a complete lack of vision and lack of underpinning philosophy for the setting
	<b>R4:</b>	... They don't really understand why they are there, they don't particularly care why they are there, they are there because they are doing stuff but they don't really thinking about it
		So these settings need to develop and understanding of child development, how children learn, essentially also this stuff. So in that way, it can be a very important tool
	<b>I:</b>	To use as a tool for the process of developing a philosophy?



# Appendix 35

## Interview 5

Transcript from recorded interview, 22 November 2016

I: Interviewer Aline Cole-Albäck  
R: Respondent R6 Nina, Setting 2 England

Issue	Conversation
<b>Chat leading up to interview:</b>	
Nina had been given the interview questions in advance, as there was only a limited amount of time during her non-contact time for the interview.	
Aline mentioned she had information with her if Nina was interested in finding out more, that they could get back to later.	
Nina mentioned there is a CRC poster just outside the door ...	
<b>Initial Reflections:</b>	
I had not noticed the poster in the entrance area	

Issue	Conversation
<b>Interview Question 1a: Tell me what you know about children's rights</b>	
	<p><b>R6:</b> I obviously am aware of the UN Convention and the fact that, that came into play ... and we [inaudible] by law and it's a huge set of Articles stating all of the rights children have in a holistic view. So covers everything, political, social, home life, everything. And that regardless, of race, gender, where they live, every single child has a right to each one of those rights. Whether they get met is a totally different kettle of fish.</p> <p>I am aware that UNICEF are particularly strong, it's the foundation of their work, isn't it?</p> <p>It gives people power if you want to fight for something. Here in England you can go: actually "my child has that right, and I'm fighting for that right". It gives you backup.</p> <p><b>I:</b> Yes, I think it empowers parents, but few parents know about it.</p> <p><b>R6:</b> Yes. In an ideal world every child would have that right. It is so easy for some children to not actually have access to some of the fundamentals of these rights. The importance of it is slightly undermined by the fact that [some people feel] you can't do anything about that. If we as a whole, try to stand up as much as we can [for children] with the power that we have ... then hopefully ... and kind of build on that ...</p> <p><b>I:</b> I think it's something that takes a long time to imbed it in a culture</p> <p><b>R6:</b> Yes. A lot of people think that children don't have rights until a certain age but actually they do have rights. But what is applicable/appropriate and understanding the relevance of them and how you support those rights [with young children] compared to a teenager</p> <p><b>I:</b> Yes. With a teenager you can have a conversation, but with a two-year-old ... this is what I am trying to look into. How do we support them in exercising their rights, when maybe language isn't there yet?</p> <p><b>R6:</b> Yes</p>

**Initial Reflections:**

Prior knowledge

"In an ideal world" – is the UNCRC idealistic? How do we make children's rights real and not just aspirational? Turn rhetoric into practice ...

Conversation around **Interview Question 1b: Have you had any formal training on children's rights?**

**Initial Reflections:**

Part of courses but not independent modules per se

Conversation around **Interview Question 1c: How familiar are you with the 54 Articles of the Convention?**

**Initial Reflections:**

Some stood out, **Article 31P, 31R, 7P**

Will some Articles turn out to be much more relevant than others, despite me wanting to take a 'whole-convention-approach'?

Issue	Conversation
<b>Interview Question 2b: Do rights and the Convention document inform your planning?</b>	
Implicit Promotion	<p><b>I:</b> You mentioned their right to play and rest ...</p>
	<p><b>R6:</b> Yes, I think ... if you're in a good setting, and you've got practitioners that want to be here, it's not just a job like you would pick some other jobs ... I think it naturally does it. Without you necessarily being aware of it</p> <p>I can put my hand on my heart and say a lot of the staff here are champions of children's rights without necessarily knowing they are doing it [<b>Article 4</b>]</p>
	<p><b>I:</b> It's implicit</p>
Protection	<p><b>R6:</b> Yes. Because they care, they nurture. The ethos of the nursery is '<i>Opportunities for all</i>'. Everyone has the same chances, the same experiences, the same choices, the same opportunities regardless of race, gender, ability [<b>Article 2</b>] ... So I do feel that it does [inform planning] but not necessarily in an explicit way</p>
	<p><b>I:</b> Not like: "<i>we are going to do Article X</i>" and that informs planning But it's part of your value base</p>
	<p><b>R6:</b> Yes. It's kind of how we feel as a team. Our moral [foundation]</p>
	<p><b>I:</b> Are you aware of that the rights are sometimes divided up into Ps?</p>
(10:20)	<p><b>R6:</b> No</p> <p>Conversation continued round this concept and whether it is a good thing to group the Articles into Ps as some feel it is 'dumbing' down the Convention. But others feel it is birding policy and practice and as such a good thing, making the Convention more accessible to professionals in the field. Aline mentioned her additional P's of Promotion and Power</p>
	<p><b>R6:</b> For two-year-olds, power is particularly strong ... trying to find their place in the world, that is constantly what they are aiming for ... trying to get that balance right is particularly challenging to navigate as a parent and as an early years practitioner</p> <p>Aline returned back to the question of the Convention informing policies and whether it would be useful to have the Articles grouped in the P's when for instance upgrading e.g. safeguarding policies?</p>
Power <b>Article 3.1</b>	

<p>→</p> <p>→</p> <p>(12:15)</p> <p>Provision Provision Provision Protection</p>	<b>R6:</b>	<p>I think it is important for practitioners to be aware of children's rights as children have these rights wherever they go, but you don't need to know them all, just to be aware that they exist</p> <p>We review our policies all the time, but I don't think that it would hurt to actually look at what extra information is in the Convention, and ask: "does our policy actually reflect that"?</p> <p>I think it does at the moment. Our safeguarding policy is quite rigorous. But maybe that [the Convention] would give us extra evidence to back it up, in some challenging situations</p>
	<p><b>I:</b></p> <p><b>R:</b></p>	<p>So would it be useful to have them in the Ps? Or rather have them as a whole?</p> <p>I don't think it matters either way. Personally I think, either way, when I've read them before, I do find they are a bit sporadic, some [Articles] are more relevant globally and then some are more specific to, say the early years, the right to play and rest [Article 31R, Article 31P], the right to special care [Article 23] and health [Article 24.1], if you can't live with your parents [Article 20]. That we would be more involved with [in settings] ... so kind of either way really</p>
<p><b>Initial Reflections:</b></p> <p>The ethos of the nursery is 'Opportunities for all'</p> <p><i>"You don't need to know them all, just to be aware that they exist"</i> – in what way is this helpful for professionals working with or for children? → The notion of rights as a <i>mind-set</i>, rather than an <i>approach</i>?</p> <p>Why know some rights but not all? Who decides which are the 'right' ones to know? Should we professionals not all have the same complete knowledge as the starting point?</p> <p>Does an intuitive respect for children naturally respect children's rights?</p>		

Conversation around **Interview Question 2c: Are there any Articles you think are particularly important in the early years?**

<p><b>Initial Reflections:</b></p> <p><i>"Number 2 [non-discrimination] has to be. It's far too easy to be judgmental. Obviously your own upbringing does shape your views and beliefs".</i> But non other really stood out.</p> <p>Article: 1, 2, 3, 5, 6, 9, 11, 12, 13, 15, 16, 19, 20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 42 (30 Articles)</p> <p>Article 3.3 – Suitability of staff from agencies to cover sickness?</p> <p>Interesting: <i>"you can't put those core values in; you either have them or you don't"</i> → Are core values, or intrinsic values really that fixed? How do we revise our views or values? → In dialogue and through practice? → So maybe a practitioners openness to learning is of equal importance ... willingness to question the taken for granted</p>
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Conversation around **Interview Question 2g: In the bigger picture, if all adults are seen as duty bearers, what do you think your role is?**

<p><b>Initial Reflections:</b></p> <p>Top down implementation from county level needed for greater impact → true – but if it is not there – bottom up even if it only has local impact</p> <p>Children's rights as an opt-in choice for parents → not sure we fulfil our role as duty bearers then</p> <p>Parent Focus Group as the forum for informing parents, led by someone with knowledge about rights Inviting experts to inform parents?</p> <p><i>"Some parents genuinely aren't interested in this kind of thing. They don't necessarily see the relevance and you don't want to push it on them"</i> → why see it as <i>"pushing it on them"</i> any more than promoting tooth</p>
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brushing or behaviour management? Would it not actually be highly relevant in relation to behaviour management to talk about listening to children and empowering them with making choices and having a say in all matters that affect them (Article 12, Article 13, Article 17, Article 37)

If parents don't see the relevance, is that not exactly the point that we, as professionals, need to make visible the relevance, possibly as part of the induction?

If truly a rights respecting setting, then the prospectus could be a place to promote this, in an accessible way, together with all the other relevant information, rather than just in with all the policies, because how many parents actually go through the policy folder?

The problem with a general statement, leaving it up to the parents to show an interest, or even read it, means that they may never gain any more knowledge about children's rights and as a rights based approach is about creating social change, this will not happen if professionals, working for or with children, don't take on that duty.

Issue		Conversation
<b>Interview Question 3a: What rights do you think are more important to the children in your key group?</b>		
(29:22)	<b>I:</b>	I was going to ask you about what rights you think are important in your key group but I think you've sort of answered that one ... What if we look at two-year-olds are there any that particularly jump out?
Provision	<b>R6:</b>	The right to play and rest [Article 31P, 31R]. Particularly for two-year-olds as two-year-olds may not necessarily know when they need to rest and you may have to really balance their decision and their choices and their right to make these choices, against what you know is good for their health and well-being [Article 24.1]
Protection		And that's the big thing with two-year-olds, there is that constant ... drawing a fine line between giving them enough independence and enough control and enough choice and right to say no, Article 12, against meeting their basic health needs, Article 24.1
Participation	<b>R6:</b>	Um, and as the person who has a deeper understanding of what they need, we do sometimes have to go against them when they really say no, and they don't want to go on the toilet, and you know they've been holding it in for hours, that will potentially cause an infection, you have to kind of encourage them, so actually
Protection	<b>I:</b>	Yes
	<b>R6:</b>	In this situation I do know what is right for you. We do need to try. And the same with sleep and rest times
	<b>I:</b>	So sometimes some of the rights may be in conflict
	<b>R6:</b>	Yes
	<b>I:</b>	But you as the adult with your knowledge and training ...
Participation	<b>R6:</b>	Yeah, and care for that child, has to take that decision to go against that right but in a respectful way. You don't go: "you're wrong, I'm big, you're small" ... we use a lot of subtle power, we give them instructions and two choices so they feel they've got that control [Article 5]... sometimes does not work – they're two! But generally it tends to work
Protection		The other ones are all the safeguarding ones; I'm really passionate about those. I think everyone, regardless of what job you are in, has a duty to protect children from harm Article 19. You have a duty to stand up for children who can't do that
<b>Initial Reflections:</b>		
The perennial balancing act between autonomy and best interest principle - 'Subtle power' of persuasion using two choices		
When rights conflict, going against a right, or wish, in a respectful way. Important to make a distinction between wants, needs and rights.		



Conversation around **Interview Question 4c: Would a children's rights audit tool be useful?**

1	2	3	4	5	6	7
Not useful		Somewhat useful		Useful		Very useful

**Initial Reflections:**

*"It would be nice to have something to facilitate those discussions"*

Conversation around **Interview Question 4g: How important do you feel an explicit rights based approach to early childhood provision is to promoting positive outcomes?**

1	2	3	4	5	6	7
Not important		Somewhat important	Important			Very important

**Initial Reflections:**

*"Knowing your parents is the key"* and keeping it informal

Conversation around **Interview Question 4d: Can you see any benefits or drawbacks in working more with the Convention?**

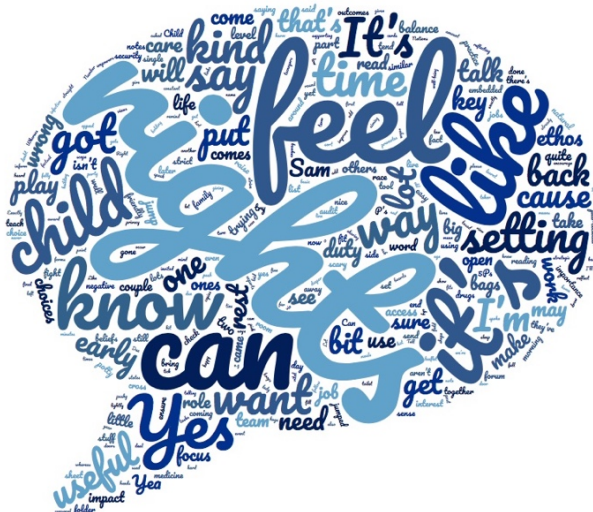
**Initial Reflections:**

Interesting that there is a worry a child rights approach will involve more work → more dialogue yes, but more work, not necessarily, the way I envision things

A 'light touch' discussion approach, rather than a rigid 'RR Setting Award' approach – yes. *"Having information you can draw on, particularly when you are having those conversations, is really useful, 'cause it's not just your viewpoint"*

Talking about 'Number 2' at the start of the interview, but 'Article 42' at the end ...

How many practitioners recognise the political nature of ECEC?



# Appendix 36

## Interview 6

Transskript från inspelad intervju, 14 mars 2017

I: Intervjuare Aline Cole-Albäck  
R: Respondent R7 Ebba, Setting 3 Finland

Tema	Samtal
<b>Inledning:</b>	
Aline började med att förklara syftet med samtalet och hennes motivation för att forska småbarnspedagogik från ett barnrättsperspektiv, samt hur frågorna är uppdelade från ett personligt perspektiv, yrkesmässigt perspektiv, från barnens perspektiv och daghemmets perspektiv.	
Aline tog fram ett A4 dokument, en förkortad version av Barnkonventionen och själva Barnkonventionen. R7 sa att hon nog hade läst den någon gång i samband med sina studier.	
Vi pratade om vår bakgrund och utbildning och att olika utbildningar kan påverka i viss mån hur man ser på vissa saker	

Tema	Samtal
<b>Fråga 1a:</b> Berätta vad du vet om barns rättigheter.	
Protection <b>Artikel 3.2</b>	<b>R7:</b> Att barnen ska ha rätt till en <b>trygg vardag</b> [children should have the right to a <b>trygg everyday life</b> ]
	<b>I:</b> Mm
	<b>R7:</b> Barn har rätt till lek, sömn och att basbehoven skall tillgodoses
<b>Första Reflektioner:</b>	
<b>Trygg vardag</b> ~ feeling safe and cared for in their everyday life ~ en aspekt av välbefinnande – <b>Artikel 3.2</b> – well-being	
Basbehov – basic needs. I en artikel nämndes små barns basbehov som: mat, sömn och kärlek. Om vi tittar på Maslows behovstrappa och förknippar det med daghemmet så kan man kanske säga att basbehoven är:	
<ol style="list-style-type: none"> <li>1. mat och vila (fysiologi) → <b>Artikel 24.2</b> och <b>Artikel 31R</b></li> <li>2. säkerhet och stabilitet (trygghet) → <b>Artikel 3.2</b> och <b>Artikel 19</b></li> <li>3. vänskap och tillhörighet (gemenskap) → <b>Artikel 7P</b> och <b>Artikel 15</b></li> <li>4. respekt och kompetens (självkänsla) → <b>Artikel 5</b></li> <li>5. utvecklas till sin fulla potential (självförverkligande) → <b>Artikel 29.1 (a)</b></li> </ol>	

Samtal runt **Fråga 1b:** Har du haft någon formell utbildning om barns rättigheter?

<b>Första Reflektioner:</b> Nej, men del av småbarnspedagogiken nu – <b>Artikel 42A</b>
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Samtal runt **Fråga 1c:** Hur bekant är du med de 54 artiklarna i Barnkonventionen?

<b>Första Reflektioner:</b> Inte egentligen alls
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Samtal runt **Fråga 2a:** Vilka dokument jobbar ni utifrån här på daghemmet (lagar, planer)?

<b>Första Reflektioner:</b> Kommunen anpassar läroplanen till det egna området
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Samtal runt **Fråga 2b: Har Barnkonventionen ett inflyttande på hur ni arbetar och planerar för barnen på verksamheten?**

**Första Reflektioner:**

Omedvetet genom att Konventionen är inbyggd i läroplanen - **Artikel 4** – indirekt implementering

Tema		Samtal
<b>Fråga 2c: Finns det några</b>		<b>Artiklar som du tycker är särskilt viktiga för småbarns-pedagogiken?</b>
(15:30)	I:	Om vi då tittar på den här listan, och du tänker generellt nu på småbarnsfostran ... vilka tycker du, när du läser igenom dom, som är viktiga för barnen i vår avdelning, här
	R7:	Jag har nog sett alla dom här, nu när jag läser dom
	I:	Ja
	R7:	Ja, det är många ...
	I:	Mm
	R7:	Vad spännande, det står här att barn har rätt till utbildning och den skall vara gratis, <b>Artikel 28.1</b> . Är det faktisk så överallt?
	I:	Med utbildning menas nog från grundskolan
	R7:	Alltså det här om ... jag undrar om dom i läroplanen nämner Barnkonventionen, för det här har ju tagits upp i läroplanen
	I:	Jaha, du känner igen det?
	R7:	Ja, att barns rättigheter, det måste vara där jag läst dom här rubrikerna ... utbildningen skall utveckla barns individuella färdigheter <b>Artikel 29.1 (a)</b> och respekt <b>Artikel 29.1 (b), (c), (e)</b>
	I:	Så dom har du sett tidigare?
	R7:	Ja, och att barn har rätt till utbildning <b>Artikel 28.1</b> och ... behandlas i skolans värdegrund
	I:	Precis, det har dom tagit ifrån konventionen
	R7:	Och så finns det säkert en hänvisning
Provision	I:	I England så vet ag att många tänker att så länge den finns där i bakgrunden så räcker det
	R7:	Mm. Jag tror den är medvetet med i läroplanen, för där nämns Barnkonventionen <b>Artikel 42A</b>
	I:	Ja, men jag tänker på när man kommer på nivån där man jobbar så tänks kanske inte så mycket på Barnkonventionen då genom att man har byggt in den i läroplanen
	I:	Ja, sen när man jobbar
Protection	R7:	För här är ju såna saker som kommer av sig självt, att alla barn är like mycket värda <b>Artikel 2</b> och har samma rättigheter och alla beslut som rör barn så är det barnets bästa som skall prioriteras <b>Artikel 3.1</b> Såna saker är ... tänker man kanske inte att det står [i ett dokument] ... man tar det som självklart
	I:	Precis. Och jag undrar om det är kulturellt också genom att vi har olika historiska bakgrunder. Det är ju en annan Viktoriansk bakgrund i England där barnen skulle synas men inte höras
	R7:	Ja

Provision <b>Artikel 12</b>	I:	Men det tror jag är ganska gammalmodigt om man tänker på finsk historia
	R7:	Ja, och det har ändrats nåt otroligt de senaste åren. Nu tar man mer hänsyn till att dom får bestämma, och lyssna
Promotion <b>Artikel 41</b>	I:	Medans jag tycker vi är bara i början på det i England, man börjar lyssna på barnen medans jag tror man är ett steg längre i Finland ... man har ifrågasatt det tidigare
	R7:	Sen tycker jag det här med skolgången, att man har rätt till utbildning, det är en sak som kommer fram i läroplanen eftersom i Finland finns ingen skolplikt utan det är läroplikt, att alla barn har rätt att lära sig
(23:00)	I:	Vad intressant! Det visste jag inte, att man säger på det sättet. Det är en helt annan syn, man har vänt på det
	R7:	Så ifall man vill, så får man ha hemundervisning ... vi talade om läget på Åland Om man hemskolar i Finland så får man materialet från skolan
Provision	I:	Fanns det några andra [Artiklar] som är särskilt viktiga?
	R7:	Förstås är allihopa viktiga
→ → <b>Artikel 24.2</b>	I:	Mm. Eller en som kanske vore intressant att diskutera här på avdelningen i lite mer detalj
	R7:	Ja, det här med respekt för naturmiljön <b>Artikel 29.1 (e)</b> . Nu är det ju förstås vinter, men annars så är det en grej jag tycker skulle vara roligt med barnen, mera utomhus och mera i skogen och ... de brukar fara nog men det lämnar lite bort vintertid när de är så här små  Vissa saker är kanske mer viktiga när dom är mindre, just med att de har rätt att vila <b>Artikel 31R</b> och de skall få leka <b>Artikel 31P</b> , enligt deras rytm ... <b>mat och vila och lek [food and rest and play]</b> ... och när dom blir äldre, som på den andra sidan [3-5 år] så blir det andra ...
Protection <b>Artikel 23</b>	I:	Den som förvånade mig var Artikel 5, att det är föräldrars ansvar att hjälpa sitt barn att utöva sina rättigheter ...  Aline gav exempel om hur hon som förälder och anställd hade kanske stått upp för barn och ifrågasatt saker på ett självsäkrare sätt hade hon vetat av konventionen och att barn hade rättigheter
	R7:	Vi har ju en ny läroplan från förra hösten och i och med den så kommer mycket mera med [barns rättigheter] och att föräldrarna skall vara med och delaktiga ... de skall få komma med åsikter och önskemål och ... att man mer och mer tar med föräldrar
(30:00)	I:	Så det går med <b>Artikel 5</b> då kanske ...
	R7:	Det finns föräldrar som säger ... hemmets uppgift är en sak, och skolans uppgift är en annan. Men har man ett barn med specialbehov då är man väldigt medveten om vilka rättigheter man har, vilka rättigheter barnet har, men annars kanske man inte tänker på att alla har
	I:	Men om det då är vårt ansvar som förälder att hjälpa våra barn att lära sig utöva sina rättigheter, ifrågasätter jag både som lärare och förälder ... borde det vara en del av vår yrkesroll, här på daghemmet att hjälpa föräldrarna, att lära föräldrarna om Barnkonventionen får att stöda dom i deras utveckling när det gäller barns rättigheter
	R7:	Egentligen tycker jag att föräldrarna borde vara mer delaktiga i barnens dag ... den information man ger på den korta stunden är väldigt liten [ <b>Artikel 18.2</b> ]. Så egentligen har man inte så mycket aning vad barnet gör under hela dagen, för de kan ju inte berätta själv

Provision	I:	Nej, så det är kanske ännu större anledning att ta med föräldrarna
	R7:	Men det är ganska svårt ... Här ordnas 'VASU samtal', ett föräldrasamtal där man diskuterar hur det går för barnet, men det blir ett halvår i mellan, ett år emellan ... annars blir det bara korta möten om: "Har de sovit idag?" "Har de ätit idag?"
	I:	Och det har ju inte så stor inverkan på vad som händer på verksamheten
	R7:	Nej
	I:	Som till exempel om att sova, måst all sova? <b>Artikel 31R</b>
		Exempel om egen erfaren nämnd
	R7:	Det är lite svårt det här att ... vem bestämmer att man inte kan ha spjäsäng, eller ven är det som bestämmer att de [barnen som är vana] inte får sova utomhus i vagnen? Visst är det en säkerhetsfråga men ...
		Och visst behöver barn vila, för på dagis får dom stimuli på ett helt annat sätt än hemma ... dom behöver vila, men behöver de sova?
	I:	Och om barn kommer som Xxxxx, så tidigt på morgonen och stannar ganska länge, så ...
	R7:	dom behöver vila, men behöver de sova?
	I:	Ja, och då kommer vi tillbaka här till nummer 2, nej nummer 3, barnets bästa, vad är bäst för barnet, och kanske borde det också vara barnets och familjens bästa?
	R7:	Man märker ju med de som är 3 här, så sover de för länge på dan, så drar det ut på kvällen. Och det handlar inte om att få barnen tidigt i säng, utan att barnen skall sova tillräckligt så att barnen orkar upp följande dag
	I:	Ja, så att daghemmet inte 'stör' den rytmen
	R7:	Om det blir sent en kväll, om man är hemma följande dag, gör det inte så mycket men om man skall upp 7 så ... är det lite krångligt
	I:	Ja, det är nog så överallt
	R7:	Ja, jag skulle som förälder tycka det vore lite krångligt, det där
	I:	Kanske behöver man mer personal så att en kan vara med barnen som inte behöver sova, i ett annat rum ... men det kanske beror på hur stort ett daghem är eller hur rummen är uppdelade ...
	R7:	Och sen är det ju att få alla föräldrar med, alla föräldrar har så olika syn på saker, hur man skall äta och när, och hur mycket man skall äta ... hur länge de skall sova ... skall man ha kurabyxor eller inte ...
		Diskussionen ledde till att Aline tog fram UNICEF leken om <i>Rättigheter, Önskemål och Behov</i>
	I:	Även om barns och familjers behov inte är rättigheter, kanske man kunde diskutera med familjen lite mer
	R7:	Det beror ju också på hur dom [föräldrar] är engagerade. Vissa är ju helt nöjda med att de för barnen till dagvård och så hämtar de när dagen är slut och tycker det är helt ok, ni sköter ert medan jag är på jobbet
Provision <b>Artikel 18.2</b>	I:	Precis, och litar på personalen
	R7:	Ja, och andra har behov att vet vad de gjort eller vad de ätit idag

**Första Reflektioner:**

Barn har rätt till utbildning och den skall vara gratis, **Artikel 28.1**. Men från vilken ålder, daghem, förskolan, grundskolan uppåt? I "rikare" länder, från allra första början?

Årstiden och åldern inverkar på aktiviteterna barnen har - hindrar årstiden lärandet?

"här är ju såna saker som kommer av sig självt" **Artikel 2** och **Artikel 3.1**, men kommer det "av sig självt" (p.5) för alla vuxna? Kanske i Norden för grunden är där, men kanske inte i andra länder? Särskilt om den "bara" är indirekt, via läroplanen – indirekt implementation **Artikel 4**

Följa barnens rytm, "**Mat och vila och lek**" huvudartiklar för de små – **Artikel 24** och **31**  
Barn behöver vila, men behöver de sova? Bra fråga! **Artikel 31R** nämner vila, inte sova!

Den nya läroplanen sätter en ny grund som inkluderar föräldrar mer. Föräldrar till barn med specialbehov mer medvetna om rättigheter – **Artikel 23** – borde vi ifrågasätta det? Diskriminering i motsatt riktning?

Ingen skolplikt – men läroplikt! **Artikel 41** – Ifall den statsnationella lagstiftning garanterar ett barn större rättigheter ska de nationella lagarna följas

Samtal runt **Fråga 2f: Om det är föräldrars ansvar att hjälpa sitt barn att utöva sina rättigheter (Artikel 5), tycker du att det borde vara en del av din roll att stöda föräldrarna i denna roll?**

**Första Reflektioner:**

Aline kunde inte formulera frågan tillräckligt tydligt så frågan hoppades över

Tema		Samtal
<b>F 2g: Staten är primär ansvarsbärare, men om alla vuxna som jobbar med eller för barn ses som moraliska ansvarsbärare, vad tror du din roll (ditt ansvar) är?</b>		
(36:00)  Promotion <b>Artikel 4</b>  Promotion <b>Artikel 42A</b>	<b>R7:</b>	Man är ju ansvarig för barnet under dagen ... vi som jobbar med barnen är ansvariga för barnen, och ledningen ansvarig för att det finns tillräckligt personal och att utrymmen är ändamålsenliga
	<b>I:</b>	Ja, och om staten är ansvarig att vi följer Barnkonventionen, deras lagliga ansvar att den följs, vad kan vi göra att vi följer den?
	<b>R7:</b>	Det är då läroplanen, styrdokument [Staten]
	<b>I:</b>	Att det borde vara mer tydligt där, i styrdokumentet
	<b>R7:</b>	Ja, det kommer ju från statens nivå genom att de är från Utbildningsstyrelsen
	<b>I:</b>	Så om den [Barnkonventionen] inte är med i läroplanen eller styrdokument då misslyckas dom, staten, i sin plikt
	<b>R7:</b>	Ja
<b>Första Reflektioner:</b> Vikten av läroplanen och styrdokument för att vägleda personalen i genomförandet av Konventionen <b>Artikel 4, Artikel 42A</b> (The importance of the curriculum and policy documents in guiding practitioners in the implementation of the Convention)  Staten är ansvarig för implementering – <b>Artikel 4</b>		

Tema		Samtal
<b>Fråga 3a: Om du tänker som egenvårdare, finns det några Artiklar som du tycker är särskilt viktiga för barnen i din egenvårdargrupp?</b>		
(39:00)	<b>I:</b>	Från ett barnperspektiv, om vi tänker på de barn du har i din grupp
	<b>R7:</b>	Dom är ju väldigt olika ålder ...

Participation <b>Artikel 12</b>	<b>I:</b>	Dina barn är Xxxx, Xxxxxxx, Xxxxxx, och Xxxxxx
Provision	<b>R7:</b>	Ja, för Xxxxxx är det ju språket som skulle vara jätte viktigt, på det sättet vara delaktig, att bli förstådd ...
Provision	<b>I:R7:</b>	Skulle det vara Artikel 29.1 (a) då kanske? Ja, egentligen ... alla färdigheter – <b>Artikel 29.1 (a)</b> , utveckla hans språk, och på det sättet skulle han bli delaktig mer
Provision	<b>I:</b>	Ja, så det är <b>Artikel 31R</b> , vila, lek <b>Artikel 31P</b> ...
Participation (41:00)	<b>R7:</b>	Mm. Sen är det ju också viktigt för dom som kan prata, den här <b>12</b> , att dom har rätt att uttrycka sina egna åsikter och att få känna sig som dom känner ... om dom inte tycker om nåt så behöver man respektera det
Participation <b>Artikel 13</b>	<b>I:</b>	Ja
	<b>R7:</b>	Även om de är små så har de rätt till sina känslor [ <b>even if they are young, they have a right to their feelings</b> ]  Liten anekdot om ett av barnen som tyckte, och insisterade att en tiger såg ut som en björn, och då fick det vara en björn
<b>Första Reflektioner:</b> “Även om de är små så har de rätt till sina känslor”, en aspekt av Artikel 12 eller Artikel 13? → Handlar mer om <b>Artikel 13</b> kanske		

Samtal runt **Fråga 3b: Hur stöder du ‘dina’ barn som egenvårdare att utöva dessa rättigheter?**

**Första Reflektioner:**

Jag hade hittills inte sett någon vuxenfokuserad aktivitet under veckan

“dom är ju så små att dom har ju inte behov av det” – vuxen fokuserade aktiviteter – men behöver vissa barn kanske det i alla fall, för att komma ikapp [**Artikel 29.1 (a)**] om de lever under utmanande omständigheter? Så att barnet kan utvecklas till sina fulla möjligheter

Att få välja – **Artikel 5** och **Artikel 12** – fritt välja

Samtal runt **Fråga 3c: Kan du se tillfällen där barns rättigheter kan vara i konflikt med varandra, och hur du skulle ta itu med det?**

**Första Reflektioner:**

Säkerhet går före önskemål → som vuxna då kan förklara, enligt Artikel 17

Samtal runt **Fråga 4a: Först, rent generellt, hur utvärderarna ni verksamheten?**

**Första Reflektioner:**

Pedagogiska diskussioner – Artikel 3.3

Skolmognad också fokus i förskolan, men då är barnen 6 i Finland och inte 4 som i England

Samtal runt **Fråga 4b: Skulle ett barnrätts instrument vara användbart?**

1	2	3	4	5	6	7
Inte användbar		Något användbar		Användbar		<b>Mycket användbar</b>

**Första Reflektioner:**

Personalen i England är vana att utvärdera, så det är en kulturell skillnad

Samtal runt **Fråga 4c: Kan du se fördelar med att mer direkt arbeta med Barnkonventionen tillsammans med barn, personal och eller föräldrar?**

**Fråga 4d: Kan du se nackdelar med att mer direkt arbeta med Barnkonventionen tillsammans med barn, personal och eller föräldrar?**

**Första Reflektioner:**

Stå upp för individen i kollektivet med stöd av Konventionen både som förälder och personal – **Artikel 4**

Tema	Samtal	
Fråga 4e: Om vi tar i beaktande allt vi diskuterat, hur tycker du en bra rättigheterna baserad verksamhet ser ut, jämfört med en som inte har ett barnrätts perspektiv?		
Protection Artikel 3.3 Provision Artikel 29.1 (a)   Provision Artikel 18.2	R7:	Mer öppet. Ett dagis som all skulle vill ha sitt barn på
	I:	Och varför skulle alla vill gå dit?
	R7:	Personalen skulle vara mer engagerande, göra mer saker tillsammans med barnen ...
	I:	... och kanske med föräldrarna ... barn och föräldrar?
	R7:	Ja. Min man har en kusin som bor i Xxxxx, och de har ett sånt här dagis, och deras barn har gått på ett sånt här som är något öppnare. Dom har många föräldrakvällar, och föräldrarna vill vara med på föräldrakvällar ... kaffebjudningskväll eller teaterkväll
		Kanske det har med kultur att göra. I Finland är vi mer ... att var och en sköter sitt ...
Första Reflektioner: Artikel 18.2 – Att inte bara ha föräldramöten eller pedagogiska dialoger men också sociala evenemang		

Samtal runt **Fråga 4f: Hur viktigt tycker du att en öppen, aktiv barnrättspedagogik är i daghem och småbarnsfostran?**

1	2	3	4	5	6	7
Inte viktigt		Något viktigt		Viktigt		<b>Mycket viktigt</b>

**Första Reflektioner:**

Det är inte bara barnen som skall lära sig respektera egna värden och nationella värden, enligt **Artikel 29.1 (c)**, men hela familjen också, och för personalen också **Artikel 3.3**



# Appendix 37

## Interview 7

Transskript från inspelad intervju, 16 mars 2017

I: Intervjuare Aline Cole-Albäck  
R: Respondent R8 Alice, Setting 3 Finland

Tema	Samtal
<b>Inledning:</b>	
Aline började med att förklara syftet med samtalet och hennes motivation för att forska småbarnspedagogik från ett barnrättsperspektiv, samt hur frågorna är uppdelade från ett personligt perspektiv, yrkesmässigt perspektiv, från barnens perspektiv och daghemmets perspektiv.	
R8 berättade om egna erfarenheter och utbildningen som lett till den post hon har idag. R8 berättade att hon trivs i yrket och skulle inte kunna tänka sig att göra nåt annat	

Tema	Samtal
<b>Fråga 1a: Berätta vad du vet om barns rättigheter.</b>	
Promotion Artikel 42A	I: Under den här tiden du jobbat ... har du kommit i kontakt med Barnkonventionen?
	R8: Ja, inte så mycket, men jag har vetat av den
	I: Varifrån har du den kunskapen?
	R8: Från kurser och från arbetsplatsen ... barns rättigheter är ju självklara
	I: Det känns självklart?
	R8: Ja. Jag läste upp lite när jag visste att du skulle komma, och det här är ju självklart i Finland
	I: Har du hör talas om det på TV?
	R8: Ja, till exempel angående barnarbete, då har det kommit upp. Med sexuell utnyttjande av barn ...
	I: I kurserna som du tog, tog man upp Barnkonventionen
	R8: Nej. De olika kurserna jag tagit har handlat om vissa områden och så har det kommit fram om vad barnen har rätt till inom det området
	I: Istället för att säga att det är Artikel 13 eller 17 ... så säger man att de har rätt till den här vården, eller liknande?
	R8: Egentligen ... Artikel nummer 'det och det' Googlade jag på i veckan, så det känner jag inte punkt för punkt egentligen
	I: Nej. Så berätta det du vet om barns rättigheter
	R8: Nå som jag sa här, att det fanns i kurserna ...
	I: ... i grunden
	R8: När jag tänker på barns rättigheter tänker jag "så gör man inte med barn" ...
	I: Så det är liksom inbyggt ...

**Första Reflektioner:**

“barns rättigheter är ju självklara” – kanske i Norden där barns status är högre än i många andra länder och kunskapen om Konventionen finns – indirekt implementering – **Artikel 4**

Kunskap om att barn har rättigheter från kurser, men individuell Artiklar har inte nämnts

“När jag tänker på barns rättigheter tänker jag: ”så gör man inte med barn” – Konventionen alltså som skydd mot överträdelser (Protection rights – vad som kallas *negativa rättigheter*), för att sätta en minimumstandard. Konventionen innehåller också *positiva rättigheter* – rätten att få något (mat, boende, utbildning)

Samtal runt **Fråga 1c: Hur bekant är du med de 54 artiklarna i barnkonventionen?**

**Första Reflektioner:**

Visste inte att det fanns så många

Samtal runt **Fråga 2a: Vilka dokument jobbar ni utifrån här på daghemmet (lagar, planer)?**

**Första Reflektioner:**

Omedveten kunskap genom att Konventionen är inbyggd i läroplanen – **Artikel 4** – indirekt implementering av Staten

Tema		Samtal
Fråga 2c: Finns det några Artiklar som du tycker är särskilt viktiga för småbarns-pedagogiken?		
Provision <b>Artikel 18.2</b>  (12:10)	<b>R8:</b>	Ja, varje människa under 18 år räknas som barn, självklart, <b>Artikel 1</b> . Till exempel, ingen under 18 får hämta ett barn
	<b>I:</b>	Jaha
	<b>R8:</b>	Inga syskon får hämta
	<b>I:</b>	Det är 16 i England, så ett barn får hämta ett barn, det är intressant, det har jag aldrig tänkt på, att barn hämtar barn
	<b>R8:</b>	Man måste vara myndig
		De är lika värds, <b>Artikel 2</b> , vi är ju alla olika ... från olika länder här på vår avdelning ... alla de här, rätt till namn ... olika kulturer ... vi accepterar deras kultur och de accepterar vår ... vi frågar om de får delta i kyrkan ... vi ska respektera att de har rätt att säga nej
		... det är ju självklart
		... alla beslut som rör barn skall barnets bästa prioriteras, <b>Artikel 3</b> , allt vi gör här är ju för barnets bästa, diskuterar med föräldrarna, allt är för barnets bästa, vi skall ju jobba för att “ <i>lilla Lisa skall ha det bra</i> ”, så säger vi och jobbar tillsammans med föräldrarna, diskuterar med dem, så att lilla Lisa skall få det tryggt och ha det bra. Det är ju det vårt arbete går ut på [ <b>All we do here is for the best of the children, talking with the parents; everything is for the best of the child. We say that we must work for ‘little Lisa to have a good experience’ ... we work with the parents, have conversations with them, so that little Lisa will be and feel trygg and have a good experience [in the setting]. That is what our work is about</b> ]
	<b>I:</b>	Jag tycker om order trygghet ... ha det tryggt
	<b>R8:</b>	Mm. Det är så viktigt
	<b>I:</b>	Jag skall se vad motsvarande är på engelska ... jag hittar ingen riktig översättning ... feel safe ... är inte samma ...

	<p><b>R8:</b> Nej. Trygg i tillvaron ... det är det som är det viktigaste som vi just jobbar med egenvårdare att vi skall ge barnet en trygghet ... en trygg start</p> <p><b>I:</b> Ja</p>
<p>Provision <b>Artikel 24.2</b></p> <p>Protection</p>	<p><b>R8:</b> Och staterna ska förverkliga de rättigheter som fastställts, ja. ... och ge råd och ledning. Det är deras ansvar</p> <p><b>I:</b> Det är 5:an?</p> <p><b>R8:</b> Ja</p> <p><b>I:</b> Jag visste inte att barn hade rättigheter förrän mina barn var tonåringar, när jag började studera igen. Hade jag vetat som förälder och som assistent, att barn hade rättigheter hade jag känt mig starkare och kunnat stå upp för barn på ett annat sätt, vara deras röst, när jag jobbade som assistent för en tuff lärare ... så för mig var det viktigt att hitta det här dokumentet [Konventionen]</p> <p><b>R8:</b> Här i Finland är det ju självklart</p> <p><b>I:</b> I England är det inte självklart</p> <p><b>R8:</b> Nej. Och för oss är det bra att höra att det är på annat sätt i andra länder, så som du har berättat ... inte hade jag tänkt att de små inte får varm mat ...</p> <p>Och barn har rätt till liv, överlevnad och utveckling, det vet vi, <b>Artikel 6</b>. Jag tänker på invandrare och alla usligheter [de upplevt]</p> <p>Rätt till ett namn ...</p> <p>... regelbunden kontakt med båda föräldrarna, <b>Artikel 9.3</b>, ja, skilsmässobarn</p> <p><b>I:</b> Jag har ofta hört mammor säga i England: "<i>det är mitt barn och jag önskar pappan skulle lämna mig i fred</i>"</p> <p><b>R8:</b> Nej</p> <p><b>I:</b> Jag blev förvånande att de hade den inställningen ... att de inte insåg att barnet har rätt till båda [föräldrarna]</p> <p><b>R8:</b> De jag har kommit i kontakt med, genom arbetet med det här ... skilsmässobarn ... så har både mamma och pappa varit inblandad i vården om barnet. Ofta kommer de båda två till föräldramöten ... egentligen så tycker jag det</p> <p><b>I:</b> ... det fungerar relativt bra?</p> <p><b>R8:</b> Ja tror att det fungerar ganska bra här</p> <p><b>I:</b> Delade vården?</p> <p>Delade vårdnaden ... beroende på hur dom bor ... vi fyller i dagboken när barnet är här ...</p> <p><b>I:</b> Då kan ju barnet två daghemsplatser</p> <p><b>R8:</b> Ja</p> <p>... statens plikt att utan dröjsmål behandla en ansökan om familjeåterförening, <b>Artikel 10</b>. Man har kommit in i det här, nu när det har varit så mycket med flyktingar</p> <p><b>I:</b> Ja och ni har flera flyktingfamiljer här</p>

	<b>R8:</b>	Ja, och så följer man ju med i nyheterna  ... har rätt att fritt uttrycka egna åsikter och höras i alla frågor som rör dem, <b>Artikel 12</b> , ... kanske inte mindre barn ... men de har rätt att säga [uttrycka sig]
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Protection <b>Artikel 22</b>	<b>I:</b>	Delade vårdnaden ... beroende på hur dom bor ... vi fyller i dagboken när barnet är här ...
	<b>R8:</b>	Då kan ju barnet två daghemsplatser
	<b>R8:</b>	Ja  ... statens plikt att utan dröjsmål behandla en ansökan om familjeåterförening, <b>Artikel 10</b> . Man har kommit in i det här, nu när det har varit så mycket med flyktingar
	<b>I:</b>	Ja och ni har flera flyktingfamiljer här
	<b>R8:</b>	Ja, och så följer man ju med i nyheterna  ... har rätt att fritt uttrycka egna åsikter och höras i alla frågor som rör dem, <b>Artikel 12</b> , ... kanske inte mindre barn ... men de har rätt att säga [uttrycka sig]  ... barn har rätt till tankefrihet, samvetsfrihet och religionsfrihet, <b>Artikel 14</b> , ... får barn välja det? Kan de välja? Vet de vad de väljer? Där skulle jag vill säga att du måste vara 18 förrän du kan börja välja själv ... särskilt religion ... eller som tonåring ...  Konversation runt religion fortsatte
(21:42)		... Barn har rätt att vara del av en grupp och bli medlem i föreningar  Aline berättade om "Mosquito device"  R8 läste vidare  ... båda föräldrarna har gemensamt ansvar för barnet, med stöd om det behövs, <b>Artikel 18</b> , ja fast de är skilda så har de gemensamt ansvar
	<b>I:</b>	Mm
	<b>R8:</b>	... ska skyddas mot alla former av våld ... det här ... varför visas i TV så tidigt på kvällen ... visas allt på nyheterna ... filmer ...  R8 läste vidare och höll med om Artiklarna hon läste
(25:00)		Vi har varit i kontakt med barn som varit omhändertagna, <b>Artikel 20</b> ... att de skall få ha sin trygghet
	<b>I:</b>	Har ni ändrat rutinerna eller ...
	<b>R8:</b>	Nej, inte har vi egentligen behövt ändra rutiner ...  Kanske lite mer uppmärksamhet  Ja och mera besök av socialarbetare ... vi försöker ge det samma vanliga. Om det varit lite upp och ner hemma, så här skall det kännas bra ... Det är det här vi pratade om [pekar på listan vi gått igenom]  ... när man tänker på vad vi har här i Finland, nog har vi det bra ... mat och rent dricksvatten, <b>Artikel 24.2</b> ...  mjölk och varm mat till lunch ...  ... och hälsovård, <b>Artikel 24.1</b> , allting gratis ...

