



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.

Following the Child's Lead - Ireland		
<p>Overview: Sessional pre-school with 10 children aged 3-5, one manager and two educators. <i>The children go outside to play in the snow. The educator supports the children to collaborate in building a snowman. One girl talks about needing to find a head for the snowman, so the educator asks how and the child replies with a ball. The educator really listens to the girl and later repeats what they have said.</i> NB: As it is snowing not all children have attended the pre-school that day.</p>		
Analysis		
<p>Romantic: The children actively participate in the environment, with the snow fulfilling their needs through their playful engagement with it.</p>	<p>Developmental: The educator is following the children's lead and asking questions to help the children problem solve. The children's learning is supported according to their interest.</p>	<p>Democratic: The children are the leaders of the task. In repeating what the child has said, the educator acknowledges that the child has been heard and their interest and needs are visible.</p>

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/files/IO2_Observation_Framework_for_Child_Centred_Practice_Project.pdf)