



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.

Circle of Music - Italy		
<p>Overview:</p> <p>A small village which is home to a cultural minority of Slovenian, speaking both Italian and Slovenian. Teacher with 5 children (ranging from 13 months and 36 months of age -4 boys and 1 girl).</p> <p><i>The teacher asks a shy child to help set up the activity (pillows in a circle, with instruments covered with a blanket). The teacher invites the child to play each instrument and then pass it on to the next child. She encourages the children to listen to each other and adjusts her interactions according to the child. She offers a lot of scaffolding. Whilst the teacher maintains the structure of the activity, the coordination is loose as there is no set way to play with the instrument. She encourages all children to explore the sounds of the instruments (although children are expecting to participate in the music activity). Asks children to respect each other.</i></p>		
Analysis		
<p>Romantic:</p> <p>Activity is set up as exploration in terms that relate to the children's world. The instruments are sleeping under a blanket and need to be woken up.</p>	<p>Developmental:</p> <p>The teacher tells me that his parents are a little bit worried about 'shy child' and quiet. She thinks that music could be a very pleasant and helpful activity for his growth.</p>	<p>Democratic:</p> <p>Teacher encourages mutual respect by letting each child to explore the instruments. "Please, listen to Sammy playing the drum". The children are very quiet and attentive.</p>

Questions:

- How are the children provided with opportunities to be explorers?
- In what ways do the resources (musical instruments) stimulate children's learning?
- How might the educator be scaffolding children's explorations?

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/i02-observation-framework-for-child-centred-practice-project.pdf)