		... och den skall vara gratis, <b>Artikel 28.1</b> , ja, alla har möjlighet att utbilda sig och det har ingenting att göra med om föräldrar är fattiga eller inte
		Aline gjorde en kommentar angående Artikel 28b och att hon inte vetat att det fanns den delen av Artikel 28. Vi diskuterade disciplin i skolan

Protection	<p><b>R8:</b> Det här har jag inte tänkt på, att utbildningen, <b>Artikel 29.1 (e)</b>, ska utveckla respekt för naturmiljön</p> <p>Vi diskuterade exempel från verksamheten</p> <p>Rätt till vila, <b>Artikel 31R</b>, ja! Och lek och fritid, <b>Artikel 31P</b>, ... delta i konst ... det har jag inte vetat att det finns en punkt för det också, <b>Artikel 31.2CA</b></p> <p>Aline nämnde att barn i England ofta går miste om musik och konst och gymnastik om de behöver stödundervisning utan att man tänker på att man då faktiskt tar bort en av deras rättigheter</p> <p><b>R8:</b> ... bekämpa handel med barn ... det är sånt man tänker hör till [Barnkonventionen] <b>Artikel 35</b></p> <p><b>I:</b> Det är därför jag tycker det är intressant att känna till hela Konventionen</p> <p><b>R8:</b> Ja</p> <p>... barn som har brutit ... ja, lära sig vad som är rätt och fel, <b>Artikel 40</b>.</p> <p>... Staten bör se till att alla vuxna är medvetna om barnets rättigheter ... speciellt att vuxna vet om barns rättigheter, <b>Artikel 42A</b>, det tycker jag är jätte viktigt</p> <p><b>I:</b> Ja, och då undrar jag, om vi som är anställda utav Staten, om vi inte vet att barn har rättigheter, och vilka dom är, hur skall barn då få reda på det?</p> <p><b>R8:</b> Ja</p> <p><b>I:</b> Staten är primär ansvarsbärare, men har vi som jobbar för Staten en moralisk plikt?</p> <p><b>R8:</b> Men om vi inte vet ...</p> <p><b>I:</b> ... så hur skall vi kunna utöva den moraliska plikten?</p> <p><b>R8:</b> Någonstans måste vi få veta det ... vem skall informera oss?</p> <p><b>I:</b> Precis</p>
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**Första Reflektioner:**

**Trygghet** ~ feeling safe and cared for in their everyday life ~ en aspekt av välbefinnande – **Artikel 3.2** – well-being. **Trygghet** = här skall det kännas bra

Allt vi gör här är ju för barnens bästa, diskuterar med föräldrarna [**Artikel 18.2**], allt är för barnets bästa, **Artikel 3**, att "lilla Lisa skall ha det bra – "få det tryggt och ha det bra" – liknande tillvägagångssätt som i Daghem 1, i England.

Två daghemsplatser, en på mammans ort, en på pappans ort

Om vi som statligt anställda inte känner till Konventionen, hur kan vi uppfylla vår plikt – **Artikel 4** och **42A**?

Tema	Samtal
<b>Fråga 2d: Vilka rättigheter (Artiklar) tror du verksamheten kanske vill tänka på mer?</b>	
	<p><b>R8:</b> Jag tycker egentligen att vi gör det redan så bra. Om man tänker på den här [pekar på Konventionen] så har vi det bra. Jag tycker det</p>

	I:	Mm
	R8:	Inte kan jag säga att vi borde jobba bättre med något, jag tycker vi har det jätte bra som vi har det

#### Första Reflektioner:

En stark eller Konventionsbaserad läroplan försäkrar om att barns rättigheter respekteras

Samtal runt **Fråga 2f: Om det är föräldrars ansvar att hjälpa sitt barn att utöva sina rättigheter (Artikel 5), tycker du att det borde vara en del av din roll att stöda föräldrarna i denna roll?**

#### Första Reflektioner:

Ha papper och frågor som stöd så länge ett koncept är nytt att jobba med – det behövs kanske en övergångstid med lite mer stöd från ledningen när man tar sig an något nytt

Ja – Det måste vara ett tillvägagångssätt som 'sipprar ner', uppifrån [Artikel 4](#), [Artikel 3.3](#), [Artikel 42A](#)

Tema		Samtal
<b>Fråga 3a: Om du tänker som egenvårdare, finns det några Artiklar som du tycker är särskilt viktiga för barnen i din egenvårdargrupp?</b>		
Promotion	R8:	På mina barn, så tänker jag strax på att alla barn är lika värdefulla <a href="#">Artikel 2</a> . Jag har barn från 3 olika länder ... När dom kommer hit så är alla like, ingen skillnad ... språk, eller utseende ... spelar ingen roll
	I:	Någon annan Artikel?
Protection <a href="#">Artikel 19</a> risk	R8:	... rätt till ett bra liv ... Barn har rätt till privatliv, <a href="#">Artikel 16</a> , det blir igen att de har rätt att vara olika
	I:	I England är det ett väldigt övervakat system. Ni gör det ganska bra här i Finland, till exempel när vi var ute här, och Xxxxx tog en lastbil och körde den runt stugorna och vi såg inte honom ett tag, han var inte övervakad hela tiden, medans i England vill de kunna se barnen hela tiden ... här kan dom vara ensamma i hallen också, till exempel
	R8:	Vi ser var de är men de får vara ... om de är vid stenarna så vet jag att jag måste kolla lite mera, men de måste ju få gå och kliva på, och pröva på ... jo, de kan göra sig lite illa, men det är ju ... På vår gårdsplan vet man var de kan vara ... man kan ju inte hela tiden vara över dom
	I:	Nej
	R8:	Men vi är olika, personalen. Det finns de som [ingriper tidigare]
	I:	Och det är ju också, att man får vara olika
	R8:	Men, säg inte nej så fort ... de leker ju ... med måtta
<b>Första Reflektioner:</b>		
Barn har rätt till privatliv på dagis, <a href="#">Artikel 16</a> , att inte hela tiden ha en vuxen över sig men ändå känna sig trygg och säker		

Samtal runt **Fråga 3c: Kan du se tillfällen där barns rättigheter kan vara i konflikt med varandra, och hur du skulle ta itu med det?**

#### Första Reflektioner:

Skillnaden mellan behov, rättigheter och önskemål, och att det kanske inte är rättigheter som klaschar utan en rättighet med ett önskemål, vilket är en stor skillnad och hur viktigt det är att barn lär sig att de inte alltid kan få som de vill men att vi är empatiska då, för det är inte lätt att vara två år gammal ibland

Samtal runt **Fråga 4b: Skulle ett barnrätts instrument vara användbart?**

1	2	3	4	5	6	7
Inte användbar		Något användbar		Användbart		Mycket användbar

Samtal runt **Fråga 4c: och F 4d: Kan du se fördelar eller nackdelar med att mer direkt arbeta med Barnkonventionen tillsammans med barn, personal och eller föräldrar?**

**Första Reflektioner:**

Efter all teori och observationer → utveckla med personalen ett tillvägagångssätt som inte ökar arbetsbördan för mycket, för annars blir det säkert bara liggande vid sidan om

Samtal runt **Fråga 4e: Om vi tar i beaktande allt vi diskuterat, hur tycker du en bra rättigheterna baserad verksamhet ser ut, jämfört med en som inte har ett barnrättsperspektiv?**

**Första Reflektioner:**

Att man tänker på vad man gör, och menar väl, och allt för barnens bästa ... samarbete och dialog, diskussioner, funderingar ...

Som personal → att ha chansen att delta och vara med

Vissa har det lättare, andra svårare att ta in nya tankesätt eller arbetssätt

Samtal runt **F 4f: Hur viktigt tycker du att en öppen, aktiv barnrättspedagogik är i daghem och småbarnsfostran?**

**Första Reflektioner:**

Korta fortbildningskurser så all får nya kunskaper **Artikel 42A**

1	2	3	4	5	6	7
Inte viktigt		Något viktigt		Viktigt		Mycket viktigt

# Appendix 38

## Intervju 8

Transskript från inspelad intervju, 22 mars 2017

I: Intervjuare Aline Cole-Albäck

R: Respondent R9 Lisa, Setting 3 Finland

Tema		Samtal
<b>Inledning:</b>		
Aline började med att förklara syftet med samtalet och hennes motivation för att forska småbarnspedagogik från ett barnrättsperspektiv, samt hur frågorna är uppdelade från ett personligt perspektiv, yrkesmässigt perspektiv, från barnens perspektiv och daghemmets perspektiv.		
Promotion <b>Artikel 4</b>	<b>R9:</b>	Här i Finland, vi tar den så självklart, så vi pratar inte om den, men den är ju nämnd i nationella ... och den kommer att bli nämnd i den regional [planen]
		Samarbete mellan närliggande kommuner och gemensamma kurser för de 5 närliggande kommunerna som vi köper platser i. På det sättet så får vi ju samma linje allihopa. Planen gäller alla 5 närliggande kommunerna.
		Kommentar att personalen tyckte det var spännande, men att det gick ju riktigt bra. Att de inte märkte av att Aline varit där. Bara flutit på, vilket ju Aline tyckte var jätte bra.
		<b>R9</b> tyckte det var kanske olyckligt att det var en vikarie där under veckan, men det är ju vanligt i verksamheten.
Protection <b>Artikel 3.3</b>		Aline höll med och anmärkte att det kanske var därför Xxxx hade varit så orolig, på grund av ovanliga hemma förhållanden, Aline som var okänd, och till på köpet en vikarie, för hans egenvårdare var borta den veckan.
<b>Första Reflektioner:</b>		
Vi tar den så självklart Här i Finland – Konventionen finns i bakgrunden och implementeras indirekt via läroplanen, utan att man engagerar sig direkt med den – <b>Artikel 4</b>		

Samtal runt **Fråga 1a: Berätta vad du vet om barns rättigheter**

**Första Reflektioner:**

Pedagogiskt arbetssätt som bygger på utvecklingspsykologi med ett barnrättsperspektiv som värdegrund.

*"om barn mår illa"* – Konventionen som skydd mot överträdelser (Protection rights – vad som kallas *negativa rättigheter*) – en av Konventionens tre kategorier eller syften. De andra två handlar mer om barns *positiva rättigheter*

**Fråga 1b: Har du haft någon formell utbildning om barns rättigheter?**

**Första Reflektioner:**

Nej

Samtal runt **Fråga 1c: Hur bekant är du med de 54 artiklarna i Barnkonventionen?**

**Första Reflektioner:**

*"istället för att säga att barn har rätt att uttrycka sina åsikter, så säger vi i nya planen att små barn skall vara delaktiga ... höra på barnen ... men vi säger inte att det står i Barnkonventionen, det står bara att barn skall vara delaktiga"*

Delaktiga – involved = mjukare språk än att använda ord som "rättigheter, skyldigheter"



Litar på att Utbildningsstyrelsen har gjort sitt jobb – som reflekterar ett förtroende till regeringen som inte finns i neoliberala England + en konversation jag hade med mina handledare nyligen

Samtal runt **Fråga 2a: Vilka dokument jobbar ni utifrån här på daghemmet (lagar, planer)?**

**Första Reflektioner:**

Decentraliserad kontra Centraliserad kontroll → båda kan leda till sammanhållning eller sprickbildning  
Rum för lokal tolkning kontra Centralstyrd plan

Samtal runt **Fråga 2c: Finns det några Artiklar som du tycker är särskilt viktiga för småbarns-pedagogiken?**

**Första Reflektioner:**

Mycket viktiga Artiklar – **Artikel 2** och **Artikel 3** som grund till pedagogiken vare sig det är i daghem eller i skolan (s.4)

“*det är ju så självklart*” – en del av det nationella psyket, respekten för barn

- **Artikel 9.3** – Pappa kan bli bortglömd
- **Artikel 12** – Delaktighet – observationer som utgångspunkt i denna ålder!
- **Artikel 16** – vad betyder den på daghemmet, om vi till exempel har “pottfester?”
- **Artikel 22** – Flyktbarnen har en egen läroplan som flera kommuner har gjort tillsammans (s.9)
- **Artikel 24.2** – daghemmet har inflytande på vilken mat barnen får

VASU – varhaiskasvatussuunnitelma – plan för småbarnsfostran (s.11). Barncentrerad pedagogik men i dialog med föräldrar där deras åsikter och professionella åsikter utväxlas. Föräldrar utvärderar varje vår – **Artikel 18.3** och frågeformulär om till exempel fester skickas ut – Power

*”Vi har som mål att på alla avdelningar ha barnträdgårdslärare, åtminstone en, helst två. Men, för att barnskötare finns kvar [som har rätt till anställning], så har vi har för lite barnträdgårdslärare, så därför finns inte en barnträdgårdslärare där. We aim to have early years teachers, at least one, preferably two, in all [three] departments. But, in order for [older] early years educators to remain [employed till retirement], we have [currently] fewer teachers [than we aim for].*

*Xxxxxxxx och xxxxxxxx är dragare på avdelningen, har lite mer ansvar*

Visa nyfikenhet för den andras kultur – **Artikel 30**

*”många säger att leken är barnets arbete, men inte är det, det” [many say that play is ‘the work of the child’, but it is not ... it is play]*

**Två sorters vila – under vilan och under leken, i en famn eller för sig själv**

Kränka = nedvärdera = devalue, belittle, attack someone’s worth

Trygghet = safety and comfort

START – programmet = systematiskt daghemsarbete med att utveckla barns sociala och emotionella färdigheter och att träna på grundläggande känslor: glädje, ilska, ledsnad, överraskning, rädsla och avsky (livskunskap för de minsta)

Samtal runt **Fråga 3a: Om du tänker som egenvårdare, finns det några Artiklar som du tycker är särskilt viktiga för barnen i din egenvårdargrupp?**

**Första Reflektioner:**

*”vi är alla lika värda när vi stiger in i det här daghemmet” – **Artikel 2** – ”alla barn är lika mycket värda och har samma rättigheter och ingen får diskrimineras, **Artikel 2**. Det är nog A och Ω”*

Samtal runt **Fråga 2f: Om det är föräldrars ansvar att hjälpa sitt barn att utöva sina rättigheter (Artikel 5), tycker du att det borde vara en del av din roll att stöda föräldrarna i denna roll?**

**Första Reflektioner:**

*”Det var nog en fråga som jag inte har tänkt på”*

Man borde börja med information till blivande föräldrar redan från barnrådgivning

Reppu projektet

Tema	Samtal
Fråga 3c: Kan du se tillfällen där barns rättigheter kan vara i konflikt med varandra, och hur du skulle ta itu med det?	
P struktur	<p><b>R9:</b> Men när du sa att det är så mycket som finns i en [Artikel] så har jag försökt gruppera dom, i dom olika grupperna så att det blir lite lättare att jobba, med dom [Artiklar] som hör ihop, i olika grupper</p>
	<p><b>I:</b> Vissa tycker jag det är en bra idé, men andra tycker det blir för upphackat. Vad tycker du?</p>
	<p><b>R9:</b> Jag tror det skulle kunna vara ganska bra, för att det är ganska svårt om man börjar läsa den här [listan]. Börjar du på 1, så vilka hör ihop? Och egentligen så gå de ju in i varandra</p>
	<p><b>I:</b> Ja, dom gör set</p>
	<p><b>R9:</b> Så på det viset kan det vara mer överskådligt, om man sätter upp de i olika kategorier</p>
	<p><b>I:</b> Ja. När ni har till exempel dagen, då ni kommer i augusti för att gå igenom planer, eller när det är kanske något som har hänt, då kanske titta på en grupp, eller kategori, och se ...</p>
	<p><b>R9:</b> Ja vad har barnen rätt till</p>
	<p><b>I:</b> För att få, kanske en annan synvinkel</p>
	<p><b>R9:</b> Ja inte är det nå dumt. Det är ju så stort åt oss, det här [hela konventionen] så blir det mera överskådligt</p>
	<p><b>I:</b> Ja. Det är det jag försöker utveckla här [Aline visade en mapp]</p>
Provision Artikel 18.2	<p>I Sverige, under mitt Masters projekt, så var de väldigt mot vad som har med att utvärdering att göra</p>
	<p>Har ni såna här [utvärderings] dokument här i Finland?</p> <p><b>R9:</b> Vi har pedagogiska diskussioner [<b>pedagogical conversations</b>]. Då ser vi på verksamhets kulturen, de dagliga rutinerna i verksamheten. Vi har en koordinator som skickar ut [blanketter] åt oss, och vi håller diskussioner [<b>We have pedagogical conversations, where we look at the setting culture, and the daily routines. We have a co-ordinator who sends out questionnaires and we hold conversations around these</b>]</p> <p>Nu skall diskussion 4 ut, och vi gör enkla protokoll, och skickar in det till koordinatörn. Koordinatörn samlar all kommuners åsikter, och så finns en blogg som vi går in på, och får läsa ... och sen när de gör planen, så kommer det med in i planen [<b>We [as a setting] take notes and submit them to the [local authority] coordinator. The coordinator gathers all the opinions around the municipalities ... it is all collated and there is a blog that we can access, to read [all responses] ... [from this] they draw up the local [pedagogical] plan</b>]</p> <p>Vårdnadshavarna har varit med i diskussionerna via webben, frågeformulär</p> <p>Aline fick ett exemplar</p>

<p>(1:22:10)</p> <p>Protection Artikel 3.3</p> <p>(1:25:50)</p>	<p>I:</p> <p>R9:</p> <p>I:</p> <p>R9:</p> <p>I:</p> <p>R9:</p> <p>I:</p> <p>R9:</p> <p>I:</p> <p>R9:</p> <p>I:</p>	<p>Dagvårdsledaren har också utvecklingssamtal med personalen, och för att vi skall få igenom den här nya planen, så är det ju a och o att personalen är 'närvarande'</p> <p>Ja, närvaro är viktigt. Man kan ju vara kroppsligt där men ändå inte 'närvarande'</p> <p>Lyhörd är ett annat ord du använde ...</p> <p>Ja, är du inte närvarande och lyhörd så får du inte barnen delaktig <b>[If you are not mindful [närvarande] and percipient [lyhörd] then you will not get the children involved]</b> ... att du inte bara fysiskt men också psykiskt med</p> <p>Precis</p> <p>Om man frågar: hur märker du hos dig själv om du är närvarande? Är svaret ofta att man blir uppmärksam och glad, man får som en kick. Det kan vara över en liten sak</p> <p>För annars är det ju bara ... supervision kallar vi det – övervakning. Då är man närvarande men inte lyhörd</p> <p>Närvarande är att man måste gå ner på barnens nivå, sätta dig på golvet. Och då märker barnet att nu är hon här, bara för mig</p> <p>Och ordet på svenska har då den kvaliteten?</p> <p>Ja. Närvaro är ju A och Ω, i det här arbetet. Har du inte närvaro så har du ingen verksamhet</p> <p>Man får jobba med det, för det kommer in föräldrar, det kommer in nån personal ... det kommer nya barn ... telefon som ringer ...</p> <p>Så hur skall vi kunna vara närvarande? När vi är med barnen då skall vi vara närvarande <b>[When we are with the children then we should be mindful]</b>. Papper eller email som skickats, det måste man hitta en annan stund till</p> <p>Ja, och när hittar man det?</p> <p>När barnen sover, eller om alla barnen är ute så kan en gå in ... eller om det är en dag med minder barn ...</p> <p>Ja</p>
<p><b>Första Reflektioner:</b>  P kategorierna kan göra det mer överskådligt – att gruppera rättigheterna gör det lättare att jobba med dom</p> <p>Närvaro – att vara närvarande när vi är med barnen – jobbas med nu – Artikel 3.2</p> <p><i>“är du inte <b>närvarande</b> och <b>lyhörd</b> så får du inte barnen delaktiga” – Absolut!</i></p>		

Samtal runt **Fråga 4a: Hur utvärderarna ni verksamheten?**

**Första Reflektioner:**

Föräldrarna utvärderar verksamheten och personalen gör en självutvärdering

I den nya planen för småbarnspedagogiken, så införs självutvärdering för personalen – mål sätts på hösten och sen utvärderas var de är – självvärdering

Samtal runt **Fråga 4b: Skulle ett barnrätts instrument vara användbart?**

Tema		Samtal
Fråga 4b: Skulle ett barnrätts instrument vara användbart?		
(1:31:40)    Promotion	I:	För att komma tillbaka till det här jag kallar mitt barn rätts instrument, skulle det bli ett instrument som sitter på hyllan och samlar damm, eller användbart?
	R9:	Det har varit jätte intressant att under tiden du har varit här, börjat tänka på Barnkonventionen, för vi har det så automatiskt så vi inte tänker på den. Vi har varit tvungna att ifrågasätta var det står om Barnkonventionen och jag kollade upp i det nationella och nya planen att vi faktiskt har den med
		Men, jag tror det skulle vara ännu bättre att vi också hade ett dokument ... jag tror nog att jag skulle använda det
	I:	Särskilt för ledningen, tror jag. För personal som är lågutbildade som i England, där man bara behöver gymnasieutbildning, så är det kanske överväldigande
	R9:	Precis.
	I:	Jag skulle vara intresserad av att veta hur församlingen gör, för de säger att i varje beslut de tar, så tar de hänsyn till Barnkonventionen. På vilket vis?

1	2	3	4	5	6	7
Inte användbar		Något användbar		Användbar	x	Mycket användbar

**Första Reflektioner:**

*"Det har varit jätte intressant att under tiden du har varit här, börjat tänka på Barnkonventionen, för vi har det så automatiskt så vi inte tänker på den. Vi har varit tvungna att ifrågasätta var det står om Barnkonventionen och jag kollade upp i det nationella och nya planen att vi faktiskt har den med"*

*"det vore bra om Barnkonventionen drogs ner till konkreta mål, och som man kunde ha på väggen, som en påminnelse både åt föräldrarna och barnen"*

Missförståndelser och därmed motstånd till Barnkonventionen, är en nackdel av att ha den bara inbyggd

Samtal runt **Fråga 4f: Hur viktigt tycker du att en öppen, aktiv barnrättspedagogik är i daghem och småbarnsfostran?**

1	2	3	4	5	6	7
Inte viktigt		Något viktigt		Viktigt		Mycket viktigt

**Första Reflektioner:**

Det är frågan om hur vi gör den tillgänglig till vuxna och barn!

**Slutliga kommentarer:**

Det är frågan om hur vi gör den tillgänglig till vuxna och barn!

# Appendix 39

## Interview 9

Transskript från inspelad intervju, 29 mars 2017

I: Intervjuare Aline Cole-Albäck  
R: Respondent R10 Elisabeth, Setting 4 Finland

Tema	Samtal
<b>Inledning:</b>	
Aline inledde med att förklara hur samtalet kommer att vara strukturerat och gav ett exemplar av frågeformuläret till Elisabeth för att titta över och medgivandeformulär att fylla i.	

Fråga 1a: Berätta vad du vet om barns rättigheter.		
Promotion Artikel 42A	R10:	Jag har nog läst Barnkonventionen, alla Artiklarna ... punkterna, men det viktigaste tycker jag är ju att barn har rätt till trygghet ... [ <b>but I think the most important is that children have a right to trygghet</b> ]
	I:	Egentligen finns inte det ordet i Konventionen, men det är ju nåt väldigt viktigt ... [ <b>That word does not really come up in the Convention, but it is something very important</b> ]
	R10:	Ja, just det här att de har rätt till ... trygghet är ett ord man inbegriper ganska mycket i [ <b>trygghet is a word that includes quite a lot</b> ]
	I:	Det är ett ord jag har försökt översätta till engelskan, som jag har en känsla för på svenska, men svår att översätta, och mycket som ingår i det här ordet
	R10:	Ja
<b>Första Reflektioner:</b> <b>"Barn har rätt till trygghet"</b> → ordet <i>trygghet</i> används mycket i det svenska språket och jag har under årens lopp försökt hitta en översättning, men ordet finns inte i det engelska språket. Det bästa jag nu hittat är Torsten Norlanders beskrivning av begreppet: <a href="http://torstennorlander.dinstudio.se/diary_21_89.html">http://torstennorlander.dinstudio.se/diary_21_89.html</a> . Baserat på Norlanders beskrivning så skulle jag nu beskriva begreppet som: 'feeling physically safe (safe from risk) and emotionally secure (free from fear and concerns)' eller kortare: ' <b>feeling safe and secure.</b> '  Självta ordet <i>trygghet</i> nämns bara i Artikel 26 i Konventionen, i relation till "social trygghet" vilket har med socialförsäkringsförmåner att göra = social security = socialförsäkring.  I Konventionen kunde kanske begreppet " <i>trygghet</i> ", så som vi använder det inom pedagogiken, vara inbegripet i konceptet <i>well-being</i> – välfärd – Artikel 3.2  Att barn skall ha rätt till trygghet, kom också upp i Intervju 9 (också personal i Finländskt daghem), vilket är intressant ... där förknippade jag efteråt också <i>trygghet</i> med Artikel 3.2		

Samtal runt **Fråga 1b: Har du haft någon formell utbildning om barns rättigheter?**

<b>Första Reflektioner:</b> Har inte sen lärarutbildningen haft möjlighet att gå på kurser om Barnkonventionen Om få har haft möjlighet att gå på kurser, varifrån kommer kunskapen då?
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Tema		Samtal
<b>Fråga 1c: Hur bekant är du med de 54 artiklarna i Barnkonventionen? Presentera i korthet själva FN dokumentet och sammanfattnings dokument med de 54 Artiklarna.</b>		
(4:18)	<b>R10:</b>	Alltså det är ju så länge sen jag läste dom
Participation	<b>I:</b>	Är det nåt som har tagits upp i de olika ställen där du har jobbar? Till exempel Artikel 12, barns rätt att bli hörd ...
	<b>R10:</b>	Ok. Vi har ju målen i vår läroplan, och sånt finns ju med, med det står inte specifikt att det står i ...
	<b>I:</b>	Dom har inte gjort länken till Artiklarna
	<b>R10:</b>	Nej, men annars så har vi nog haft skolning på att barn har rätt att bli sedda och hörda, och att vi skall vara lyhörda för barns uttryck <b>Artikel 12</b> och <b>Artikel 13 [we need to be percipient to children's expressions]</b>
Promotion <b>Artikel 42A</b>	<b>I:</b>	Precis
	<b>R10:</b>	Används ordet 'rätt', 'rätt till ...'
	<b>I:</b>	Ja  För det ordet skyggar dom ifrån i England, för det känns väldigt lagligt
	<b>R10:</b>	Nej  <b>I:</b> Dom tycker att man skall mjuka upp det lite och i stället prata  om vad som är för barns bäst, men nog finns det dom som också tycker att man kan säga att barn har 'rätt till ...'
<b>Första Reflektioner:</b> Bli sedda och hörda – <b>Artikel 12</b> och lyhörd – <b>Artikel 13</b> – igen ett jätte bra ord! Man är ok med att använda ordet "rätt" i samband med barn, i Finland – <b>Artikel 42A</b>		

Samtal runt **Fråga 2a: Vilka dokument jobbar ni utifrån här på daghemmet (lagar, planer)?**  
**Fråga 2b: Har Barnkonventionen ett inflyttande på hur ni arbetar och planerar för barnen på verksamheten?**

<b>Första Reflektioner:</b> <i>"Det är nåt man tar som självklart"</i> → I Norden verkar det så, för grunden är där via läroplanen, särskilt den nya i Finland (2016), men grunden är inte där i andra länder som till exempel i England.  Om Konventionen är inbyggd, via läroplanen = indirekt implementation av <b>Artikel 4</b> .
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Samtal runt **Fråga 2c: Finns det några Artiklar som du tycker är särskilt viktiga för småbarns-pedagogiken?**

<b>Första Reflektioner:</b> <i>"Utan vidare, att all barn är lika mycket värda"</i> <b>Artikel 2</b> . Detta nämndes också i det andra finländska daghemmet.  Ordet <i>utbildning</i> som nämns i <b>Artikel 28</b> och <b>Artikel 29</b> , låter som om det handlar om äldre barn ... Gunilla föreslog i en senare konversation, att ett bättre ord är kanske: 'lärande', ett or som också används inom småbarnspedagogiken men passar bättre för alla barn 0-18.  <b>Artikel 15</b> ... <i>"är ju för äldre barn"</i> → Det är en Artikel som E.H. i Sverige också tolkade annorlunda än vad jag gör, i en konversation vi hade 2018. Det finns alltså behov att diskutera vad det betyder för yngre barn också ... rätt att få välja sina vänner, och vara tillsammans ... Vänskap nämns också i Artikel 29.1 (d)
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Samtal runt **Fråga 2f: Om det är föräldrars ansvar att hjälpa sitt barn att utöva sina rättigheter (Artikel 5), tycker du att det borde vara en del av din roll att stöda föräldrarna i denna roll?**

**Första Reflektioner:**

"jag tycker allting är så bra" – från den vuxnas perspektiv, eller barnens perspektiv, eller både och?

Är vi kanske mer vana att stöda föräldrar – **Artikel 18.2** – om ett barn far illa, än att stöda föräldrar att hjälpa sina barn utöva sina rättigheter, enligt Artikel 5?

"När man har jobbat med barn så vet man att barn har rättigheter ... Man skall alltid ha barns bäst för ögonen" **Artikel 3.1** ... men det kräver en bra grundutbildning och att alla har samma grundkunskap, vilket kanske är fallet i Finland, där lärare har en bra utbildning.

Vi är moraliska ansvarsbärare → då borde det finnas mer kurser och utbildning om vad Konventionen verkligen betyder för barn i olika åldrar, från dagis till gymnasiet, och hur den kan implementeras, Artikel 4.

Samtal runt **Fråga 3a: Om du tänker som enheten, finns det några Artiklar som du tycker är särskilt viktiga för barnen här?**

**Första Reflektioner:**

Alla barn är lika mycket värda, **Artikel 2**, ingen får diskrimineras

Protektion **Artikel 19**, och **Artiklarna 32-38**

Utveckling, Provision Artiklar som **Artikel 6**, **Artikel 24.1**, **Artikel 28**, **Artikel 29.1 (a-e)**

Upplevelser

Samtal runt **Fråga 3c: Kan du se tillfällen där barns rättigheter kan vara i konflikt med varandra, och hur du skulle ta itu med det?**

**Första Reflektioner:**

Göra det som är bäst för barnet, **Artikel 3.1**. Det är vi som vuxna som måst ta beslut baserat på kunskap om barnutveckling och barnet.

"nu måste du sitta här en stund fast inte barnet vill" → Vad anser vi vara värdig disciplin = **Artikel 28.2**? Det kan historiskt variera enormt från kultur till kultur ... time out, emotion coaching etc. I England tillåts ju "rimlig aga"

Elisabeth: Barn har rätt till en lärare som kan visa, som orkar med allt som man vill erbjuda barnen – **Artikel 3.3** – viktig punkt särskilt som man i Finland har skiftvårdsplatser - kvällsvård och nattvård på vissa daghem <https://www.suomi.fi/service/skiftvard-helsinfors-stad/aa6a165b-1c69-47b1-8fbb-cc56473ca295>

Samtal runt **Fråga 4a: Först, rent generellt, hur utvärderarna ni verksamheten?**

**Första Reflektioner:**

Kunskap om vad barn tycker om får vi från dem [**Artikel 12**, **Artikel 13**] och föräldrarna, tillsammans med professionell kunskap om vad som fungerar och **gruppdynamiken** [**Artikel 15**] (Social Dynamics – Dynamics Systems Perspective)

Samtal runt **Fråga 4b: Skulle ett barnrätts instrument vara användbart?**

**Första Reflektioner:**

På skolningsdagar (2 per år) funderar man på sina starka sidor och vad man har att ge

1	2	3	4	5	6	7
Inte användbar		Något användbar		Användbar		Mycket användbar

Samtal runt **Fråga 4c: Kan du se fördelar med att mer direkt arbeta med Barnkonventionen tillsammans med barn, personal och eller föräldrar?**

**Fråga 4d: Kan du se nackdelar med att mer direkt arbeta med Barnkonventionen tillsammans med barn, personal och eller föräldrar?**

**Första Reflektioner:**

Konventionen bekräftar att ens arbete respekterar barns rättigheter, men samtidigt kunde det vara bra att veta varifrån vissa värden [Artikel 12 till exempel] har kommit ifrån. Kurser, och massmedian spelar nog en roll i kunskaps spridande ... Artikel 42

**Samtal runt Fråga 4e: Om vi tar i beaktande allt vi diskuterat, hur tycker du en bra rättigheterna baserad verksamhet ser ut, jämfört med en som inte har ett barnrättsperspektiv?**

**Första Reflektioner:**

Stor vikt på vad som står i läroplanen [Artikel 42A] så väldigt viktigt att få värdegrunden med på den nivån i styrdokument.

- "De som jobbar med barn i Finland tar hänsyn till barnen" (regard)
- "Omvård" (care)
- "Vi bryr oss om barnen"
- "Deras bästa" (best interest)

"annars jobbar man inte inom dagvården" = större respekt för barn genom att de flesta som kommer på praktik är studerande från kurser som utbildar studerande i ett vård eller läraryrket.

**Samtal runt Fråga 4f: Hur viktigt tycker du att en öppen, aktiv barnrättspedagogik är i daghem och småbarnsfostran?**

1	2	3	4	5	6	7
Inte viktigt		Något viktigt		Viktigt		Mycket viktigt

**Slutliga kommentarer:**

	I:	Jag försöker att inte fråga för mycket under dagen när vi är med barnen
	R10:	Jag tycker det har gått bra när du har varit här ... barnen har varit lite mer uppspelta än vanligt. De märker att det är nånting på gång och de ...
	I:	Så det har inte varit för jobbigt?
	R10:	Nej, men idag var det lite jobbigt med de två nya föräldrarna och det nya barnet på besök, och Billy var super trött och ur gängorna, och så var Sophia där och höll på, då tänkte jag som at "åh" ... då var det lit jobbigt
	I:	Ja
	R10:	Men det är helt ok
	I:	Jag hoppas att Eva och Lena inte har tyckt det varit för stressigt
	R10:	Nej, inte tror jag det
		Vi pratade lite mera, generellt om småbarnspedagogik, innan Elisabeth avslutade med att säga att de har det nog bra inom dagvården i Finland, med en väldigt bra utbildning, vilket jag höll med om.



# Appendix 40

## Interview 10

Transskript från inspelad intervju, 30 mars 2017

I: Intervjuare Aline Cole-Albäck

R: Respondent R11 Kerstin, Setting 4 Finland

Tema	Samtal
<b>Inledning:</b>	
<p>Samtalet börjades spela in i mitten av en diskussion om den nya läroplanen och Aline nämnde om hur det är klart och tydligt hur Barnkonventionen tagits fram i värdegrunden (sida 17) och att det skulle vara intressant att jämföra det med den förra planen (2005) och om barns rättigheter nämndes redan då, för personal i ett annat daghem ansåg att det måste komma från grunderna, så att alla har samma utgångspunkt.</p> <p>Gunilla höll med att det är grunderna som de följer, och att all vet att Konventionen finns, men det är inte ett dokument som alla skulle ha läst och som man följer direkt.</p> <p>Aline frågade om de har ett liknande inspektions system som i England (Ofsted). Gunilla sa nej. Diskussionen följde om hur avdelningar utvärderar aktiviteter och verksamheten, och att föräldrar får en blankett varje vår. Gunilla sa att nu kommer förskolan att ha en nationell utvärdering och att daghem säkert går i den riktningen också.</p> <p>Aline undrade hur man utvärderar kvalitet för tillfället → lokalt, genom att alla har olika metoder.</p> <p>Aline fick kopior av barns individuella planer som fylls i och går igenom vid utvecklingssamtal. Utvecklingssamtal hålls regelbundet och oftare om det behövs.</p> <p>Aline bad om hjälp att hitta rätt ord på svenska:</p> <ul style="list-style-type: none"><li>• Education – <i>lärande</i> istället för ordet <i>utbildning</i>, som används i dokument från Sverige, för ordet <i>utbildning</i> kan ge intrycket att det handlar om äldre barn och om vi ser på ordet i finska, <i>oppiminen</i>, så passar också ordet <i>lärande</i> bättre.</li><li>• Artikel 15 → att vara del av en grupp</li><li>• UNICEF erbjuder inte lärare, som del av vidareutbildning, att lära sig om konventionen, som i Sverige</li></ul> <p>Den här generella diskussionen var jätte hjälpsam för Aline. Aline förklarade sen hur frågorna till samtalet var uppdelade från ett personligt perspektiv, yrkesmässigt perspektiv, från barnens perspektiv och daghemmets perspektiv.</p>	
<b>Första Reflektioner:</b> <p>I den förra planen (2005) nämndes Barnkonventionen i värdegrunden, men bara kort, de fyra grundprinciperna. I den nya planen nämns Barnkonventionen i värdegrunden och 13 Artiklar från Barnkonventionen hänvisas till.</p>	

Samtal runt **Fråga 1a: Berätta vad du vet om barns rättigheter.**

<b>Första Reflektioner:</b> <p>Barndagen har firats i många år i Finland, men vad som är nytt är temaveckan för barnets rättigheter som är en aktivitetsbetonad vecka som riktas till skolorna och vars syfte är att göra barnets rättigheter mer kända bland elever, lärare och skolpersonalen genom gemensamma aktiviteter. Projektet har fått Undervisnings- och kulturministeriets (Ministry of Education and Culture) stöd för ungdomsarbete. Den ordnas för första gången 19–23.11.2018 – Artikel 42A.</p> <p>Lapsenoikeudet.fi är en webbplats som innehåller information om barnets rättigheter. Webbplatsen upprätthålls av samarbetsnätverket för kommunikationen av barnets rättigheter. I nätverket ingår barn- och ungdomsorganisationer, barnombudsmannens byrå, aktörer i församlingar och staten – <b>Artikel 42A.</b></p>
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Samtal runt **Fråga 1b: Har du haft någon formell utbildning om barns rättigheter?**

**Första Reflektioner:**

I större detalj del av grunderna till småbarnspedagogiken nu och via material till barndagen och barnrättsveckan som skickas ut till daghem – **Artikel 4, Artikel 42A**

Samtal runt **Fråga 1c: Hur bekant är du med de 54 artiklarna i Barnkonventionen?**

**Första Reflektioner:**

Provision – *tillhandahålla* kom upp som alternative till *anbud*, men låter inte heller rätt  
– *förse* kom också upp → men kanske ordet jag letar efter är *erbjudande*?  
→ Vad **erbjuder** vi barn på vårt dagis? Vi erbjuder fostran, undervisning och vård ...

Samtal runt **Fråga 2a: Vilka dokument jobbar ni utifrån här på daghemmet (lagar, planer)?**

**Första Reflektioner:**

Lag om barns rätt till småbarnspedagogik 19.1.1973/36 har uppdaterats 13.7.2018/540 och gäller sedan 1.9.2018.

