



## 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.

Assembly - Spain		
<p><b>Overview:</b> Urban public Primary school classroom with 21 children aged 5-6 years.</p> <p><i>The teacher holds a classroom assembly based on a child's interest in a video game and a mural the child had created the day before with his own drawings of imagined scenes from the video game. Some of the drawings depict violent scenes. The mural of the video game is used to get the children to reflect on what 'evil people' do and what can be done to stop them. The teacher comments that reflecting on his own practice has helped him to realise that assemblies don't have to involve all the children. He also thinks that some of the power should go to the children, i.e. the teacher does not have to control the turn-taking. Still, the teacher controls the turn-taking as children ask questions and offer opinions. The teacher also asks questions. At one point, when the noise level gets loud, he blows a whistle. One child accuses another of pushing, while the latter says he was just close to him. The teacher explains that at school we are often just very close to each other.</i></p>		
Analysis		
<p><b>Romantic:</b> Educator stays with the child's interest, even though this is not recognised as part of curriculum.</p>	<p><b>Developmental:</b> Educator recognises that children are still at a developmental stage when they need support with turn-taking and managing various aspects in a small space.</p>	<p><b>Democratic:</b> Educator acknowledges and tries to compensate for differences in power between child and adult. Children have opportunities to ask questions and offer opinions.</p>

### Questions:

How does drawing on the children's interests support (or not) their relational involvement with the assembly?

How does the teacher leading the assembly and managing the turn taking support (or not) the children's involvement?

### 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%20Observation%20Framework%20for%20Child%20Centred%20Practice%20Project.pdf)