



Child Centred Diversity in Quality Early Childhood Education and Care



EIGHT PRINCIPLES OF CHILD-CENTRED PRACTICE

1. Focusing on children learning through play,
2. Respecting children's needs, interests, strengths and capacities,
3. Recognising children's learning strategies,
4. Recognising children's uniqueness,
5. Respecting children as capable learners,
6. Respecting children's participation and decision making,
7. Respecting children's diversity and individuality, and
8. Respecting children's family and culture

(Campbell-Barr 2017; Chung and Walsh 2000; Cumming et al. 2015; D'Cruz and Stagnitti 2008; Georgeson et al. 2015; Helavaara Robertson et al. 2015)

The above principles are drawn from the Initial Literature Review (Bogatić et al. 2018) for the Erasmus+ project *Interpreting Child-centredness to support Quality and Diversity in Early Childhood Education and Care* (2017-1-UK01-KA201-036798). Starting from the general question *How might different understandings of child-centred practice promote learning amongst diverse groups within early childhood education and care provision?* the project aims to enhance and extend understandings of the competences required for working in early childhood education and care in diverse contexts, whilst creating innovative professional development to support educators in developing professional competences with a focus on child-centred practice.

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