



# Voice of the Baby

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# Vision Mission Advocacy

**Our Vision** is that Scotland's youngest children, those from birth – 5 years old realise their rights through arts and creative experiences that bring joy and wonder, igniting curiosity in early childhood.

**Our Mission** is to inspire our youngest children, those from birth – 5 years old, through their engagement and participation in high quality live performances and arts experiences that reflect their needs, interests and voice; and that these experiences enable them to realise their rights, regardless of where they live or their background.

**Our Advocacy** work has increased significantly in recent years and now forms one of our core pillars of activity. Through this work, we actively amplify the voices of our youngest children and how through their engagement with and participation in arts and creative experiences, their rights, including their right to arts and culture can be realised.



# What does the Voice of the Baby look like?

What we mean by Voice  
What we mean by Baby





SCAN ME



# Starcatchers' Engagement Signals .

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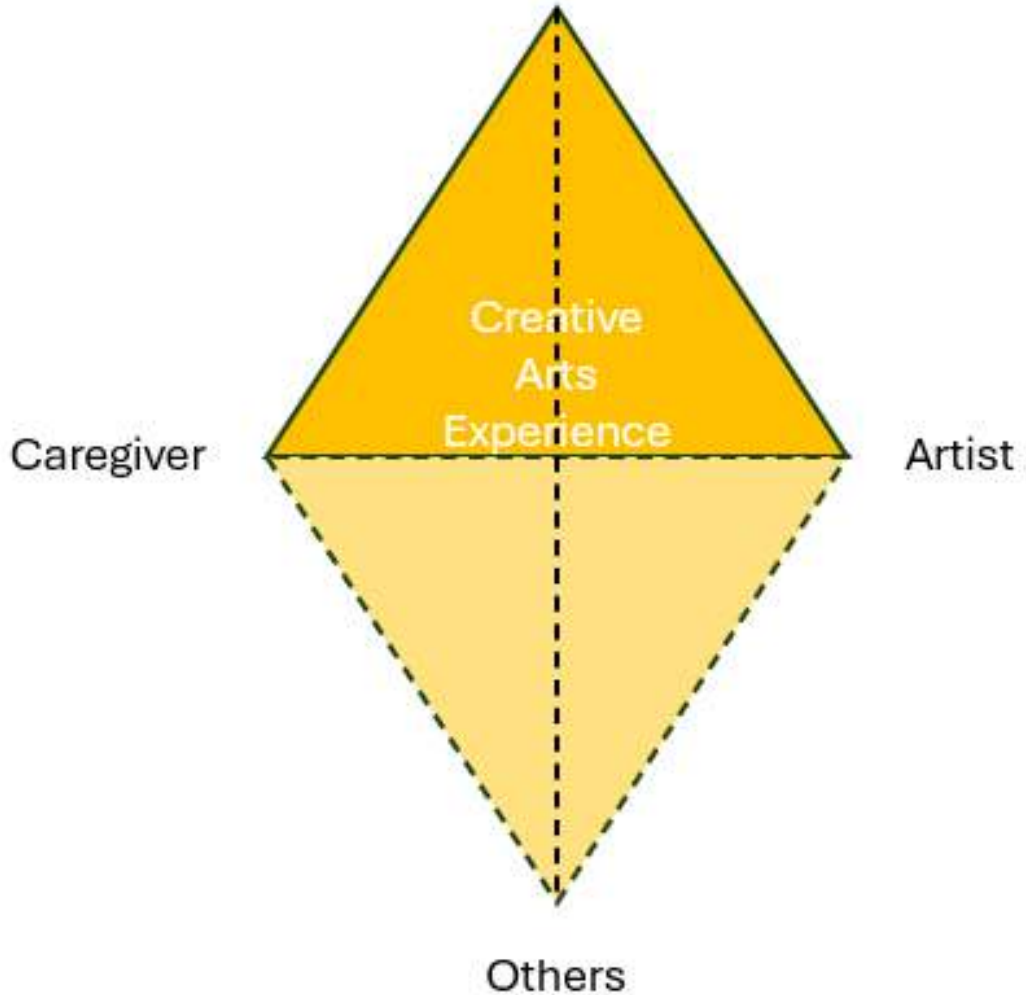
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# Engagement Signals

# Kite Model of Participation

Relational,  
holistic, slow  
(Horgan 2024)

Baby or young child



Interdependence:  
Resists dichotomy  
between children  
and adults (e.g.  
Tisdall 2015,  
Lundy et al 2024)

