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-KA201-03679). 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.