Samtal runt **F 2b: Har Barnkonventionen ett inflyttande på hur ni arbetar och planerar för barnen på verksamheten?**

**Första Reflektioner:**

Omedvetet genom att Konventionen är inbyggd i läroplanen – **Artikel 4** – indirekt implementering

Tema		Samtal
<b>Fråga 2c: Finns det några Artiklar som du tycker är särskilt viktiga för småbarns-pedagogiken?</b>		
Participation	<b>R11:</b>	Början är ju så självklar
	<b>I:</b>	Det är precis vad alla säger [i Finland]
Protection	<b>R11:</b>	<b>12:an</b> och <b>13</b> åtminstone, rätt att uttrycka sig och ha sina egna åsikter och yttrandefriheten ... tankefrihet ... alltså på mindre nivå, här ... livet här  Integritet och privat live, ja det har de här, <b>Artikel 16</b>  Och det här med föräldrarna, <b>Artikel 18</b> , så tycker jag också att det känns så självklart [gemensamt ansvar, med stöd] ...
	<b>I:</b>	Ja, fast i England så har jag ofta hört föräldrar, särskilt mammor som säger: jag önskar pappan skulle lämna mig ifred, det är ju mitt barn
(24:00)	<b>R11:</b>	Nej, det där är lite som jag sa att det sitter i ryggmärgen ...
	<b>I:</b>	I Sverige har barn rätt till sina föräldrar istället för att föräldrar har rätt till sina barn, att umgås med sina barn

	<b>R11:</b>	Det jag tycker är bra här är att de fyller 7 när de börjar. De har fått leka [ <b>they have had time to play</b> ], och förskolan är lite mer som skolan
	<b>I:</b>	Tycker du det är ok, för förr var det ju lek till först klass, nu är det lek till förskolan ... så är risken att det blir [akademiska krav på] yngre och yngre barn här också?
	<b>R11:</b>	Jag har svårt att tro det, men man vet ju aldrig  Samtalet övergick till barn med främmande språk och hur för ett tiotal år sen barn med samma hemma språk inte skulle vara tillsammans i England, för tanken var att de lärde sig engelska bättre då, vilket det har visat sig inte ä

<p>Protektion Artikel 3.2</p>		<p>fallet. Det kanske tar lite längre genom att barnen håller sig till andra barn med samma hem språk. Detta är ett exempel där två Artiklar kan vara i konflikt, barns rätt till eget språk, men samtidigt behovet att lära sig det nya språket</p> <p>För det mesta används bara svenska av de vuxna men om ett barn absolut inte förstår, så används båda språken (finska och svenska)</p> <p>Aline berättade hur genom att prata lite på barnets hem språk också, byggde tillit och barnet nu pratar på båda språken och umgås mer spontant med Aline</p> <p><b>R11:</b> De flesta barnen kommer från tvåspråkiga hem i det här daghemmet</p> <p>Barn har rätt till vila, ja! ... lek och fritid, ja absolut <b>Artikel 31R P</b></p> <p><b>R11:</b> Ja, och där kommer Artiklar i konflikt när barnet inte vill vila</p> <p><b>R11:</b> Oh på nåt sätt så tycker jag att all individer, grannar ... är skyldiga om det är ett barn som inte mår bra ... den som märker det måste ta tag i saken ... all har ...</p> <p><b>I:</b> Ja, ett moraliskt ansvar</p> <p>Inom ditt jobb, inom småbarnspedagogiken, hur skulle din roll se ut om man tar ett mer aktivt perspektiv?</p> <p><b>R11:</b> Alltså mer medvetna om det ...</p> <p><b>I:</b> Ja, nu är det så inbyggt. Hur kan vi lyft fram det och göra det mer öppet (synligt)</p> <p><b>R11:</b> Det är att poängtera mera att det här, vad man diskuterar, är också i Barnkonventionen, om det är ett barn som mår dåligt, vi är skyldiga att göra det för det står här (i Konventionen)</p> <p><b>I:</b> Att man kan lyft fram att det också står i Konventionen ...</p> <p><b>R11:</b> Ja, och att det inte bara är här, men faktiskt överallt ... att komma tillbaka till den här (konventionen) och diskutera</p>
<p><b>Första Reflektioner:</b>  <b>Artikel 2, 3, 12, 13, 16, 18, 19, 22, 23, 24a-b, 28.1, 291-e, 30, 31a+c, 34, 36, 39</b></p> <p>Equity versus equality – <b>Artikel 2</b> – "vissa behöver lite mer för att vardagen skall fungera"  <b>Artikel 23</b> – vi anpassar oss – we adapt for the well-being of the child – <b>Artikel 3.1- 3.2</b>  <b>Artikel 36</b> – kompisar kan ju också utnyttja – intressant vinkel  Vi kunde lyft fram mer att det vi gör, också står i Barnkonventionen – <b>Artikel 42A</b></p>		

Samtal runt **Fråga 2f: Om det är föräldrars ansvar att hjälpa sitt barn att utöva sina rättigheter (Artikel 5), tycker du att det borde vara en del av din roll att stöda föräldrarna i denna roll?**

<p><b>Första Reflektioner:</b>  Alla har ett ansvar. Rådgivningen verka spela en större roll i Finland än i England. I England verkar det bara vara den medicinska sidan som rådgivningen lyfter fram. Alla instanser som jobbar med eller för barn bär ett ansvar att lyfta fram kunskapen om Barnkonventionen – <b>Artikel 42</b></p> <p>"om man märker att någon förälder inte gör som man borde" = skydd (Protection) sidan av Konventionen. Den aspekten kommer ofta fram ganska starkt inom daghem kanske pga. barnen är så små?</p>
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Samtal runt **Fråga 3c: Kan du se tillfällen där barns rättigheter kan vara i konflikt med varandra, och hur du skulle ta itu med det?**

<p><b>Första Reflektioner:</b>  Flexibilitet behövs för att ta varje barns bästa och välmående i beaktning, som till exempel att barn behöver vila, men inte nödvändigtvis sova.</p>
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Samtal runt **F 4a: Först, rent generellt, hur utvärderarna ni verksamheten?**

**Fråga 4b: Skulle ett barnrättsinstrument vara användbart?**

**Första Reflektioner:**

Kom upp tidigare. Se intervju 12 också

Samtal runt **Fråga 4b: Skulle ett barnrättsinstrument vara användbart?**

**Första Reflektioner:**

Lite som ett stöddokument ... det öppnar upp, men den måste vara enkel att använda

Personalen i England är vana att utvärdera, så det finns en kulturell skillnad som måste tas i beaktning också

1	2	3	4	5	6	7
Inte användbar		Något användbar		Användbar		Mycket Användbar

Vi pratade generellt om att lyssna på barnet och se barnet (observera), särskilt de små, **Artikel 12** och **Artikel 13**. Men lyssnar vi egentligen, undrade vi?

Samtal runt **Fråga 4c: Kan du se fördelar med att mer direkt arbeta med Barnkonventionen tillsammans med barn, personal och eller föräldrar?**

**Fråga 4d: Kan du se nackdelar med att mer direkt arbeta med Barnkonventionen tillsammans med barn, personal och eller föräldrar?**

**Första Reflektioner:**

Sidan 10: "Nej, man måste ta upp det på ett mjukare sätt ... att det kommer fram när vi gör nånting, att varför vi gör det är för att barnen har rätt till det ... jag tror inte att det skadar att säga att grunden till allting är det här" = Det tas fram om det är relevant, på ett naturligt sätt ... **Artikel 42** och **Artikel 18.2**

Samtal runt **Fråga 4e: Om vi tar i beaktande allt vi diskuterat, hur tycker du en bra rättighetsbaserad verksamhet ser ut, jämfört med en som inte har ett barnrätts perspektiv?**

**Första Reflektioner:**

Atmosfären, utgående från barn, att man ser individen → Individen inom kollektivet

Samtal runt **Fråga 4f: Hur viktigt tycker du att en öppen, aktiv barnrättspedagogik är i daghem och småbarnsfostran?**

**Första Reflektioner:**

Mycket bra fråga: läser alla en plansch och hur tar man som förälder, ensam utan en dialog, till sig den?

Det måste vara relevant för varje årsgrupp, föräldrar **Artikel 18**, och kamratgruppen **Artikel 15**

Samtal runt **Fråga 4f: Hur viktigt tycker du att en öppen, aktiv barnrättspedagogik är i daghem och småbarnsfostran?**

**Första Reflektioner:**

Att jobba mer *medvetet* med Barnkonventionen

1	2	3	4	5	6	7
Inte viktigt		Något viktigt		Viktigt		Mycket viktigt

# Appendix 41

## UNCRC Simple Summary

Articles of the UN Convention on the Rights of the Child (UNCRC)		
1	Definition of the child (everyone under 18)	Definition
2	Non-discrimination (12 categories or other status)	Protection
3.1	Best interest of the child (impact assessment)	Protection
3.2	Ensure protection and care necessary for well-being	Protection
3.3	Standards for safety, health, number of, and suitability of staff (supervision, attachment, involvement)	Protection
4	Implementation (making sure every child can enjoy their rights)	Protection
5	Guidance in exercising rights consistent with evolving capacities (autonomy, agency/influence)	Provision
6	Life, survival and development (conditions optimal for development)	Provision
7R	Birth registration, name and nationality (for access, administration, pronunciation)	Provision
7P	Parental care wherever possible	Protection
8	Preservation of identity (twins, siblings not mixed up)	Protection
9.3	Regular contact with both parents in case of separation (dialogue with/communications to both)	Protection
10	Family reunification	Provision
11	Illicit transfer and non-return (secure premises)	Protection
12	Respect for the views of the child according to age and maturity (space, voice, audience, influence)	Participation
13	Freedom of expression (medium of child's choice including silence) and sharing, receiving information	Participation
14	Freedom of thought, conscience and religion (celebrate similarities, respect differences) (capacity)	Participation
15	Freedom to be in a group with other children	Participation
16	Protection of privacy (choice to refuse privacy, privacy when upset, special place)	Protection
17	Access to appropriate information from a diversity of sources (adults, children)	Participation
17 (e)	Protection from harmful information and material	Protection
18.1	Shared parental responsibility in bringing up their child (contact with both)	Protection
18.2	Parents have the right to appropriate assistance in bringing up their child (dialogue)	Provision
18.3	The right to child-care services and facilities for the care of children of working parents	Provision
19	Protection from all forms of violence, abuse and neglect	Protection
20	Protection when in temporary alternative (foster) care	Protection
21	Best interest of the child if adopted	Protection
22	Appropriate protection for refugee children	Protection
23	Special education and care if disabled (equity, participation, alternative means of communication)	Provision
24.1	Health and good quality healthcare (hygiene, weather appropriate clothing, clean environment)	Provision
24.2	Nutritious food and clean water (meals as social events, flexible or scheduled)	Provision
25	Reviews for looked after child	Provision
26	Social security	Provision
27	Adequate standard of living	Provision
28.1	Education (access, attendance, inclusive, exclusion/suspension)	Provision
28.2	Dignified discipline (age appropriate expectations)	Protection
29.1 (a)	Goal of education - fullest potential (EY curriculum, ethos, resources, routines, transitions, time)	Provision
29.1 (b)	Goal of education - respect for human rights and fundamental freedoms (RRE, HRE, VbE)	Provision
29.1 (c)	Goal of education - develop respect for parents, their own and other cultures	Provision
29.1 (d)	Goal of education - prepare for a responsible life (peace, tolerance, equality)	Provision
29.1 (e)	Goal of education - develop respect for the natural environment (forest school)	Provision
30	Minority and indigenous culture, religion and languages (parental involvement, language group)	Provision
31R	Rest (designated area, routines)	Provision
31P	Play (free-flow, pedagogical, time to play)	Provision
31CA	Cultural and artistic activities (popular culture (music, books, films) traditions)	Provision
32	Protection from harmful or hazardous work (child labour)	Protection
33	Protection from dangerous drugs	Protection
34	Protection against sexual abuse and exploitation	Protection
35	Protection from being abducted, sold or trafficked	Protection
36	Protection against any other form of exploitation that could harm development	Protection
37	Youth justice and deprivation of liberty, and protection against torture, degrading treatment	Protection
38	Special protection in war and armed conflicts	Protection
39	Rehabilitation of child victims	Protection
40	Administration of juvenile justice	Protection
41	Respect for superior national standards	Protection
42A	Knowledge, dissemination and implementation measures (adults)	Provision
42C	Knowledge and dissemination (children)	Provision
Articles 43-54 are about how the Committee and governments should work together to support children's rights		

# Appendix 42

## Observations Setting 1, England

Date: 17.10.2016

	<b>Luke</b> Sex: boy Age: 2y 6mths <b>Liam</b> Sex: boy Age: 2y 10mths <b>Blake</b> Sex: boy Age: 2y 10mths <b>Alex</b> Sex: boy Age: 2y 11mths	SEND: Possibly SEND: No SEND: No SEND: No			
Time	Observations	G	I	WB	P's and A's
9:00	Children in: <b>Luke</b> and 3 other children Adults in: Mary, Hannah, Karen and Jenny  <b>Blake</b> and <b>Alex</b> arrived in the second group, 15 children in this morning				
9:00 (228)	<b>Luke</b> is at the breakfast table, sitting next to another child, using a knife, putting lots of butter on his toast. Jenny asks him if she should help him a little. She scrapes off the excess butter and cuts the toast in half (before he has a chance to answer). Luke looks around and starts eating his toast.	WA	3	3	
9:05 (230)	<b>Luke</b> is eating his toast, looks around at a child washing up with Jenny. While chewing on the last bite of toast, Luke takes his plate to the washing up bowl and start washing up. The other child tries to grab the dish brush from him but Luke does not let go and tugs at it. Jenny intervenes so Luke can continue washing up. Luke washes his plate and places it on the table next to the bowl, pointing at it with his characteristic index pointing (instead of words) and Jenny gives him a towel. He dries the plate with the dishcloth, and puts it on a pile of clean plates on the nearby shelf. Jenny then asks him to go and get his glass, which he does and he brings it to the washing up bowl. He plays with it a little, looks up at me with the hint of a smile. Jenny is tidying up after breakfast and lets him play a little before setting out the towel next to the bowl (without saying anything) and Luke places the glass on it and starts drying it. He places it on the shelf by the other glasses. Glances up at me with a smile. He looks pleased with himself, and walks through the small room divider doors, looks up at me smiling, closes the small doors, glances up at me, starts walking towards the block area, glances up at me again, gives me a quick smile, and walks off.	P	4	3	
9:10 (231)	<b>Luke</b> and another child are in the block area with Karen, who is sitting on her knees on the rug. Luke has a large reel in his hands. Karen is talking quietly to the other child	I	4	4	
		WA	3	3	

Time	Observations	G	I	WB	P's and A's
	<p>[inaudibly] as he is rolling Brio wooden train engine down it. Luke blocks the tube with a big reel. Luke tries to push a metal cup down the tube but the handle catches. Luke looks at Karen quizzically and she states the fact it is too big and the handle is catching. <b>Luke</b> smiles and looks around. He picks up three little wooden Community Plaything 'Villagers' that he brings to the tube and rolls down the tube. A child holds the tube in place for him, leaning on a big reel. Luke runs to the shelf and picks up two more Villagers to roll down the tube. He looks around and sees where they have rolled to and energetically picks them up. Luke struggles to hold on to the five Villagers close to his chest. Karen asks him if he's got them all. Luke nods and walks over to Karen who is holding a large cardboard tube. He drops the wooden <i>people</i> down the tube, one by one, and watches them roll. A child is standing to one side, observing them. After dropping all five <i>people</i> down the tube and watching them roll down and out, Luke runs around to pick them up. Karen asks if it's ok for others to join in. Luke does not respond. Other children try to join in but Luke quickly grabs the <i>people</i> as they roll out, eventually clutching all five <i>people</i> demonstratively to his chest, looking defiant. Karen makes some suggestions to keep the play going but it ends up in a scuffle over the <i>people</i>. Karen asks Luke: "<i>did you not want to share your people?</i>" recognising what happened without making anyone feel bad yet not condoning pushing each other. She talks to the children, recognising both sides of what led up to the event. Luke drops one of the <i>people</i> again and Karen says: "<i>you had five.</i>" They count out five and Luke seems reassured, as Karen the hands one of the <i>people</i> to another child saying: "<i>shall we let someone else have that one?</i>" Luke smiles and nods, and play resumes.</p>	P	5	5	Provision Article 29.1 (a) Provision Article 31P Protection Article 3.3
		WA	5	5	
		P	5	2	
		P	5	1	Like Event Protection Article 29.1 (a) - expectations Protection Article 19 Article 28.2
9:15	<b>Liam</b> has arrived, crying when Dad leaves. A child wants to film with me. I show her how to work the camera. Liam is observing next to me.	WA	1	1	Protection Article 3.2
		WA	3	3	Ethics of filming
9:20 (232)	<b>Luke</b> is at the playdough table with another child and Karen. A child is filming them, standing next to me. Luke turns around and holds up a piece of playdough, makes eye contact with me, points to the floor with his characteristic finger pointing, and drops the playdough. He looks at me to see if I noticed, points again with his index finger and grins. He turns to the table and rolls the	I	5	5	Provision Article 29.1 (a) Provision Article 31P Participation Article 13

Time	Observations	G	I	WB	P's and A's
9:25 (233)	<b>Luke</b> is at the water tray with Karen and another child.				
	<b>Liam</b> and other children play at the playdough table. Liam is choosing rolling pins. As I move closer, Liam looks up at me with a faint smile, and continues rolling the playdough. He listens in on the conversation between the girls. Liam uses the rolling pin as a hammer. He then tries to balance two rolling pins on top of each other, look over at me with a smile, as if knowing it is not going to work. He places two rolling pins next to each other in the playdough and blows at them as if they are standing candles in a birthday cake. Liam looks over towards the water tray and then continues hammering the playdough. A child is very loud and Liam keeps looking over.	SG	4	4	
9:30	Children fight over playdough. Karen intervenes gently and the play continues. Liam is watching and hammering a bit distractedly.	P	5	1	Like Event
(234)	<b>Luke</b> and another child are at the water tray. Luke holds up a big pot to show me, as I approach. I nod in recognition. A child grabs one of Luke's pots and it looks as if Luke is saying "me, me". He takes the pot back and says "pour, pour, pour" as he empties the pot. When it's empty, he does a flick with his index finger, as if indicating it is empty. As a child is pouring water in Luke's pot again, he says: "me, me, me" and points to the middle of the tray, indicating to pour into the bowl in the water tray, instead of into his pot. Luke looks a little unhappy and looks over towards me as if he would like me to do something. I decide not to. Luke tries again to gesture to the other child that he should pour into the bowl in the middle of the water tray and not in his pot, but eventually gives up.	SG	3	3	
	<b>Luke</b> observes a child run over to Karen and brings her back to the water tray.	P	5	2	
	Someone shouts out and <b>Luke</b> looks over.	I	3	3	
	A child comes to bring Karen back to the playdough table. <b>Luke</b> continues his water play, pouring water in through the spout of the pot. He points to it with his finger, looking intently at me while making the sound: "uh, uh". He repeats the process. Karen is back at the water tray with a child in tow.	WA	5	5	Provision Article 29.1 (a) Provision Article 31P Participation Article 13



Time	Observations	G	I	WB	P's and A's
	Someone is again very loud and Luke looks over. Karen goes to mediate between girls at the playdough table. <b>Luke</b> gets fully absorbed in his water play again.	P	5	1	Like Event
	The doors are opened for the last group of children to arrive. <b>Blake</b> arrives				
9:35	<b>Liam</b> is still at the playdough table, <b>Luke</b> at the water tray.				
9:45 (235)	<b>Liam</b> joins <b>Blake</b> in the block area where Jenny is on her knees on the brown rug. Blake is rolling cars down a bamboo gutter. Liam picks up the cardboard tube and rolls a Brio train down it and then wonders off. Blake is absorbed in rolling the cars down the gutter and then Jenny extends it by adding the cardboard tub. Liam comes back and observes and joins in. A child is very loud in the background.	WA	5	5	Provision Article 29.1 (a) Participation Article 15 Protection Article 3.3 Provision Article 31P
	Blake is very aware of me observing but is smiling and does not seem distressed by it so I stay sitting where I am, in the small world area, next to the block area.	WA	4	3	Ethics of research
	<b>Liam</b> shakes the cardboard tube to get the small car out. Jenny comments: Liam is helping us.” Liam then steps back and Blake and Jenny set the guttering and tube up again so the cars can roll down.	I	3	3	
	<b>Blake</b> glances over in my direction, smiles and then lets the car go. The car rolling game continues with Jenny’s support for 10 minutes, at times with great concentration. All the while <b>Luke</b> has continued his water play.	WA	3	3	
		WA	5	5	Provision Article 29.1 (a) Article 31P
		I	4	4	
9:55	I walk over to the water tray and <b>Luke</b> offers me a couple of cups of ‘tea’.	WA	4	4	
	<b>Luke</b> points towards the playdough table, looks up at me, and grimaces. Two girls have crawled under the table. Luke continues his water play.	I	4	4	
10:00 (237)	<b>Alex</b> has arrived and is at the Tuff Tray with other children and Karen. Today they are making ‘dry mud’. He grimaces, as his fingers get a bit messy.	SG	3	3	
	<b>Alex</b> walks to the block area where Liam and Blake are still playing with the cars and guttering.				

Time	Observations	G	I	WB	P's and A's
10:10 (238)	<p><b>Alex</b> smiles a cheeky smile as he starts making a bit of a mess, dropping some shapes onto the floor. He finds something on the shelf and brings it to me, wondering what it is. It is the lid of a pen. Alex observes <b>Blake</b> and Tim, who has sat down opposite Blake. Alex stands and bends his knees a bit as if creating a bridge, by the end of the bamboo chute, but Blake does not notice. Alex smiles but when not noticed, walks away and picks up a plastic snake but Blake does pay attention to the snake either, so Alex walks away to the playdough table.</p> <p><b>Alex</b> is at the playdough. He looks up at me briefly, with a small smile and continues playing with the metal spiral eggcup, making circular marks and squashing it. <b>Alife</b> is getting ready to go outside.</p> <p><b>Liam</b> is at the Tuff Tray making dry mud with Karen and four other children.</p>	I	5	5	Provision Article 29.1 (a) Article 31P
	<p><b>Liam</b> walks slowly towards the playdough table where <b>Alex</b> looks up at me briefly, with the flash of a smile. Alex uses his whole body to make prints with the spiral eggcup in the playdough. The boys play in parallel.</p> <p><b>Liam</b> walks back to the Tuff Tray. Alex continues to play with the playdough and when finished, looks up at me, flashes me a smile and runs outside.</p>	I	5	5	Provision Article 29.1 (a) Provision Article 31P
	<p><b>Liam</b> is involved at the dry mud making.</p>	SG	5	5	Ethics of research
10:20 (239)	<p><b>Liam</b> is by the coats, looking out towards the garden. He hesitates. I ask: "<i>where is your coat Liam?</i>" He points to it and I lift it off the peg. Liam looks at me seriously and with the tiniest of movements, shakes his head. I acknowledge it and ask him if he wants me to put his coat back on the peg. He nods, and I put it back on the peg. He walks away.</p>				
(240)	<p><u>Outside</u>, in the mud kitchen <b>Luke</b> is having a great time, jumping in the mud pit. <b>Blake</b>, other children and Jenny are there. They are having a wonderful time. <b>Luke</b> is 'cooking' for Jenny and pretends to feed her. <b>Alex</b> joins them with a digger, playing in the mud pit.</p>	I  WA	5  5	5  5	Provision Article 29.1 (a) Provision Article 31P Protection Article 3.3

Time	Observations	G	I	WB	P's and A's
10:25	<b>All</b> the children reach 5 and 5 at some point in the mud kitchen. The children weave in and out of each other's play but play mainly in parallel.	SG			
	<b>Blake</b> moves on to play with the blocks and the large green crates. As Jenny goes to the crates, <b>Luke</b> follows.				
10:30	<b>Luke</b> suddenly crouches down and points energetically towards something in one of the crates. There is a snail in the crate. The children are excited and fascinated by it. Luke is not sure he likes it. Luke indicates with his index finger to <b>Blake</b> where it is. Blake leans into the crate to take a closer look.	SG	5	5	Provision Article 29.1 (a) Provision Article 31P
	<b>Alex</b> comes to have a look and pours some muddy water into the crate. Jenny asks him not to.				
	A child picks the snail up and drops it back in the crate. <b>Luke</b> looks at me, points with his index finger and makes a noise that I take to mean to come and have a look. I walk over to the crates and <b>Blake</b> and Luke point out the snail for me. A child picks it up again and Luke looks at me, and point to his mouth. I agree with Luke, and say: "yes, not in our mouth!" The child puts it down and Jenny says: "we should probably put him in our plants." Luke nods. Luke reaches for it but pulls his hand back. <b>Alex</b> reaches for it, but pulls his hand back, seemingly a little afraid. Blake is watching. <b>Alex</b> starts crying but calms down quickly as Jenny puts her arm around him.	SG	5	5	Provision Article 29.1 (a) Provision Article 29.1 (e) Provision Article 31P
	Children are adding crates to their train and climbing on board: <b>Alex</b> is at the back in one crate, <b>Luke</b> in front of him. <b>Blake</b> wants to climb in but Jenny sends him in to put wellies on as she notices he has his trainers on. A child is in the front crate. Another child is putting logs in one of the crates but Jenny takes them out. Alex actually has one log in his crate and Luke point to his crate to which Alex replies: "it's mine". Luke points to his crate again and Alex relies more forcefully: "no, it's mine!"	SG	5	1	Protection Article 3.2 Article 3.3
	Children are adding crates to their train and climbing on board: <b>Alex</b> is at the back in one crate, <b>Luke</b> in front of him. <b>Blake</b> wants to climb in but Jenny sends him in to put wellies on as she notices he has his trainers on. A child is in the front crate. Another child is putting logs in one of the crates but Jenny takes them out. Alex actually has one log in his crate and Luke point to his crate to which Alex replies: "it's mine". Luke points to his crate again and Alex relies more forcefully: "no, it's mine!"	SG	3	3	
10:30 (241)	Karen is suggesting to <b>Blake</b> it may be easier to put his wellies on if he sits down on the small yellow chair. Blake sits down and manages to put his wellie on easier. <b>Liam</b> is watching next to Karen.	P	3	2	
10:30 (241)	Karen is suggesting to <b>Blake</b> it may be easier to put his wellies on if he sits down on the small yellow chair. Blake sits down and manages to put his wellie on easier. <b>Liam</b> is watching next to Karen.	WA	3	3	

Time	Observations	G	I	WB	P's and A's					
10:35	Blake walks out the door and runs up to re-join the train play.									
	<table border="1"><tr><td>Alex</td><td>Luke</td><td>Child</td><td>Child</td></tr></table>	Alex	Luke	Child	Child					
	Alex	Luke	Child	Child						
	<b>Blake</b> is not sure what to do as children carefully climb into crates, laugh and climb out.									
	Jenny makes some suggestions and asks children if <b>Blake</b> can climb aboard, which he does. Blake looks very happy as he settles behind another child.	SG	5	5	Provision Article 29.1 (a) outside – SG Provision Article 31P					
	A child brings up a crate and places it at the front of the 'train', and climbs aboard.									
	Another child brings a wooden lorry and places it in front of the train and becomes the driver as such, and 'off they go'.									
	<b>Blake</b> chats to a child who responds. Both look very happy. <b>Luke</b> is looking at <b>Alex</b> who is standing in his crate and stands up too. Both boys look down and point to the bottom of their crates. Alex says something [inaudible. Maybe they are thinking back to when the snail was there].	P	5	5	Participation Article 15 Provision Article 29.1 (a) outside					
	<b>Liam</b> comes out and walks up to Karen by the blocks. He climbs up on the block path.									
	<b>Alex</b> picks up a round log he had been sitting on and throws it off the crate. Some boys change seats. <b>Luke</b> throws the log back into the last crate. Alex looks angry and puts his hand up as if to signal 'stop!', but leaves it in as he climbs back in. In the meantime another child is sitting in the crate <b>Luke</b> had been sitting in and Luke makes a displeased noise. Jenny points to the crate in front that is empty and suggests he sits down there.	P SG	1 3	1 2	Protection Article 3.2 – own WB					
<b>Liam</b> is walking and balancing on the block path.	I	3	3							
<b>Blake</b> looks over at me with a big smile.										
A child comes up to me and asks; "what's your name?"										
<b>Liam</b> walks and runs off the wooden path, with a	I	4	4							

Time	Observations	G	I	WB	P's and A's
10:40 (242)	happy smile on his face. <b>Luke</b> glances over at me and joins Liam on the block path.	I	4	4	Provision Article 31P
	<b>Liam</b> sits down on the block path, and <b>Luke</b> goes to the small resource's cupboard. He picks up an iron steering wheel and walks over to the train, glancing at me in passing, and hands the steering wheel to Blake, who is at the front of the train. <b>Blake</b> looks up quizzically, realises what it is and says thank you to Luke. Blake begins to turn it, resting it on his legs. A child says: " <i>I want to be the driver.</i> " Blake looks over towards the mud kitchen where Jenny is. The child says: " <i>let's go</i> " and Blake repeats it, glances over at me with a smile. A child continues to pile on logs in the first create.	I  SG	4  4	4  5	
	<b>Alex</b> is on the gravelly slope by the piping with a metal pot. Drops it and walks back to the train but the crates are full of children. He walks around.	I	3	3	
	<b>Liam</b> is with Karen, drumming with a stick on a tin can, with a big smile on his face, making a lot of noise. He runs onto the block path, holding on to the drumstick, discovers me, shows the stick to me with a smile and runs to drop the stick off by the tin drum before running over to the train where Karen is now, talking to other children about a little scuffle.	WA	5	5	
10:45	<b>Alex</b> is running around with the wheelbarrow and smiles at me in passing [I have been sitting on one of the raised beds for the past 20? Minutes].	I	4	4	Protection Article 3.3 involved Provision Article 29.1 (a) 1:1 with adult
	Blake climbs out of the train. <b>Liam</b> climbs into one crate. <b>Blake</b> steps up onto one of the blocks, looks over at me, and jumps of the block with a big smile.	I	4	5	
10:50 (243)	<b>Luke</b> is in the mud kitchen pouring water from a small bowl down a piece of guttering. He looks up at me as I am approaching. He scoops up muddy water in his bowl and places it on a big wooden reel-table in front of me. It just fits in the hole in the middle of the reel. A child comes over and tries taking it from Luke who removes it. I suggest there are more by the water butt. Luke scoops up more muddy water, shows it to me and walks over to a planter. He looks back at me with a quizzical look. I ask: "are you going to water the plants?" Luke nods, and I nod in	WA	5	5	Provision Article 29.1 (a) Provision Article 29.1 (e) Provision Article 31P

Time	Observations	G	I	WB	P's and A's
	<p>agreement. Luke waters the plants and interjects: "ew!" I recognise he has poured muddy water on the plant. He nods and says: "more." I suggest he can get clean water from the water butt. Luke hears the beeping of a reversing lorry and runs to the fence to take a look. He looks back at me, vocalises a sound, and points to it. I recognise it is driving away. A child comes up to me and talks to me. Luke is back in the mud pit, pointing to one of the logs. Luke jumps up and down in the mud pit, making splashing sounds, with a smile on his face.</p> <p><b>Luke</b> runs down to the water butt. Karen is on the gravelly slope with a child and <b>Liam</b>. Luke uses his particular hand pointing gesture and looks at Karen. Karen puts a bowl under the water butt tap. Luke joins her.</p> <p>In the meantime <b>Blake</b> has been having a pick nick with the older girls. <b>Alex</b> is pushing the wheelbarrow round the garden.</p> <p>A child asks me lots of questions and then joins the group by the water butt.</p>	WA	4	4	
		SG I	3 3	3 3	
10:55	A loud airplane flies overhead. The children look up.				
(244)	<b>Blake</b> is still having a pick nick with the older girls and <b>Alex</b> is pushing the wheelbarrow round the garden. <b>Liam</b> is observing the pick nick from a foot away.	SG I	3 3	3 3	
	Blake gets up and picks up a yellow telescope and walks around with it. <b>Alex</b> is now carrying the wheelbarrow. Puts it down and rolls it up the slope in a piece of guttering.	WA	4	3	
11:05 (246)	<b>Liam</b> is inside playing with vegetables in the home corner, talking to me and offering me food. He says: "Mum, yeah?" and I answer: "you'll see her in a little bit, yeah". We play in the home corner.	WA	5	5	Protection Article 3.2 Article 3.3
11:15	We are still playing in the home corner.				
11:35 (248)	It is suddenly raining. <b>Luke</b> is in the garden with Karen, and other children. He is holding a pipe upright over his head. Karen is wondering if he is trying to catch raindrops with it.	WA	5	5	Provision Article 29.1 (a) Provision Article 31P Protection Article 6

Time	Observations	G	I	WB	P's and A's
11:40 (249)	<p><b>Blake</b> and <b>Alex</b> are at the playdough table. Blake glances over at me a couple of times but carries on using the rolling pin. Jenny calls <b>Luke</b> over to the changing area.</p> <p><b>Alex</b> holds up a wooden spatula covered in playdough, smiling from behind it.</p> <p>Liam walks over to the boys [they have known each other since babies].</p> <p><b>Alex</b> offers <b>Blake</b> some playdough that Blake throws on the floor. Alex offers some more that Blake again throws on the floor. Alex then chooses to play with the metal spiral egg cup while <b>Liam</b> looks down the big cardboard tube lying across the table, trying to roll some playdough down it. <b>Luke</b> is being changed.</p>				
11:45	<b>Liam</b> shows me, with a big smile, the playdough snake he has made. The three boys continue playing in parallel.	P	3	3	
11:50 (251) →	Changing my camera battery with <b>Blake</b> at the snack table. A child has been filming and helping me, the only child in the setting who was interested in the functions of my camera and in filming with it.	I	4	4	
		I	4	4	
11:55 (254)	All the children are sitting in the block area singing. <b>Luke</b> is doing the actions, <b>Blake</b> is singing, <b>Alex</b> and <b>Liam</b> are sitting together, listening.	WA	4	5	Provision Article 31P Provision Article 29.1 (a) ressources
					Ethics of research
					Filming
	As the song continues (on CD player) <b>Alex</b> and <b>Liam</b> join in with the actions, and Alex with a couple of words. <b>Blake</b> yawns. Alex starts playing with a small fire engine and then puts it on the shelf next to him. Liam is making some actions while looking around.	WG WG	4 4	4 3	
	Karen sits next to <b>Alex</b> and <b>Liam</b> who get more involved in the song, singing some words and joining in more with the actions. Alex claps his hands at the end of the song. Liam does one clap.	WG	3	3	
		I	4	5	Provision Article 29.1 (a) WG Provision Article 31P
12:00 (256)	Children and adults sing Happy Birthday song for a child. <b>Alex</b> smiles, claps his hands and others join in, at the end of the song.	WG	5	5	Provision Article 29.1 (a) WG

Time	Observations	G	I	WB	P's and A's
12:05	The children are in their key groups reading a story. <b>Blake</b> with Jenny. <b>Luke</b> is in Karen's group. <b>Alex</b> and <b>Liam</b> with Hannah. Hannah does a yoga session with the boys. Alex and Liam join in. Alex seems to like it in particular, listening and following Hannah's instructions. Another child is not joining in.	SG	5	5	Provision Article 29.1 (a) SG Provision Article 31P
	A child runs into the area from the other group. Jenny comes to bring him back.	SG	5	5	
		SG	1	2	
12:10	<b>Alex</b> discovers he has playdough under his shoes and picks at it before continuing the yoga session. At the end of the session <b>Liam</b> bumps into <b>Alex</b> as he walks over to the front door to meet his parents. Alex rubs his head, but does not cry, and then walks off to wash his hands for lunch.	P	1	1	Protection Article 3.2 Article 19
12:15 (258)	The children are eating lunch in their key groups. <b>Luke</b> and <b>Blake</b> together in Jenny's group and <b>Alex</b> with other children are eating with Hannah. <b>Liam</b> has gone home but if he stays, he is in Hannah's group.	SG	3	3	
	<b>Alex</b> is waving his yoghurt at Hannah who is busy helping someone else. I go help Alex open it. He continues eating.	I	3	3	

### Initial Reflections:

The observations that were rated 5's or 1s are reflected on in the document *Events Document*

**Page 1:** Jenny asks at the breakfast table, if she should help him a little. She scrapes off the excess butter and cuts the toast in half, before Luke has a chance to answer. How often do we do this? Do we wait long enough for a child to respond (Article 12 and Article 13) and thus help them exercise their right to express themselves (Article 5)?

When Luke was washing up his plate and then placed it on the table next to the bowl, he pointed pointing at it with his characteristic index pointing (instead of words) and Jenny gave him a towel so he could dry it. She was tuned in to what he was doing (Article 3.3) although busy with something else, and understood his non-verbal request (Article 13)

**Page 2:** see Significant Events

**Page 3:** see Significant Events

**Page 4:** see Significant Events

**Page 5:** Blake is very aware of me observing but is smiling as he looks over at where I am a few meters away, and does not seem distressed by it, so I stay sitting where I am,



in the small world area, next to the block area. Maybe Blake could have done with getting used to me for a bit longer before being observed ([Article 3.2](#))? Was he just being compliant as he is used to doing what adults expect of him ([Article 13](#))? The children are used to being filmed and observed a lot in this setting, so it could be argued that it was no different to normal practice. The difference was that this time it was done by someone he did not know well.

See Significant Events

Alex smiled a cheeky smile as he starts making a bit of a mess, dropping some shapes onto the floor, looking over at me to see what I would do. As an object on the shelf distracted him, and he stopped, I decided not to say anything. This was an example of where it is difficult to make a distinction between being a visitor in the setting and being an adult that children maybe see as the enforcer of rules. How do you deal with different standards? What if my tolerance for behaviour is completely different to that of the setting ([Article 28.2](#))? Do I voice this difference to the child(ren) if the situation demands it or do I as a research just step in if there is a health and safety issue? We had discussed this and agreed that staff would take care of behaviour issues but what if staff are not present?

**Page 6:** see Significant Events

**Page 7:** see Significant Events

**Page 8:** see Significant Events

Blake looks over at me with a big smile as he passes me. Seemed relaxed and not as self-conscious as earlier ([Article 3.3 – researcher](#)). Children need time to build trust.

**Page 9:** the focus children who know I am observing them all flash smiles at me as they go about their play, and I always respond with a smile. [Article 3.3](#) is about suitability of staff, but maybe this is as relevant to researchers in a setting?

**Page 10:** see Significant Events

**Page 11:** Alex, Blake and Liam are playing in parallel. Liam shows me, with a big smile, the playdough snake he has made. I felt quite comfortable being part participant and part spectator (Patton, 2015) and the children seemed so too, as I responded to them. Whenever they came up to me, I would put my notepad down and interact ([Article 3.3](#)).

**Page 12:** see Significant Events

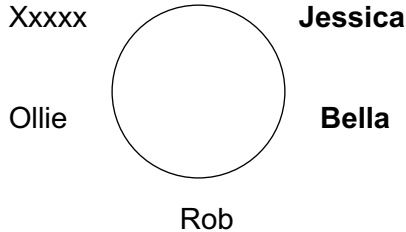
Eating together, all adults and children, is such as social event, but is not universally practiced in England. An opportunity to provide for healthy food or bring it up with parents if there is concern about what is in the lunch box ([Article 24.2](#)).

