



Child Centred Diversity in Quality Early Childhood Education and Care



The following examples are drawn from observations undertaken in the Child Centred Diversity in Quality Early Childhood Education and Care (Campbell-Barr et al., 2018). The examples are not representative, but offer the opportunity to explore child-centredness in relation to the daily practices observed in ECEC settings internationally. Each example is presented and then discussed in relation to the three concepts of child-centredness: romantic, developmental and democratic.

While we present each concept in its own block, readers are reminded to remember (and reflect on) the overlapping nature of the three concepts.

Parachute - Denmark		
<p>Overview:</p> <p>Kindergarten, 10 children, 2-4 years and four educators play a parachute game.</p> <p><i>Children are presented with a parachute. It is clear that they know the game of shaking the parachute, throwing a ball onto it, singing songs and later running round it. Whilst the educators control the game, they do so in a playful way, pretending to look for the children as they hide under the parachute, singing songs and using a playful approach.</i></p> <p><i>The parachute game responds to the children's emotional response of excitement. The children shout with enthusiasm at the announcement of the game and there are a number of times where the children are clearly excited and delighting in the game. Planning indicates knowledge of what activities excite the children, whilst also sometimes holding back on the excitement then building it up again.</i></p>		
Analysis		
<p>Romantic:</p> <p>Educators respond in the moment to children's excitement. The motivation appears to be children enjoyment of taking part in physical activity.</p>	<p>Developmental:</p> <p>At time some children's excitement is contained/pulled back in. Whilst children appear to have full participation, evidence that educators manage activity.</p>	<p>Democratic:</p> <p>This is clearly a favourite game with all children. The circle format encourages equal participation in a collaborative endeavour.</p>

Questions:

How has the resource (parachute) helped to draw children into the game

Reference

CAMPBELL-BARR, V., GEORGESON, J., ADAMS, H. & SHORT, E. 2018. Child-Centredness in Practice Report on Output 2. Plymouth: Plymouth University. Available at:
[IO2 Observation Framework for Child Centred Practice Project.pdf \(plymouth.ac.uk\)](https://plymouth.ac.uk/IO2_Observation_Framework_for_Child_Centred_Practice_Project.pdf)