



Early Years Education Inspection: Promoting a lifelong learning agenda

Clock Tower

Department of Education and Skills

Marlborough Street

May 23rd 2019



Agenda

- Introduction – Dr Harold Hislop – Chief Inspector
- Project Plan for development of EYEI 0-6 – Dr Maresa Duignan
 - Research
 - Listening
 - Drafting
 - Consultation
 - Trial
- Questions and clarification
 - Chair - Dr Gary O Donnchadha Deputy Chief Inspector

The context

- Continued growth of research reinforcing the critical importance of the early years of human life
- Understanding of the value of early childhood experiences continue to impact on national policy development
- Whole of Government approach to the development of supports and services for babies, young children and families



OUR VISION for EARLY CHILDHOOD



Increasing demands for coherence, continuity and quality across the education system

ACTION PLAN FOR EDUCATION 2016-2019

OUR GOALS

GOAL 01

Improve the learning experience and the success of learners

GOAL 02

Improve the progress of learners at risk of educational disadvantage or learners with special educational needs

GOAL 03

Help those delivering education services to continuously improve

GOAL 04

Build stronger bridges between education and the wider community

GOAL 05

Improve national planning and support services

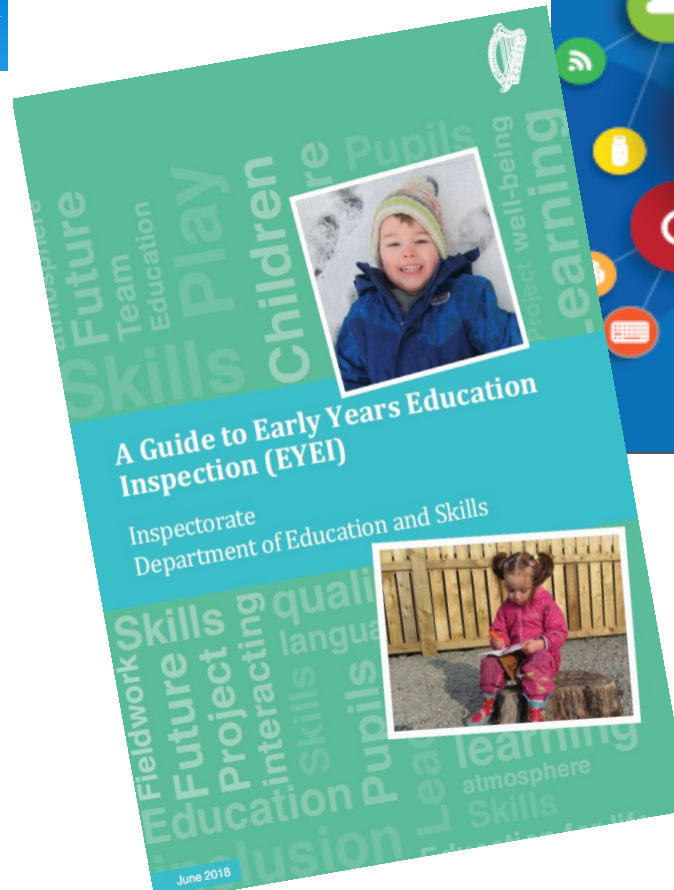


LITERACY AND NUMERACY FOR LEARNING AND LIFE

The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020



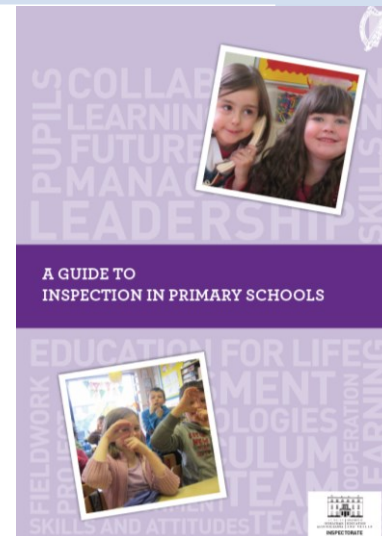
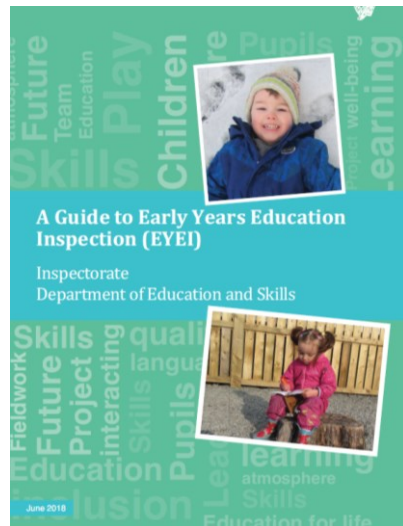
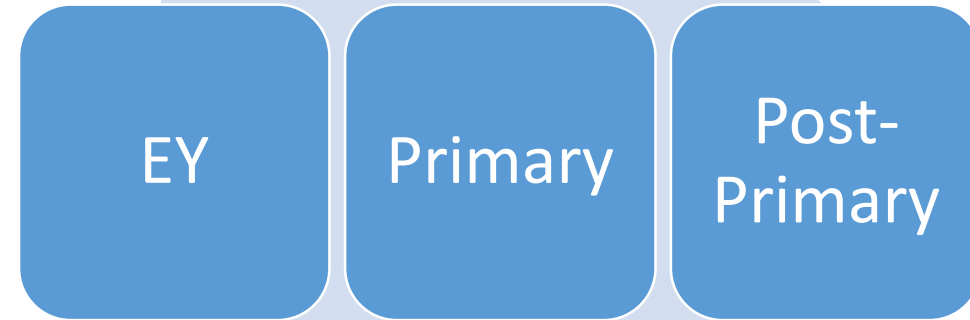
DEPARTMENT OF EDUCATION AND SKILLS