# Appendix 43

## Observations Setting 2, England

Date: 25.11.2016

	Bella Jessica	Sex: Girl Sex: Girl	Age: 2y 6mths Age: 2y 6mths	SEND: No SEND: No			
Time	Observations			G	I	WB	P's and A's
8:30	Children in: Adults in:  <b>Bella</b> Holly Ollie Jimi <b>Jessica</b> Tina Rob Chris Child (visiting)  Child arrived at 9:00, 7 children in this morning			Holly's key children = Jessica, Ollie Nina's key child = Bella			
8:37	When Mum dropped Jessica off, she said that when they had asked what Jessica wanted for Christmas she had replied: " <i>Bella.</i> "						Other Event
8:40	Ollie holds up the ice cream van for me to take a look at. It is a special toy that usually lives on the shelf and is taken down to play with carefully. Chris comes up to show me the green wooden truck he usually likes playing with. The two boys go to the low unit in the block area and play with the vehicles on the top of the unit, as I have seen them do during the week.  <b>Jessica</b> is in the home corner singing a song from 'Frozen'. <b>Bella</b> comes up to me, after watching Mum leave, thumb in her mouth, asking me to come in the home corner. As I walk to the home corner Ollie says: " <i>oh no!</i> " as he cannot switch the sound of the ice cream truck on. I say: " <i>is it not coming on anymore?</i> " and I suggest what buttons to press. It comes on again.			I	3	5	Protection Article 3.2
				WA	1	1	Protection Article 3.2-3 Article 29.1 (a) expectations Article 29.1 (a) with adult - researcher
8:45	Jimi has joined the boys in the block area.  Ollie is jumping up and down, excited to be playing with the ice cream van, activating the sounds. A child walks up to Ollie who says: " <i>No, my turn!</i> " I agree and explain that Ollie is going to have a proper go playing with the van			SG			
				I	5	5	Like Event

Time	Observations	G	I	WB	P's and A's
	<p>before sharing. Ollie walks away to the home corner, with the van in his hand. <b>Bella</b> and <b>Jessica</b> are at the central table in the home corner, with the toy fruit and vegetable cutting set. Bella is sitting down, with Jessica standing next to her. Ollie snatches a mobile phone from the table. <b>Jessica</b> screeches with displeasure and Holly asks Ollie to give that particular phone back and find another one to play with instead. She points to the low unit where other old mobile phones are kept.</p> <p>Holly finds a sand timer and tells Ollie that it is soon time to put the ice cream van back on the shelf.</p> <p>Chris is still in the block area playing with Jimi.</p> <p><b>Jessica</b> turns to <b>Bella</b> and tells her she wants to sit down, indicating on Bella's chair even if there are three other empty chairs around the central table. <b>Bella</b> does not move. Holly who is in the home corner, suggests that there are 'babies' on the floor that need to be in the cot, distracting <b>Jessica</b>. They put babies in the cot and feed the babies some of the toy fruit.</p> <p>Ollie again says: "no" to a child as he comes in to the home corner, but Holly points out there is plenty of toy fruit and vegetables to go around.</p> <div style="text-align: center;"> <p>Holly</p> <p>Xxxxx</p> <p>Ollie</p>  <p>Jessica</p> <p>Bella</p> <p>Rob</p> </div> <p>Ollie says: "mine!" as he picks up the blue plastic knife. Holly corrects him saying it is <b>Jessica's</b>, and hands him a yellow plastic knife instead. Holly asks <b>Jessica</b> and <b>Bella</b> happily to go to the playdough box for more plastic knives. They return with a red one.</p> <p>Chris is still in the block area playing with Jimi. They are now using the wooden rainbow arches as tunnels for the vehicles. Chris moves a train engine over the arches.</p>	<p>P</p> <p>P</p> <p>P</p> <p>WA</p> <p>SG</p> <p>SG</p> <p>P</p> <p>WA</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>4</p> <p>5</p>	<p>3</p> <p>1</p> <p>3</p> <p>3</p> <p>1</p> <p>3</p> <p>5</p> <p>5</p>	<p>Provision Article 29.1 (a) Article 29.1 (d) Article 31P Protection Article 3.2-3</p> <p>Like Event  Protection Article 3.2 Provision Article 31P</p> <p>Protection Article 3.3 Provision Article 29.1 (a) Article 29.1 (d)</p> <p>Like Event</p>

Time	Observations	G	I	WB	P's and A's
8:55	<p>The same children are still in the home corner chopping fruit, encouraged by Holly and Chris and Jimi in the block area. Ollie is standing with an old camera in his hands.</p> <p>A child comes over to me with the ice cream van and I help him press the buttons to activate the sounds. They then wander over to Jimi and shows him the van. Chris watches.</p> <p>Ollie is rummaging through the box with old phones and cameras.</p> <p>Holly asks <b>Bella</b> to go and get a tissue for her nose. Bella walks away with a plate and toy fruit in her hands. She wipes her nose, comes back and hands the tissue to Holly who encourages her to go and throw it in the bin. Bella does this and runs back to the home corner.</p> <p>Chris is by the zigzag gutter ramp letting a car go at the top. It gets stuck and Ollie exclaims: "oh no, stuck!" Holly responds in kind.</p> <p><b>Jessica</b> is now 'cooking' toy fruit in the toy microwave while <b>Bella</b> is putting some fruit on a plate. Bella offers Jessica a bowl of fruit but Jessica declines it (they are possibly on different stages of the play continuum).</p> <p>A child comes back to me with the van and talks to me.</p>				
		SG	3	1	Protection Article 3.2 Provision Article 24.1
		WA	3	4	
		P	4	5	Provision Article 29.1 (a) Article 31P
		P	4	4	
9:00	<b>Jessica</b> is filling the toy fridge with the toy fruit while <b>Bella</b> is watching.	P P	4 1	5 3	Provision Article 29.1 (a)
→	<p>Jessica looks up and sees me writing notes. She comes over to me saying: "I want a pen, blue lid." After we find her a pen with a lid, <b>Jessica</b> says: "and my book". We find her notebook but Holly calls <b>Jessica</b> back to the home corner to tidy up the toy fruit and vegetables. Holly helps <b>Jessica</b> tidy up.</p> <p>Ollie stands holding an old camera in his hands, watching a child arrive.</p> <p>Holly again asks <b>Bella</b> to get a tissue to blow her nose. Bella gets a tissue and hands it to</p>	WA	4	5	Ethics of research
		WA	4	4	
		WA	3	1	Provision Article 24.1 Protection Article 3.3

Time	Observations	G	I	WB	P's and A's
9:05	Holly, who encourages her to do it herself but <b>Bella</b> stands still. asks: " <i>Holly help you?</i> " and Bella nods and gets help from Holly. <b>Jessica</b> in the meantime wipes her nose on her sleeve. Holly asks <b>Jessica</b> to get a tissue too but she answers: " <i>no!</i> " although she does go to get a tissue and blows her nose in it.	WA	3	1	Provision Article 24.1 Protection Article 3.3
	After <b>Jessica</b> has finished tidying up all the toy fruit and vegetables, she picks up her pen and notebook, and walks over to the semi-circular table.	WA	3	3	
	<b>Bella</b> walks over to me by the outside door and shows me a Thomas the Tank Engine toy, before wandering off to the semi-circular table.	WA	3	3	
	In the block area Chris is pushing vehicle along the top of the units together with Rob and Jimi (educator)	WA	4	5	Like Event
9:10	Ollie is playing with a bead wire maze, moving the beads along and making noises to himself: " <i>nee-naw, nee-naw</i> "	I	5	5	Like Event
	A child walks up to Ollie, who runs away.	P	1	1	Like Event
	<b>Bella</b> and <b>Jessica</b> are at the semi-circular table. <b>Bella</b> is drawing on the big sheets of paper taped to the table and Jessica is making notes in her notebook with markers. <b>Jessica</b> puts the lid on the one she has used before picking up another colour.	P	4	5	Provision Article 29.1 (a) Article 31P
		P	4	5	
	Chris asks Jimi to read. Jimi reads The Very Quiet Cricket and then Rob suggests Peppa Pig.	WA	5	5	Like Event
	Ollie is at the low puzzle table with another child and Sally doing the fishtail puzzle. As Rob approaches, she asks him if he has " <i>done a nappy</i> " and if she can check? Rob nods and they go change his nappy.				Ethics of research
9:13	A child brings me a notebook and a marker. The children are very aware that I am taking notes this morning.				
	<b>Jessica</b> sees a member of staff walking through that she knows. She starts running up to them but stops at a toy on the floor. She then				

Time	Observations	G	I	WB	P's and A's
9:15	walks over to the low table where Ollie and is. Ollie exclaims: " <i>I do it!</i> " and then he completes the fishtail puzzle on his own. <b>Jessica</b> lifts down a 'posting pig toy' from the unit and places it on the low table	P	4	5	Like Event Provision Article 29.1 (a) Article 31P
		SG	3	3	
	<b>Bella</b> is sitting, twists on her chair, with a marker in her hand, briefly watching the children at the low table. Bella continues drawing, with the marker in her left hand.	I	2	3	
	Chris is still reading with Jimi on the big sofa	WA	4	5	Like Event Provision Article 29.1 (a) Protection Article 3.3
	<b>Jessica</b> is playing with a 'posting pig toy'.	SG	4	4	
9:17	Ollie again exclaims: " <i>I done it!</i> " as he completes the Night Garden puzzle.	SG	5	5	Like Event Provision Article 29.1 (a)
	Holly lifts down the 'Mr Tumble Dress Up Jigsaw' and <b>Jessica</b> and Ollie both start tugging at the box.	P	4	1	Provision Article 29.1 (a)
	<b>Bella</b> joins the low puzzle table.				Provision Article 29.1 (a) Article 31P
	<div style="text-align: center;"> <p>Holly</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Xxxxx</p> <p>Jessica</p> </div> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> <div style="text-align: center;"> <p>Bella</p> <p>Ollie</p> </div> </div> </div>				
	<b>Bella</b> completes a 'Mr Tumble'.	SG	4	4	Provision Article 29.1 (a)
9:20	Ollie does too, exclaiming: " <i>I do it!</i> "	SG	4	5	
	Chris still reading with Jimi on the sofa	P	4	5	Like Event
	→ Sally and Rob are at the semi-circular table. Rob is mark making in a notebook (as I am).				
	→ Ollie struggles to take turns and Holly recognises this saying she knows it's not easy, and helps the children take turns.	SG	4	1	Like Event
	Nina comes back and starts talking to Holly. <b>Bella</b> is struggling with the puzzle and reaches out to Holly for help, who continues talking. Bella manages to complete the puzzle, singing to self and bouncing on her knees. And makes a big yawn. Holly returns her attention to the children and puzzle building, chatting to them as they continue, taking turns. When it's	SG	5	5	Provision Article 29.1 (a)  Participation Article 13 singing

Time	Observations	G	I	WB	P's and A's
9:25	<b>Bella's</b> turn, she asks Holly to build it for her but Holly says Bella can. Bella pushes the pieces away with a grumpy look.	SG	1	2	Protection Article 3.2
	<b>Jessica</b> climbs onto Holly's lap.	SG	1	2	
	Ollie and <b>Bella</b> make different 'Mr Tumbles'.	SG	3	3	
	A child wants something. I offer the ice cream van, but that was not it. Nina works out what it is, the 'muzzy'. <b>Bella</b> overhears our conversation and asks for her 'muzzy'. She goes to her peg and fetches it and returns to the low puzzle table. <b>Jessica</b> is looking at the puzzles on the puzzle unit. Ollie asks: " <i>Where Holly go?</i> " but I didn't know.	SG	3	3	
9:30	<b>Jessica</b> briefly walks over to the semi-circular table where there is playdough out on the table now, but returns to the low table.	I	1	3	Provision Article 29.1 (a) Article 31P Protection Article 3.3
	Nina takes Holly's place and offers two other games to choose from. <b>Bella</b> helps tidy puzzles away for a new game. Nina and Bella play with the 'posting pig', as a means of tidying it away.	SG	5	5	
9:35	<div style="text-align: center;"> Xxxxx      Nina      Xxxx    <div style="display: inline-block; width: 100px; height: 70px; border: 1px solid black; vertical-align: middle;"></div> Jessica    Bella      Ollie </div>				Like Event
	The children start playing a bingo game.				
	Chris and Jimi stop reading.				
	Nina: " <i>who's got the cockerel?</i> " Ollie: " <i>me!</i> "				
9:35	Holly joins in opposite Nina				Like Event
	Chris, Rob and Jimi are playing with the playdough at the semi-circular table.				
	The bingo game continues. Nina makes a knocking noise on the low table for the woodpecker card. Ollie taps on the table too.	SG	5	5	


Time	Observations	G	I	WB	P's and A's
9:38	<b>Jessica</b> tips her cards over, but stays in the game. Ollie points out that <b>Bella</b> has the cow. Nina makes a "moo" sound, but Bella does not respond. <b>Jessica</b> makes a flapping movement to the picture of the chicken.	SG	3	3	Provision Article 29.1 (a) Article 31P Protection Article 3.3
	Sally joins Jimi, Chris and Rob.	SG	5	5	
9:40	Jessica suddenly starts singing: " <i>it's time to finish now</i> " and Nina joins in, as <b>Jessica</b> adds the hand movements to it. The game is over. Ollie makes a sad noise. Sally turns around and asks why he is making this noise?!	SG	5	5	Protection Article 3.3 Participation Article 13
	Holly asks: " <i>who wants to go in the garden?</i> " Some children shout: " <i>me!</i> "	SG	1	1	Like Event Protection Article 3.3 Participation Article 13
	Holly goes out with Chris, Ollie.				
	<b>Bella</b> and <b>Jessica</b> go to the semi-circular table to play with playdough.				
9:45	Sally and Jimi are with <b>Bella</b> and <b>Jessica</b> at the playdough. Jessica wants a knife so stands up, walks over to the home corner and fetches one.	SG	5	4	Provision Article 29.1 (a)
	Sally goes over to a child in the block area.				
9:50	<b>Bella</b> is using scissors and a knife to cut the playdough. <b>Jessica</b> has her hand on Jimi's knee, leaning on him while making a snowman (she loves 'Frozen'). She rolls playdough into a ball in her hand, singing a song from 'Frozen' to Jimi. She climbs onto his lap and Jimi gives her a cuddle. She screeches with pleasure.	WA	4	5	Provision Article 29.1 (a) Protection Article 3.3 Participation Article 13
	<b>Bella</b> is completely absorbed in her playdough cutting, oblivious about anything going on around her.	SG	5	5	Provision Article 29.1 (a)
	<b>Jessica</b> gets down from Jimi's lap, walks over to see what <b>Bella</b> is doing. Comes over to me briefly where I'm taking notes, while humming, and then walks over to the book area where Nina is playing with a child at the marble run.	SG	3	5	Participation Article 31P
	<b>Bella</b> notices <b>Jessica</b> is gone, looks around, and runs over to the book area. The children take turns with the	WA	3	2	



Time	Observations	G	I	WB	P's and A's
9:55	one marble. <b>Jessica</b> says to <b>Bella</b> : “my turn!” and snatches the marble from Bella’s hand, but then passes the marble on to Bella as it reaches the bottom. Nina and Jimi swap places.	SG	4	2/4	Provision Article 29.1 (a) Participation Article 12 Article 13
	<b>Jessica</b> finds the ice cream van and brings it to me. I show her how to press gently.	WA	3	3	
	<b>Bella</b> is still in the book area with a child and Jimi, playing with the marble run.	SG	4	4	
10:00	<b>Jessica</b> is in the home corner. I show her my ‘Happy and Sad’ book. We look through it, and I ask her if she would like to make her own special book. She walks away to find a basket. I take that as a no. She fills the basket with cartons and plastic food and takes it to the book area. She feeds Rob who is on the little sofa.	WA	4	3	
	<b>Bella</b> also is still in the book area with a child and Jimi, playing with the marble run.	SG	4	4	
	Nina comes in with snack.				
10:05	<b>Jessica</b> wants to be on the little sofa too but Rob does not want to move. She finds a sand timer, brings it to the sofa, sets it down and goes to the big sofa to wait for the sand to trickle through. When the sand has trickled through, Rob gets up and Jessica lies down on the small sofa with a book. All independently and without adult support. Brilliant!	P	4	5	
	Sally asks the children to wash their hands for snack.				
	Chris comes in from the garden. Jimi gets up to help him with his shoes. Jimi reminds him to roll his sleeves up when washing his hands.				
10:10	<b>Bella</b> is already at the snack table and guided by Nina to hold the cup steady when pouring milk.	WA	3	3	
	Chris comes to the table. Bella asks for more grapes.				
	Ollie come in with Holly.				

Time	Observations	G	I	WB	P's and A's
10:12	All children are given the choice between milk and water and if they want to pour it (from a small jug), or not. They are also given the choice in what fruit they would like: pear or grapes, and bread stick or cracker.	SG	4	5	Provision Article 24.2 Protection Article 3.3 Participation Article 12 Article 15
	<b>Jessica</b> gets up, finds 'Teddy' and goes to the book area. Ollie sits down for snack.	I	1	2	
10:15	Holly joins Jessica in the book area. All the other children are still at the snack table. Chris says: "the pear is very juicy." Rob is the next to leave and he goes to the small blue sofa in the book area.				
	Rob is shown two activity pictures to choose from. He chooses soft play. Holly asks Jessica and Bella if they would like to come too. The children go towards the door when Ollie says he would like to come too. Holly says he can go later after Rob, Jessica and Bella have had their go.				
	Jessica and Rob wait for Bella to finish her snack; Rob in the block area and Jessica in the wicker bed.				
	Ollie, Chris and Rob stay at the snack table as Holly gets ready to take other three to the soft play.				
10:30 (filming)	<b>Bella</b> , Jessica and Rob go the soft play room with Holly. Bella calls out excitedly: " <i>we're going to soft play!</i> "				
	<b>Bella</b> is so excited she starts running down the corridor, so Holly takes her hand reminding her: " <i>you have to walk Bella!</i> " As they approach Bella throws her hands up in the air and calls out: " <i>soft play, yay!</i> "	SG	4	5	Provision Article 29.1 (a) Article 31P15
	The children sit down and take their shoes off, Bella and Jessica independently and Rob lifts his feet up towards Holly but she talks him through the process of pulling the Velcro fasteners up etc. <b>Jessica</b> puts her shoes on the radiator, and <b>Bella</b> puts the one she has pulled off, glancing over at me filming, sits down and gets her other shoe off.	SG	5	4	
	<b>Jessica</b> tries to balance Holly's bigger shoes				Ethics of research

Time	Observations	G	I	WB	P's and A's
10:35	on the narrow top of the radiator and actually manages, even if ½ are sticking out. Holly lets her try, and she succeeds!	SG	5	5	Protection Article 3.3 Provision Article 29.1 (a)
	Rob is encouraged to put his other shoe on top of the radiator too. <b>Jessica</b> waits by <b>Bella</b> , and when her second shoe is off, <b>Bella</b> hands it to Jessica who places it next to Bella's other shoe. The children are ready to go in! Bella hops towards the door.	SG	4	4	
	Holly: "Ready, steady ..." <b>Bella</b> : "go!"				
	The children stand on the edge, and jump in. They walk across, <b>Bella</b> glances back at me with a happy smile.	SG	5	5	Provision Article 29.1 (a) Article 31P
	Holly rearranges the soft play equipment. Rob jumps in the ball pool and <b>Bella</b> climbs up on the edge, beaming at me across the room. She does not jump though, waiting for Holly to have rearranged the shapes and they then play a hide and seek game. I got the sense that this was their usual routine. As she calls out to Rob that they have lost <b>Jessica</b> and wonders if he is going to find her. Rob goes over to Holly and the girls.	SG	5	5	Ethics of research  Provision Article 29a Participation Article 15
	While Holly sorts out Jessica's hair and hair clip, she calls out: "ready, steady, go!" and Bella confidently jumps off the edge, with a high jump, in the soft equipment.	SG	5	5	Provision Article 29.1 (a) Article 31P
	<b>Bella</b> plays with the soft play equipment. Rob jumps around too. <b>Jessica</b> unintentionally slides in. Jessica wades over to my end. <b>Bella</b> makes another huge jump onto the soft equipment.				
	<ul style="list-style-type: none"> <li>Holly sings a song as she is playing with Rob.</li> <li>Jessica slides again, with a happy screech.</li> <li>Bella plays peek a boo with Holly behind soft play equipment</li> <li>Holly encourages both girls to jump together</li> </ul>	SG	5	5	Provision Article 29.1 (a) Article 31P Protection Article 3.3
	<b>Bella</b> struggles to find her footing, gets scared and begins to panic. Holly reassures her: "it's ok, I'm coming to help you", and leans over,	WA	1	1	Protection Article 3.3

Time	Observations	G	I	WB	P's and A's
10:40	reaches out and helps Bella. <b>Jessica</b> pretends she needs help too, but is not really distressed.	SG	3	3	Provision Article 29.1 (a) Article 31P Protection Article 3.3 Participation Article 13
	Children are encouraged to, and praised for, taking calculated risks.				
	<b>The girls</b> stand on the edge together, Holly counts down and they jump high, with big smiles before landing safely.	SG	5	5	
	<b>Jessica</b> is hiding and Holly pretends to look for her. Jessica is giggling with excitement. Rob also hides and wants to be found by Holly.	SG	5	5	
10:45	The children enjoy hiding in a large cylinder and Holly sings a made-up snippet to a well-known tune, before finding them.				Ethics of filming  
	Bella comes over to me and calls out to Holly as she is filming. I ask Jessica if she wants to film? She answers: "yeah, film Bella." Jessica films Rob too.	SG	5	5	
	I think it's first time Jessica wanted to film (not actually). She says: "wow" as she films Bella. She films close ups of the balls. Bella comes back to film some more, calling out: "hello Holly!" Holly greets her back.				
	I ask Rob if he wants to have a go filming to, which he does.				
10:50	<b>Bella</b> plays hide and seek again, screeching with pleasure.	SG	5	5	Protection Article 3.3 Participation Article 12 Article 13
	<b>Bella</b> loses her footing again and looks a bit scared but not panicking as last time. Holly lends her a hand, reassuring her she is ok.	SG	4	2	
	<b>Jessica</b> is filming again.				
	Taking their time and making their way out of the soft play area.				
	Outside <b>Jessica</b> is helping Rob with his shoes. Holly encourages Bella to try on her own. While Holly helps Rob and Bella, Jessica does it all by herself. She just quickly asked me: " <i>this one?</i> " to make sure she put the right shoe on the right foot.	SG	5	5	

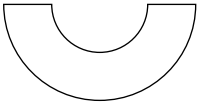
Time	Observations	G	I	WB	P's and A's
10:55	<p>Back in the room. I ask <b>Jessica</b> if it was good fun? Jessica nods with a big smile and asks me to sit on the big sofa while she takes her shoes off on the edge of the wicker bed.</p> <p>Sally takes the next group of children to soft play: Ollie, Chris and two others.</p> <p>There is dry pasta to play with on the semi-circular table where Jimi is sitting. <b>Bella</b> sits down to play with the pasts, scooping it and filling bowls.</p> <p>I sit in the big sofa taking notes.</p> <p><b>Jessica</b> comes running over to me and says: "that one all gone." I don't understand what she means, but before I can ask, she runs back to the semi-circular table, picks up some dry pasta, runs to the wicker bed and eats some of the dry pasta.</p> <p>(Rob is in the block area talking to self, jumping on blocks.)</p>	WA	4	4	
→	<p>Holly walks up to <b>Jessica</b> and attaches a 'chewing' object to her T-shirt. She tells Jessica off sternly for eating the dry pasta, saying it is not for eating, but playing. Holly asks Jessica to spit it out, holding her hand under Jessica's chin. She asks Jessica repeatedly to spit it out. There is a standoff. Jessica just looks at Holly, and then, eventually, swallows it.</p> <p>Holly responds by saying: "<i>that makes me sad</i>", using sign language as well as words, "<i>you need to stay there for a bit now</i>" indicating the wicker bed, in effect giving her time out. Jessica stays in the wicker bed.</p>	WA	1	1	Protection Article 3.3 Article 28.2
	<p><b>Bella</b> comes over to see what is going on. I mention she needs a tissue, and hand her a tissue box. She wipes her nose, and goes to throw the tissue in the bin.</p>	I	3	3	
11:00	<p>Holly asks <b>Bella</b>, <b>Jessica</b> and Rob to come and help her tidy up in the home corner. They go over and help. <b>Bella</b> picks up a handbag, places it over her shoulder and walks away. She walks over to the door and makes a hand motion that looks like turning a key. She then turns around, starts walking away, sees a</p>	I	5	5	Provision Article 29.1 (a)

Time	Observations	G	I	WB	P's and A's
11:03  →	pop-up toy on the puzzle unit and stops to play with it. She crouches down as she pushes the wooden people down, and jumps up as they pop up.				
	<b>Jessica</b> is by the ramp rolling the ice cream van down and then tries to roll a dinosaur down that gets stuck, as it is too big. She picks up a smaller car that rolls down and lands on the floor. Jessica looks around, finds her teddy and puts her thumb in her mouth, while watching Rob playing in the block area.	I	1	1	Protection Article 3.2 Provision Article 29.1 (a) (routines)
	<b>Bella</b> goes and sits down next to Rob in the block area and starts playing with some cars. Jessica is standing close to her but Bella has her back against her. <b>Jessica</b> smacks Bella on the head. Bella calls out and looks up at Jessica with an annoyed and quizzical look on her face, as she rubs her head. Holly who is a couple of meters away, tidying up, gets up, rushes over, pushes Jessica aside, to speak to Bella. Holly then grabs Jessica's Teddy, walks to the door that opens to the hall and throws Teddy out. Jessica starts crying.	P	3	1	Protection Article 19
	Holly returns to sit down next to <b>Bella</b> , picks Bella up onto her lap to comfort her, although Bella does not seem particularly perturbed.	WA	1	1	Protection Article 3.2 Article 3.3 Article 28.2
11:05	<b>Jessica</b> is standing crying a couple of feet away. Holly calls her over, saying Bella got sad when she hit her on the head. Holly gives Jessica the choice to either give Bella a cuddle or rub Bella's head better, to make amends. Jessica stands motionless. Holly gently takes Jessica's hand and 'helps' her rub Bella's head better. Jessica asks for Teddy, but Holly says: " <i>no Teddy!</i> " Jessica tries to plead by saying: " <i>but I need Teddy!</i> " Holly says no again and suggests she gets another cuddly toy instead, like doggy.	WA	3	3	↓
		I	1	1	
11:15	Nina walks in and Holly gets up to explain what just happened. Holly goes in to the baby room and Nina stays in the two-year-old room.				
11:15	Nina asks the children if they want to read a story. The girls read with Nina. Rob wants me to read a story for him. As I am reading, <b>Jessica</b> comes wandering over to listen in for a minute and then returns to Nina and <b>Bella</b> .	WA	3	3	

Time	Observations	G	I	WB	P's and A's
11:20	They are reading her favourite; '10 in a bed'. At the end of our story, Rob walks over to the writing area, picks up a lined notebook, asks for a pen like mine, and sits down next to me. We write together.				Ethics of research
	The children come back from soft play. I say: "Hi Chris". Rob looks up and says: "Hi", and Chris replies: "Hi."				
	<b>Jessica</b> shows me the page with a sad boy in her book, and I wonder what would make him happy again. But she does not answer. (Was she thinking of the incident earlier?)	WA	4	3	
11:25	Chris wants to film. I set him up and he chooses to film Jimi. Chris says: "I'm a big boy!"	WA	5	5	Like Event Ethics of filming
11:30	<b>Bella</b> and <b>Jessica</b> are at the semi-circular table playing with the dry pasta, pouring it from container to container. Jessica has 'Bubbles' the dog next to her (as her Teddy is till outside)	P	4	3	
	→				
11:35	Ollie wants to film too, and Rob passes the camera to him. He films for a short while.				Ethics of filming
	Ollie is at the pasta tray. Jimi asks him to pick up pasta he has thrown on the floor. Ollie does this reluctantly.				
	Rob is by the pegs, looking for his hat that he wants to put on. Sally says: "no". Rob throws himself face down on the floor, not happy.	WA	3	1	Protection Article 3.2
	Chris and a child are playing with the wooden pop-up people on the puzzle unit.	P	4	4	
	<b>Jessica</b> is staring into space, next to <b>Bella</b> by the pasta tray, with Jimi. <b>Bella</b> is very busy.	WA	1	1	Protection Article 3.2
		WA	4	4	
11:40	Ollie is behind <b>Bella</b> , twisting the small hose to the water tray, exploring it.				
	Rob joins the children at the pasta table.				
	Ollie is trying to feed pasta through the water tray tubing behind Bella, Jessica, Rob and Jimi. Sally is at the puzzle table with a child.				
	Jimi is pretending to have a conversation on				

Time	Observations	G	I	WB	P's and A's
11:45	the old phone a child has brought him. <b>Bella</b> asks: " <i>that your Mummy?</i> " Jimi says: "yes" and hands the phone to <b>Bella</b> , who 'pretend speaks' on the phone for 30 seconds before passing on the phone to <b>Jessica</b> , who does the same and then passes it back to Jimi.	WA	5	5	Provision Article 29.1 (a) Article 31P Protection Article 3.3 Participation Article 13
	Nina discovers what Ollie is doing and walks over to see if they can get all the pasta out again, as she does not think it is a good idea. <b>Bella</b> takes a look and wants to help. Ollie tries to lift the lid of the tray off, to have a look from the inside (they had pasta in it previously)	WA	3	3	
	Nina suggests to the children they need to get some tubing to post the pasta through.				
	Sally is helping <b>Jessica</b> put her shoes on.	WA	3	3	
	Sally takes bell out to ring for 'tidy up time'. <b>Jessica</b> wants to ring it (still sitting at the semi-circular table. Sally first asks Jessica to put the dog away. Jessica asks: " <i>where?</i> " but then remembers, gets up, and puts it away.	WA	3	3	
11:50	Chris tidies away the rainbow arches, Ollie tidies the cars, and Jimi is sweeping the pasta with <b>Bella</b> and <b>Jessica</b> .	SG	4	3	
	<b>Bella</b> (not Jessica) gets to ring the bell for family time. The children go to the book area. The children choose claves and sing familiar songs. Ollie is sitting on the small sofa tapping his claves. He chooses to sing 'Twinkle, twinkle' and <b>Jessica</b> wants them to sing 'Chocolate bar'	SG	3	4	
	→ <b>Bella</b> and <b>Jessica</b> look very, very tired. They listen and look in but do not join in.	SG	2	2	
11:58	'It's time to finish now' song.				
	'Who is here for lunch' song.				
	<b>Jessica</b> waits patiently till she is sent off with Chris. <b>Bella</b> and Ollie are sent off together.	SG	3	3	
	At the table Chris asks me where to sit and I say he can choose. He sits down and asks me				



Time	Observations	G	I	WB	P's and A's
	<p>to push his chair in.</p> <p><b>Bella</b> chooses to sit close to <b>Jessica</b>.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Xxxxx</p> <p>Ollie</p> </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>Jessica Bella</p> <p>Rob</p> <p>Chris</p> </div> </div> <p>I go for my lunch as the children are eating.</p>				

### Initial reflections:

#### Page 1:

It is not always easy saying bye to a parent, a moment when a very young child needs the presence of an adult (or friend) for comfort. (Article 3.2-3)

Jessica enjoys playing in the home corner, re-enacting what very likely are experiences from her life at home. This exemplifies how important it is to **connect with parents and their home culture**, to create a link between the child's two worlds (**can be seen as an aspect of Article 18?**) and in creating a sense of belonging and by extension inclusive education.

#### Page 2, 3:

At this young age we cannot expect that children can resolve issues of sharing on their own regardless of how rich the environment is. Age appropriate expectations, validation of the difficulty and guidance helps children learn to share, but play also needs to be actively protected by adults who understand the need to hold on to a toy until the child is ready to move on to something else (Article 3.3, Article 6, Article 29a, Article 29d, Article 31.1P)

With a little guidance and support, two-year-olds have shown to be able to play and already move towards 'highly social play' on the 'social play continuum' (Article 31.1P – in a small group)

#### Page 3:

Supporting children in their personal hygiene (wiping noses) both for their own well-being and to stop spread of infections (Article 3.2, Article 24.1) shows respect towards the child

#### Page 4:

A child bringing me a notebook and a marker is one way of children showing that they are aware that I am taking notes. Children glancing over at me as I am making notes gave me the impression that they were very aware that I was taking notes this morning, rather than filming. Imitating my behaviour or asking for the same resources I had, felt as

approval and recognition of my position as a researcher. I saw these interactions as '*positive interactions of acceptance*'. (Article 13). A couple of times this morning, Ollie called out to protect his play, which made me wonder if he at times feels disrupted in his play and learning by the other children, e.g. Jessica and another child? (Article 6, Article 31P)

**Page 5:**

Bella was encouraged to be independent but sometimes you don't feel like it whether you are two or even when a bit older. (Article 5)

**Page 6, 7:**

The children in the small group, on their knees around the puzzle table were able to stay focused and play for a long time because there was an adult there to guide them (Article 3.3)

**Page 7:**

Is there a general disapproval of expressing negative emotions? Yet, they were expressed in a perfectly acceptable way; voicing disappointment ... surely, they should be valued and validated equally to positive exclamations? (Article 13)

Although Jessica wanting a knife and standing up, walking over to the home corner and fetching one did not score a 5 on WB, it was indicative of how the environment fosters independence, and being familiar with and comfortable in this environment is important in developing this independence

**Page 8:**

It was brilliant to see how Jessica took charge of the potentially difficult situation of sharing the sofa by getting a timer and resolving the issue on their own, without any adult involvement (Article 5)

There is a 'give and take' tolerance between the girls, that given a bit of time and space, they sort out issues between themselves, like with the marble (Article 5)

**Page 9:**

Did Jessica, get Teddy and walked over to the book area instead of joining in with snack because there was no space for her to sit next to Bella? I don't remember ...

Jessica was happy and relaxed most of this morning, humming, smiling and laughing. Was this because Bella was in? It was only later when she was hungry and tired she struggled.

There is definitely a strong bond between the two girls, from both sides, as Bella ran off to join Jessica in the book area when she noticed Jessica had left the playdough table.

**Page 10, 11:**

Interesting how different the children were in the soft play environment (Article 29.1 (a)). Bella who had been so cautious on the planks (a few inches above the sand) was now jumping high and taking risks. The children were encouraged to, and praised for, taking calculated risks (Article 19).

Screeching with pleasure was ok, which made me think of other situations where screeching with displeasure is not? Just a thought ... (Article 13)

Holly was great in verbally guiding children to develop their independence (Article 5)

**Page 12:**

The confrontation regarding the dry pasta was quite surprising as I felt time out for nibbling on a bit of dry pasta was excessive. Although, it was more the defiance, but this situation was made worse by the adult reaction. It seemed out of proportion ... but then I don't know their history ... Still, cornering a child with ultimatums at this age I think tends to backfire.

**Page 13:**

Rob walking over to the writing area, picking up a lined notebook, and asking for a pen like mine, before sitting down next to me to me and 'writing' together, I again interpreted as a 'positive interaction of acceptance' of me in my researcher role. We had done something together, read the book, doing something he had wanted to do, so now it was ok for me to do what I wanted to do, observe and make notes, and he accepted that by adopting my behaviour next to me.

I was quite surprised at Holly's reaction to the hitting incident. It seemed as if Holly's reaction to Jessica's transgression was 'personal', and as if she wanted to punish Jessica. I question if there is any room for 'punishing' two-year-olds, and I would be inclined to say no. Guiding and correcting unwanted behaviour, yes, but punishing by removing an important comfort object, no. (Article 28.2)

**Page 14:**

Sometimes I wonder if we need to say "no" to what seems irrational to us adults but actually harmless, such as wearing a hat inside (for a little while)

**Page 15:**

Jimi include both girls in the role-play (Article 31P)

**Page 16:**

It is not only Jessica seeking Bella out but a mutual friendship bond, as Bella looked around and chose to sit close to Jessica, pulling her chair in close to hers for lunch.

# Appendix 44

## Observations Setting 3, Finland

Date: 13.3.2017

	<b>Danny</b> Sex: boy Age: 2y 4mths <b>Isabella</b> Sex: girl Age: 2y 8mths Different home language mixed with her own <b>Olivia</b> Sex: girl Age: 2y 9mths <b>William</b> Sex: boy Age: 2y 11mths	SEND: No SEND: No  SEND: No SEND: No		
Time	Observations	G	WB	P's and A's
7:55	Children in: Alma, William and Danny  Staff in: Alice and Ebba, Carola arrived 8:05  Stefan and Martin ill so not in today Children arrived between 6:00 and 11:00, 11 children in this morning			
8:05	Carola comes with breakfast trolley. As there are only 3 children in, they sit together at the central table rather than in their key groups.  <b>William</b> has a cup, <b>Danny</b> a Alma a cup with a lid. Carola who is feeding Alma is encouraging her to eat and not to drink too much  <b>Danny</b> notices the ceiling lamp is flickering, looking at it saying: " <i>blinking</i> ". Alice recognises this and says: " <i>we need to get Xxxxxx in to change it</i> " (caretaker). Alice goes on to talk to <b>Danny</b> about his grandparents being away on holiday. <b>Danny</b> moves his fist in the air, possibly to indicate they went on an airplane ...	WA	5	Provision Article 24.2 Protection Article 3.2 Article 3.3
8:10	Children are eating			
8:15	Children are eating			
8:20	<b>Isabella</b> arrives with Mum. I talk to Mum about my research and she signs the consent form. Mum and <b>Isabella</b> go to the bathroom and wash her hands together before Mum leaves. Mark (1YO) arrives with his Dad as <b>Isabella's</b> Mum is leaving.  Mark and <b>Isabella</b> walk around together, first into the playroom, then to the centre room, and out into the hall.			
8:25	Alice goes looking for <b>Isabella</b> and Mark and			

Time	Observations	G	WB	P's and A's
	<p>brings them to the table by the window, for breakfast. But <b>Isabella</b> often does not want to have breakfast.</p> <p><b>Isabella</b> walks over to me, at the round table by the playroom door. She looks at my pad. I ask if she wants one too (I have a couple of identical ones to mine for the children to make notes in). She nods. After she has drawn in the pad for a couple of minutes I ask if she does not what to have some breakfast? She says something in her own language that I don't understand. Staff have told me <b>Isabella</b> speaks a mix of her home language and a made up language. So, not even Mum and Dad always understand what she is saying.</p> <p>As I see staff looking over at us, and I understand they would like <b>Isabella</b> to come to have her breakfast, I get up and walk into the other room in the hope she would then go to her seat at the window table but <b>Isabella</b> follows me. Back at the round table, Alice tries to pick her up to take her to her chair, but <b>Isabella</b> puts up a fight. Alice suggests to her she can eat next to me then, as she lifts her onto a chair at the round table. <b>Isabella</b> has her breakfast next to me.</p> <p>Carola and Alice chat casually as Alice is feeding Mark at the table by the window and Carola feeding Alma at the middle table where <b>Ted</b> is feeding himself.</p> <p><b>Isabella</b> is holding a car in her hand while she is eating. She loves vehicles (police car, ambulance), and this car in particular.</p> <p>I am told staff usually do home visits but as <b>Isabella</b> arrived during the summer holidays it ended up never happening.</p>			
8:32	<p><b>Isabella</b> is eating next to me. Carola lifts the children at her table down as they have finished breakfast.</p> <p><b>Danny</b> and <b>William</b> go to the shelves and choose two cars. They push them into the hall, down the small slide, chatting to each other as they push the cars along (Alma is playing with the farmhouse by the mirror, babbling)</p>	WA	1	Protection <b>Article 3.2</b> <b>Article 3.3</b> Participation <b>Article 13</b> Provision <b>Article 29.1 (a)</b>
8:40	<p><b>Isabella</b> slides off the chair, and starts playing with her car, on the floor. Alice asks if her mouth is empty, and picks her up to check. <b>Isabella</b> pouts.</p> <p>Carola again asks the <b>Danny</b> and <b>William</b> not to use the cars on the slide. Mark joins the boys in the hall, shortly followed by <b>Isabella</b>.</p>	P  WA  WA	5  2  3	Participation <b>Article 13</b> Protection <b>Article 3.2</b> Provision <b>Article 29.1 (a)</b> <b>Article 31P</b>  Down from 4

Time	Observations	G	WB	P's and A's
8:45	<p><b>Isabella</b> comes back into the room and finds the wooden toy dog on a lead, and pulls it out in the hall. <b>Danny</b> is sliding down the slide backwards while <b>Isabella</b> is observing.</p> <p>Carola comments someone has pooped. <b>William</b> comes up to me and says it's not him.</p> <p><b>Isabella</b> walks up to Mark and shows him the toy dog, talking to him in her own language. She hands Mark the lead and Mark starts pulling the dog along, followed by <b>Isabella</b>.</p> <p><b>William</b> walks around, hand in the pockets of his new trousers.</p> <p><b>Danny</b> is playing with the Duplo farmhouse (on the low table) in the playroom.</p> <p>Mark is pulling the dog, Isabella is walking with him, chatting to him as they come into the playroom. Mark goes up to Alice to show her the dog, and the continue walking the dog round the setting.</p> <p><b>William</b> walks up to <b>Danny</b>, with a vehicle in each hand.</p> <p>Everyone is in the playroom. Carola picks up Alma to go change her nappy. I am sitting on the floor observing and making notes. Mark is very curious and watches me write.</p> <p>Erik arrives with Mum, so get up and take the opportunity to go up and speak to her and to hand her the consent form as she had not yet handed it in.</p>	P	4	
8:47	<p>I walk back to the playroom and Mark runs up to me. Looking at me, but not sure what he is trying to say → Isabella has climbed up onto the stacked low beds. Alice notices, wags her finger slowly and says gently: "no", lifting her down from the stack.</p> <p><b>Danny</b> and <b>William</b> are at the table playing with the Duplo farmhouse</p>	P	4	
8:50	<p>Erik brings me some Lego to play with, as Ebba arrives. We build with the Lego and then he runs off.</p> <p>I am back, sitting on the floor, making notes. Mark joins me and makes notes on a pad, identical to mine, with one of my pens.</p>			

Time	Observations	G	WB	P's and A's
8:56	<p><b>Isabella</b> collects all the dolls in her arms and brings them to me. I put my pen down and start singing 'Rock-a-by-baby'. She talks to me in her language.</p> <p>I continue note taking.</p> <p>Erik is sitting on a chair by the round table. <b>Isabella</b> is playing on the low bed in the playroom. Erik suddenly starts crying. Alice looks concerned and goes to him.</p> <p>Lisa pays us a visit. Standing in the door, I say to her I've got a new friend who also 'doktorerar', looking down on Mark, who has again joined me and is writing away next to me.</p> <p>Mark walks away.</p>	P	5	<p>Ethics of filming</p> <p>Other Event</p> <p>Ethics of research</p>
	<p><b>Isabella</b> comes up to me where I am on the floor. I turn the page of the children's 'research pad' to give her a clan page to make notes on, and hand her a pen. She sits down next to me.</p> <p><b>Danny</b> and <b>William</b> have finished playing with the Duplo farmhouse and are now pushing vehicles around the playroom and then into the middle room, in and out and under tables.</p> <p><b>Isabella</b> goes up to see what's up with Mark, as staff wipe his eyes, and then comes back to me., making notes with me. Mark comes to us and tries to grab the pen and pad from <b>Isabella</b>, but I say it's <b>Isabella's</b> turn now. Carola come over and distracts Mark.</p> <p>Erik is still unhappy and crying, so Ebba takes him in her arms, talking to him soothingly.</p>			<p>Protection Article 3.2 Provision Article 29.1 (a) Article 31P - friendship</p>
	<p><b>Danny</b> and <b>William</b> are back in the playroom, pushing their vehicles around with great pleasure and speed, making sounds as they speed by. They settle at the Duplo farmhouse.</p> <p><b>Isabella</b> walks over to Carola who is engaged with Alma.</p> <p><b>Danny</b> grabs his vehicle and zooms out of the playroom. <b>William</b> calls out: "wait!"</p>			<p>Protection Article 3.2 Provision Article 29.1 (a) Article 31P - friendship</p>
	<p>Erik is still crying, calling for his Mum</p> <p><b>William</b> and <b>Danny</b> go over to Carola briefly.</p> <p>I get up and go to sit down at the round table, in the middle room. Mark climbs up on the chair next to me,</p>			Other event
9:05			1	

