

RESPECT FOR CHILDREN'S RIGHTS IN IRELAND RESPECTAREA DREPTURILOR COPIILOR ÎN IRLANDA

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Summary: The author of the article describes his activity with children from the perspective of respecting their rights. The author works with children from 4 years and after school until the age of 12. The author describes the activities with children based on the two main programs: Aistear and Siolta.

Rezumat: Autorul articolului descrie activitatea sa cu copiii din perspectiva respectării drepturilor acestora. Autoarea lucrează cu copii de 4 ani și after school până la vârsta de 12 ani. Autorul descrie realizarea activităților cu copiii în baza celor două programe principale: Aistear și Siolta.

Key words: preschoolers; children's rights; curriculum.

Cuvinte-cheie: preșcolari; drepturile copiilor; curriculum.

In Ireland the rights for children under the age of 18 is set out in the United Nations Convention on the Rights of the Child, the most accepted standard on children's rights in the world. Ireland signed up to promote children's rights set out in the UNCRC in 1992.

Children's rights include the right to education, play, health, recreation, family life, and, an adequate standard of living and to be protected from abuse and harm. The UNCRC C cover childrens developmental and age-appropriate needs that change as they grow up.[3]

There are four general principles that underpin all children's rights:

Non-discrimination means that all children have the same right to develop their potential in all situations and at all times. This, equal opportunity for all children. For example, all children have equal access to education regardless of their race, nationality, gender, religion, ethnicity, disability, sexual orientation, parentage, or other status

The best interests of the child are Irelands „primary consideration" in all the decisions and actions concerning children. This principle is used to resolve conflicts between different rights. For example, when the government are making national budgetary decisions affecting children, they must consider how cuts will impact on the best interests of the child.

The right to survival and development emphasise the vital importance of ensuring children have access to basic services and equal opportunity for all children to ensure they achieve their full development. For example, a child with a disability has effective access to health care and education, in order to achieve their full potential

The views of the child this means that the voice of the child is heard and respected in matters concerning their rights. For example, teachers, parents, carers ect should consult with children before making decisions that will affect them.

Children with disabilities have rights, that the government must reinforce and respect. For example, Children with a learning disability or physical disability have the right to education, special care, and training that is designed to help them achieve self-reliance and lead a full, active life in society.

Siolta our national curriculum framework set out rights and principles for children in the early years. They include the following. [1]

Standard 1: Rights of the child

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

Standard 2: Environments

Enriching environments, both indoor and outdoor (including materials and equipment) are wellmaintained, safe, available, accessible, adaptable, developmentally appropriate, and offer a variety of challenging and stimulating experiences.

Standard 3: Parents and Families

Valuing and involving parents and families requires a proactive partnership approach evidenced by a range of clearly stated, accessible and implemented processes, policies and procedures.

Standard 4: Consultation

Ensuring inclusive decision-making requires consultation that promotes participation and seeks out, listens to and acts upon the views and opinions of children, parents and staff, and other stakeholders, as appropriate.

Standard 5: Interactions

Fostering constructive interactions (child/child, child/adult and adult/adult) requires explicit policies, procedures and practice that emphasise the value of process and are based on mutual respect, equal partnership and sensitivity.

Standard 6: Play

Promoting play requires that each child has ample time to engage in freely available and accessible, developmentally appropriate and well-resourced opportunities for exploration, creativity and 'meaning making' in the company of other children, with participating and supportive adults and alone, where appropriate.

Standard 7: Curriculum

Encouraging each child's holistic development and learning requires the implementation of a verifiable, broad-based, documented and flexible curriculum or programme.

Standard 8: Planning and Evaluation

Enriching and informing all aspects of practice within the setting requires cycles of observation, planning, action and evaluation, undertaken on a regular basis.

Standard 9: Health and Welfare

Promoting the health and welfare of the child requires protection from harm, provision of nutritious food, appropriate opportunities for rest, and secure relationships characterised by trust and respect.

Standard 10: Organisation

Organising and managing resources effectively requires an agreed written philosophy, supported by clearly communicated policies and procedures to guide and determine practice.

Standard 11: Professional Practice

Practising in a professional manner requires that individuals have skills, knowledge, values and attitudes appropriate to their role and responsibility within the setting. In addition, it requires regular reflection upon practice and engagement in supported, ongoing professional development.

Standard 12: Communication

Communicating effectively in the best interests of the child requires policies, procedures and actions that promote the proactive sharing of knowledge and information among appropriate stakeholders, with respect and confidentiality.

Standard 13: Transitions

Ensuring continuity of experiences for children requires policies, procedures and practice that promote sensitive management of transitions, consistency in key relationships, liaison within

and between settings, the keeping and transfer of relevant information (with parental consent), and the close involvement of parents and, where appropriate, relevant professionals.

Standard 14: Identity and Belonging

Promoting positive identities and a strong sense of belonging requires clearly defined policies, procedures and practice that empower every child and adult to develop a confident self- and group identity, and to have a positive understanding and regard for the identity and rights of others.

Standard 15: Legislation and Regulation

Being compliant requires that all relevant regulations and legislative requirements are met or exceeded.

Standard 16: Community Involvement

Promoting community involvement requires the establishment of networks and connections evidenced by policies, procedures and actions which extend and support all adult's and children's engagement with the wider community. [2]

Reference list:

1. CECDE *Siolta, The National Quality Framework for Early Childhood Education*, Dublin: The Statutory Office, 2006
2. Convention on the rights of the child **Treaty no. 27531**. United Nations Treaty Series, 1989, 1577, pp.
3. United Nations "Convention on the Rights of Persons with Disabilities." Treaty Series 2515 (December): 3, 2006.

LEARNING THROUGH DISCOVERY CENTERED ON THE NEEDS AND CAPABILITIES OF THE PRESCHOOLER ÎNVĂȚAREA PRIN DESCOPERIRE CENTRATĂ PE NEVOILE ȘI CAPACITĂȚILE PREȘCOLARULUI

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Summary: The child who is learning must build his knowledge through his own understanding, no one can do this for himself. Children have the right to an adequate education because education is the way to better living conditions, to ensure a promising future. In early education, each day can be a captivating mystery for children to discover with enthusiasm, the educational content must be explored and discovered, at their own pace, by each child. This is how questions and desires are born to learn about everything that surrounds him. "The supreme art of the teacher is to awaken the joy of creative expression and the joy of knowledge". (Albert Einstein)

Rezumat: Copilul care învață trebuie să-și construiască cunoașterea prin intermediul propriei înțelegeri, nimeni nu poate face acest lucru în locul său. Copiii au dreptul la o educație adecvată deoarece educația este calea spre condiții de viață mai bune, pentru asigurarea unui viitor promițător. În educația timpurie, fiecare zi poate fi un mister captivant pe care copiii să-l descopere cu entuziasm, conținutul educational trebuie explorat și descoperit, în ritm propriu, de fiecare copil. Astfel se nasc întrebări și dorințe de a afla despre tot ceea ce îl înconjoară., Arta supremă a profesorului este de a trezi bucuria exprimării creatoare și bucuria cunoașterii". (Albert Einstein)

Key words: learning, learning through discovery, new education, pedocentrism, learning by doing.