DES Developments

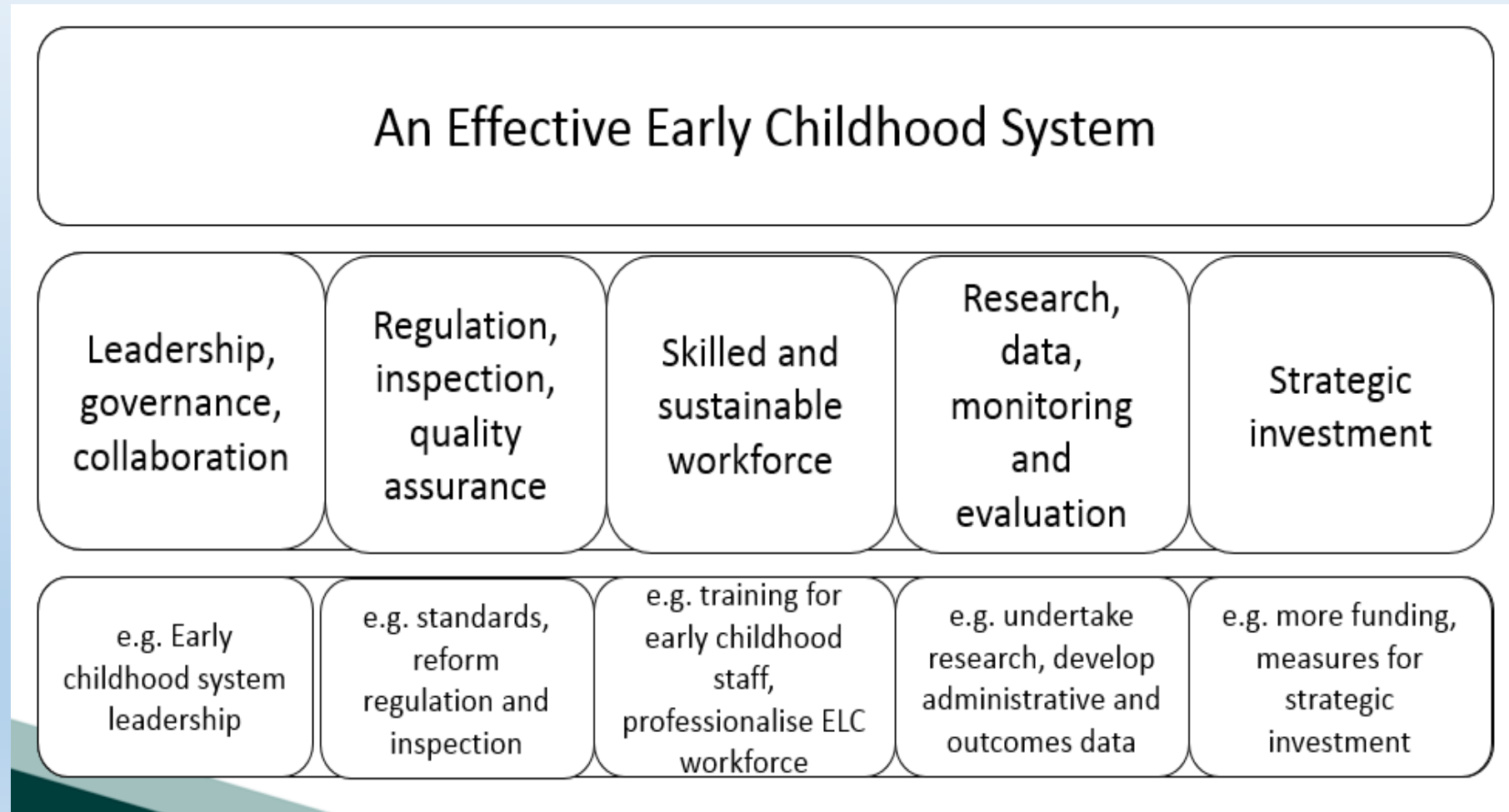
- Inclusion of early years in education strategies
- Development of approaches to teaching and learning across the education system that are underpinned by common principles
- Opportunity to promote seamless **transitions** across each stage in the education continuum