Time	Observations	G	WB	P's and A's
	<p>and <b>Isabella</b> joins us too. I give each an identical pad to mine, and a pencil to Mark and a pen to <b>Isabella</b>. Mark and <b>Isabella</b> write/draw on each pad.</p> <p><b>Danny</b> and <b>William</b> are under the middle table with their vehicles, with a lot of non-verbal communication and vehicle noises going on. They follow each other round, zooming over to playroom, back and forth, in under the table. They like being under the middle table.</p> <p>Ebba is sitting on hall bench next to Erik, who is lying, face down, still crying. Ebba sits calmly by him, occasionally talking, occasionally stroking his back.</p> <p><b>Isabella</b> and Mark swap pen for pencil.</p>	P	5	Protection Article 3.2 Provision Article 29.1 (a) Article 31P - friendship
9:10	<p>Mark and <b>Isabella</b> want for all three of us to swap pencils.</p> <p><b>William</b> and <b>Danny</b> are now zooming in and out from under the middle table to the hall.</p> <p>Carola is reading with Alma in the playroom.</p>	WA	1	Other event
9:17	<p>Alice is on the low bed in the playroom, with all the children around her (<b>William</b>, <b>Danny</b>, <b>Isabella</b>, Alma, Erik). She has Erik on her lap, trying to distract him, while Ebba goes to greet Daniel and his Dad, who have just arrived.</p> <p>→ I go up to Dad to chat and we end up resorting to English as my Finnish is just not up to scratch. Dad consents for Daniel to be part of the study and recognises it would be unfair to exclude him even though Dad himself is maybe a bit unsure about it all. This is how I understood our verbal conversation and his non-verbal expressions.</p> <p>Erik is calm now.</p>	WG	4	Ethics of filming
9:20	<p>Ebba continues chatting with Daniel's Dad.</p> <p>Carola takes Mark aside, to read with him in the hall. Alice is reading with all the other children. Mark runs back in to the playroom. Carola follows, picks Mark up and places him on a chair at the middle table and encourages him to draw. Later I found out Alice had asked Carola to keep Mark away as he is only 1 and not part of the study.</p> <p>→</p>			Ethics of filming

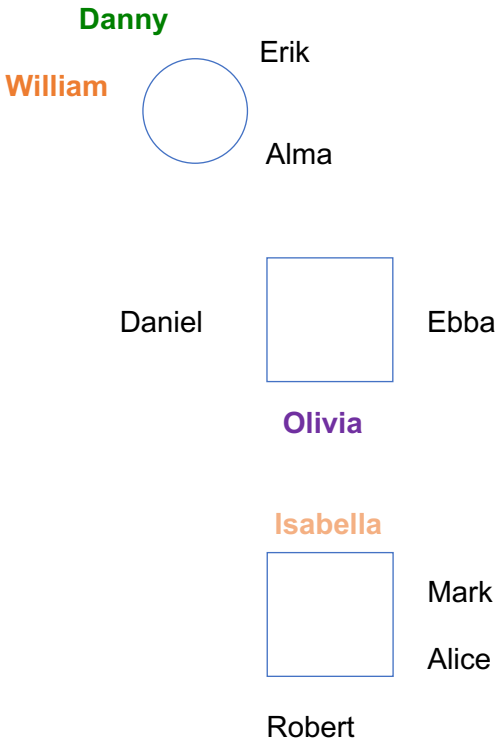


Time	Observations	G	WB	P's and A's
	<p>As Dad tries to leave, Daniel sits on his Dad's foot, holding on to his leg, and not letting go. Ebba is there talking to Daniel (she is his key person).</p> <p>Erik is crying again, on and off ... Carola said he wanted ice cream for breakfast and that set him off. I was wondering if Erik was unsettled because I was new in the setting and Carola there while his key person was away?</p> <p>Ebba and Daniel have said good-bye to Dad and join me at the round table. I offer him a pen and a pad, but he says to me that he can't write. Ebba suggests he can draw.</p> <p>He tells me what he is drawing, a river, his neighbours in their houses.</p>		1	Other Event
9:28	<p>Mark is with Carola at the middle table, Daniel and Ebba with me at the round table. Alma toddles in.</p> <p>Alice is reading in the playroom with William, Danny, Isabella, and Erik, on her lap. William gets up, walks over to the middle room, picks up a toy and walks back into the playroom.</p> <p>Mark hands Alma a pencil who turns around and walks back to the playroom.</p> <p>Erik is crying again.</p>		1	
9:30	<p>William and Danny are playing with the Duplo farmhouse.</p> <p>Daniel is on Ebba's lap.</p> <p>Olivia arrives. I walk over to hand Mum the consent form.</p> <p>Alice is in the playroom with Erik on her lap, singing for him.</p>		1	
9:35	<p>William and Daniel are pushing vehicles around. Danny is playing in the home corner.</p>		4	
9:40	<p>William is on the car mat, still for a moment and then speeds off across the room.</p> <p>Isabella and Mark are using colouring pencils on my pads. Isabella is drawing in standing. I had put the box of colouring pencils on the chair between them so they could both reach them. Carola walks by and lifts the box onto the table before lifting Isabella up and placing her on the chair.</p>		3	Other event Not informing before acting

Time	Observations	G	WB	P's and A's
9:45	<p>Erik is with Alice at the middle table, also drawing.</p> <p><b>Danny</b> joins us at the round table. He is drawing on my one of pads. <b>Isabella</b> does not want to share the box of colouring pencils. I suggest there are plenty for everyone and select 6 different colours that I hand <b>Danny</b>. <b>Isabella</b> frowns at me.</p> <p><b>Danny</b>, <b>Isabella</b>, Ebba, me and Alma are at the round table. Alice and Erik at the middle table. Daniel runs past in 'slow-motion' from the playroom to the hall.</p> <p><b>William</b> is in the hall playing with a vehicle.</p> <p><b>Olivia</b> is standing on the large log. As she gets down, she pulls at Mark, grabbing the car he was holding. I see it from where I am standing, and call out softly to be gentle with Mark. <b>Olivia</b> comes over to me and gives me the car. She then goes over to Ebba at the round table and climbs up into her lap. They have a quick cuddle. Did she need a cuddle because of what I had just said? <b>Olivia</b> slides down from Ebba's lap and looks around, seemingly unsure what to do.</p>		2	
9:50	<p>Daniel and <b>William</b> are in the hall playing with the vehicles.</p> <p><b>Danny</b>, and Alma are still drawing.</p> <p>Daniel is running around with <b>William</b> following him pushing a vehicle.</p> <p><b>Isabella</b> and <b>Olivia</b> are on Ebba's lap at the round table.</p> <p>Erik is happily drawing.</p> <p>Daniel walks up to Carola who he knows speaks Finnish, and they walk off to the toilets.</p>		2	
9:52	<p><b>William</b> joins <b>Danny</b> and Alma who are drawing at the round table.</p> <p>Isabella and Mark are by the shelves under the window.</p> <p><b>Olivia</b> is wandering ...</p>	SG	5	Provision Article 29.1 (a) - new resources
9:5?	<p>Erik is with Alice</p> <p><b>Danny</b> is on the floor, stacking wooden rings that</p>			

Time	Observations	G	WB	P's and A's
	<p>belong to a game. He lifts the blue rings and the matching blue wooden men onto the table and leaves. <b>Olivia</b> takes the rings. Alma is complaining. Ebba helps <b>Olivia</b> and Alma share. <b>Olivia</b> hands hers to me.</p> <p><b>Olivia</b> wants to put her indoor shoes on and tries to put them on. Ebba scoops her up to take her to the toilet but <b>Olivia</b> protests and says she does not need to.</p> <p><b>Isabella</b> and <b>Danny</b> are at the table playing with the wooden toys that Danny has lined up along the edge. <b>Isabella</b> walks off.</p>			<p>Protection Article 3.3 Participation Article 12 Article 17</p>
9:58	<p><b>William</b> still drawing at table with Alma. She seems to be tired (she has been in since very early this morning).</p> <p>It is time to tidy up to go out in the garden. <b>William</b> tidies up his pad and mat.</p>		1	
10:00	<p><b>Isabella</b> is standing on top of the table by the window. I draw Carola's attention to it, who is standing closer to her, and she lifts her down.</p> <p><b>Danny</b> is still playing with the wooden toys, but tidies up when told it is time to go out.</p> <p>Daniel on car mat by the toy shelves and the mirror.</p> <p>Erik still at the middle table.</p> <p>Ebba is in the hall helping children to dress.</p> <p>The door to the playroom is shut at 10:00 when it is time to go out.</p> <p><b>Danny</b> gets distracted and start playing with a tractor as the other children are in the hall getting dressed to go out.</p> <p>Daniel says to me "<i>laitan tossut pois</i>" as he is encouraged to do so by Alice.</p> <p>Alice whisking Mark up in her arms, to take him to the potty before putting all the layers of clothing on.</p> <p>I help Daniel and Erik to get ready.</p>		4	
10:10	<p><b>William</b> is totally concentrated on getting dressed independently and does a fantastic job.</p>	WA	5	<p>Other Event</p> <p>Provision Article 5 Article 29.1 (a) - routines Article 29.1 (d) - responsibility</p>

Time	Observations	G	WB	P's and A's
10:20	<p><b>Isabella</b> is protesting in her own made up language, not wanting to get dressed to go out, but Alice coaxes her into getting dressed.</p> <p>Everyone is outside apart from <b>Danny</b>.</p> <p>Carola speaks in Finnish with Daniel. Alma is crawling on a small snow mound. <b>Isabella</b> is playing with and eating ice. Erik is looking for tractor toys in the 3-4 YO's shed.</p> <p>Carola tells <b>Olivia</b> and <b>William</b> not to break branches of a bush.</p> <p>M by door</p> <p style="text-align: center;"><b>O W A</b></p> <p><b>I</b> Eating ice</p> <p style="text-align: center;"><b>D</b> With rake</p>	WA	1	Participation Article 12 Article 13 Protection Article 3.1 Provision Article 24.1
10:25	<p><b>Danny</b> comes out having been changed. He finds a tractor <b>William</b> had fetched from the shed, so <b>William</b> protests even though he was not playing with it at the moment. He tells <b>Danny</b> that he wants it back and <b>Danny</b> hands it back to <b>William</b>.</p> <p>Alice comes with two big trucks. Daniel smiles and seems very happy and starts pushing one truck around in the snow. <b>Danny</b> takes the other big truck.</p> <p>Erik has again been crying on and off for a while.</p>		3	
10:30	<p>Daniel looks at me, smiles, and says his truck is "nopea".</p> <p><b>Olivia</b> comes up to me with a bucket and spade, and holds it up to me with an expectant smile. We start building snow castles.</p> <p><b>Isabella</b> has been eating ice the whole time, lying on her tummy, by the wooden table. Ebba tells her not to eat the ice and picks her up, and lifts her away from the icy spot near the down spot. <b>Isabella</b> moans loudly and starts crying. She walks over to Alice and stretches her arms up to Alice. Alice says "no", not to eat stones. <b>Isabella</b> walks over to the gate, crying, because she did not get her way, according to Alice.</p>		4	Like Event Provision Article 29.1 (a) - resources
			1	Participation Article 13 Protection Article 3.1 Article 3.2

Time	Observations	G	WB	P's and A's
10:40	<p>Daniel and <b>Danny</b> are sliding down the small slide.</p> <p>Ebba is supervising.</p> <p>Alice picks <b>Isabella</b> up to cuddle her.</p> <p>Erik is finally playing, with a bucket and spade by the water spout.</p> <p><b>Olivia</b> asks me: "<i>ska du komma titta?</i>" I follow her to see what she wants to show me.</p> <p><b>William</b> is pushing truck around.</p> <p><b>Danny</b> and Daniel are further away by the birches, climbing on the large rocks.</p>			
10:50	Children are starting to go in.			
11:05	<p>All children have washed their hands and are sitting at the tables, waiting for lunch:</p> <div style="text-align: center;"> <p><b>Danny</b></p> <p><b>William</b></p>  </div>			
	<p>Ebba is at the food trolley and starts serving food after they sing the lunchtime song.</p>		4	
11:10	<b>Danny</b> falls off his chair, and starts crying. There are 3 kinds of chairs. High chairs, mid chair and adult chairs.	SG	1	<p>Protection</p> <p>Article 3.2</p> <p>Article 3.3</p> <p>Article 19</p>

Time	Observations	G	WB	P's and A's
	Lunch is relaxed in their key groups, and the children eat with great appetite the freshly made food.			
11:40	Children sit at the tables until all have finished and then go to wash their hands before naptime.			
11:55	<b>Olivia</b> and <b>Danny</b> want to write with me in the hall, where I am talking softly to Robert, who has been sad since Mum dropped him off just before lunch.			
12:00	All children are in bed. The playroom has been converted to sleep room with low wooden framed stackable beds for each of the children.  <b>William</b> and <b>Danny</b> have a soft toy for falling asleep, and <b>Olivia</b> a pacifier.  <b>Isabella</b> took her favourite car with her to bed but as she was playing with it and distracting the other children, Ebba takes it away from her. <b>Isabella</b> starts crying but settles quickly.	WA	1	Protection Article 3.2 Article 3.3 Participation Article 13 Provision Article 31R
12:10	Ebba sings to get Robert who is whimpering to settle.		1	Like Event
	Alma crawls out of her bed but finally falls asleep at 12:40. She had started nodding off several times during lunch.		1	Like Event
	<b>Olivia</b> still awake as I walk away but settled and still.			

### Initial Reflections:

#### Page 1:

There is a very relaxed, unhurried atmosphere around the table as the children sit calmly and eat their breakfast (Other event – [Article 24.2](#), [Article 3.2](#), [Article 3.3](#))

#### Page 2:

I don't know the children well enough, but I was wondering if Isabella may have had breakfast at home and simply not hungry when the setting offers breakfast at around 8 o'clock. Or does she maybe not like the porridge they start with, as she seems to be ok with the knäckebröd, that the children are offered after they have eaten their porridge. In any case Isabella's protest clearly indicated discontent ([Article 3.2](#), [Article 13](#))

**Page 3:** Carola again asks **Ted** and **William** not to use the cars in the slide. As the slide is so

Small and low, I don't think there is much risk of a child getting hurt if a toy is rolled down the slide, so are our rules sometimes limiting play and exploration for no real justifiable reason? ([Article 31.1P - limiting](#)) This rule is not enforceable anyway, because as soon as there is no adult around, the children roll toys down the slide again.

**Page 4:**

Erik who was fine when he arrived, suddenly starts crying. Various members of staff try to comfort him. He stops occasionally but keeps crying on and off, all the time (Article 3.2 – ill-being, Article 3.3 – suitability of staff – caring)

**Page 5:**

Erik keeps crying on off, all the time

**Page 6:**

Ted and William are playing with their vehicles, with a lot of non-verbal communication and vehicle noises going on. They follow each other round, zooming back and forth, and in and out from under the middle table. Several similar episodes of great fun throughout the indoor morning time (Article 3.2 – well-being, Article 15 – friendship – 1:1, Article 31.1P – resources).

Alice is on the low bed in the playroom, with all the children around her (William, Ted, Isabella, Alma, Erik). She has Erik on her lap, trying to distract him, while trying to engage the other children in the story too.

**Page 7:**

Interesting reaction from Daniel when I offer him a pen and pad, but he says to me that he can't write. Ebba suggests he can draw, which he happily did, talking about what he was drawing.

Isabella is drawing in standing. I had put the box of colouring pencils on the chair between her and Mark, so they could both reach them. Carola walks by and lifts the box onto the table before lifting Isabella up and placing her on the chair (Article 3.3 – not asking before acting). Is there one "right" way of doing things?

**Page 8:**

Olivia pulls at Mark, grabbing the car he was holding. I see it from where I am standing, and call out softly to be gentle with Mark. Olivia comes over to me and gives me the car. She then goes over to Ebba at the round table and climbs up into her lap. They have a quick cuddle (Article 3.3 – affection). Did she need a cuddle because of feeling told off?

**Page 9:**

As Olivia is trying to put her indoor shoes on, Ebba scoops her up to take her to the toilet (before getting dressed to go outside) but Olivia protests loudly and says she does not need to. There seems to be a lot of "scooping" children up without talking to them (Article 3.3 – suitability of staff – not saying before acting, Article 17 – not informing children)

Alice whisking Mark up in her arms, to take him to the potty before putting all the layers of clothing on but she spoke to him about it before acting.

**Page 10:**

William is totally concentrated on getting dressed independently and does a fantastic job (Article 29.1 (a) – routines that encourage independence).

Isabella is protesting in her own made up language (Article 13), not wanting to get dressed to go out, but Alice coaxes her into getting dressed.

**Page 11:**

Alice comes with two big trucks. Daniel smiles and seems very happy and starts pushing one truck around in the snow (Article 29.1 (a) – resources)

**Isabella** has been eating ice the whole time, lying on her tummy, by the wooden table. Ebba tells her not to eat the ice and picks her up, and lifts her away from the icy spot near the downspout. **Isabella** moans loudly (Article 13) and starts crying. She walks over to Alice and stretches her arms up to Alice. Alice says “no”, not to eat stones. **Isabella** walks over to the gate, crying (Article 3.2 – ill-being), because she did not get her way, according to Alice. A little later Alice walks over to her and cuddles her (Article 3.3 – affection).

**Ted** and Daniel are by the birches by themselves, climbing on the large rocks. The children love climbing on these big rocks (Article 29.1 (a) – resources), away from immediate adult gaze (Article 16 – privacy with friend)

**Page 12:**

**Ted** falls off his chair, and starts crying (Article 19 – environment). There are 3 kinds of chairs. High chairs, mid chair and adult chairs.

**Page 13:**

**Isabella** took her favourite car with her to bed but as she was playing with it and distracting the other children, Ebba takes it away from her as it is making a noise. **Isabella** starts crying (Article 3.2 – ill-being, Article 3.3 – suitable adult, Article 13 – crying) but settles quickly.



### Observations Setting 3, Finland

Date: 16.3.2017

	<b>Stefan</b> Sex: boy Age: 2y 4mths <b>Martin</b> Sex: boy Age: 2y 4mths <b>Danny</b> Sex: boy Age: 2y 4mths <b>Isabella</b> Sex: girl Age: 2y 8mths Different home language mixed with her own	SEND: No SEND: No SEND: No SEND: No		
Time	Observations	G	WB	P's and A's
7:45	Staff in: Alice and Ebba, educator covering arrived 7:56  Children in: Stefan and Martin Children arrived between 7:00 and 11:00, 10 children in this morning			
7:45	Stefan and Martin are at the setting as I arrive and <b>Danny</b> arrives shortly after.			
7:56	<b>Olivia</b> arrives. Educator here today, covering.			
8:00	<b>Martin</b> and <b>Stefan</b> are drawing, <b>Danny</b> settles with a puzzle with Alice, with a child in a highchair with a puzzle too.  <b>Isabella</b> arrives and shows me an elephant she has brought with her from home. Alice asks if elephant can go on the shelf by her cubbyhole?  <b>Martin</b> and <b>Stefan</b> are doing a jigsaw puzzle together. <b>Martin</b> tries to help <b>Stefan</b> by pointing out why a piece is wrong, but <b>Stefan</b> does not what help. He gently moves <b>Martin's</b> hand away. <b>Martin</b> bites <b>Stefan</b> on the ear. Alice wags her finger and says: "no". <b>Martin</b> walks away and slumps down on the floor looking unhappy. Alice cuddles and comforts <b>Stefan</b> . Alice puts <b>Stefan</b> back on his chair and <b>Martin</b> comes back to sit next to <b>Stefan</b> . They resume doing the puzzle together.	P	1	Protection Article 19 Article 3.2 Article 3.3
8:05	<b>Danny</b> is drawing.  Alice tells the children it is time to wash their hands for breakfast.  <b>Olivia</b> who has been sitting next to me writing since she arrived, has been alternating using my pens and mechanical pencil. One you twist to make work. She is fascinated by the different kinds of pens I have, how they work and the marks they make on the pad. Hearing Alice, <b>Olivia</b> slides off the chair to go wash her hands.	I	5	Provision Article 29.1 (a) Resources Time Protection Article 3.2

Time	Observations	G	WB	P's and A's
8:10	<p><b>Isabella</b> stretch her arms out towards me to help her down. I help her down.</p> <p>Alice asks <b>Stefan</b>, <b>Isabella</b> and <b>Danny</b> to come wash their hands. <b>Isabella</b> says no, but Alice scoops her up in her arms to carry her to the bathroom. But <b>Isabella</b> starts crying so she puts her down in the hall and they come back in. She does not always want to eat breakfast. I am holding <b>Isabella's</b> favourite car in my hand. I was going to keep it safe for when she came back, so I hold it out to her. She comes running towards me with a big smile, and takes it from my outstretched hand. Did she not want to leave it behind?</p>	WA	1	Provision <b>Article 29.1 (a)</b> Protection <b>Article 3.1</b> Crying <b>Article 3.2</b> <b>Article 3.3</b> Participation <b>Article13</b>
8:15	Children are having breakfast.			
8:20	<p>Mark arrives. I go up to Dad with a form, translated to the best of my knowledge in his native language, to talk a little about my research and to ask if it is OK for Mark to be included when I film the two-year-olds. We have a pleasant conversation even if the translation is not quite right, but he says he understands what it is about and consents. It had been suggested that because the family had already consented to photos being taken of their child in the setting that that should be fine, but I did not feel comfortable with that and wanted a 1:1 conversation with Dad to be sure the family was OK with it. And they were.</p> <p>Martin, Mark and Isabella are having breakfast at one table.</p>			
8:25	<p><b>Olivia</b> is eating her breakfast kneeling on the chair. I've been told they think she finds it hard to sit still at the table.</p> <p><b>Isabella</b> is fighting Alice who wants her to sit at the table when eating. Alice explains she has to do as everyone else, sit at the table like all the other children. <b>Isabella</b> gives in and sits still with her thumb in her mouth.</p>	WA	1	Provision <b>Article 29.1 (a)</b> Protection <b>Article 3.1</b> <b>Article 3.2</b> <b>Article 3.3</b> Participation <b>Article13</b>
8:30	<p><b>Danny</b> discovers the ceiling lamp is flickering. He talks about the lamp and Alice acknowledges it and says we need to get the caretaker Markus in to fix it. The flickering light captivates <b>Danny</b>.</p> <p>Ebba arrives.</p>			

Time	Observations	G	WB	P's and A's
	<p><b>Stefan</b> is eating his crisp bread singing to himself. He swivels on his chair and is half out of it so I help him to sit down safely.</p> <p><b>Isabella</b> is eating now.</p>	WA	5	Provision Article 29.1 (a) Article 24.2 Healthy food Participation Article 13
8:30	<b>Olivia</b> slides down from her chair and goes up to Ebba and tells her something. <b>Danny</b> turns around on his chair and tells Ebba about the flickering light. <b>Olivia</b> walks over to me at the round table and tells me she wants to build a jigsaw "jag vill bygga ett pussel".			
8:35	<p>Alice is trying to get <b>Isabella</b> to sit down on her chair as she is now eating, standing on the chair.</p> <p><b>Olivia</b> is having a cuddle with Ebba.</p> <p><b>Isabella</b> slides down from the chair and goes to the playroom. She finds the wooden dog and pulls it along on its lead. She walks up to Mark, speaks to him in her own language and then goes to get a small car from the car mat that she hands to him.</p> <p>Ebba puts <b>Olivia</b> down.</p> <p>I lift <b>Stefan</b> down from his highchair and he goes to wash his sticky hands. A little later I go looking, with <b>Isabella</b> who is pulling the wooden dog behind her. We find Mark next to <b>Stefan</b> by the sink, where he has been playing and splashing water all over the floor, looking chuffed.</p>	WA	5	Protection Article 3.2 Article 3.3 Professional love
		P	5	Provision Article 31P
8:40	<p><b>Isabella</b> is on the sofa in the playroom, looking. <b>Danny</b> is pushing the ambulance, making siren noises, as he pushes it from room to room.</p> <p><b>Olivia</b> has two toy animals in her hands. She hands me the pig and the sheep and goes to slide with Mark. <b>Isabella</b> gets off the bed and follows them with the wooden dog, pulling the dog up the steps of the slide, laughing as she does so, as the dog bounces from step to step.</p> <p><b>Olivia</b>, <b>Danny</b> and <b>Isabella</b>, are all 3 interested in the filming. When <b>Isabella</b> sees me filming, she asks me to film the dog, which I do. <b>Danny</b> wants to film, and he films the 'Babblarna'</p>		4	
		SG	5	Protection Article 3.2 Provision Article 29.1 (a)
		SG	5	Provision Article 29.1 (a) researcher Participation Article 13

Time	Observations	G	WB	P's and A's
8:45	<p>characters on the hall wall and says: "<i>filma Babblarna</i>". <b>Isabella</b> is following him, pulling the dog along, as he is filming.</p> <p>Educator is with a child on the sofa and Mark sitting on the log.</p> <p><b>Isabella</b> then walks over and stands by Mark when it is <b>Olivia's</b> turn to film. She walks into the playroom to film in there. As we walk in, we find <b>Stefan</b> in the resource cupboard trying to pull a trolley out. He is told to leave the trolley in the cupboard and not to open the cupboard door.</p>			
8:50	<p>After filming, <b>Olivia</b> joins <b>Isabella</b> and <b>Danny</b> at the Duplo table.</p> <p><b>Stefan</b> shows a fleeting interest in filming, and films <b>Olivia</b>. He quickly hands the camera back to me and I show <b>Olivia</b> the footage on the small screen She recognises herself and says: "<i>te te e Olivia</i>".</p>			
8:55	<b>Isabella</b> is playing in the home corner with Mark. They offer me Duplo food and we have a 'meal' together. I switch the camera off to play with the children but <b>Isabella</b> calls out in a protest in her language, and wants it back on. She presses the button and calls out in pleasure when she sees she succeeded. We film together.		5	Participation Article 12 Article 13 Provision Article 29.1 (a) researcher resource
8:58	<p><b>Olivia</b> goes to stand next to Educator who is at the middle table with <b>Stefan</b>. They are playing games.</p> <p><b>Danny</b> is pushing cars around on his own, as William is not in today.</p>		5  3	Participation Article 12 Article 13 Provision Article 29.1 (a) Protection Article 3.3
9:00	<p>Mark has managed to open the door to the resources cupboard and is pulling the trolley out (that I later find out have cushions on that they use for circle time. Did the boys try to say they wanted to have circle time?</p> <p><b>Olivia</b> does not want Educator to read the book to the other children.</p>			
9:03	<p>Erik arrives in tears, but calms down quite quickly in Ebba's arms.</p> <p><b>Isabella</b> is walking around with Mark in tow.</p>	WA	1	Participation Article 13 Protection Article 3.2 Article 3.3

Time	Observations	G	WB	P's and A's
9:05	Educator is reading on the hall bench. Alice suggests sitting on a stool in front of the children, who are on the bench, may be more effective. Educator moves onto a stool. It is a story about the 'Babblarna' that comes with small figure for each of the characters. All the children want to hold the characters ( <b>Martin</b> , <b>Stefan</b> , <b>Danny</b> , <b>Olivia</b> , Mark and <b>Isabella</b> ). Some of the children are getting restless and slide off the sofa.		3	
9:10	Educator is reading for <b>Olivia</b> , <b>Danny</b> , and <b>Martin</b> , who all three name the 'Babblarna'.			
9:15	<b>Isabella</b> and Mark are reading on the floor in the playroom.			
	Educator is reading with <b>Martin</b> and <b>Stefan</b> , playing with the Babblarna toys, that the story is about.	WA	5	Participation Article 12 Article 13 Provision Article 29.1 (a) Protection Article 3.3
	<b>Danny</b> is kneeling by the cubbyholes, engrossed in a Bamse magazine. Talking to himself, looks up at me and points to the magazine and says: " <i>Bamse</i> " with a big smile.	I	5	Provision Article 29.1 (a) Article 31CA
9:20	<b>Isabella</b> is wandering around (checking things out?) before settling at the Duplo table.			
9:25	Ebba is cuddling Erik and reading for the children in the playroom: Erik, Mark and <b>Isabella</b> .			
9:30	<b>Martin</b> and <b>Stefan</b> are wanting to play with the figures for the Babblarna story and finding it difficult to share, so Alice suggest it is time to get ready to go outside. The children are asked to go on the potty or the toilet before getting dressed. <b>Danny</b> is on the potty with a Bamse magazine.			
	<b>Olivia</b> is getting herself ready for going out.			
9:50	The children are outside. They are today all playing individually, apart from <b>Martin</b> and <b>Stefan</b> who occasionally weave in and out of their play.			
10:00	All children playing individually still. <b>Stefan</b> is playing peek-a-boo by the picket fence to the older children's outdoor area.			

Time	Observations	G	WB	P's and A's
	<b>Stefan</b> comes over to me and hands me a broken spade. When reaching out he slips on the icy snow and rolls under the small wooden bench. He laughs out loud.			
10:10	<b>Isabella</b> is eating snow and ice as 'usual'.			
10:15	<b>Olivia</b> and <b>Stefan</b> are making snow castles. <b>Stefan</b> continues making them as <b>Olivia</b> walks off.  (Pan view of the children all playing on their own)			
10:20	<b>Danny</b> , Mark and <b>Isabella</b> are on the slide.		3	
10:45	<b>Martin</b> and <b>Stefan</b> are on the slide, sliding, crashing, climbing over each other, laughing with pleasure.	P	5	Provision Article 29.1 (a) Time and outdoor affordances Article 31P Rough and tumble Protection Article 3.2
10:50	The children are going in. <b>Martin</b> and <b>Stefan</b> see me approaching through the glass door. The smile and push the door open for me.  In the middle room, <b>Danny</b> switches the lights on to see if the flickering light has been fixed. <b>Danny</b> points out it is still "blinking".			
11:00	Kristel arrives with Dad.			
11:45	Lunchtime – sausage soup.			
	Lunch is over and the children are getting ready for naptime. The caretaker arrives to fix the light. I call out to quickly get <b>Danny</b> so he can see the light getting fixed, as he had been so interested in the blinking light. <b>Danny</b> watches in absolute delight! As he was whisked to the room to watch, while in the bathroom, he is standing there half dressed, in his nappy. He is thrilled and observes with great interest.	WG	5	Provision Article 29.1 (a) Learning opportunity Article 3.3
12:15	All the children are asleep. A bit easier and quicker than yesterday. I had suggested we try staggering the sleep time a little. Maybe just a coincidence it worked today.			

### **Initial Reflections:**

#### **Page 1:**

Martin bites Stefan on the ear (Article 19) when he gets frustrated with not being heard – sometimes incidents happen so fast adults have not got the time to intervene, and can only comfort after the fact (Article 3.2, Article 3.3)

#### **Page 2:**

There is an on-going issue around breakfast and Isabella (Article 29.1 (a)) This time when Alice scoops her up in her arms to carry her to the bathroom to wash her hands, Isabella starts crying so Alice puts her down (Article 13). Too often there are tears first thing in the morning. What is the root cause? I wonder if staff have spoken to Mum (Article 3.3)?

**Isabella** is again fighting Alice, who is trying to get her to sit on the chair at the table while eating. Alice explains she has to do as everyone else, sit at the table like all the other children while eating (Article 29.1 (a) – expectations, routine).

**Isabella** gives in and sits still with her thumb in her mouth (Article 3.2)

#### **Page 3:**

Pleasure to hear Stefan singing to himself as he is eating his crisp bread (Article 13). Most children enjoy breakfast time (Article 24.2 – healthy food, Article 29.1 (a) – routine, sitting together).

Olivia is having a cuddle with Ebba – lovely to see affectionate moments (Article 3.3 – professional love)

Good to see Isabella in a moment of spontaneous mirth (Article 3.2)

#### **Page 4:**

Great interest in the filming process by several of the children today. I am particularly pleased the focus children showing some interest have all had a chance and taken up the chance, apart from Stefan and Martin who really are not interested.

#### **Page 5:**

Educator was very involved actually playing (Article 31P) with the children rather than 'just' caring for the children or supervising them

A lot of reading going on today

#### **Page 6:**

Outdoor play really does provide for a different kind of play (Article 31P – outdoor affordances), needed by most children. The rough and tumble play allowed outside is particularly important for some of the boys in this setting (Article 19 – calculated risk taking).

As I am by now used to writing up and identifying events and rights in the transcription process, I often write in the *Events Document* for the setting directly, to save time, as the entries are often more or less similar to the **Initial Reflections**.

# Appendix 45

## Observations Setting 4, Finland

Date: 29.3.2017

	<div>EmmaSex: girlAge: 2y 1mth</div> <div>MiaSex: girlAge: 2y 8mth</div> <div>JohnSex: boyAge: 2y 9mth</div> <div>BillySex: boyAge: 2y 9mths</div>	SEND: No SEND: No SEND: No SEND: No		
Time	Observations	G	WB	P's and A's
8:15	<div>Children in at breakfast:Adults in:</div> <div>ChildBillyElisabeth</div> <div>EmmaJohnLena</div> <div>Sophia</div> <div>ChildEva arrived 9:00</div> <div>Mia arrived later (9:10), as did two other children. 9 children in this morning.</div>			
8:25	<div>John: “Nu blev det ett högt torn” (the glasses and a cup are piled up on breakfast trolley)</div> <div>I say to the children I have more footage to show them. They eagerly sit down on the floor, and I sit down with them. As we are watching, I ask them if I may show this to Mummies and Daddies, and adults in the setting. The response was:</div> <div><ul style="list-style-type: none"><li>Emma – nodded</li><li>John – nodded</li><li>Billy – Ja</li><li>Mia – nodded (I showed her at 9:30 as she arrived later)</li></ul></div>			Article 29.1 (a)
8:30	<div>Watching footage John says: “jag är också där” with a big smile, seeing himself singing the food song, just before lunch yesterday. Emma also smiled, watching herself.</div> <div>I ask the children if they want to see more. They do and call out children’s names as they see them in the footage.</div> <div>Emma smiles again as she sees herself playing with the Smurfs, at the table with Sophia.</div> <div>Billy is lying across my legs as he is watching.</div> <div>Emma points to the screen and says something inaudible.</div>	SG	5	<div>Research process</div> <div>Protection Article 3.2 - enjoyment Article 3.3 - suitable researcher</div> <div>Participation Article 12 Article 13</div>



Time	Observations	G	WB	P's and A's
	<p><b>John</b> says: “<i>de va Billys Pappa</i>”, very perceptively recognising his voice in the background. Sophia wants to see more. <b>John</b> asks for the forest clip, ‘lion hunt’. It is their favourite clip. <b>Billy</b> says: “<i>lejon arg</i>”.</p>	SG		Participation Article 12
→	<p><b>Emma</b> then asks for something else: “<i>muuta</i>” and we watch another clip where they are on the seesaw (27.3.17). <b>Emma</b> is excited to see herself. Sophia and <b>Emma</b> point out they can see Eva and Lena in the background.</p>	SG	5	Participation Article 12
	<p>Sophia asks: “<i>var är Sophia?</i>” Interestingly she said it in Swedish rather than her first language, Finnish. I felt it was a symbolic moment of acceptance. I show a clip where they are all together on the 4-way seesaw.</p>			
8:45	<p>After 20 minutes I decide to stop the showing so they can go and play.</p>			
	<p><b>Billy</b> goes up to the table to look at what another child is doing there. She is working on her Easter chick project. Sophia wants <b>John</b> to come to the slide with her but he wants to stay and watch a child ‘pyssla’, as does <b>Billy</b>. Sophia then goes to the other side of the room where <b>Emma</b> is playing with Duplo, and joins in with her.</p>			
	<p><b>Billy</b> comes over to see what <b>Emma</b> and Sophia are doing.</p>			
8:50	<p>Sophia and <b>Billy</b> go down the slide a few times and then back to <b>Emma</b> who is still playing with Duplo.</p>			
	<p>Lena then asks <b>Emma</b> if she wants to come and work on her Easter chick project. The chick needs its legs and feet. <b>Emma</b> happily goes along to the round table in the corner of the other room. <b>John</b> is sitting at the table hoping to start his chick after Emma. <b>Emma</b> is given choices and Lena and <b>Emma</b> ‘pysslar’ together while <b>John</b> is watching and commenting. When <b>Emma</b> is done, she looks over towards the window where other ready chicks are hanging, which Lena recognises. As <b>Emma</b> gets down from the chair, <b>John</b> says: “<i>nu är det min tur!</i>”</p>	WA	5	Participation Article 5 - making choices
		WA	5	Provision Article 29.1 (a) - resources development Article 31CA Protection Article 3.3
8:55	<p><b>John</b> is excited to start his chick next. Lena helps him cut out the triangular shape.</p>			

Time	Observations	G	WB	P's and A's
	<p><b>Billy</b> can be heard crying in the background. I can hear Elisabeth saying something to him and then a crash as if a toy has been flung. <b>Billy's</b> crying escalates and then Elisabeth brings him to the square table to sit, to calm down (on time out?). He cries: "<i>nä jag vill inte!</i>" I move so he is not in the field of filming. Elisabeth suggests something but <b>Billy</b> again says: "<i>nä jag vill inte!</i>". Elisabeth eventually leaves and <b>Billy</b> slides off the chair and is lying face down on the floor, still crying.</p> <p><b>John</b> holds up his cut out chick to me, with a big smile.</p> <p><b>Emma</b> is flitting around and then sits back down by the Duplo where Sophia and another child are playing. The visiting child is sitting with them, with Dad slightly behind, watching.</p> <p><b>Billy</b> stands up, looking back across to the other side of the room, calling for his Mummy, as he slowly approaches the table where Lena and <b>John</b> are. He stops crying and says to Lena: "<i>jag vill inte!</i>" which she acknowledges, while finishing the first stage of the chick project with <b>John</b>.</p>	WA	1	Protection Article 3.2
	<p><b>Billy</b> is moving from side to side and Lena asks him if he needs to do a 'wee wee', but he says no. Lena suggests he does a wee and then they can finish his chick project. She finds it and holds it up and again suggests he goes for a wee. <b>Billy</b> grunts angrily, and Lena asks if he really does not need to go. <b>Billy</b> answers: "<i>no!</i>" and walks towards an empty chair at the table, saying he wants to glue.</p>	WA	5	Protection Article 3.2 crying Article 3.3 Participation Article 12 - listening to the child Article 13
9:00	<p><b>John</b> slides off the chair and goes to play with the Lego. Lena suggests <b>Billy's</b> chick needs legs and feet and taps the chair next to her, suggesting he moves next to her, which he does. They struggle to thread the beads as the thread catches in the wood inside the hole but with great patience and persistence they succeed and <b>Billy</b> laughs with pleasure.</p>	WA	5	Protection Article 3.2 Article 3.3 Provision Article 29.1 (a) - age appropriate activity ZPD
9:05	<p><b>Billy</b> tries to thread another bead onto the already tied off string, so Lena hands him an</p>			

Time	Observations	G	WB	P's and A's
	empty string to thread the loose bead onto but says it does not work. <b>John</b> is playing with the Lego			
	<b>Emma</b> and Sophia are playing with the cars.			
9:10	<b>Mia</b> arrives. To start with she observes for a while, but does not join in with <b>Billy</b> , <b>Emma</b> and Sophia running up the steps, and going down the slide. Elisabeth moves a chair in the children's path, presumably to slow them down a bit. <b>Emma</b> sits down on a chair for a bit and then joins in again.			
	After observing for a while, <b>Mia</b> asks Elisabeth for the Mumin toys on the high shelves, and starts playing with the Mumin set.			
9:15	<b>Emma</b> walks over to the round table where <b>Mia</b> is playing.			
	<b>John</b> is back at the round table with Lena, sticking and gluing (not the chick project). <b>Emma</b> asks to "pyssla" too but is offered something else to do, at the other end of the room.			
	<b>Billy</b> is upset again, crying, saying: " <i>jag vill inte!</i> " Lena comments he arrived at 6:30 this morning, implying he is tired. <b>John</b> stops what he is doing for a bit, looking over towards where <b>Billy</b> is, and then continues gluing and sticking.	WA	1	Protection Article 3.2 crying Article 3.3 Participation Article 12 - listening to the child
	Elisabeth has <b>Billy</b> on her lap, reading to him. He is squirming a bit, and Elisabeth asks if he needs to go for a wee? He makes an affirmative sound and goes off to the bathroom.			
9:20	<b>Emma</b> is sitting on a chair at the central round table, staring into space.			
9:25	I show video clips to Eva and Lena (Lena was not in any clips as she did not want to be filmed). Eva is happy about the reading scene.			Research process
9:30	I show <b>Mia</b> the latest clips. She likes the clip with Eva and the Mumin boat. And she gives her assent to showing clips to Mums, Dads and staff.			Assent
	<b>John</b> wants to film, when he sees us watching clips.			

