



# 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.

Building a Tower – Croatia		
<b>Overview:</b> In a kindergarten with 15 children, aged 5-6 and one teacher. <i>A boy is observed is playing with unstructured construction materials in the centre of the class trying to build a high tower. A girl is checking its stability by blowing on it. The building stands tall so the girl leaves. The boy continues to add material. The activity lasts 10minutes before the boy goes to play with peers. The teacher explains that recently they have been reading Three Little Pigs and the Big Bad Wolf.</i>		
Analysis		
<b><u>Romantic:</u></b> The children are observed engaged in free play, where the environment is fulfilling their needs. The children are active participants.	<b><u>Developmental:</u></b> The children are learning through following their interest in the story they have been told. The children also use the resources provided according to their needs and interests. There is evidence of the children 'experimenting' in support of their learning, demonstrating an appreciation for their learning strategies.	<b><u>Democratic:</u></b> The children are leading their learning, with the boy using his ability to develop the tower. The free choice respects the children's participation and decision making.

## Questions:

- What questions might you ask of the child to explore why they were blowing on the tower?
- What other bodily interactions could the child undertake to interact with the tower?

## 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)