



Observation Framework – Interpreting Child-centredness to Support Quality and Diversity in Early Childhood Education and Care

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JOSIP JURAJ STROSSMAYER UNIVERSITY OF OSIJEK
FACULTY OF HUMANITIES
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Type of setting (e.g. school private / public/ maintained/nursery/ child minder/ day nursery)		Locality (e.g.urban /rural/ deprived/ affluent)		Date of observation		
Number of Children (in the setting and in the observation) Age range of the children in setting and the observation		Staffing (e.g. teachers/ assistants/ volunteers/ educators)		Unique Code (to provide an identification number for the observation)		
Time	Narrative			Who is involved Please include details about children and staff, gender, ethnicity, additional needs and location.	Reflection (to be added in conversation with staff after event)	
	<p><i>Observation of activity written at the time of observation or following observation.</i></p> <p><i>To include:</i></p> <ul style="list-style-type: none"> • <i>Description of what happened</i> • <i>Children's Dialogue in quotation marks</i> • <i>Photos if necessary/possible</i> 			<p><i>-how many children in the activity in the group</i> <i>gender/age/ethnicity / additional needs</i></p> <p><i>-how many adults, teaching assistants, educators, volunteers</i></p> <p><i>-location where is the observation taking place e.g. outside, lunchtime, at the art area, on a trip, home time.</i></p>	<p><i>possible reference to</i></p> <ul style="list-style-type: none"> • <i>schemas,</i> • <i>previous play/learning</i> • <i>achievements-/new learning/new play</i> • <i>links to curriculum or assessments</i> • <i>new friendships/collaborative play</i> • <i>social and emotional development</i> • <i>future possible opportunities for learning</i> 	
	Levels of Involvement (Optional) 1 2 3 4 5	Levels of Wellbeing Optional 1 2 3 4 5				

Classification of Child Centred Practice and Why:

Use prompts (opposite) or other possibilities to reflect on how observation shows child centred learning.

Share this with colleague and reflect upon observation.

Focus on what child centeredness means to you and your colleagues and discuss with reference to this observation.

Prompts

- Children learning through play

- Respecting children's needs both physical and emotional interests, strengths, weaknesses and capacities,

- Recognising children's learning strategies,

- Recognising children's uniqueness,

- Respecting children as capable learners,

- Respecting children's participation and decision making,

- Respecting children's diversity and individuality,

- Respecting children's family and culture.

- Children in the centre of the world, in the centre of learning, and as the leader of his/her own learning.

- OTHER