Time	Observations	G	WB	P's and A's
9:35	<p><b>Mia</b> is holding a toy cow in her hand, standing by Eva who is sitting on the sofa cuddling <b>Emma</b> and another child.</p> <p>Sophia is getting dressed after having been on the toilet.</p> <p><b>Billy</b> is under the middle room table, playing with a car.</p> <p>New child, is visiting.</p> <p><b>John</b> is at the table exploring one of my pens and writing in the children's research pad.</p>	I	5	Provision Article 29.1 (a) Researcher resources
9:40	<p>Sophia wants <b>Mia's</b> toy cow. Mia says: "<i>älä Sophia!</i>"</p> <p><b>Billy</b> is still under the middle room table, playing with a car.</p>			
9:45	<p>It is tidy up time, before getting ready to go out.</p> <p><b>Emma</b> does not want to go on the potty before putting her outdoor clothes on.</p> <p><b>Mia</b> is on the toilet.</p> <p><b>John</b> wants to carry on writing at the table.</p>			
9:50	<p>Staff have laid the children's overalls flat on the floor so the children can sit down on them, and slide their feet into the legs on their own as the first step of getting dressed.</p> <p><b>Billy</b> and Sophia are at the end of the corridor, looking out the window together. <b>Billy</b> is fiddling with the latch. They make happy noises, smile and laugh, and jump up and down by the window. <b>Billy</b> runs off with a happy screech and Sophia follows but when she sees her overall on the floor she stops and sits down on it and starts getting dressed. <b>Billy</b> sits down on his overall next to Sophia. Sophia is struggling with her zip that has got stuck and comes over to me for help. She then puts her boots on while <b>Billy</b> has got his overall on and zips it up. He calls out: "<i>jag kan!</i>" Sophia is looking for her hat and climbs up on the bench and stretches up to her cubbyhole to get her hat and her gloves. <b>Billy</b> does the same.</p>	P	5	Other Article 29.1 (a) encouraging independence Article 5 - autonomy  Provision Article 31P - friendship

Time	Observations	G	WB	P's and A's
	<p><b>John</b>, <b>Emma</b> and <b>Mia</b> are almost ready. <b>John</b> is happy to get ready today. Eva calls out softly a few times before <b>Billy</b> hears her calling his name, as she has his hat. He tells Eva he found his scarf. Eva helps <b>Billy</b> with his winter boots. Sophia asks me for help to find her other pair of waterproof mittens (Kura handskar).</p> <p>Eva asks <b>Billy</b> if it feels comfortable and pats him affectionately on the bottom.</p> <p><b>John</b> and <b>Emma</b> are ready and waiting patiently on the long bench in the hall while Lena is helping <b>Mia</b> put her mittens on.</p>			
10:00	<p>All the children are outside.</p> <p>Sophia, <b>Billy</b>, <b>Emma</b> and another child are on the seesaw.</p> <p><b>Billy</b> and <b>Emma</b> get off <b>John</b> climbs on. <b>Mia</b> tries to get on but gives up.</p> <p><b>Emma</b> has gone over to the train and calls out: "kaikki tänne!" She wants the children to join her. As the children don't join her, she goes back to the seesaw. Sophia and <b>John</b> are still on the seesaw and <b>Emma</b> climbs up. <b>Billy</b> re-joins them too.</p> <p><b>Mia</b> is playing on an icy patch with a spade (alone) talking to other children a bit further away.</p>			
10:05	<p>The children are in or near a large outdoor structure.</p> <div style="text-align: center;"> <p>Sophia                  Xxxxx                  <b>John</b></p> <p><b>Billy</b>    <b>Emma</b></p> <p><b>Mia</b> is observing</p> <p><b>Billy</b> is in front of train.</p> <p><b>Mia</b> and another child are on the net, laughing together. <b>Mia</b> says to the child who is trying to climb on to the 1st step of the ladder next to the net: "se on vaikeaa."</p> </div>	P	5	Provision Article 29.1 (a) - outdoor affordances Article 31P - friendship

Time	Observations	G	WB	P's and A's
10:10	<p><b>Billy</b> runs off to the net and nimbly climbs up and across it. As he reaches the end, he calls out to me: "<i>jag kan!</i>" [an expression of competence] and then slides down the slide, at the end.</p> <p><b>Emma</b> and <b>John</b> have moved on to the seesaw. <b>Mia</b> is observing the two for a moment and then walks over to Elisabeth who is pushing a stroller. She then walks back to the seesaw.</p> <p>Sophia joins <b>Billy</b> on the net.</p> <p><b>Mia</b> runs up to me and says: "<i>tule</i>" and I follow her. She points to the seesaw where <b>Emma</b>, with a cheeky smile, is going up and down so fast <b>Mia</b> cannot get on. I ask <b>Emma</b> to slow down a bit to let <b>Mia</b> on. <b>Mia</b> tries to get on but <b>Emma</b> is not keeping seesaw still, so <b>Mia</b> asks me to lift her on. I hold it still so <b>Mia</b> can climb on independently. <b>John</b> who had just got off, comes back and says he also wants to get on. Sophia comes running over too, and they climb onto the seesaw, facing the other two. The children swing hard and laugh.</p>	SG	5	<p>Provision Article 29.1 (a) - outdoor affordances</p> <p>Provision Article 29.1 (a) - outdoor affordances Article 31P - being in a group</p>
	<p>The four children then run over towards the net structure. <b>Emma</b> stops on the way to eat some ice. <b>Billy</b> is on the ladder by the net end. <b>John</b>, <b>Emma</b> and <b>Mia</b> have climbed up the long rungs in to the house area. <b>Mia</b> is jumping up and down, laughing with pleasure as she gets up to the top. Sophia is screeching with pleasure too. <b>Emma</b> climbs up on the first rung, but then walks away. Sophia slides down the slide.</p>			<p>Provision Article 29.1 (a) - outdoor affordances Protection Article 3.2 - WB Protection Article 19</p>
	<p><b>John</b> is on one of the sit-on bikes, and the other four children are running towards the big shed, where the rest of the sit-on bikes are parked. Lena is walking over with them. They all pick one and race across the forecourt to the slope of rocks, to the right of the building. <b>Mia</b> is lagging a bit behind, but eventually catches up with the other children, and rolls down the rocky slope, laughing out loud. <b>John</b> rolls down and slides off with a happy screech. Sophia (gently) crashes into <b>John</b> and <b>Mia</b>, with a big grin on her face. <b>Billy</b> rolls down and pretend falls to the ground, with Sophia on his heels. Both make happy sounds. This continues for long while, until Sophia's bike gets caught on a metal peg in the</p>			<p>Provision Article 29.1 (a) - outdoor affordances Article 31P - being in a group Protection Article 19</p>

Time	Observations	G	WB	P's and A's
	rock, and she comes running towards me, half crying, wanting my help. I free the bike and the game continues. The children are very good at crashing into each other on purpose without hurting each other. Elisabeth has been observing from a distance with a child in the stroller. <b>Mia</b> has scooted up close to them.			
10:20	<b>Emma</b> breaks away, followed by Sophia, and shortly after the boys. <b>John</b> ends up dragging the bike by one of its wheels to catch up with the others. <b>Mia</b> stays behind with Elisabeth. <b>Mia</b> compares their mittens and says they've got the same, and gently strokes a child on the arm.			
10:25	<b>John</b> wants to make notes in my pad, and when done, walks off with my pen, aware he has got it. He eventually hands it back to me.			
	<b>Billy</b> and Sophia have scooted off to a very icy slope in the corner of the forecourt. They again negotiate the icy conditions very ably and safely.			
10:30	<b>Mia</b> has stayed with Elisabeth, but has found a bucket and spade she is using to scoop up gravel.			
10:35	<b>John</b> is on the big seesaw with an older child.			
	Elisabeth and Lena are standing in the sun with the stroller in front of them.			
10:40	All five are swinging. <b>Billy</b> and <b>Emma</b> in the toddler swings and the other three on the regular swings.			Other Protection Article 19
10:45	All the focus children and Sophia are still on the swings. Sophia says: " <i>anna kova, anna vauhti!</i> " <b>Mia</b> wants to push but Sophia wants me to do it.			
	<b>Mia</b> says she can do it by herself but then asks me to push. I give her a push and she says it was a bit too hard, so I slow the swing down. Great footage, but when I showed the children this sequence, they were not bothered, which I found amusing and interesting.			
10:50	<b>Mia</b> is exploring different ways of pushing <b>Billy</b> on the swing without being knocked over in the			

Time	Observations	G	WB	P's and A's
10:55	<p>process. <b>Emma</b> asks <b>Mia</b> to push her too.</p> <p><b>Mia</b> asks me for help to put her mitten back on.</p> <p><b>Billy</b> is chanting to himself as <b>Mia</b> is pushing him on the swing. <b>Emma</b> is sitting, gently swaying on her swing, looking around.</p> <p>Sophia is walking with Elisabeth, pushing the stroller.</p> <p><b>John</b> wanders off into the forest area with two older children. One child was the one pushing <b>John</b> on the swing for a long time while I was filming the other three focus children.</p> <p><b>Emma</b> calls out: "<i>pois</i>" as she wants to be lifted out of the toddler swing seat (needs an adult to help) but no adults hears her.</p> <p><b>Mia</b> is pushing the empty swing she has slid off from.</p> <p><b>Billy</b> also calls out: "<i>pois</i>" as he wants to come down too. After about 1 minute, Lena hears the children's calls and helps them down.</p> <ul style="list-style-type: none"> <li>• <b>John</b> and Sophia run up to Elisabeth</li> <li>• <b>Emma</b> runs towards the door</li> <li>• <b>Billy</b> is roaming</li> <li>• <b>Mia</b> walks towards the door with Lena and goes inside</li> <li>• <b>John</b> is with an older girl on the icy patch</li> </ul>	SG	5	Provision Article 29.1 (a) - outdoor affordances Participation Article 31P - being in a group
11:00	<p>Some children are inside getting changed. <b>Mia</b> is screeching as she is struggling to get her boot off, but says she can do it by herself, and does succeed but her sock is stuck in her boot, which makes her giggle. She calls out to Eva to have a look. <b>Mia</b> laughs and holds up her sock. She puts it back on her foot before continuing to get out of her overall. She is struggling a bit and looks at me and says I am allowed to help her, as <b>John</b> comes in with other children. <b>John</b> says he can't do it, get undressed, but Lena encourages him to try on his own first. Lena then offers to help him but he wants me to help him. Lena says Aline is busy. <b>John</b> is whinging. In the meantime <b>Mia</b> has taken all her clothes</p>			



Time	Observations	G	WB	P's and A's
	and boots and neatly tidied them away by her peg and in her cubbyholes. As <b>Mia</b> walks into the middle room Eva says she can go for a wee now, which she does.			
11:10	The children are getting ready for group time, most sitting on the sofa. <b>Billy</b> and <b>Mia</b> are messing around with books, so Elisabeth takes them away.			
11:15	They are singing the name song. Eva is leading group time today. The children end the song clapping and laughing. <b>Mia</b> looks straight into the camera and gives me a beaming smile.  <b>Billy</b> , <b>Emma</b> , <b>Mia</b> and <b>John</b> are sitting close together at one end of the sofa.	WG	5	Participation Article 13 - singing Provision Article 31P - being in a group Protection Article 3.3
11:20	Eva has prepared a memory game for the children. Covering a tray of toys and removing one. The children name the toys in both Swedish and Finnish. The children are really involved in the game. Eva asks if they want her to continue, which they do. Eva praises the children as they call out the missing toy. <b>Billy</b> and <b>John</b> are the most involved of the focus children.			Other Event Article 31P - being in a group Protection Article 3.2 - physical closeness
11:25	The children sing 'incy wincy spider' with tiny hand movements and large whole body movements when they sing about 'mini, mini' or 'bamse, bamse spindel'. <b>Billy</b> in particular is really enjoying the action song. <b>Mia</b> is also most animated, and <b>Emma</b> happy to take part as always.	WG	5	Participation Article 13 - singing Provision Article 31P Article 29.1 (a) - WG
	The children are invited by name to go to the tables. All children dig in to their lunch with gusto.			
11:40	All eating. <b>Billy</b> suddenly starts crying. Elisabeth asks what the matter is, but he just cries. He eventually calms down. Not sure what happened.	SG	1	Protection Article 3.2 - crying Participation Article 13
11:50	Once all children around a table have finished, they chant the T-A-C-K and get down from the table. Lena chants with Emma and other children  When <b>Billy</b> gets down, he runs into the sofa room, and in passing stops, and gives a child a gentle stoke on the cheek.			Other Event - affection

Time	Observations	G	WB	P's and A's
11:55	Story today after lunch is 'Bebbe blir arg'. Elisabeth is reading, Lena has Sophia on her lap to keep her still, <b>Mia</b> and other children sit to her right and <b>Emma</b> , <b>John</b> , <b>Billy</b> and other children on her other side.			
12:00	<p>After the story, as the children are getting ready for naptime, Sophia comes up to me and says she would like a mattress on the floor like another child has (Sophia has her own bed in the middle room like all the other children). I say to speak to Eva or Lena.</p> <p>Sophia walks over to Lena. Elisabeth explains why they do as they do.</p> <ul style="list-style-type: none"> <li>• <b>John</b> wants some help from me</li> <li>• <b>Mia</b> gets on independently</li> <li>• Sophia comes over standing next to me</li> <li>• <b>Emma</b> is in bed</li> <li>• <b>Billy</b> standing by his bed in underpants</li> </ul> <p>I ask the children and they all say it is ok for me to film them resting in bed. I say "<i>natti, natti</i>", to all of the in turn.</p>			
12:05	<p>Most children are still and quiet but <b>Billy</b> is really struggling to settle. Throws his quilt off when Lena tries to tuck him in. She walks away and Eva (sitting in the chair by Sophia's bed) then stands up and says she is going to switch the light off now. <b>Billy</b> settles.</p> <p>Eva says he has been a bit off sorts today, but he eventually settles.</p> <p>Sophia is messing about in her bed, moving and rolling around.</p>			
12:10	<p>All is quiet.</p> <p>3 Adults settle the 10 children: Sophia, Emma, Billy, Mia and the other children.</p> <p>Children usually go home:</p> <ul style="list-style-type: none"> <li>• Billy ~</li> <li>• Emma ~ 3:30 - 4:00</li> <li>• Mia ~ 4:00</li> <li>• John ~ 4:00</li> </ul>			

**Initial Reflections:**

New curtains, off white, to create a calming effect – calm environment

This group of children enjoyed watching the film clips together, maybe because so many were of them playing in pairs or in a small group, more so than in any other setting.

**Page 1:** Research with children needs to be as inclusive as the children choose it to be (**Article 12 – participation**), based on informed views according to their age appropriate understanding of what it means (**Article 17 – right to information**).

**Page 2:** The children were reliving memories from the previous day, sharing those memories as they were watching together. Could be a way of exploring provision together with very young children.

The chick activity with Emma was in my mind a very important activity as it was as much to do about making **choices**, and important aspect of **Article 5**, as fine motor skills or a cultural activity.

**Page 3:** It was not clear to me but had the whole crying incident with Billy been about getting him to go to the toilet because the adults felt he needed to and he was insisting he did not (**Article 12 – respecting the views of the child**) getting angry for being “hassled” about it? He did go 15 minutes later ...

Billy was totally in what John Siraj-Blatchford calls ZPDF (**Article 29.1 (a) – develop to fullest potential**) (<https://schemaplay.wordpress.com>) as John and Emma had also been just before. Was this maybe because they had undisturbed 1:1 with an adult (**Article 29.1 (a)**)? Pedagogically a very important question ...

**Page 4:** See comment from page 3

**Page 5:** John was totally at ease, content and happy in his own company, exploring my pen and cap (**Article 29.1 (a) – researcher resources**).

Laying clothes out on floor → great way of encouraging independence (**Article 29.1 (a) – develop to full potential**) → Billy calls out “jag kan!” and autonomy (**Article 5**)

**Page 6:** The children really seem to stick together much of the time outside (**Article 31P – belonging to a group**)

**Page 7:** Although the seesaw is meant for two children, sitting facing each other the children can comfortably use it with 4 (**Article 29.1 (a) – resources**)

It was not often Mia laughed out loud but when she did, it was outside on the equipment (**Article 29.1 (a) – outdoor affordances**, **Article 31P – being in a group**)

**Page 8:** Great footage of the children swinging, but when I showed the children this sequence, they were not that bothered, which I found amusing and interesting.

**Page 10:** Physical closeness and affection between the children, where does that fit in the UNCRC?

## Appendix 46

### Significant, Like or Other Events, Setting 1 England

<b>1. From Observations 17.10.16</b>	<b>Significant event</b>
<p><b>Luke</b> and another child are in the block area with Karen. Luke is smiling and looks around. He picks up three little wooden Community Plaything 'Villagers' that he brings to the tube and rolls down the tube. A child holds the tube in place for him, leaning it on a big reel, functioning as a table. Luke runs to the shelf and picks up two more Villagers to roll down the tube. He looks around to see where they have rolled to, and energetically picks them all up.</p>	
<p><b>Reflections on the meaning of the event:</b>  It was great to see Luke play with other resources (Article 29.1 (a) – resources) and not 'just' at the water tray, as well as being engaged with another child (Article 31P – being together, activity set up). Much of this long play sequence was possible because of Karen's calm support (Article 3.3 – pedagogical sensitivity, responsive, Article 29.1 (a) – 2 children with adult, time to get really involved)</p>	
<b>2. From Observations 17.10.16</b>	<b>Significant event</b>
<p><b>Luke</b> struggles to hold on to the five Villagers, clutching them to his chest. Karen asks him if he's got them all? Luke rolls them down the tube again ... a child is observing. Luke runs to collect them all again and A child joins in and picks one up. Luke looks at him, not too pleased that someone else has one of 'his' Villagers. Karen asks if it's ok? Luke does not answer. Luke quickly grabs Villagers as they roll down the tube, clutching all five Villagers to his chest again, looking defiantly. Karen makes some suggestions to keep the play going.</p>	
<p><b>Reflections on the meaning of the event:</b>  Not only does this interaction show how important the pedagogically sensitive adult is in supporting and developing play situations but also how a child with limited language (but great comprehension) needs the adult to at times step up and be his 'voice' (Article 3.3 – responds, involved). Luke tried unsuccessfully with his facial expressions and body language to 'say' what he felt to another child. Maybe we need to draw more attention to children's non-verbal communication (at this age in particular), because if children are not supported in reading other children's body language and facial expressions, this 'language' may fall on deaf ears, or more precisely 'unseeing eyes' (Article 13 – choosing to express himself non-verbally with the adult able to read and 'hear' his non-verbal language is so important). The well-being of all children was important to Karen (Article 3.2 – well-being) and she had a realistic expectation (Article 29.1 (a) – expectations, 2 children with adult) of sharing at the age of two and great instinctive and personal understanding of child development and how to handle the situation with pedagogical sensitivity.</p>	
<b>3. From Observations 17.10.16</b>	<b>Significant event</b>
<p><b>Luke</b> is cornered by the wall and the block unit. Luke stares intently at the other child. Karen gets up and calmly moves towards the children as Luke pushes the other child away, who has come right up to him. Karen makes sure everyone is ok. She turns to Luke and says: "Luke, did you not want to share your people?" Luke drops one of them again and she says: "you had five." They count out five and Luke seems reassured. Karen hands another (sixth) villager to the other child saying to Luke: "shall we let someone else have that one?" Luke smiles and nods.</p>	
<p><b>Reflections on the meaning of the event:</b>  Child did not notice Luke's expressions or decided still to go for the villagers (Article 13). See same comments as above for Article 13. As Luke usually plays on his own, the occasions when he is together with other children need to be recognised as important opportunities, to begin developing his social skills (Article 29.1 (a) – 2 children with adult) and friendships through play (Article 31P). Staff need to be vigilant to protect children from being hurt as they have a right to feel safe at pre-school Article 19 – (Protection)</p>	
<b>4. From Observations 17.10.16</b>	<b>Like event</b>
<p>Luke feels cornered by and pushes a <b>child</b> away, as they have come right up to him. Karen makes sure everyone is ok, and then turns to Luke talking calmly about what happened without making Luke feel bad about it as she could see both sides of what led up to the event.</p>	

**Reflections on the meaning of the event:**

Staff need to be vigilant to protect children from being hurt as they have a right to feel safe at pre-school **Article 19 – (Protection)** and able to deal with age appropriate behaviour (**Article 29.1 (a) – expectations**) with tact and sensitivity, and decide or choose to discipline or not to discipline (**Article 28.2**) (**Article 3.3 – responds positively**)

**12. From Observations 17.10.16****Significant event (B) and Like event (L)**

Liam joins **Blake** in the block area, where he has been playing with Jenny for a while. Jenny is on her knees on the brown rug. Blake is rolling cars down a bamboo gutter. Liam picks up a nearby cardboard tube, and rolls a Brio train down the tube. Liam then wanders off. Blake is absorbed in rolling the cars down the guttering. Jenny extends his play by adding the cardboard tub to the guttering. Liam comes back, observes and tries to join in, with limited success.

**Reflections on the meaning of the event:**

Liam very carefully tried to enter Blake's play but needed a little help from Jenny (**Article 3.3 – involved, Article 29.1 (a) – 1:1**). Jenny's choices were: to either protect one child's (Blake's) play (**Article 31P**) or including a child in the play (Liam) and potentially disrupt Blake's play. But I am not sure Jenny was aware of the pedagogical decision to be made in this situation? She did not act but could have asked Blake if it was ok for Liam to join in and how he could enter his play scenario. Although it is important to protect a child's play it is equally important to include and develop play when situations occur from associative to more social play **Article 31P – (Provision) develop play from associative play to more social play**

**Article 3.2 – (Protection) 'pedagogical well-being' in play/learning situation?** This is probably more about 31P

**Article 29.1 (a) – (Provision) accessibility to explore quality resources to develop to fullest potential**

**22. From Observations 17.10.16****Significant event**

**Blake** runs up to re-join the train play.

Alex	Luke	Child	Child
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Children carefully climb into crates and squeezes down beside each other, laughing. Blake is not sure what to do. Jenny makes some suggestions and asks if Blake can climb into another child's crate, which he does. Blake looks happy as he settles behind the other child. A child brings up a crate and places it at the front of the 'train', and climbs aboard. Another child brings a wooden lorry and places in front of the crates and becomes the driver as such, and 'off they go'. Blake chats [inaudible] to the child next to him, who responds. Both are smiling at each other, looking happy.

**Reflections on the meaning of the event:**

This was an interesting sequence where it was obvious that to maintain the small group play with children under two, you need an adult to be the learning, or 'play enabler'. Jenny was not always involved in the play but she was close enough so that she could dip in and out of it and this was enough to keep it going for quite some time (**Article 3.3**) (**Article 29.1 (a) – SG with adult, Article 29.1 (a) – outside**).

**38. From Journal Entry 17.10.16****Significant event**

**Luke** comes running in, wanting me to come out and play in the sudden pouring rain. He wriggles his fingers over his head and points to the door. I don't at first understand that the 'wiggly' fingers represents the rain. I join him outside. We stand in the rain for a bit and Luke then wants me to jump in a puddle with him. I point out that I have no wellies. He takes me by the hand and leads me to the wellie rack, picks out the biggest child size boots and hands them to me. I show against my foot that they are too small. We go out and I watch him jump in the puddle and get splashed.

**Reflections on the meaning of the event:**

During the whole research process, I only ever heard Luke say four words, yet he is an amazing communicator. His preferred mode of communication is through hand gestures and a highly sophisticated facial vocabulary, but his attempts at communicating and sharing experiences are many times missed in the hustle and bustle of the busy, noisy setting.

**Article 13 – (Participation)** the right to communicate in any way a child chooses to

**Article 29.1 (a) – outside**

**Article 3.3 – Responsive adult/ researcher – see key experiential anecdote**

<b>69. From Observations 21.10.16</b>	<b>Significant event</b>
<b>Blake</b> is on one of the wooden trucks with his best friend. His whole face is beaming as they play together.	
<b>Reflections on the meaning of the event:</b> Blake is the happiest when he can play with his best friend, who seems to contribute a lot to Blake's well-being in the setting ( <b>Article 3.2, Article 31P</b> ). Although Blake seems content enough most days, it is with his best friend he seems to be the happiest and most involved. I think we sometimes underestimate how important <b>friendship</b> can be at such a young age.	

<b>81. From Observations 21.10.16</b>	<b>Significant event</b>
The children going home go to the cosy area near the door. <b>Liam</b> thinks he is going home and goes towards the door. Hannah calls him back and Liam cries inconsolably when he realises it is not time for Dad to pick him up yet. Hannah comforts him and shows him where to sit at the set lunch table. Hannah reminds him kindly to go and wash his hands. He is still crying when he comes back from washing his hands, and I go to him and empathise with why he is crying and distract him by looking at what he has brought with him for lunch. He settles and starts eating his lunch.	
<b>Reflections on the meaning of the event:</b> A child's emotional needs are understood and they find comfort in people around them. <b>Article 3.3, Article 3.2 – (Protection) suitable staff, psychological well-being</b>	

<b>83. From Observations 31.10.16</b>	<b>Like event</b>
Alana is crying on and off most of the morning. I see her on her own, when I glance in from the outside, as one of the boys I am observing wanders in and out of the garden area. I see her with Jenny, but she is still crying. I see her standing crying again, as one of the boys I am observing wanders in again, as I follow him from a distance.	
<b>Reflections on the meaning of the event:</b> The experience Alana had was that her emotional needs were not taken care of. Possibly: <i>"I don't feel understood"</i> . Tough love? <b>Article 3.3 – (Protection) suitable staff, Article 3.2 – psychological ill-being</b> <b>Article 29.1 (a) – expectations maybe not appropriate considering she is from another culture. Is this taken into account/respected?</b> <b>Article 19 – (Protection) tough love or neglect?</b>	

## Appendix 47

### Significant, Like or Other Events, Setting 2 England

6. From Observations 21.11.16	Significant event
<p>I am called away but Nina made notes. Nina's notes stated: <b>Jessica</b> stayed a long time doing the fish puzzle, first kneeling by the low table, then sitting on Nina's legs (wanting to be close), giving her the pieces saying: "you do it". They played a game where Jessica waited in anticipation to see which colour it would be that Nina would hand Jessica to put in the puzzle.</p> <p>Lily joins the table. Jessica says: "no, go". Lily observes, and after Nina and Jessica finish the puzzle Nina asks Jessica if Lily could join as they are starting a new puzzle. Jessica nods and they take turns to put the pieces in.</p>	
<p><b>Reflections on the meaning of the event:</b>  <b>Article 3.3</b> – affectionate, <b>Article 3.3</b> – involved, <b>Article 29.1 (a)</b> (age appropriate expectations), <b>Article 29.1 (a)</b> – Provision, and Protection <b>Article 3.2</b>, looking at the well-being of both girls, giving Jessica time to get used to the idea of Lily joining in, and allowing Lily to join in (<b>Article 29.1 (a)</b> – 2 children with adult) and not feel rejected or excluded took both girls' well-being into account and supporting being together and joining in (<b>Article 31P</b>), taking up opportunity (<b>Article 31P</b>) or activity set up by adult.</p>	
30. From Observations 22.11.16	Significant event
<p>Sally and <b>Adam</b> are playing with the Hula Hoops with another child. A child wants to join them (SG). Sally points to where they can find one. Adam and Sally are rolling one between them and Sally is explaining and demonstrating to Adam how to roll and spin them. Another child joins the group.</p>	
<p><b>Reflections on the meaning of the event:</b>  When Sally and <b>Adam</b> are playing with the Hula Hoops, they include and <b>help others to join in (Article 31P)</b>. Developing a sense of belonging is very important for children's well-being (<b>being together</b>).</p> <p>Sally is explaining and demonstrating how to roll and spin the Hula Hoops (<b>Article 29.1 (a)</b> – SG). Children this age often need a more capable other to help them develop competence in their ZPD (<b>Article 3.3</b> – involved and <b>Article 3.3</b> – creating opportunity). The children were enjoying different resources in the outdoors (<b>Article 29.1 (a)</b> – resources, <b>Article 29.1 (a)</b> – being outside)</p>	
41. From Observations 22.11.16	Like event
<p>After lunch all children get wipes to clean their faces with and Holly helps some children, but before wiping their faces she says: "ready?" Some children pull away a bit. A child moans and makes screechy noises. Holly says: "remember talking voices inside."</p>	
<p>Interesting power distribution around the semi-circular table during lunch, with the adult firmly centre-stage, serving, conversing, entertaining ... Children helped them-selves at breakfast, why not lunch too? Are square tables more egalitarian? → see comments below, p. 18.</p>	
<p><b>Reflections on the meaning of the event:</b>  Even though children were 'warned' that Holly was about to wipe his face (<b>Article 24.1</b>), some were not happy about it (<b>Article 3.2</b>). It is sometimes tricky to get the timing right (<b>Article 29.1 (a)</b> – appropriate expectations, <b>Article 29.1 (a)</b> – 1:1). But on another note, why should a child not express his discontent through any media of their choice; quietly screechy noises? Quite age appropriate really, trying to express discontent (<b>Article 13</b>) but we often ask children to suppress their negative feelings and validate only positive ones, yet of the four primary or basic emotions, only one is positive, happiness. I have experienced this in many settings, despite adults being very aware that we cannot always be happy.</p>	
44. From Observations 22.11.16	Like event
<p>Sally tells a child off for screeching, as she is getting them ready for naptime, in the bathroom, and says with a disapproving tone: "you are so dramatic!"</p>	
<p><b>Reflections on the meaning of the event:</b>  Sally later felt bad about it and apologised to me for her outburst (her words). We briefly talked about the event (<b>Article 29.1 (a)</b> – expectations, <b>Article 29.1 (a)</b> – 1:1). Sally said she didn't know why she had said what she said.</p>	



In the space of a short time this child had felt disapproval from two of the adults in the setting when expressing emotions (Article 13). This was at a time when tired, and in need of empathy rather than disapproval (Article 3.2 – ill-being, Article 3.3 – critical (and adult ill-being)). On the other hand, maybe the adults were tired too? But as pedagogues, knowing this may be a low point in the daily routine, when children are tired and adults also need a break, that this is when we need to be particularly aware of our own and children's emotional state of well-being or lack thereof.

#### 47. From Observations 22.11.16

#### Other event

Does the environment, furniture, help maintain positions of inequality?

#### Reflections on the meaning of the event:

Going through the observations again, for the 2<sup>nd</sup> analysis, after having been to the settings in Finland, a question sprung to mind: does the environment help maintain positions of inequality?

In Finland children sat with adults around square or round tables of adult height with adult chairs and easy access highchairs for the children. Everyone was comfortable around the tables during activities or when eating.

In England children sat around low round or square tables, with adults and children on child size chairs or around a horseshoe tables with the adult in the centre and the children around the adult in an arc of 180°. Adults around the round and square tables were on low children's chairs but the distribution of power was equal. No one was more in the centre than anyone else whereas with the horseshoe table, where the adult was always in the singular central position, the children's focus was on the adult in the centre.

During the research week at the Xxxxxx, one child asked me to take the central seat at the table, when I sat down on a child size chair along the outer arc. I said it was for Holly, who was about to serve food. Children rarely sat down on the central chair, and if they did, they were gently moved aside, to make space for the adult, when an adult joined the table. In hindsight, I now wonder if when Bella or Jessica pulled up chairs to the top of the horseshoe, in line with the adult, was it their way of trying to place themselves in a more powerful position? Article 5 → **POWER distribution**, empowerment or disempowerment

#### 52. From Observations 23.11.16

#### Like event

Three boys are sitting on low chairs by the shelves in the block area. Ollie gets upset about something. Nina walks over to help the boys sort it out. She makes suggestions and the boys continue the associative car play.

#### Reflections on the meaning of the event:

Ollie expressed his discontent through whining sound (Article 13). Nina responded positively to this (Article 3.3 – responds, Article 29.1 (a) – resource, Article 29.1 (a) – adult nearby) and made suggestions (Article 17) for the play to be able to continue. Article 29.1 (a) – group of children on their own.

#### 63. Journal Entry from 23.11.16

#### Other event

I walked out in the garden with my GoPro camera. As I approach Chris, I ask: "can I film you Chris?" He replies: "No!" but when he turns around and sees me, he said: "Oh! Yes." I don't know who he thought it was, but when he realised it was me, he immediately changed his mind.

#### Reflections on the meaning of the event:

**Ethics of filming** and the right to say no, Article 12, Article 13 (Participation)

#### 71. From Observations 24.11.16

#### Significant event

**Bella** climbs very carefully on the block path that has an additional block on top today (Article 31P). She stands on top and says: "big box, big, box, big, box", (but no one hears or responds). She very, very carefully and hesitantly climbs down.

#### Reflections on the meaning of the event:

Although Bella climbs very cautiously on the block path that has an additional block on top today (Article 29.1 (a) – resources, Article 29.1 (a) – child on their own), she has the confidence to do so unaided and succeeds. The environment was set up to challenge children by adding another block and give them the opportunity (Article 3.3 – creating opportunity) (Article 3.3 – non-response) to take on this challenge, pitched at the right level (Article 29.1 (a) – expectations).



Later it would transpire how cautious Bella can be inside and outside but in the soft play environment totally uninhibited and taking calculated physical risks. Most interesting.

**74. From Observations 24.11.16**

**Like event**

Ollie is briefly totally engrossed in watching the wheels of the engine spin as he slowly pushes it. He then turns around, stands observing the others (Nina and other children in the block area) for several minutes, sees me and Ollie wants to film again. I ask if he wants to film what he likes to play with, but he is more interested in exploring the buttons of my GoPro camera, asking: "*what's that*". I explain. He says: "*later*", trying to switch it off, which could mean he wants me to film again later or he wants to come back to film more later. He then switches the camera on again.

And off again, saying: "*stop*". On again, smiling and says: "*cheese!*" He laughs out loud, films a toy dog and talks in two-word sentences about his sibling and home.

**Reflections on the meaning of the event:**

Being able to access your favourite toys and play with them is possible in an open environment with low furniture ([Article 29.1 \(a\) – resources, and child on own](#)).

**77. From Observations 24.11.16**

**Significant event**

The children, **Bella**, Jessica and Ollie are playing with the fruit halves, finding matching halves, combining them and cutting them. Jessica brings some to the sink to (pretend) wash. Bella who is trying to engage the others in her play with limited success.

**Reflections on the meaning of the event:**

It is mainly 'associative play', but with awareness of what the others are doing and occasional venturing into 'social play'. It is mainly Bella who is trying to engage the others in more social contact, but they are not responding on this occasion. But the fact other children are there to interact with, allows her to try to develop the play narrative ([Article 31P](#)), using interesting resources available ([Article 29.1 \(a\) – resources, Article 29.1 \(a\) – SG on own](#)). Maybe adults need to step back to allow for more associative play to develop ... so children are not dependent on adults to maintain their play ... a fine balancing act ...

**78. From Observations 24.11.16**

**Like event**

Nina has left the home corner. The children are playing on their own. Ollie goes for a pot on the shelf and pretends to get some water from the tap. Jessica pushes him aside as she returns to the sink after talking to Nina in the book area. Ollie falls over and starts crying ([Article 13](#)). Nina walks over, asking: "*what happened Ollie*" but he does not respond. Nina asks me if I had seen what happened and I explain.

**Reflections on the meaning of the event:**

I stopped filming, as I don't think it is fair to film someone being hurt or upset ([Article 3.2, Article 19 \(I\) – getting hurt by another child](#)). I feel the children have the right to privacy ([Article 16](#)) in a moment of distress. ([Article 29.1 \(a\) – SG on own](#))

**96. From Observations 24.11.16**

**Significant event**

**Bella** has finished snack and joins Jessica in the home corner. The play with the phones and call their daddies. They have very serious conversation on the phone, in a pretend language. Very amusing sequence. They take the phones with them and sit down by the doll's bed, continuing their phone conversations. Bella also calls Granddad.

**Reflections on the meaning of the event:**

Bella seeks out her friend in the home corner ([Article 31P – friendship](#)). They were involved in 'highly social play' using objects they are familiar with from home and as toys to play out an experience ([Article 29.1 \(a\) – resources, Article 29.1 \(a\) children 1:1](#))

**145. From Observations 25.11.16**

**Significant event**

Jessica suddenly starts singing: "*it's time to finish now*" and Nina joins in, as **Jessica** adds the Makaton hand movements to the song. She is indicating the game is over and they tidy it away.

**Reflections on the meaning of the event:**

Using song in the early years is a wonderful way of communicating transitions ([Article 13, Article 29.1 \(a\) – SG](#))

146. From Observations 25.11.16	Like event
Ollie makes a sad noise when the bingo game is over. Sally turns around from where she is sitting at the other table and asks Ollie why he is making this noise?!	
<b>Reflections on the meaning of the event:</b> Is there a general disapproval of expressing negative emotions (Article 3.3 – critical response)? Yet, they were expressed in a perfectly acceptable way; voicing disappointment ... surely, they should be valued and validated equally to positive exclamations like Jessica's? Article 29.1 (a) – expectations, (Article 13, Article 29.1 (a) – SG)	
159. From Observations 25.11.16	Significant event
While Holly sorts out Jessica's hair and hair clip, she calls out: "ready, steady, go!" and Bella, waiting in anticipation as Holly counts, confidently jumps off the edge, with a high jump by the count of three.	
<b>Reflections on the meaning of the event:</b> See above Article 3.3 – involved, Article 19 – taking calculated risk whilst staying safe, Article 29.1 (a) – resources, Article 29.1 (a) – SG	
161. From Observations 25.11.16	Significant event
<b>Jessica</b> and Bella stand on the edge together, waiting for Holly to count. Holly counts down and they jump high, with big smiles before landing safely.  <b>Jessica</b> is hiding and Holly pretends to look for her. Jessica is giggling loudly with excitement (Article 13). Rob also hides and wants to be found by Holly. The children enjoy hiding in the large, soft cylinder and Holly sings a made-up snippet to a well-known tune, before finding them.	
<b>Reflections on the meaning of the event:</b> As above (Article 3.3 – responds, Article 19, Article 29.1 (a) – resources, Article 29.1 (a) – SG) (Article 31P – keep momentum going)	
166. From Observations 25.11.16	Significant event
Bella plays hide and seek again, screeching with pleasure.	
<b>Reflections on the meaning of the event:</b> As above (Article 3.3 – responds, Article 31P)  Interesting how different the children were in the soft play environment (Article 29.1 (a) – resources, Article 29.1 (a) – SG). Bella who had been so cautious on the planks (a few inches above the sand) was now jumping high and taking risks. The children were encouraged to, and praised for, taking calculated risks.  Screeching with pleasure was ok, which made me think of other situations where screeching with displeasure is not? Just a thought ... (Article 13)	
171. From Observations 25.11.16	Significant event
Jessica is by the ramp rolling the ice cream van down and then tries to roll a dinosaur down that gets stuck, as it is too big. She picks up a smaller car that rolls down and lands on the floor. <b>Jessica</b> looks around, finds her big teddy and puts her thumb in her mouth. She stands watching a child playing in the block area.  Bella goes and sits down next to a child in the block area and starts playing with some cars. Jessica is standing close to her but Bella has her back against her. <b>Jessica</b> smacks Bella on the head. Bella calls out and looks up at Jessica with an annoyed and quizzical look on her face, as she rubs her head. Holly who is a couple of meters away, tidying up, gets up, rushes over, pushes Jessica aside, to speak to Bella. Holly then grabs Jessica's Teddy, walks to the door that opens to the hall and throws Teddy out. Jessica starts crying. Holly returns to sit down next to Bella, picks Bella up onto her lap to comfort her, although Bella does not seem particularly perturbed. <b>Jessica</b> is standing crying a couple of feet away. Holly calls her over, saying Bella got sad when she hit her on the head. Holly gives Jessica the choice to either give Bella a cuddle or rub Bella's head better, to make amends. Jessica stands motionless. Holly gently takes Jessica's hand and 'helps' her rub Bella's head better. Jessica asks for Teddy, but Holly says: "no Teddy!" Jessica tries to plead by saying: "but I need Teddy!" Holly says no again and suggests she gets another cuddly toy instead, like Doggy.	

Nina walks in and Holly gets up to explain what just happened, and then goes to work in the baby room. Did she feel uncomfortable in front of me?

**Reflections on the meaning of the event:**

I was quite surprised at Holly's reaction to the hitting incident. It seemed as if Holly's reaction to Jessica's transgression was 'personal', and as if she wanted to punish Jessica.

I question if there is any room for 'punishing' two-year-olds, and I would be inclined to say no. Guiding and correcting unwanted behaviour, yes, but punishing by removing an important comfort object, no (Article 3.2, Article 3.3 – critical response, Article 29.1 (a) – appropriate expectations, Article 29.1 (a) – SG, Article 28.2 – disapproval and punishment in the form of removal of her teddy)

**174. From Observations 25.11.16**

**Like event**

A group of children come back to the two-year-old room. Chris wants to film. I set him up and he chooses to film Jimi. Chris says: "I'm a big boy!"

**Reflections on the meaning of the event:**

Asking for (Article 12 – responding to request) and having the opportunity (Article 3.3) to carry out what may be perceived as an 'adult' task, or sharing a real responsibility is something children know and understand they are doing. Allowing access to research equipment is a given in my methodology and there was never during any occasion any 'risk' to my expensive equipment as I set clear rules of engagement from the start (Article 29d – responsible, Article 5 – empowering, Article 29.1 (a) – 1:1 with researcher)

## Appendix 48

### Significant, Like or Other Events, Setting 3 Finland

<b>3. From Observations 13.3.17</b>	<b>Significant event</b>
<p><b>Danny</b> and William go to the shelves and choose two vehicles. They push them into the hall, down the small slide, chatting to each other as they push the cars along, speeding along the floor.</p>	
<p><b>Reflections on the meaning of the event:</b>  The obvious joy the boys have speeding through the setting with their respective cars is visible in their facial expressions as well as their whole body language (Article 13) and the noises they are making (Article 3.2 – well-being). This is apparently a relatively newfound friendship, the interest in vehicles a great common denominator (Article 29.1 (a) – resources, Article 31P – playing 1:1, friendship).</p>	
<b>6. From Observations 13.3.17</b>	<b>Significant event</b>
<p><b>Danny</b> and William have finished playing with the Duplo farmhouse and are now pushing vehicles around the playroom and then into the middle room, in and out and under tables.</p>	
<p><b>Reflections on the meaning of the event:</b>  The obvious joy the boys have speeding through the setting with their respective cars is visible in their facial expressions as well as their whole body language and the noises they are making (Article 3.2 – well-being). This is apparently a relatively newfound friendship, the interest in vehicles a great common denominator (Article 29.1 (a) – resources, Article 31P – playing 1:1, friendship).</p>	
<b>7. From Observations 13.3.17</b>	<b>Significant event</b>
<p>Danny and <b>William</b> have finished playing with the Duplo farmhouse and are now pushing vehicles around the playroom and then into the middle room, in and out and under tables.</p>	
<p><b>Reflections on the meaning of the event:</b>  The obvious joy the boys have speeding through the setting with their respective cars is visible in their facial expressions as well as their whole body language and the noises they are making (Article 3.2 – well-being). This is apparently a relatively newfound friendship, the interest in vehicles a great common denominator (Article 29.1 (a) – resources, Article 31P – playing 1:1, friendship).</p>	
<b>8. From Observations 13.3.17</b>	<b>Significant event</b>
<p><b>Danny</b> and William are back in the playroom, pushing their vehicles around with great pleasure and speed, making sounds as they speed by.</p>	
<p><b>Reflections on the meaning of the event:</b>  The obvious joy the boys have speeding through the setting with their respective cars is visible in their facial expressions as well as their whole body language and the noises they are making (Article 3.2 – well-being). This is apparently a relatively newfound friendship, the interest in vehicles a great common denominator (Article 29.1 (a) – resources, Article 31P – playing 1:1, friendship).</p>	
<b>11. From Observations 13.3.17</b>	<b>Significant event</b>
<p><b>Danny</b> and William are under the middle table with their vehicles, with a lot of non-verbal communication and vehicle noises going on. They follow each other round, zooming over to the playroom, back and forth, in under the table. They like being under the middle table.</p>	
<p><b>Reflections on the meaning of the event:</b>  The obvious joy the boys have speeding through the setting with their respective cars is visible in their facial expressions as well as their whole body language and the noises they are making (Article 3.2 – well-being). This is apparently a relatively newfound friendship, the interest in vehicles a great common denominator (Article 29.1 (a) – resources, Article 31P – playing 1:1, friendship).</p>	
<b>15. From Observations 13.3.17</b>	<b>Significant event</b>
<p>As <b>Olivia</b> is trying to put her indoor shoes on, Ebba scoops her up to take her to the toilet (before getting dressed to go outside) but <b>Olivia</b> protests by wriggling in Ebba's arms and says she does not need to.</p>	

**Reflections on the meaning of the event:**

There seems to be a lot of 'scooping' children up without talking to them, sometimes from behind where the children don't even know what is about to happen ([Article 3.3 – suitability of staff – not saying before acting](#), [Article 12 – being listened to](#), [Article 17 – not informing children before acting](#)). Olivia was protesting with words and wriggling actions ([Article 13](#)). Disempowering ([Article 5](#))

**21. From Observations 13.3.17****Significant event**

**Danny** and Daniel are by the birches by themselves, climbing on the large rocks, sliding and rolling off them, laughing and smiling at each other.