Deep recognition  
of babies' voices,  
contributions,  
influence and  
agency (e.g.  
Hultgren &  
Johansson 2019)

Tensions are  
generative for  
deeper, ongoing  
reflection

# The 5 Areas

## Curating the Space

creating permission for play and creativity

## Building Sensitive, Informed Relationships

warm, affectionate interpersonal interactions

## Navigating Identity

of yourself as the artist, the space, and the people within it

## Respecting and Validating

the complex communication of babies

## Making Time

for young children to be heard



QR code for  
Reflective Guide



QR code to give  
feedback on the  
Guide



# 1. CURATING THE SPACE

Creating permission for play and creativity

**How do you want your library to feel, sound and look?**






## **2. BUILDING SENSITIVE, INFORMED RELATIONSHIPS**

Non-judgemental, warm, affectionate  
interpersonal interactions

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**How does the experience you  
have created facilitate the process  
of building relationships for  
everyone in the space?**






## **3. NAVIGATING IDENTITY**

Of yourself as the artist, the space, and the people within it

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**How does your role, and the role of others, influence the space and the people within it?**






# 4. RESPECTING AND VALIDATING

The complex communication of babies

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**How does your creative offering allow babies to make choices and influence what comes next?**





# 5. MAKING TIME

For young children to be heard

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**In what ways does time influence your approach?**





**SCHEMAS** ARE PATTERNS OF REPEATED BEHAVIOURS WHICH CHILDREN ENGAGE IN. THEY ARE A CRUCIAL PART OF DEVELOPMENT AND LEARNING.

**SCHEMAS**

# 5 Ways With... SCARVES!

Scarves are amazing open-ended materials that are fantastic for encouraging movement. Have you seen anyone pick up a scarf and not want to give it a twirl? Here are some ideas to get you started playing with scarves. You can check out the video online for even more ideas!



# 1

## Waving

Waving a scarf in the air is a great way to inspire movement - the focus is on the scarf and your body follows. Spinning, swooping, tracing shapes or writing your name; you'll be amazed at how easy it is to get moving.



**2 Covering**  
See-through scarves are excellent for Peek-a-Book. They are super light, making them easy for babies and very young children to move about. Once you've both mastered taking the scarf on and off, try swapping or sharing. Mini tent for two heads, anyone?



**3 Catching**  
Throw a scarf in the air and watch it float back down. Work on that whole body coordination and try catching it on your hand, foot or head. Or can you throw your scarves in the air and swap with someone else before they land?



- 4 Imagining** Your scarf can become a tail to turn you into a horse, or wings for a bird, or even the spinning blades of a helicopter! See where your imagination takes you and find all the different ways your bodies can move when you start pretending to be something or someone else.



- 5 Cleaning** Bundle your scarf up and use it to gently 'clean' the floor, your own body, or even each other. This can be a great way to start winding down and discuss different kinds of gentle touch (tapping, stroking, etc) after a lot of high energy movement.

# 5 Ways With...Pom-Poms!



- 1 Sorting**  
Can you sort pom-poms by colour? By size? Can you place, throw or roll them into groups? This is a great sensory play experience that builds the foundations of numeracy and counting.



- 2 Make it rain!**  
Fill an umbrella, a bowl or cup and scatter the pom-poms from above. How many can we catch? What does it feel like as they fall on us? What happens if we twirl as they rain down? A fun whole body creative experience with lots of chances to chat.



### 3 Pom-Pom People

Using clothes pegs to grab some pom-poms is great fine motor exercise...and then you have your own pom-pom people! Do different colours or sizes have different personalities or voices? Add faces if you like, using stickers or pens.



### 4 Pom-Pom Run

Cut toilet rolls, wrapping paper centres or long tubes in half and let your wee one tape them up on a wall. Explore which angles are best for rolling pom-poms down, build tracks or use paper to create 'doors' at the end.



## 5 Get Stuck In!

Use some sticky back plastic or loop sticky tape to create a sticky 'canvas' to let wee ones create their own pom-pom art! Windows, curved surfaces or mirrors add extra challenge and interest.

### **And Remember...**

Start with where your wee one's interests are and gradually move into other, less familiar ways of exploring. Once they know pom-poms are fun, they're more likely to stay engaged. Rather than telling them what to do, get stuck in yourself and pause sometimes to wonder aloud, or ask for help.



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