**Reflections on the meaning of the event:**

The children love climbing on these big rocks ([Article 29.1 \(a\) – outdoor affordances](#)), away from the immediate adult gaze ([Article 16 – privacy with friend](#)), usually with another child or in a small group, engaging in rough and tumble play, often landing on top of each other ([Article 31P](#)). There is pleasure, and energy in their play ([Article 3.2](#)). The thick snowsuits may be hampering their movements a bit but not their play and enjoyment of the moment.

**42. From Observations 15.3.17****Significant event**

**Danny** and William push their vehicles around between the hall and the middle room, the way they usually start the day together in the setting.

**Reflections on the meaning of the event:**

As previously noted, the obvious joy the boys have speeding through the setting with their respective cars is visible in their facial expressions as well as their whole body language and the noises they are making ([Article 3.2 – well-being, non-verbal expressions](#)). This is apparently a relatively newfound friendship, the interest in vehicles a great common denominator ([Article 29.1 \(a\) – resources](#), and [Article 31P – playing](#)).

**46. From Observations 15.3.17****Significant event**

**William** was part of the long introduction to filming and how the camera works. He was very interested and engaged with understanding the filming process. The right to say: “stop” was something William kept coming back to, quietly and loudly.

**Reflections on the meaning of the event:**

**William** being 6 months older than **Danny** seemed to grasp the process and his role in it very well ([Article 17 – information](#)). The right to say “stop” ([Article 5 – empowering](#), [Article 12](#)) was something William kept coming back to, testing me frequently, until he realised, after several occasions, that I listened and respected his decision every time ([Article 29.1 \(a\) – resources](#), [Article 29.1 \(a\) – with researcher](#), [Article 29.1 \(d\) – empowering](#)).

**50. From Observations 15.3.17****Significant event**

**Martin** pushes the chair towards the shelves saying: “bok”. He wants to read a book. They are on the top shelf in the middle room. I pull a few out and **Martin** chooses one. He reads it together with William in the hall.

When they have finished, he comes back for another one.

**Reflections on the meaning of the event:**

Martin was the one who got many of the children looking through books ([Article 29.1 \(a\) – resources](#), [inaccessible](#)) when they saw him do it. Martin was reading with Mark on the hall sofa, **Stefan**, **Danny** and **William** on the hall floor ([Article 31P – being together in a group](#)). It was like a little book club. **Danny** enjoyed his Bamse cartoon. ([Article 29.1 \(a\) – with researcher](#)).

**58. From Observations 15.3.17****Other event**

Like the other day, **William** is getting dressed very independently. I tell him how impressed I am the way he systematically and patiently puts on layer after layer. Taking all the time it takes. He stands patiently waiting to get help with mittens and hat. Ebba helps him, starts the zip that he then pulls to the top. They chat but as Erik is still crying, I cannot hear what they are saying. When ready, Ebba smiles, says: “så, färdig” and gives him a gentle pat.

**Reflections on the meaning of the event:**

The children's independence and competence in getting dressed really, really impressed me. ([Article 29.1 \(a\) – time](#), [Article 29.1 \(a\) – routine fostering independence](#), [Article 29.1 \(d\) – taking responsibility for](#)

getting dressed as much as he can), (Article 3.3 – supportive adult). Empowering to feel able and independent (Article 5)

69. From Observations 16.3.17	Significant event
Stefan is eating his crisp bread, singing to himself.	
<b>Reflections on the meaning of the event:</b> What a contrast to Isabella in the mornings. Stefan is obviously totally at ease and happy (Article 3.2 – singing and Article 24.2 – nutritious food).	

70. From Observations 16.3.17	Significant event
Breakfast is almost over. Isabella and Stefan are still at the table. Olivia is having a cuddle with Ebba.	
<b>Reflections on the meaning of the event:</b> Private, quiet, close moment (Article 3.2 – well-being, Article 3.3 – suitability of staff – affection)	

81. From Observations 16.3.17	Significant event
Martin and Stefan are on the slide, sliding down, crashing into each other, climbing over each other, laughing with pleasure, the last ones still playing outside.	
<b>Reflections on the meaning of the event:</b> Article 3.2 – well-being, laughing, Article 29.1 (a) – outdoor affordances, and time, Article 31P – rough and tumble play	

82. From Observations 16.3.17	Significant event
Martin and Stefan are on the slide, sliding down, crashing into each other, climbing over each other, laughing with pleasure, the last ones still playing outside.	
<b>Reflections on the meaning of the event:</b> Article 3.2 – well-being, laughing, Article 29.1 (a) – outdoor affordances, Article 31P – rough and tumble play	

84. From Observations 17.3.17	Significant event
Isabella follows me around as I try to stay out of the way, to allow for a more normal morning routine, but in the end, Alice scoops Isabella up in her arms and puts her down in a highchair. Isabella does not look happy, clutching her little toy horse, sucking her thumb. As Ebba places the crisp bread in front of her, she tries to take the horse away but Isabella protests loudly.	
<b>Reflections on the meaning of the event:</b> This routine (Article 29.1 (a) – questioning routine) is not working for Isabella, for whatever reason that needs to be worked out in the best interest of staff and Isabella (Article 3.1 – best interest) as it seems to be a pattern and one of the consistent causes for tears for Isabella (Article 3.2 – action leading to protest).	

96. From Observations 17.3.17	Significant event
Isabella and Erik wash their hands together and are holding hands as they are playing in the hall. Erik gives Isabella a hug and they run in to the middle room for lunch.	
<b>Reflections on the meaning of the event:</b> A joy to see this little boy having a great day with his good friend Isabella (Article 3.2 – well-being, Article 31P – friendship). Parents and staff never found out what the matter had been this unsettled week.	

There were no Significant Events involving staff playing with the 4 main focus children

## Appendix 49

### Significant, Like or Other Events, Setting 4 Finland

1-4. From Observations 27.3.17	Significant Event	M, B, E, J
<p><b>Mia (M), Billy (B) and Emma (E)</b> are on the two-person seesaw. <b>Billy</b> is sitting in the middle, facing <b>Emma</b>. <b>Billy</b> and <b>Emma</b> make chanting sounds and smile at each other as they go up and down.</p> <p><b>Billy</b> climbs off, turns around, and gets back on facing <b>Mia</b>. <b>Emma</b> slides off and <b>John (J)</b> takes <b>Emma's</b> seat. She climbs back on, in front of <b>John</b>, facing him.</p> <p>The children get on and off with care yet confidence, giving each other the time to find their balance before the action starts. They all seem to enjoy the movement and physical challenge from excited sounds they make and the smiles on their faces.</p>		
<p><b>Reflections on the meaning of the event:</b></p> <p>There seems to be a mutual understanding that the two-person seesaw is actually perfect for four children. Although they are experiencing the activity together, they are obviously individually challenged to various degrees. It is for instance more of an effort for <b>Emma</b> to actually get onto the seat as she is the youngest and smallest, but once on, she and <b>Mia</b> are in control of how high or fast they go, as they are the ones pushing off.</p> <p>The two-year-olds seemed to make use of the large outdoor space (<a href="#">Article 29.1 (a) – outdoor</a>), playing together (<a href="#">Article 31P</a>) in pairs but also frequently as a larger group, such as when on the spring rocker (<a href="#">Article 29.1 (a) – resources, outdoor affordances</a>). As it is not a piece of equipment commonly seen in early years settings in England, more in community playgrounds, I had not realised how this piece of equipment not only challenges the children physically, but also gives the two children in the seats (the two girls in this case) a sense of power and control in the moment, as they control the speed and height of the rocking (<a href="#">Article 29.1 (a) – develop to fullest potential</a>). The first person on also controls who can get on and when by slowing, or not slowing down, to allow another child to get on. Very interesting ...</p>		
16-17. From Observations xx.3.17	Significant event	M and E
<p><b>Mia</b> and <b>Emma</b> are in the home corner, holding toy phones to their ears. <b>Mia</b> says to me: “<i>mä soitan äidille</i>” and <b>Emma</b> says she is talking to “<i>Mamma</i>”.</p>		
<p><b>Reflections on the meaning of the event:</b></p> <p>It was so interesting to film this sequence, as it ended up reflecting a very similar sequence between two girls in the home corner in Setting 2, in England. The same resources (<a href="#">Article 29.1 (a) – resources</a>) and real world experiences in the two countries led to the children enacting it in very similar ways in their play (<a href="#">Article 31P</a>). Mobile phones are at this young age already important artefacts.</p>		
18-19. From Observations 27.3.17	Significant event	J and E
<p>Eva is on the sofa, reading with <b>John</b> on her left and <b>Emma</b> and <b>Mia</b> (less involved) on her right. <b>John</b> and <b>Emma</b> are totally absorbed by the book, both making animal noises, keen to turn the pages and responding to Eva's questions.</p> <p><b>John</b> is at one point high kneeling, leaning his head on Eva's shoulder, while listening intently.</p>		
<p><b>Reflections on the meaning of the event:</b></p> <p>The sofa is a very inviting space for reading and closeness and intimacy between the children themselves and staff (<a href="#">Article 3.2</a>). It is a comfortable and inviting piece of furniture for everyone. For sure, it requires having the space, and resources (<a href="#">Article 29.1 (a)</a>) but just like in a home environment I think an important piece of furniture in a setting.</p> <p>Reading with young children, sustaining the children's attention and capturing their imagination through various storylines (<a href="#">Article 29.1 (a) – resources</a>) can be such an enjoyable time but the book is only as good as the person reading it (<a href="#">Article 3.3 – involved</a>). Eva really seemed to enjoy the moment too and the children responded to it by being highly involved (<a href="#">Article 29.1 (a) – Small group</a>).</p>		
20. From Observations 28.3.17	Significant event	
<p>Sophia and <b>Emma</b> are sitting together at the square table by the window, being served breakfast by Eva</p>		



and Elisabeth. Eva places a bowl of porridge in front of **Emma** and gives her a choice of topping. **Emma** starts eating, smiling, licking the porridge off the spoon, her feet happily swinging under the table.

**Reflections on the meaning of the event:**

Routine works well for Emma and she also likes the food she is being served ...

**Article 24.2**, maybe that is two sides of the same coin? Emma's experience of having breakfast is a very positive one. Emma is smiling, licking the porridge off the spoon, her feet happily swinging under the table and perfectly content eating away (**Article 29.1 (a) – routine**).

**21. From Observations 28.3.17**

**Other event**

Elisabeth arrives with a bowl of porridge for Sophia, who puts up a hand, as if to stop Elisabeth. Sophia is clearly indicating she does not want the porridge. Elisabeth still places the bowl of porridge and spoon in front of Sophia, who demonstratively pushes it away. Elisabeth says: "no" and that she expects her to have a little.

Sophia is just stirring the topping into the porridge, drinks the rest of her milk, and continues stirring.

**Reflections on the meaning of the event:**

Why does the routine (**Article 29.1 (a)**) not work for Sophia? Sophia cannot make it more obvious she does not want to be sitting at the table, pushing the food away, spitting milk back in the glass. It is questionably a morning routine that does not suit her today (**Article 3.2 – ill-being, Article 29.1 (a) – routine**), and possibly other days too?

Sophia was happy eating the bread later on, which comes after porridge, so does Sophia, like Xxxxxxxx in Setting 3, not like the porridge, as opposed to not being hungry or not liking the routine (**Article 29.1 (a) – routine**)? In any case, the high quality fresh food is something every young child should be able to have, to start their day with (**Article 24.2 – nutritious food**).

**22. From Observations 28.3.17**

**Other event**

Eva join the breakfast table, a child is still heard crying quietly.

**Reflections on the meaning of the event:**

What can we do for that inconsolable child who has to come to daycare and whose parents cannot stay, but have to dash off to work? What is in that child's best interest (**Article 3.1**)? (**Article 3.2 – crying, separation, Article 13**).

**23. From Observations 28.3.17**

**Significant event**

**Emma** is engaging Sophia in playful word games and the girls both laugh out loud.

**Reflections on the meaning of the event:**

Although the children were all sitting together for breakfast, it seemed as if breakfast (**Article 29.1 (a) – routine**) this morning was quite a 'solitary' event in that the children were in their own little bubbles, eating or messing with the food, until **Emma** engaged Sophia in a word game towards the end (**Article 31P – friendship**), that made both girls laugh out loud (**Article 3.2**).

**28. From Observations 28.3.17**

**Other event**

Sophia, whose parental permission I had not had yesterday, at the time of filming the clips they are watching today, asks: "missä minä on", wanting to see herself on film too. I was afraid this would happen (with a non-focus child) and said I had not filmed her yesterday but would today if she wants me to, to which she said yes. I am so pleased I took the opportunity to speak to Mum this morning, who when she understood what was involved was happy to give her consent.

**Reflections on the meaning of the event:**

I had been wondering what I would do if the situation arose where a parent withheld consent but a child wanted to be included. As I had not met Sophia's Mum yet I felt this was the first obvious step to take, for her to get an impression of me and more information to go by as she may not have read the information letter (even if she had been given one). She was more than happy to consent when she had more information and Sophia was allowed to participate, as she wished (**Article 5, Article 12 – influence decisions that affect them**). But what would I have done if her Mum had not given permission, as Sophia really did want to participate?



31-32. From Observations 28.3.17	Significant event	J and E
Children are climbing onto the sofa and jumping off, having a great time, knowing very well they should not be doing it, which is probably part of the fun. Elisabeth tells them not to jump on the furniture, and pulls out two gym mats to jump on instead. <b>John, Emma</b> , and Sophia start jumping up and down on the mats instead.		
<b>Reflections on the meaning of the event:</b> What a great idea to have the mats behind the sofa when the children need to be more physical inside (Article 29.1 (a) – resources). The children really enjoyed it together (Article 31P – being in a group).  Again, it seemed as if activities were used to distract or contain children rather than as experiences for learning (Article 28.2 – activities as behaviour management). There is of course a place for that too.		

→ Article 28.2 – activities as behaviour management

33. From Observations 28.3.17	Significant event
<b>Emma</b> and Sophia roll around on the mats.	
<b>Reflections on the meaning of the event:</b> What a great idea to have the mats behind the sofa when the children need to be more physical inside (Article 29.1 (a) – resources). The children really enjoyed it together (Article 31P – being in a group).	

37-39. From Observations 28.3.17	Significant event	B, E, J
<b>Billy</b> suddenly shouts: “ <i>lejon</i> ” and the children start a long lion chase. <b>Billy, John, Emma</b> , and Sophia are on the one big rock to the left of the forest area. They are screaming and shouting for help: “ <i>apua!</i> ” “ <i>lejon!</i> ” They ably jump off the rock and run off, screaming and shouting, stumbling through the vegetation, falling and picking themselves up.		
<b>Reflections on the meaning of the event:</b> See written up vignette on the event. The outdoor space allowed for larger groups to play together (Article 31P – being in a group with friends) more freely (Article 19 – physical challenge and taking physical risks yet being safe, Article 29.1 (a) – outdoor affordances) and with greater privacy (Article 16) as well as playing in a more wild and physical way and in the process also develop the friendship bonds between the children (Article 31P – friendship), so important for children’s social development.		

50-52. From Observations 28.3.17	Significant event	B, J, E
Story time. Billy, John, Mia, Emma, and Sophia sit together on the sofa. A child is on Eva’s lap, other child are sitting together, and one child is on Elisabeth’s lap. Lena is reading this morning.		
<b>Billy, John, Emma</b> , and Sophia really get into the story, listening expectantly and responding to questions. They call out comments are really in the story. <b>Billy</b> is particularly animated.		
<b>Reflections on the meaning of the event:</b> Reading is such an important and enjoyable time with children, but the book (Article 29.1 (a) – quality resources, books) is only as good as the person reading it (Article 3.3 – involved adult). Lena seemed to enjoy reading with the children, and they responded by being highly involved and enjoying it too (Article 3.2, Article 31P – enjoying time together as a group, Article 29.1 (a) – Small Group).		

53. From Observations 28.3.17	Significant event
Sophia yawns. While listening to the story she leans in towards <b>Emma</b> . <b>Emma</b> responds with a big smile and suddenly gives Sophia a kiss. Sophia pulls back a little in surprise, with a faint smile. <b>Emma</b> looks at Sophia, smiles and leans in to give Sophia another kiss. This time Sophia leans in and gives <b>Emma</b> a kiss too. Both girls are smiling and as they lean in towards each other for another kiss, but Lena says they can kiss Mummy and Daddy. The girls look at each other and smile again. Lena continues reading and the girls listen to the story.	
<b>Reflections on the meaning of the event:</b> Interestingly Lena did not seem comfortable with the girls’ open display of affection (Article? – friendship, affection) but she still chose quite a gentle way of trying to “put an end” to it (Article 28.2 – behaviour expectations).	

72. From Observations 29.3.17	Significant event
<p><b>Billy</b> can be heard crying in the background. I can hear Elisabeth saying something to him and then a crash as if a toy has been flung. <b>Billy's</b> crying escalates and then Elisabeth brings him to the square table to sit, to calm down (on time out?). He cries: "<i>nä jag vill inte!</i>" I move so he is not in the field of filming.</p> <p>Elisabeth suggests something but <b>Billy</b> again says: "<i>nä jag vill inte!</i>" Elisabeth eventually leaves and <b>Billy</b> slides off the chair and is lying face down on the floor, still crying.</p>	
<p><b>Reflections on the meaning of the event:</b> It is not clear to me if the whole crying (Article 13 –crying) incident with <b>Billy</b> had been about getting him to go to the toilet because the adults felt he needed to, and he was insisting he did not (Article 12 – respecting the views of the child) getting angry for being 'hassled' about it (Article 3.2 – ill-being)?</p> <p>He did go 15 minutes later ... not trusting children's responses when asked a question can be very disempowering for the child (Article 5).</p>	

80-82. From Observations 29.3.17	Significant event	E, M, J
<p><b>Mia</b> runs up to me and says: "<i>tule</i>" and I follow her. She points to the seesaw where <b>Emma</b>, with a cheeky smile, is going up and down so fast <b>Mia</b> cannot get on. I ask <b>Emma</b> to slow down a bit to let <b>Mia</b> on. <b>Mia</b> tries to get on but <b>Emma</b> is not keeping the seesaw still, so <b>Mia</b> asks me to lift her on. I hold it still so <b>Mia</b> can climb on independently. <b>John</b> who has just got off, comes back and says he also wants to get on. Sophia comes running over too, and they climb onto the seesaw, facing the other two who are sitting on the seats. The children swing hard and laugh.</p>		
<p><b>Reflections on the meaning of the event:</b> Although the seesaw is meant for two children, sitting facing each other the children can comfortably use it with 4 (Article 31P – being together in a small group) (Article 13 – laughing) (Article 29.1 (a) – resources) (Article 19 – taking calculated risk)</p>		

84-85. From Observations 29.3.17	Significant event	J and B
<p><b>John</b> is on one of the ride-on vehicles, and the other four children are running towards the big shed, where the rest of the ride-on vehicles are parked. Lena is walking over with them. They all pick one and race across the forecourt to the slope of rocks, to the right of the building. Mia is lagging a bit behind, but eventually catches up with the other children, and rolls down the rocky slope, laughing out loud. <b>John</b> rolls down and slides off with a happy screech. Sophia (gently) crashes into <b>John</b> and Mia, with a big grin on her face. <b>Billy</b> rolls down and pretend-falls to the ground, with Sophia on his heels. Both make happy sounds. This continues for long while, until Sophia's bike gets caught on a metal peg in the rock, and she comes running towards me, half crying, wanting my help. I free the bike and the game continues. The children are very good at crashing into each other on purpose without hurting each other.</p>		
<p><b>Reflections on the meaning of the event:</b> As above - the children weave in and out of each other's activities but they really seem to stick together much of the time when playing outside (Article 31P – belonging to a group) (Article 13 – laughing and screeching with pleasure) taking calculated risks (Article 19) especially possible outside (Article 29.1 (a) – outdoor affordances).</p>		

88-92. From Observations 29.3.17	Significant event	J, M, E, B
<p>They are singing the name song. Eva is leading group time today. The children end the song clapping and laughing. Mia looks straight into the camera and gives me a beaming smile.</p> <p><b>John, Mia, Emma, and Billy</b>, are sitting really close together at one end of the sofa.</p>		
<p><b>Reflections on the meaning of the event:</b> Physical closeness and affection between the children (Article 3.2), where does that fit in the UNCRC – enjoying a sense of belonging – it is often during play Article 31P</p> <p>Article 31CA – song commonly sang in the early years</p>		

93-95. From Observations 29.3.17	Significant event	B, M, E
<p>The children sing 'incy wincy spider' with tiny hand movements and large whole body movements. When</p>		

they sing about 'mini, mini' or 'bamse, bamse spindel' they make tiny or very large movements. **Billy** in particular is really enjoying the action song. **Mia** is also most animated, and **Emma** happy to take part as always.

**Reflections on the meaning of the event:**

Article 29.1 (a) – whole group activity

Article 29.1 (a) – song as a medium for learning led by an involved adult (Article 3.3) is also culturally specific (Article 31CA)

Article 31P – singing together – closeness

Article 29.1 (a) – familiar routine

**101. From Observations 29.3.17**

**Other event**

**M**

**Mia** asks for the Mumin boat that is lifted down for her and she starts playing at the middle round table on her own. I am talking to **Mia** in Finnish, which brings big smiles to her face.

Billy, Emma and Sophia are running around, so Eva asks them to come to the square table. She sets up the playdough (trolldeg), adding a bit of flour, as it has got sticky in the tub. Eva calls out to another child, asking if they wants to join them too. **Mia** looks over from the middle table and walks over to have a look. She is standing next to Emma. **Mia** sits down on the free chair next to Sophia.

**Reflections on the meaning of the event:**

Do we underestimate the need to also hear their own first language (Article 30)? Although the children

know the routine of being spoken to in Swedish, and we take for granted that they eventually get used to it, maybe it is a bit harder for some children? **Mia** seemed so pleased to be spoken to in Finnish, her first language (Article 12 – majority culture but minority language in the setting). (I had the same experience with Sophia)

The adults tended to keep the activity level, or energy level down by engaging with children one-on-one or by setting up play activities on tables

**105. From Observations 30.3.17**

**Like event**

As I arrive, Sophia is sad as Dad is leaving. Staff try to comfort her but she runs across the room and stretches her arms up to me. I pick her up for a cuddle and she stops crying.

**Reflections on the meaning of the event:**

It can be so hard (Article 3.2 – ill-being, Article 13 – crying) to separate and say bye to a parent who is under pressure to be at work on time, but all we can do is be compassionate (Article 3.3 – suitability of staff).

**106-108. From Observations 30.3.17**

**Significant event**

**E, B, J**

I tell the children I have new film clips to show them and they go and sit down on the floor, by the sofa:

**Emma** Child **Billy** **John**

I sit down in the middle between nest to **Billy**. Sophia climbs up on the sofa behind us, and starts watching the clips from there, but then slides onto my lap.

(Eva and Lena stay with a child who is eating breakfast at the square table).

I have my notepad and pen next to me, and **John** has the same next to him on the floor. **Billy** is holding his cuddly toy.

Kerstin popped in towards the end of the viewing, and joined us for a little while.

- **Billy** comments: "där e jag", he said at the beginning but did not comment much throughout. Towards the end he said: "jag vill se annan"
- **John** comments: **Billy** ... och jag ... **Mia** ... klättrar där ... där va en krasch igen! (på mopona) ... där e jag ... du va med där ...
- **Emma** points to me on the screen and I respond by saying: "yes, that's Aline" ... comments: muuta, as she has not seen herself yet and pleased when she does: där **Emma** ...
- Sophia comments: kato ... points out **John** ... **Lena** ... **Elisabeth** ... When Sophia finally sees herself she calls out: "där Sophia" with great pleasure ... **Billy** ... **John** ... **Emma** ... **Sophia** där ... se annat ... otetaan annan (mixing the two languages)

The children make comments throughout but I don't always understand them. They screech with pleasure

when they see the clip with them rolling down the rocky slope on the ride-on vehicles. Risky play caused the greatest reaction, most pleasure. I liked the clip of all of them on the swings, filmed from the side swinging at different speeds but they were not bothered, it did not trigger any major reaction.

**Billy** and Sophia keep asking for another one, and I say this is all I have from yesterday, but suddenly realise maybe they mean a clip from a previous day, like the lion chase. I ask if it is that one he wants to see? **Billy** nods and **John** agrees.

That seems to be their favourite. They make roaring sounds and stomp their feet, as they are watching. Eva joins us too, to have a look, saying: "*var det så roligt!*"  
I ask the children if we should show Eva the clip she is in, which we do.

**Reflections on the meaning of the event:**

Watching the film clips was about informing the children of what had been filmed the day before, and getting their reactions / assent to their interactions, verbally and non-verbally (Article 12, Article 13, Article 17). In this setting the children all wanted to watch together, maybe because they are a close group (Article 31P – friendship) whereas in Setting 1 for instance, the children watched footage individually. Maybe there was not as great a group cohesion in Setting 1 as it was a much bigger setting with the two-year-olds in with all the other under-fives and as such maybe they did not have the same sense of connection?

# Appendix 50

## Focus Child Significant Events Data, Setting 1 England

Child	Luke		Alex		Liam		Blake
Date	17-21.10.16		17-31.10.16		17-21.10.16		17-21.10.16
1							
2							
3.1							
3.2							
3.3							
4							
5							
6							
7R							
7P							
8							
9.3							
10							
11							
12							
13							
14							
15							
16							
17							
17 (e)							
18.1							
18.2							
18.3							
19							
20							
21							
22							
23							
24.1							
24.2							
25							
26							
27							
28.1							
28.2							
29.1 (a)							
29.1 (b)							
29.1 (c)							
29.1 (d)							
29.1 (e)							
30							
31R							
31P							
31CA							
32							
33							
34							
35							
36							
37							
38							
39							
40							
41							
42A							
42C							

# Appendix 51

## Focus Child Significant Events Data, Setting 2 England

Child	George		Jessica		Adam		Bella
Date	21-22.11.17		21-25.11.16		22-23.11.16		23-25.11.16
1							
2							
3.1							
3.2							
3.3							
4							
5							
6							
7R							
7P							
8							
9.3							
10							
11							
12							
13							
14							
15							
16							
17							
17 (e)							
18.1							
18.2							
18.3							
19							
20							
21							
22							
23							
24.1							
24.2							
25							
26							
27							
28.1							
28.2							
29.1 (a)							
29.1 (b)							
29.1 (c)							
29.1 (d)							
29.1 (e)							
30							
31R							
31P							
31CA							
32							
33							
34							
35							
36							
37							
38							
39							
40							
41							
42A							
42C							

# Appendix 52

## Focus Child Significant Events Data, Setting 3 Finland

Child	Isabella		William		Danny		Olivia
Date	13-20.3.17		13-17.3.17		13-20.3.17		14-16.3.17
1							
2							
3.1							
3.2							
3.3							
4							
5							
6							
7R							
7P							
8							
9.3							
10							
11							
12	Own language						
13							
14							
15							
16					In play		
17	Lack of		Lack of				Lack of
17 (e)							
18.1							
18.2							
18.3							
19							
20							
21							
22							
23							
24.1							
24.2							
25							
26							
27							
28.1							
28.2							
29.1 (a)							
29.1 (b)							
29.1 (c)							
29.1 (d)							
29.1 (e)							
30							
31R							
31P							
31CA							
32							
33							
34							
35							
36							
37							
38							
39							
40							
41							
42A							
42C							

# Appendix 53

## Focus Child Significant Events Data, Setting 4 Finland

Child	John		Mia		Emma		Billy	
Date	27-31.3.17		27-29.3.17		27-31.3.17		27-31.3.17	
1								
2								
3.1								
3.2								
3.3								
4								
5								
6								
7R								
7P								
8								
9.3								
10								
11								
12			Single word					
13								
14								
15								
16								
17								
17 (e)								
18.1								
18.2								
18.3								
19	Risk	Teasing	Risk	Teasing	Risk	Teasing	Risk	Teasing
20								
21								
22								
23								
24.1								
24.2								
25								
26								
27								
28.1								
28.2								
29.1 (a)								
29.1 (b)								
29.1 (c)								
29.1 (d)								
29.1 (e)								
30								
31.1R								
31.1P								
31.2CA								
32								
33								
34								
35								
36								
37								
38								
39								
40								
41								
42A								
42C								



# Appendix 54

## Parent Data, Setting 1 England

Adult	Alex's Mum		Liam's Mum		Liam's Dad		Luke's Mum
Date	31.10.16		31.10.16		31.10.16		31.10.16
1							
2	✓			✓		✓	
3.1	✓	✓		✓		✓	
3.2	✓		✓				
3.3	✓	✓					
4							
5	✓	✓				✓	
6	✓	✓		✓			
7R	✓	✓		✓			
7P	✓	✓		✓			
8							
9.3	✓			✓			
10							
11							
12	✓	✓		✓		✓	
13	✓	✓		✓			
14	✓	✓		✓			
15	✓	✓		✓		✓	
16	✓	✓		✓		✓	
17		✓		✓		✓	
17 (e)		✓		✓		✓	
18.1	✓	✓		✓		✓	
18.2	✓	✓		✓		✓	
18.3	✓			✓		✓	
19	✓	✓		✓		✓	
20	✓	✓					
21		✓					
22		✓					
23		✓		✓			
24.1	✓	✓		✓		✓	
24.2	✓	✓		✓		✓	
25	✓	✓					
26							
27							
28.1	✓	✓				✓	
28.2	✓	✓				✓	
29.1 (a)	✓	✓		✓		✓	
29.1 (b)	✓	✓				✓	
29.1 (c)	✓	✓		✓		✓	
29.1 (d)							
29.1 (e)							
30	✓	✓					
31R	✓	✓		✓		✓	
31P	✓	✓		✓		✓	
31CA	✓	✓		✓		✓	
32							
33							
34	✓	✓		✓		✓	
35	✓	✓		✓		✓	
36	✓	✓		✓		✓	
37	✓	✓		✓		✓	
38							
39	✓	✓		✓			
40							
41							
42A	✓	✓		✓		✓	
42C	✓	✓				✓	

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# Appendix 55

## Parent Data, Setting 2 England

Adult	1		2						
Date	November 2016		November 2016						
1	✓								
2	✓		✓						
3.1	✓		✓						
3.2	✓		✓						
3.3	✓		✓						
4	✓								
5	✓		✓						
6	✓								
7R	✓								
7P	✓								
8	✓								
9.3	✓								
10	✓								
11	✓								
12	✓		✓						
13	✓		✓						
14	✓		✓						
15	✓		✓						
16	✓		✓						
17	✓		✓						
17 (e)	✓		✓						
18.1	✓		✓						
18.2	✓		✓						
18.3	✓		✓						
19	✓		✓						
20	✓								
21	✓								
22	✓								
23	✓		✓						
24.1	✓		✓						
24.2	✓		✓						
25	✓		✓						
26	✓		✓						
27	✓								
28.1	✓		✓						
28.2	✓		✓						
29.1 (a)	✓		✓						
29.1 (b)	✓		✓						
29.1 (c)	✓		✓						
29.1 (d)	✓		✓						
29.1 (e)	✓		✓						
30	✓		✓						
31R	✓		✓						
31P	✓		✓						
31CA	✓		✓						
32	✓		✓						
33	✓		✓						
34	✓		✓						
35	✓		✓						
36	✓		✓						
37	✓		✓						
38	✓								
39	✓								
40	✓								
41	✓								
42A	✓								
42C	✓								

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# Appendix 56

## Parent Data, Setting 3 Finland

Adult	Olivia's Mum			Danny's Mum					
Date	April 2017			April 2017					
1									
2	✓			✓					
3.1	✓			✓					
3.2	✓			✓					
3.3	✓			✓					
4	✓								
5	✓						Sharing power		
6				✓					
7R									
7P									
8									
9.3									
10									
11									
12	✓			✓					
13									
14									
15							Friendship and togetherness		
16	✓			✓					
17									
17 (e)				✓					
18.1									
18.2							Listen to parents		
18.3									
19				✓					
20									
21									
22									
23									
24.1	✓								
24.2	✓			✓					
25									
26									
27									
28.1									
28.2									
29.1 (a)	✓			✓			Resources and routines		
29.1 (b)	✓								
29.1 (c)									
29.1 (d)									
29.1 (e)	✓								
30									
31R	✓			✓			Questioning routines		
31P	✓			✓			Freedom to follow own ideas		
31CA									
32									
33									
34									
35									
36									
37				✓					
38									
39									
40									
41									
42A	✓								
42C									

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# Appendix 57

## Parent Data, Setting 4 Finland

Adult	John's Mum								
Date	5.4.2017								
1									
2	✓								
3.1									
3.2									
3.3									
4									
5									
6									
7R									
7P									
8									
9.3									
10									
11									
12	✓								
13	✓								
14	✓								
15	✓								
16	✓								
17									
17 (e)									
18.1									
18.2									
18.3									
19									
20									
21									
22									
23									
24.1									
24.2	✓								
25									
26									
27									
28.1	✓								
28.2									
29.1 (a)	✓								
29.1 (b)	✓								
29.1 (c)	✓								
29.1 (d)	✓								
29.1 (e)	✓								
30									
31R	✓								
31P	✓								
31CA	✓								
32									
33									
34									
35									
36									
37									
38									
39									
40									
41									
42A									
42C									

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# Appendix 58

## Educator Data, Setting 1 England

Adult	Karen	Mary	Hannah	Jenny
Date	14.10.16	18.10.16	19.10.16	Opted out
1				
2				
3.1				
3.2				
3.3				
4				
5				
6				
7R				
7P				
8				
9.3				
10				
11				
12				
13				
14				
15				
16				
17				
17 (e)				
18.1				
18.2				
18.3				
19				
20				
21				
22				
23				
24.1				
24.2				
25				
26				
27				
28.1				
28.2				
29.1 (a)				
29.1 (b)				
29.1 (c)				
29.1 (d)				
29.1 (e)				
30				
31R				
31P				
31CA				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42A				
42C				

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# Appendix 59

## Educator Data, Setting 2 England

Adult		David		Linda		Nina		Holly
Date		21.11.2016		21.11.2016		22.11.2016		Opted out
1			✓		✓			
2	✓							
3.1	✓		✓		✓			
3.2	✓		✓		✓			
3.3	✓		✓		✓			
4								
5			✓		✓			
6					✓			
7R	✓		✓					
7P	✓							
8			✓					
9.3			✓		✓			
10			✓					
11			✓		✓			
12	✓		✓		✓			
13	✓		✓		✓			
14								
15			✓		✓			
16			✓		✓			
17			✓					
17 (e)			✓					
18.1			✓					
18.2			✓					
18.3			✓					
19			✓		✓			
20			✓		✓			
21			✓		✓			
22			✓		✓			
23	✓		✓		✓			
24.1			✓		✓			
24.2			✓		✓			
25			✓					
26			✓					
27			✓		✓			
28.1	✓		✓		✓			
28.2	✓		✓		✓			
29.1 (a)	✓		✓		✓			
29.1 (b)	✓		✓		✓			
29.1 (c)	✓		✓		✓			
29.1 (d)	✓		✓		✓			
29.1 (e)	✓		✓		✓			
30			✓		✓			
31R	✓		✓		✓			
31P	✓		✓		✓			
31CA	✓		✓		✓			
32	✓				✓			
33			✓		✓			
34			✓		✓			
35			✓		✓			
36			✓		✓			
37	✓		✓		✓			
38								
39			✓		✓			
40								
41								
42A			✓		✓			
42C			✓		✓			

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# Appendix 60

## Educator Data, Setting 3 Finland

Adult		Ebba		Alice		Lisa		Maja	
Date		14.3.2017		16.3.2017		22.3.2017		Annual leave	
1				✓					
2	✓			✓		✓			
3.1	✓					✓			
3.2									
3.3									
4									
5						✓			
6									
7R									
7P									
8									
9.3				✓		✓			
10									
11									
12	✓								
13									
14									
15									
16						✓			
17									
17 (e)									
18.1				✓					
18.2									
18.3									
19						✓			
20									
21									
22						✓			
23	✓					✓			
24.1						✓			
24.2						✓			
25									
26									
27									
28.1	✓								
28.2									
29.1 (a)	✓								
29.1 (b)									
29.1 (c)									
29.1 (d)									
29.1 (e)	✓								
30									
31R	✓					✓			
31P	✓					✓			
31CA									
32									
33									
34									
35									
36									
37									
38									
39									
40									
41									
42A									
42C									

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# Appendix 61

## Educator Data, Setting 4 Finland

Adult		Elisabeth		Kerstin		Eva		Lena
Date		29.3.17		30.3.17		Opted out		Opted out
1								
2	✓							
3.1	✓		✓					
3.2	✓		✓					
3.3	✓		✓					
4								
5								
6	✓							
7R	✓							
7P	✓							
8								
9.3								
10								
11								
12	✓							
13	✓		✓					
14	✓		✓					
15	✓		✓					
16	✓		✓					
17								
17 (e)	✓							
18.1	✓		✓					
18.2	✓		✓					
18.3	✓		✓					
19	✓		✓					
20	✓							
21	✓							
22	✓		✓					
23	✓		✓					
24.1	✓		✓					
24.2	✓		✓					
25	✓							
26	✓							
27	✓							
28.1			✓					
28.2			✓					
29.1 (a)			✓					
29.1 (b)			✓					
29.1 (c)			✓					
29.1 (d)			✓					
29.1 (e)			✓					
30	✓		✓					
31R	✓		✓					
31P	✓		✓					
31CA	✓		✓					
32	✓							
33	✓							
34	✓		✓					
35	✓							
36	✓		✓					
37	✓		✓					
38	✓							
39			✓					
40								
41								
42A								
42C								

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# Appendix 62

## Children's Rights Observation Guide (CROG)

CHILDREN'S RIGHTS				
ARTICLE	CONCEPT	INDICATORS		
Article 1	Definition	Person under 18		
Article 2	Non-discrimination (Fairness, equity)	Active approach	Routines	Adult control
		Teasing		
Article 3.1	Best interest (Child centred)	Adult agenda Intervening to protect	Child interests followed Child agenda not followed	Health considerations
Article 3.2	Well-being (Protection and care)	Of individual child within the group	Of group	Trigger for well-being
		Seeking support from adult for own WB	Concern/support for other child	Trigger for ill-being
		With adult(s)	With another child(ren)	On their own
		Socially accepted	Intellectually stimulated	Contextual
		Safe	Secure	Settled
Article 3.3	Suitability of staff (Pedagogical relationships)	Responds positively	Does not respond	Responds critically
		Involved with child(ren)	Disinterested	Staff not present
		Intimacy	Attachment	Professional love
		Explaining before acting	Not expl. before acting	Expectations
		Typical powerful adult	Atypical adult	Percipient
		Mindful – närvarande	Percipient – lyhörd	
Article 4	Implementation of UNCRC	Implicit	Explicit	
Article 5 (linked to 12)	Adult guidance on rights	Child making choices/decisions that influence events Encouraging independence (agency)		
Article 6	Life and development (Conditions optimal)	Awareness		Given 2 choices/options
Article 7R	Birth registration & name	Administration/access	Pronunciation	
Article 7P	Parental care where possible	Awareness		
Article 8	Preservation of identity	Mixing up twins	Mixing up sibling names	

CHILDREN'S RIGHTS									
ARTICLE	CONCEPT	INDICATORS →							
Article 9.3	Contact with both parents								
Article 10	Family reunification								
Article 11	Kidnapping and non-return								
Article 12 (linked to 5)	Expressing views freely (Voice)	Respecting answers Responding to child	Not responding to child						Child seeking verbal interaction with an adult
		Child seeking verbal interaction with a child	Insisting on using words						
	Maturity (evolving capacity)	Making choices/decisions that influence events (agency)							Give permission
Article 13	Freedom of expression (Choice how to express)	Singing	Mark making						Non-verbal actions
		Made up language	Communicating for child						Makaton actions
		Crying	Winging (words)						Complaining sound
		Sad	Silence						Facial expressions
		Screech with pleasure	Giggling						Laughing
		Touch	Anger						Posture
	Pedagogical referencing	Gaze, eye contact	Looking away						Being humorous
	Small or Whole Group activity	Joining in when asked to	Not joining in when asked						Imitating adult behaviour
Article 14	Freedom of thought	Evolving capacity							
Article 15	Freedom to be in a group	Being together	Common interest						Excluded
Article 16	Privacy	When upset	In the bathroom						Special space
		With other(s)	Alone						Interfering or interacting
		In play							
Article 17	Access to information	Adult explaining	Adult giving information						Adult making suggestions
		Child informing	Adult narrating in play						Child asking questions
Article 17 (e)	Harmful information								

CHILDREN'S RIGHTS					
ARTICLE	CONCEPT	INDICATORS			
Article 18.1	Parents share responsibility	Best interest of child			
Article 18.2	Supporting parents	Informal conversations News letters	Planned parent evenings Website		Classes Social events
Article 18.3	Services for working parents	Awareness	Opening hours		Weeks per year open
Article 19 (I)	Physical abuse or neglect	Getting hurt by other	Calculated risk taking		Environment
(II)	Mental abuse or neglect	Disapproval	Teasing by other child		Environment
(III)	Appropriate safety measures	Environment	Supervision		Secure premises
(IV)	Welfare and safeguarding	Awareness and reporting			
Article 20	Foster care	Interdisciplinary work			
Article 21	Adopted children				
Article 22	Refugee children				
Article 23	Participation	Makaton signing/BSL Song Routines rigid	PECS Non-verbal expressions Routines flexible		Adapting situations
	Special care				
	Free				
Article 24.1	Best health & healthcare	Supporting hygiene Clean environment	Appropriate clothing Dirty environment		Inappropriate clothing Being outdoors
Article 24.2	Nutritious food and water	Freely available Impact on behaviour	Following a schedule Provided		Meals +ive social event Meals -ive social event

CHILDREN'S RIGHTS					
ARTICLE	CONCEPT	INDICATORS →			
Article 25	Review when fostered				
Article 26	Social security	Awareness			
Article 27	Adequate standard of living	Awareness			
Article 28.1	Education	Inclusive	Exclusive		Special
Article 28.2	Dignified discipline	Choice not to discipline	Verbal disapproval		Non-verbal disapproval
		Verbal guidance	Expectations		Punishment
		Physical guidance	Warning		
Article 29.1 (a) (+3.3) (24.1)	Develop to full potential (indoors and outdoors)	Resources (objects/toys)	(In)accessible resources		Routines work well
		Practical are challenging	Being outdoors		Expectations
		Time to explore	Transitions		
		Child on their own (involved)	Child on their own		2 children together (1:1)
	Staff	SG children on their own	2 children with adult		Small group with adult
		1:1 interactions with adult	Whole group activity		Adult nearby responding
Article 29.1 (b)	Respect for human rights	Pedagogical knowledge	→ Child development		Ratio
		Knowing child's interests	Child centred		Relationship centred
Article 29.1 (c)	Respect for parents				
Article 29.1 (d)	Become responsible	Adult sharing power	→ Empowering		Sharing toys
		Adult in absolute control	→ Disempowering?		Taking turns/waiting
Article 29.1 (e)	Respect for environment	Forest school	Caring for plants		Minibeasts respected
		Recycling	Not wasting water		No real food for play

CHILDREN'S RIGHTS						
ARTICLE	CONCEPT	INDICATORS				
Article 30	Minority cultures					
Article 31R	Rest	Designated area Comfort object		Routine		Quiet area
	Play	Solitary play Whole group (WG) Protecting play Child excluded Legitimate peripheral participation Child initiated; adult invited to join in Culturally (in)sensitive		Child-child 1:1 With adult Need support to joining in Play hindered Child specific play; idiosyncratic Pedagogical play with adult Areas of provision; affordances		Small group (SG) Without adult Need support maintaining Play interrupted Free flow Quality of play, repetitive vs. creative Outdoors; risky play
Article 31P		Indoors		Under constant adult gaze		Supervision from afar
		Privacy in play		Togetherhness <i>Gemenskap</i>		Reciprocity
		Affection		Caring acts		Humour
		Intimacy		Friendship bond(s) Best friend		Social play along continuum
	Culture & Art	Popular culture (music)		Popular culture (books)		Local traditions
	Hazardous work	Not applicable				
	Dangerous drugs	Awareness				
	Sexual abuse & exploitation	Awareness				
	Abduction & trafficking	Awareness				
Article 35						
Article 36	Other forms of exploitation	Awareness				
Article 37	Youth justice	Not applicable				

CHILDREN'S RIGHTS					
ARTICLE	CONCEPT	INDICATORS			
					→
Article 39	Rehabilitation of victims	Awareness			
Article 40	Juvenile justice	Not applicable			
Article 41	Superior national standards	Awareness			
Article 42A (linked to 4)	Dissemination adults - staff	Explicit - poster	Implicit in conversations	Explicit in conversations within leadership team	
	- parents	Explicit - poster	Implicit in conversations	Explicit in conversations	
Article 42C	Dissemination children	Explicit	Implicit		

## Appendix 63

### Barns Rätt till Småbarnspedagogik (Poster)



## Appendix 64

### Emma's Significant Events (33)

Observation	Event	WB	
SE 3. From Observations 27.3.17	Four children on the two-way seesaw	5	SG
SE 5. From Observations 27.3.17	Emma and Mia on the 4-way spring rocker	5	P
SE 14. From Observations 27.3.17	Emma and Mia are playing with a doll with Eva (early years educator)	5	P+A
SE 17. From Observations 27.3.17	Emma and Mia in home corner, talking on toy phones	5	P
SE 20. From Observations 28.3.17	Emma and Sophia are being served breakfast	5	P
SE 23. From Observations 28.3.17	Emma is engaging Sophia in playful word games	5	P
SE 24. From Observations 28.3.17	Emma is having breakfast next to Sophia	5	P
SE 26. From Observations 28.3.17	Emma is watching footage on my laptop, calling out the children's name as she recognises them	5	P+A
SE 29. From Observations 28.3.17	Emma and Sophia are running around inside	5	P
SE 32. From Observations 28.3.17	On exercise mat inside with Sophia and John	5	SG
SE 33. From Observations 28.3.17	Emma and Sophia are rolling around on exercise mats inside	5	P
SE 39. From Observations 28.3.17	In the small woodland area, lion chase	5	SG
SE 41. From Observations 28.3.17	Emma is suddenly crying and Sophia is trying to comfort her as Eva walks up – not sure why she cried	1	P+A
SE 44. From Observations 28.3.17	Emma is running around and round the small wooden table outside with Sophia and Mia	5	SG
SE 47. From Observations 28.3.17	Emma and Mia are on the bench in the corridor giggling	5	P
SE 52. From Observations 28.3.17	Reading on the sofa at circle time	5	WG +A
SE 53. From Observations 28.3.17	Emma gives Sophia a kiss during story time	5	WG +A
SE 55. From Observations 28.3.17	Singing lunch time song	5	WG+ A
SE 59. From Observations 28.3.17	Emma comes up to me, singing the animal song 'kan du säga vem jag är?'	5	SG +A
SE 64. From Observations 28.3.17	Emma, Sophia, (and another child on the side) are playing with Smurfs at the square table.	5	P
SE 67. From Observations 29.3.17	Emma is watching footage on my laptop	5	SG +A
SE 70. From Observations 29.3.17	Lena (early years educator) and Emma do the Easter project together	5	WA
SE 81. From Observations 29.3.17	On the two-person seesaw: Mia, Emma, John, Sophia	5	SG +A
SE 91. From Observations 29.3.17	It is singing time, John, Mia, Emma, and Billy, are sitting really close together at one end of the sofa	5	WG +A
SE 95. From Observations 29.3.17	The children sing 'incy wincy spider' with tiny hand movements and large whole body movements	5	WG +A



## Appendix 65

### ‘Fundamental British Values’ mapped against the UNCRC

**Democracy:** making decisions together

- Knowing your views count and valuing views of others:  
**Article 12**
- Learn to take turns, share and collaborate:  
**Article 29.1 (d)**

**Rule of law:** understanding rules matter

- Managing feelings and behaviour: Learn to distinguish right from wrong and consequences:  
**Article 28.2**
- Create rules and codes of behaviour together:  
**Article 29.1 (d)**

**Individual liberty:** freedom for all

- Positive sense of self: Self-knowledge, self-esteem and confidence:  
**Article 29.1 (a)**
- Staff provide a range of experiences:  
**Article 29.1 (a)**

**Mutual respect and tolerance:** treat others as you want to be treated:

- Ethos of inclusivity:  
**Article 2**
- Respect own and other cultures:  
**Article 29.1 (c), Article 30**
- Sharing and respecting other's opinions:  
**Article 14, Article 29.1 (d)**
- Challenge stereotypes:  
**Article 2**

Underpinning all is Article 17 and the right to information to be able to make decisions, understand rules, develop a positive sense of self, and tolerance towards others.

<b>2</b>	Non-discrimination	Protection
<b>12</b>	Respect for the child's views and evolving capacities	Participation
<b>14</b>	Freedom of thought, conscience and religion	Participation
<b>17</b>	Access to information	Participation
<b>28.2</b>	Dignified discipline	Protection
<b>29.1 (a)</b>	Goal of education – develop to fullest potential	Provision
<b>29.1 (c)</b>	Goal of education – develop respect for parents, their own and other cultures	Provision
<b>29.1 (d)</b>	Goal of education – prepare for a responsible life	Provision
<b>30</b>	Minority and indigenous culture, religion and languages	Provision

## Appendix 66

### Tanka Poem Explained

When looking at the five *Guiding Articles* that emerged from my data, and what each right represents, I got the idea of summarising or expressing these rights in the form of a Tanka poem. The Japanese Tanka is a thirty-one-syllable poem commonly written in five lines of 5 / 7 / 5 / 7 / 7 syllables, with a pivot in the third line. For further information on Tanka poetry see:

<https://medium.com/house-of-haiku/tanka-poetry-a-brief-introduction-11f2aabef214>

THEORY	CHILD	TANKA	ARTICLE	RIGHTS
Practice theory	LUKE	<b>do see me, hear me</b>	13	Freedom of expression
Experiential theory	DANNY	<b>educate me playfully</b>	31P	Play
Experiential theory	JESSICA	<b>together today</b>	3.3	Suitability of staff
Middle range theory	EMMA	<b>with care and kind protection</b>	3.2	Protection and care for well-being
Grand theory	BILLY	<b>so I can be, become me</b>	29.1 (a)	Develop to fullest potential

This simple poem needs to be understood as if read out by a young child, speaking up for themselves and on behalf of other young children.

do see me, hear me  
educate me playfully  
together today  
with care and kind protection  
so I can be, become me

## Appendix 67

### Focus Children and Staff in the four Settings

Staff	Setting	Child	Sex	Age
Hannah	Setting 1 England	Alex	Boy	2 years 11 months
Jenny		Blake	Boy	2 years 10 months
Karen		Liam	Boy	2 years 10 months
Mary		Luke	Boy	2 years 6 months
David	Setting 2 England	Adam	Boy	2 years 1 month
Holly		Bella	Girl	2 years 6 months
Jimi		George	Boy	2 years
Linda		Jessica	Girl	2 years 6 months
Nina				
Sally				
Alice	Setting 3 Finland	Danny	Boy	2 years 4 months
Ebba		Isabella	Girl	2 years 8 months
Lisa		Olivia	Girl	2 years 9 months
Maja		William	Boy	2 years 11 months
Elisabeth	Setting 4 Finland	Billy	Boy	2 years 9 months
Eva		Emma	Girl	2 years 1 month
Kerstin		John	Boy	2 years 9 months
Lena		Mia	Girl	2 years 8 months

## Publication

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### USING THE UNCRC AS A FRAME OF REFERENCE FOR ETHICAL RESEARCH WITH YOUNG CHILDREN

Aline Cole-Albäck

#### Introduction

There are hundreds of different images of the child. Each one of you has inside yourself an image of the child that directs you as you begin to relate to a child. This theory within you pushes you to behave in certain ways; it orients you as you talk to the child, listen to the child, observe the child.

(Malaguzzi, 1994, p. 52)

The quote above is taken from a seminar presented by Professor Malaguzzi to an audience of education professionals; however, it would have been equally fitting to an audience of childhood researchers. Regardless of the image of the child that directs us, what children are entitled to, is research conducted in an ethical way, whether research is about or for, with or by children.

The premise of this chapter is that if we recognise that children have rights, then the UN Convention on the Rights of the Child (UNCRC) (UN, 1989) ought to inform research with children (Bell, 2008). However, much of the academic debate to date has focused on jurisprudence and the legal implementation of the UNCRC, with limited discussions on how children's rights are relevant outside of the legal and political sphere (Reynaert et al., 2009, p. 2012), and how the UNCRC can be used as a frame of reference to inform research ethics guidelines and ethical practice in the field (Bell, 2008). This chapter will address this gap drawing on a PhD research study.

It will be argued here that an ethics framework informed by children's rights offers a more comprehensive view of what constitutes ethical research with children. The reason for suggesting this is because childhood research informed by rights has as its starting point an image of the child as a subject (not object) of equal worth to adults, not only worthy of respect, but *entitled* to respect at every stage of the research process. A rights-based ethics framework also necessitates a particular research design according to Lundy and McEvoy (2012). They suggest that for research with children to qualify as rights-based there are criteria that need to be met: the research aims should be informed by the

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UNCRC, the research process should comply with the UNCRC, the outcomes should build the capacity of children and duty-bearers, and the process should further the realisation of children's rights.

The first section will briefly outline the context of the study and the countries involved, before introducing the structured rights-based ethical approach to the research process used in the study. The ensuing phenomenologically inspired analysis and discussion will illustrate through positive or affirmative examples how the UNCRC can guide researchers when reflecting on how to engage ethically in research with very young children.

### **Research Context and Methodology**

The data informing this chapter is from a research study into children's rights in early childhood education, gathered in England and Finland (2016-2017). Two settings in each country took part, involving 13 staff and 16 2-year-old children. The reason for choosing England was because this is where I live and work, and where I hope to make a direct difference, and the reason for choosing Finland was because of its high status in the league tables (OECD, 2015) and different history of engagement with children's right due to its political and socio-cultural heritage. Choosing two countries with distinctive histories of engagement with right was expected to provide a richer database than a single country study would. Interestingly, data revealed differences in experiences, but common concerns regarding ethical issues. The reason for choosing the age group was because of the growing number of 2-year-olds in formal or out-of-home care across Europe (DfE, 2018; UNICEF, 2008). As this is a fairly recent phenomenon, there is still limited research with this age group, and rights-based research in particular (Rayna and Laevers, 2011).

### **English Context**

Under New Labour (1997-2010) there was a growing commitment to children's rights as evident in a number of Government publications (DCSF, 2009; DCSF, 2010). New Labour laid the foundation for a more explicit rights-based approach to childhood provision through legislation such as the Children Act 2004 and the *Every Child Matters* reform programme (DfES, 2003). However, since the formation of the Cameron Ministry in 2010, and the archiving of the *Every Child Matters* agenda, and the subsequent May Ministry 2016, children's rights are again less visible in government initiatives and policies (CRAE, 2015, 2016).

Despite the current situation on the (in)visibility of the UNCRC and children's rights, it has to be recognised that there are a large number of *Acts* protecting children and guaranteeing them basic health and education rights in England. However, without incorporation of the UNCRC, children's rights risk being largely invisible in the national discourse as pointed out by the *Equality and Human Rights Commission* (EHRC, 2016). Despite the political reluctance to openly engage with children's rights (CRAE, 2017) the ethics guidelines for educational research in Britain recognise their importance: 'The Association requires researchers to comply with Articles 3 and 12 of the United Nations Convention on the Rights of the Child' (BERA, 2011, p. 6).

### ***Finnish Context***

The context in Finland is somewhat different in that Finland is one of 13 EU states that has a national policy framework in place on children's rights (EUFRA, 2014). The plan called: *A Finland Fit for Children* is used in conjunction with other policies and initiatives (Ministry of Social Affairs and Health 2005). It was developed based on the feedback Finland got in 2000 from the Committee on the Rights of the Child (UN CRC, 2000). However, in the national research guidelines, only Article 12 is referred to (TENK, 2009, p. 6). Interestingly, in the new National Core Curriculum for ECEC (Finnish National Agency for Education, 2016), the document explicitly refers to the UNCRC and uses rights language in a very accessible way. The subchapter on underpinning values refers to twelve of the Articles of the UNCRC.

### ***Phenomenological Inspiration***

This study was inspired by what Giorgi (2000) calls 'scientific phenomenology' (p. 12) in that it sought 'experience-sensitive understanding' of a particular issue or social phenomenon (van Manen 1997, p. xi), admittedly with a specific rights focus, as opposed to 'philosophical phenomenology' that is primarily interested in the nature or essence of the phenomenon per se and its universal meaning.

The bulk of the data was collected through participant observations, rather than from interviews as typically is the case in phenomenology (Danaher and Briod, 2005; Patton, 2015). The Canadian phenomenologist van Manen (1997) recognises observations as a means of especially gaining access to young children's experiences, where interviewing may not be an appropriate method due to the age of the children. van Manen calls them 'experiential anecdotes' (p. 68). To systematically structure the observations, as illustrated in the first *experiential anecdote* below, van Manen's (1997, 2014) five 'lifeworld existentials' were used: Lived Other (relationality); Lived Body (corporeality); Lived Space (spatiality); Lived Time (temporality); and Lived Things (materiality).

To frame the discussion, Kraus' (2013, 2015) reformulation of the phenomenological term 'lifeworld' (*Lebenswelt*) was used as well as his interpretation of the concept 'life conditions' (*Lebenslage*). These terms were further expanded on, by introducing the concept of 'life interactions' (*Lebensinteraktion*).

Honouring its phenomenological origin, the term 'lifeworld' (*Lebenswelt*) is used to mean more than just 'a simple orientation towards a person's life situation' (Kraus, 2015, p. 2). In agreement with Kraus, 'lifeworld means a person's subjective construction of reality, which he or she forms under the condition of his or her life circumstances' (p. 4), that can be communicated to others through verbal or non-verbal communication. Kraus' term 'life conditions' (*Lebenslage*) was however adapted as his term 'life conditions' was considered too broad, as it encompasses everything outside of the person's lifeworld, all of a person's material as well as immaterial circumstances. Kraus' notion of *life conditions* was therefore adapted. Life conditions are here taken to represent a person's material or external circumstances solely. In the case of this study, a child's external circumstances in which subjective experiences take place are for instance their living conditions at home, socioeconomic status, neighbourhood, type of nursery the child attends, curriculum or approach to play and learning taken in the nursery, resources available, routines and so forth.

The immaterial, or social and relational aspects of a person's circumstances, are brought to the fore by giving these aspects of a person's circumstances its own category,

'life interactions' (*Lebensinteraktion*), in order to draw more attention to the importance of interpersonal interactions to experiences, as children can only grow and develop to their fullest potential in relationship with others, feral children or the stories of Romanian orphans, cases in point. Life interactions are in other words the connections children develop in relation to adults and children they encounter or share their daily lives with. These interactions can be anywhere along a continuum from fleeting and unimportant to deep and meaningful attachments to primary and secondary caregivers. Interactions with researchers for instance may be fleeting, but need to be meaningful to be ethical.

The notion of a person's subjective reality is as such aligned with the term 'lifeworld', the term 'life condition' is aligned with material circumstances in a person's life, and the term 'life interaction' is aligned with relational aspects of a person's experiences.

### **Embedding Rights in an Ethical Research Process**

There is a generally agreed discourse on ethical responsibilities towards child participants today, even if university, national and international guidelines may differ. The UNCRC has undeniably played a role in this shift towards more respectful, participative ways of researching children. However, Bell's 2008 analysis of several contemporary research ethics guidelines for research involving children revealed that there was a general lack of direct reference in these guidelines to rights principles such as those articulated in the UNCRC. This is an important omission if we, as mentioned above, consider that a rights-inspired lens brings to the fore important ethical issues. The *EECERA Ethical Code for Early Childhood Researchers* (Bertram et al., 2015, p. 7) does refer to rights principles by stating: 'researchers should operate within the spirit of Article 3 [best interest] and Article 12 [voice and participation] of the UNCRC'. But what does 'operate within the spirit' mean? The next part of this chapter endeavours to elucidate that. For the sake of legibility, ethical considerations during the research process described below have been spilt into four stages; however, in reality the process is overlapping and less stage like:

1. introduction stage
2. access stage
3. process stage
4. completion stage

To illustrate how rights correlate to ethical aspects grappled with during the research process, the relevant UNCRC Articles have been noted in brackets. The ensuing discussion will clearly demonstrate the link between children's rights and ethical research practices.

### ***Introduction Stage***

The introduction stage is about finding out about the research and building trust. In both England and Finland, after gaining access from adult gatekeepers at county and setting level, information letters were sent out to families, to invite them to take part in the study and to obtain written consent to engage with their child. The research in the settings started with two *play days*, days to get to know the children and staff, and familiarise myself with every-day life in the setting. The play days were also the starting point for most of the children to get information about the research that was going to take place (Article 17). Because of the

young age of the children, the information given was that I wanted to find out what made them happy or sad, what they liked or did not like when in the setting (Article 17). I also explained I was going to take notes and sometimes film their day, if that was ok with them.

This is a fundamental point for me as a childhood researcher, to inform the children that they genuinely have the power to say no, to ask me to stop or go away, without having to give a reason, the same right I would accord any adult participant, as the image I hold of 2-year-olds is that of someone of equal worth to adults, deserving the same courtesy. The *play days* were an equally important starting point for the children to get to know me, for the children to form their first impressions of me as a person and professional (Article 3.3).

Part of the *Introduction Stage* is also for the children to get familiar with research tools; pens, pads, laptops, cameras and so forth. Learning about and allowing access to research equipment was an important aspect of the methodology. All children used the GoPro camera with utmost care, respecting it was an expensive piece of equipment, and proud to have the opportunity to use it responsibly (Article 29.1d). The impact it had on the children was quite remarkable. I had not anticipated it to be as empowering as it turned out to be (Article 5).

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*Experiential anecdote, 25 November 2016*

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A group of children come back to the 2-year-old room (Lived time – they have been playing in another part of the building). When Chris sees me in the book area, reading with a child, he walks up to me and says he wants to film (Lived things – researcher equipment). He stands very close to me and looks expectantly up at me (Lived body – proximity). I push my pen and notepad to the side to make some space for Chris, and reach for my camera case. Chris watches as I take my camera out of its case. I hand it to him, and we secure the strap around his wrist. He switches the camera on. Chris chooses to film Jimi (early years worker) who is playing with some children (Lived space – what is happening). This is an adult Chris enjoys spending a lot of time with. When Chris is done filming, he switches the camera off, turns to me, standing tall, looking intently at me, and says with a great big smile: ‘I’m a big boy!’ as he hands the camera back to me (Lived other – relationality).

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There were empowering experiences across the four settings, of how the resources I brought with me not only helped develop trust and a sense of connection, but also helped draw children in and have a sense of ownership in the research process itself.

#### *Access Stage*

This aspect of research is about equitable opportunity. The initial approach had been to allow children to come to me, and those who chose to engage with me were understood to be the children choosing to opt in. This is in line with what Corsaro (2018) calls the ‘reactive method’ (p. 54), as the researcher sits down and waits for children to react to them, waits for the children to take the initiative to engage. However, I quickly began to question this approach as it became apparent that it disadvantaged the quieter or more reserved child (Article 2). The more reserved children sometimes needed a non-verbal invitation from me (a smile or nod, offering of a pen and pad, or GoPro) for them to join in the first time. In both England and Finland, some children never asked directly to film independently, but when I picked up on their non-verbal cues (long looks at the camera or at me, hovering



nearby or hesitantly approaching) (Article 13), and I gave them the opportunity to join in, they were keen to accept. More confident children asked directly, as Tony did one morning in Setting 3. He asked if he could film (Article 12), asked for confirmation he was about to press the correct button (Article 17 and Article 13), and as he started filming exclaimed with a great big smile: 'I'm filming, I am!' I had expected that the camera would fuel children's curiosity, and draw them in to the research process, but did not anticipate that my (different) pen and notepad would do so in equal measure. The children either wrote directly on my researcher notepad, or made their own notes on their identical pad. They chose to either keep their notes or hand them to me, to add to mine. To an outside, they may seem like mere scribbles, but as my image of the child is that of a competent participant, I saw their notes as valuable contributions, in line with their age and maturity.

#### *Process Stage*

An important aspect to consider at this stage is assent and dissent. A distinction is made here between *consent* from adult gatekeepers and a child's *assent*. The concept of assent is however a contested concept. It has been discussed in detail by other scholars (e.g. see Alderson, 2012; Dockett et al., 2013) and will therefore not be discussed in greater detail here, simply defined. Assent is understood as: 'a sense of agreement obtained from those who are not able to enter into a legal contract' (Ford et al., 2007, p. 20). It is seen as a negotiated process, not a one-off event, whereby verbal and non-verbal communication is continually taken into consideration (Article 12 and Article 13). Due to the young age of the children this was deemed the most appropriate way of ascertaining if children were happy to participate (assent) or not (dissent). It has to however be recognised that children in settings are used to complying with adult requests and may not be accustomed to saying 'no' to adults, which is why dissonance between child's verbal and non-verbal communication is important to note. I made a point of frequently reminding the children that they had the right to say 'no' to being observed or filmed, and to say 'stop' if they changed their mind. An older 2-year-old in Setting 3 exercised his right to say 'stop' on a number of occasions until he realised he truly had that right, regardless of whether he said it in a whisper or in a loud voice (Article 12). In Setting 4, a child told me on one occasion to go away: 'Mene pois!' as I approach her, indicating her desire for privacy in her play (Article 16). This was particularly pleasing as she was the quietest and most reserved of the 2-year-olds in that group, and I felt that if she felt confident enough to tell me to go away, I had managed to gain the children's trust. There is as such a relational aspect to assent and dissent, and this interpersonal connection need not take long to develop, as I experienced in the first week of the research process in Setting 2.

Chris, the oldest 2-year-old in the group (2 years, 9 months), and I had an instant positive rapport that I believe was the reason I was allowed privileges others may not have

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#### *Experiential anecdote, 23 November 2016*

Only a couple of children are getting ready to go outside today, as it is bitter cold. I get dressed and walk out in the garden, about to switch on my GoPro camera as I approach Chris, who is the first child outside. He is looking around the sandpit, moving with confidence, seemingly searching for something, with his back turned against me. As I approach him, I call out: 'Can I film you Chris?' Without looking up, he replies with an emphatic: 'No!' but when he turns around and sees me, he says: 'Oh!' 'Yes!'

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been accorded (Article 3.3). I also believe he understood the research process, that observing and taking notes or filming was part of the data collection process, the reason why I was there, as he in his play stated, glancing over at me, that some toy food he was preparing was for me, for later, when I had finished filming.

I initially always explicitly asked the children permission to film or take notes, but as the research progressed and my presence and role in the setting became part of the children's lifeworld, a wave of the pen and pad, or gesture with the GoPro, was quickly acknowledged by the children as quite ordinary. Children's assent was never taken for granted, but their verbal assent (Article 12) was often replaced with their non-verbal assent (Article 13) in what seemed like a very natural on-going negotiated process. My image of the 2-year-old child is as such that they are competent communicators and it is for adults to both listen to words and take notice of their non-verbal communication to understand them. When filming continued over an extended period of time, I always, verbally or with a gesture, kept reminding children that I was filming (Article 17). It was also a deliberate choice to hold the camera rather than place it on a tripod and let it run. In the pilot setting in England one child did not want to be filmed and whenever she came into a room and saw the blinking camera in my hand, she always chose to come and stand next to me, out of the field of vision. Had the camera been on a tripod, left to run at a distance, she may not have been aware of it, and not been able to make that informed choice (Article 5).

An important aspect throughout the research process is to do no harm, for the children to feel safe (Article 19). Safe in the sense that the views they expressed, verbally or non-verbally, were never criticised and were met with a compassionate response, if sensitive issues were divulged such as when Jessica in Setting 2 talked about being sad when she had been reprimanded by her key person (field notes, 25.11.16). As a rule, not filming a child in distressed was also adopted as a duty of care. It was presumed that the child wanted privacy (Article 16) and comforting (Article 3.2), away from the camera gaze when upset, at times also seeking comfort from me the researcher.

#### *Completion Stage*

Member checking, feedback and dissemination are aspects of this stage. The children were made aware throughout the fieldwork that the end result would be a large amount of documents for adults to read and a film they and adults would be able to watch. Children that had been filmed were all given the opportunity to view the footage they were in, respond to it, and say whether they felt it was ok to show it to Mummy and Daddy and other adults in the setting (Article 17 and Article 42). All children responded positively to the viewings and gave their assent to letting others view the footage too. They did so either verbally, with an affirmative sound or a nod (Article 12 and Article 13). Interestingly, some children asked to be able to view footage before the final edit (Article 12) and Adam (2 years, 1 month) surprised me by also expressing a 'dissemination request'. Adam said he wanted his Nanny and Granddad to see the footage too, which I was happy to comply with.

Another very interesting life interaction and meaningful connection to a child during the member checking process occurred many months after the fieldwork in Setting 1.

Only a few of the children showed a great level of interest in the notes I had written up. Most, now 3-year-old children, when given the opportunity to view them just said: 'no' or simply turned on their heels and walked off to play (Article 12 and Article 13). The children were free to guide me in how involved they wanted to be. Much time had sometimes elapsed when I came back to settings for member checking and final conversations, and as the

*Experiential anecdote, 19 June 2017*

When sitting on the floor, going over observations with the manager, one of the focus children kept coming up to us, to see what we were doing. This was a child who had been a little reserved at first, when I had arrived in the setting six months previously. I explained that we were reading through notes I had been taking when I had been there before. He asked: 'where is mine?' I looked for his notes, found them and held them up. He reached for them and looked around for something. He then looked at the pen in my hand. I asked him if he wanted my pen to make some notes too, and handed him my pen. He took it with a smile and started making marks on the back page. With great concentration he made some, what at first appeared random marks, but, reading upside-down, I suddenly realised he had written the first two letters of his name. He went on to write all the letters of his name, and with a great big smile handed the pen and papers back to me. It felt quite poetic that he had 'signed off' his observations.

children had been so young at the time of the initial interactions, many children said they did not remember me. I could however not help but register that even if children said they did not remember me, some looked at me with a quizzical look, as if they maybe had some fragment of memory or feeling of connection. Often these children immediately wanted me to play with them, or started telling me of recent events, as if I (actually) was a familiar person in their lives.

These are but a few examples of the correlation between the Articles of the UNCRC and corresponding research stages, listed with some examples from practice in table 40.1.

*Table 40.1 Ethical rights-based research process with young children*

<i>Research Stage</i>	<i>Process</i>	<i>UNCRC Article</i>
1. Introduction Familiarisation	Opportunity planned for child to get to know the researcher before study to form an initial opinion to decide if they feel they want to engage with the researcher	Right to suitability of researcher (Article 3.3)
Building trust	Give child the time it takes to build trust which can be immediate or require time. Justify your chosen role as researcher, on a continuum from 'nonparticipant' to 'atypical adult' observer.	Right to suitability of researcher (Article 3.3)
Learning about research process	As some children attend part time, make sure to inform all children about the research process, in person.	Right to information (Article 17)
Learning about the tools	Explore research tools together: camera, special pen, pad, activities, games or any other resources to be used. Explore rules of use,	Right to learning and development (Article 29)

Table 40.1 (Cont.)

<i>Research Stage</i>	<i>Process</i>	<i>UNCRC Article</i>
	expectations (e.g. camera strap around wrist, holding it steady, keeping it clean).	
2. Access Opportunity to participate in the research process	Equity of access. Make sure children who do not verbally ask, are offered opportunity to be included, to learn and take turns using tools, as some children may lack confidence to come forward.	Right to inclusion, non-discrimination (Article 2)
	Include key person if child needs familiar adult present to feel at ease with researcher in the beginning. Consider what to do if a child wants to take part but parents say no.	Right to participation (Article 12)
	Special considerations given to children with additional needs and children with other home languages.	Right to special care (Article 23)
	Plan research experiences at age appropriate level	Right to learning and development (Article 29)
3. Process On-going explicit assent and dissent	Explicitly give children permission to say no: 'You can say no or stop' to being observed and filmed, or being asked questions.	Right to verbal expression (Article 12)
On-going implicit assent and dissent	Once familiar and comfortable with the process, implicit non-verbal agreement may be given by a child with a nod, smile or glance of recognition. Silence, facial expression or body language may indicate dissent.	Right to non-verbal expression (Article 13)
On-going implicit assent and dissent	Look for dissonance between spoken words and non-verbal expressions that may contradict verbal assent (compliance).	Right to non-verbal expression (Article 13)
Data collection:	Duty of care not to film/observe children in distress – the right to well-being – do no harm..	Right to protection and care necessary for well-being (Article 3.2)
Filming and being filmed	The presence at all times of a well known adult for comfort and well-being during the research process	Right to be safe (Article 19)

Table 40.1 (Cont.)

<i>Research Stage</i>	<i>Process</i>	<i>UNCRC Article</i>
	Allow expression of views and non-verbal communication without fear of being told off or criticised.	
Being filmed and observed	Step back at times so the child is not all the time under the researcher gaze even if they do not say 'no' or 'sop'	Right to privacy (Article 16)
	Draw children's attention to the flashing red light if they walk in on filming in process, as well as during filming as children may forget they are being filmed	Right to information (Article 17)
Conversations	Spontaneous or planned conversations 1:1 with confident children, or with a key person, or other children present for children to feel more at ease	Right to verbal expression (Article 12)
Benefit	Empowering by sharing the process, having a say, contributing to note taking, filming and conversations	Right to guidance (Article 5)
Harm	Is the research process exploitative or respectful, and will it ultimately benefit children	Right not to be exploited (Article 36)
4. Completion Member checking	Showing notes, footage and end product to participating children for verbal and non-verbal feedback, taking note of tone of voice, and facial expressions of approval or disapproval, as well as dissonance between spoken words and non-verbal expressions	Right to verbal (Article 12) and non-verbal expression (Article 13)
Final Feedback	Feedback at final completion – infants and toddlers may well have forgotten who you are, or have moved on, when you come back, but still consider feeding back	Right to information (Article 17)
Dissemination	Inform of intended use of video footage, showing of film to parents and staff (or any other audience)	Right to information (Article 17)
	Inform of intent to write about their experiences for others to read – publications	Dissemination (Article 42)
Confidentiality	Protect the future adult by considering where visual data may end up if shared; university open source learning systems (Moodle), online parent platforms (Tapestry), social media (Facebook, Instagram, YouTube)	Right to privacy (Article 16)

This is by no means an exhaustive list, but serves as an illustration of how the UNCRC can inform both research ethics guidelines and ethical researcher practices.

### **Discussion**

When we as researchers enter children's worlds in a setting, we are invited into a space of shared routines and a web of relationships and values. It is a physical and social space, that is in constant flux and as researchers we only get a glimpse of how children experience this space, at a particular moment in time (Raittila, 2012). Just as we enter a space with its own unique history, we bring with us our own histories that have shaped who we are, why we wish to explore a particular issue or phenomenon in this context, and the image of the child we hold. Even if we try to suspend our judgement, we need to recognise that we are not neutral, as qualitative researchers are 'the instrument of both data collection and data interpretation' (Patton, 2015, p. 57). To help in the interpretation of, and reflections on the ethical responsibilities researchers faces in research with young children, a phenomenological perspective can be illuminative.

### ***Phenomenological Inspiration***

As my research study was with early verbal children, who have not got the ability to fully articulate their *lifeworld* or subjective perspective, it required a more relational, *life interaction* and interpretivist approach, to develop my understanding of my issue of concern; young children's rights. Making a distinction between *lifeworld*, *life conditions* and *life interactions* helped me analyse ethical implications participatory research may have on children.

During one of the focus groups with parents, as we were watching a video clip where a child exercised their right to say 'stop' to being filmed, one mother exclaimed: Is that where Danny's got 'Stop Mummy!' from?! He says: 'No, stop! Stop!' all the time.

My philosophy, together with a change in material circumstances, life condition, the bringing in of a camera, and our life interactions in the setting, had in a matter of days become part of Danny's subjective reality, *lifeworld*. Danny had subsequently brought his subjective reality from the setting to the home environment, where in this case, it was respected, as the parents saw being assertive as something positive; however, I cannot help wondering what the outcome could have been, had it been in a socio-culturally different home environment? Taking a *lifeworld*, *life conditions*, *life interactions* perspective opened my eyes to the fact that my interactions in settings could have unanticipated consequences. This perspective puts more visibly children's best interest at the core of the research process.

### ***Relational Perspective***

If we recognise that, when we enter settings as researchers, we become part of children's *life conditions* and *life interactions*, which has bearing on children's subjective reality, their *lifeworld*, we cannot escape the ethical responsibility it carries to reflect on the impact we may have on the children taking part in our research.

Warming (2011) suggests, 'a "least adult role" approach, enhances the possibilities of successfully achieving empathetic and empowering representation of young children's perspectives' (p. 39). In the *least adult role* the researcher endeavours to participate in a childlike way by:

- Playing with the children

- Submitting to the authority of their adult carers
- Abdicating from adult authority and privileges
- Letting children define and shape the researcher's role

Warming insists it is only through the *least adult role* that researchers can gain access to areas of children's *lifeworld* that would otherwise be inaccessible. However, I was in both England and Finland in similar positions of complicity with children as Warming (2011) describes, gaining deeply personal insights, without the need for abdicating 'adult authority and privileges' (p. 43).

It should also be questioned if children really buy into what may be seen as an adult constructed illusion, as the adult researcher can at any point in time reclaim their abdicated authority and privileges. It is as such a notion with an element of pretence or even deception. Rogers and Evans (2008) admit that the children in their study had, to their surprise, not bought into their role as *lesser adults*. They suggest it is because the notion of a lesser adult does not fit with children's experiences of the world, *lifeworld*, because children position adults 'according to the discourse within which they are operating' (p. 49).

There are therefore ethical questions to be answered: how ethical is it to try to be a lesser adult? Just as children have the right to staff that are *suitable* according to Article 3.3, it could be argued that children have by extension the right to researchers who are suitable in personality, understanding and sensitivity towards their *lifeworlds*, life conditions and life interactions. Maybe a more honest researcher role is Corsaro's (2018) notion of 'atypical adult' or non-authoritarian adult (p. 55). This recognises irrefutable power relationships and inescapable generational issues (Mayall, 2000).

#### ***Rights-based Ethical Research Approach***

Rights-based research is as such about respecting children's evolving capacity and a question of ethical relationships, as adults in line with Article 5 help children exercise the rights as expressed in the UNCRC. With young children in the early years it is foremost about listening according to Article 12 and noticing, according to Article 13; about the harmony between verbal and non-verbal communication as we try to understand children's *lifeworld*. It is about providing information children can understand according to Article 17, to be able to make informed decisions, and about including all children interested in taking part, despite challenges so as not to discriminate according to Article 2 and Article 23, and in the research process protecting children from any possible harm (Article 19) or from simply being used for the purpose of a research project (Article 36).

Furthermore, if we really seek to embed rights in our research practices and adopt a 'children's rights-based approach' to our research, we need to consider Lundy and McEvoy's (2012, p. 78) five elements or principles mentioned in the introduction. This is a tall order but a very useful framework to distinguish between 'rights-based' research and rights inspired or 'rights-informed' approaches to research with children (p. 79). Both have their value but the distinction needs to be made for clarity. In my original study, I can only claim it to be rights-informed, as we are now, as the next step, beginning to explore how to build the capacity of staff (duty-bearers). By adopting an ethical approach to research as described in this chapter, using the UNCRC as a frame of reference at the various stages of the research process, childhood researchers can move in the direction towards a more conscious rights-informed and children's rights-based research.

### Conclusion

In 2008 Bell stated that ethics guidelines were only beginning to make reference to children's rights, however when they were, they lacked definition and were seldom correlated with ethical research practices. I believe this is still much the case. This chapter has, with data from a research study, shown the correlation between ethical research practices and Articles of the UNCRC, and thus how children's rights can be brought to the fore in research guidelines and research practices with children. The examples are by no means exhaustive but a starting point for reflecting on how the UNCRC can be used as a frame of reference, thus firmly setting the researcher's eyes on what is in the best interest of the child. Bringing attention to the correlation between children's rights and ethical research practices will hopefully encourage childhood researchers to adopt a more rights-inspired approach to childhood research and thus 'protect and promote children's rights throughout the research process' (Bell, 2008, 11-12) and support the realization of the UNCRC.

What this chapter has also tried to convey is the importance of respecting children's life conditions and lifeworld. 'To be ethical, adults must enter a child's world with respect, humility and caution' (Broström, 2006, p. 250). By unpicking the terms 'lifeworld' (*Lebenswelt*) and 'life conditions' (*Lebenslage*) and adding the concept of 'life interactions' (*Lebensinteraktion*), greater attention is given to the impact researcher interactions in the field has on children's lifeworld, and the ensuing ethical responsibility researchers carry towards their young participants. Treating children as competent social actors with rights creates new ethical challenges especially in institutions where children traditionally are expected to comply with adult requests (Freeman and Mathison, 2008). 'Our understandings of research with children and, indeed, of ethics in research with children, are embedded within our understandings of children and childhood' (Farrell, 2005, p. 5). We are coming back to the opening quote. We as researchers, or any adult working with children, therefore need to first of all turn the spotlight inward, to recognise what image of the child we have, to understand where we are coming from, before we can truly see the individual child in our attempt to understand their subjective reality or lifeworld, and life conditions. In my view, the 2-year-old children in the research study were all competent decision makers within their environment, skilful communicators, and adept participants. Inspired by phenomenology and Kraus' distinction between 'life conditions' (*Lebenslage*) and 'lifeworld' (*Lebenswelt*), together with the concept of 'life interactions' (*Lebensinteraktion*), gave me a more nuanced understanding of ethical rights-based research with young children.

I wish to give the final word to one of the great child rights scholars of our time, Emeritus Professor Michael Freeman from University College London:

Those who espouse children's rights have a vision of a better world for children and through this a better world for all. This requires us to gain a better understanding of the lives of children, of what is important to them and how they perceive and construct their social worlds.

(Freeman, 2012, p. 37)

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