A continuum of quality assurance of the Irish education system



Project Plan for development of EYEI 0-6 Model

First 5 Goal D



Action 2B

- Consider options for reforms to the registration and inspection of ELC, including childminders, (and school aged childcare), to ensure a proportionate inspection regime and a more integrated approach to ELC. First steps to include widening the qualification requirements for TUSLA ELC inspectors and **piloting the extension of education-focused inspection to children under three.**

GOAL D

An effective early childhood system

BUILDING BLOCK 2

A robust regulation, inspection and quality assurance regime to enforce and raise standards.

Strategic Action	Action	Lead and Partner(s)	Key Output by 2021	Key Milestone 2019	Key Milestone 2020	Key Milestone 2021
<p>2.B</p> <p>Progressively reform the ELC (and school-age childcare) regulatory and inspection systems and strengthen quality assurance, with a renewed emphasis on self-evaluation.</p>	<p>D.2.B.3.</p> <p>Consider options for reforms to the registration and inspection of ELC, including childminders (and school-age childcare), to ensure a proportionate inspection regime and a more integrated approach to ELC. First steps include widening the qualification requirements for Tusla early years inspectors and piloting the extension of education-focused inspections to children under three.</p>	<p>Lead: DCYA</p> <p>Partners: DES (Inspectorate), Tusla</p>	<p>Widening of qualification requirements for Tusla early years inspectors.</p> <p>Introduction of education inspections that cover the full range 0–6 in ELC settings.</p>	<p>First cohort of Tusla early years inspectors with wider qualification requirements to commence work.</p> <p>Literature reviews and consultation on education inspections of ELC for children aged 0–6 (including children under three).</p> <p>Collaboration between Tusla Early Years Inspectorate and DES Inspectorate in relation to inspection of ELC settings to enhance coordination and shared learning.</p>	<p>Ongoing review of profile of qualifications of Tusla early years and school-age inspectors.</p> <p>DES Inspectorate to pilot and commence education inspections of ELC for children aged 0–6.</p>	<p>Rollout of education inspections of ELC for children aged 0–6.</p> <p>Ongoing review of profile of qualifications of Tusla early years and school-age inspectors.</p>

The challenge for EYEI

- Understanding the context of provision and practice for birth to three year olds
- Making sure our Framework is right – even for the youngest child
- Ensuring our inspection practices are appropriate for this age group
- Listening to, learning from and reassuring practitioners working with this age group

The first three years.....

- Critical period for brain development
 - Nutrition
 - Stimulation
- Psychosocial and emotional development
 - Attachment and relationship formation
 - Self awareness and independence
 - Empathy
- Physical development
 - Sensorial
 - Gross and fine motor
- Fostering positive learning dispositions
 - Curiosity
 - Creativity
 - Concentration
 - Persistence





Purpose of Early Years Education Inspection

- Provide an assurance of the quality of the early education experienced by children participating in the ECCE Programme
- Complement other national measures to support continuing improvement in early education provision, for example, mentoring and training to support settings provided by *Better Start* and the *Aistear/Síolta Practice Guide*
- Support self-evaluation and review processes in early years settings
- Provide information to the public, including parents of pre-school children, on the quality of education in early years settings through the publication of written inspection reports.

Outcome statements for Area 2

Area 2 - Quality of processes to support children's learning and development	<ol style="list-style-type: none">4. Provision is informed by <i>Aistear, the Early Childhood Curriculum Framework</i>5. Information about the children's development informs next steps in learning6. High quality interactions with children are facilitated7. The environment and resources support children's learning and development8. Play is central to children's learning and development9. Emergent language, literacy and numeracy skills are fostered10. Provision for children's learning and development is closely aligned to their interests and developing capabilities11. Children learn in an inclusive environment
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A Project plan for the development of Early Years Education Inspection (EYEI) 0-6

Research I

- Two synthesis reports to inform the development of the EYEI 0-6 Model
- Educational provision for children from birth to three years
- International best practice in early years inspection for children under 3 years

Research II - Listening and Dialogue

- Briefing on Project plan for partners and stakeholders 23 May 2019
- Listening to Early Years Education Providers/Practitioners – Research visits June 2019
 - Semi structured interviews
 - A number of settings nationally
- Consultation with policy partners
 - Department of Children and Youth Affairs
 - Early Years Education Policy Unit
 - TUSLA Early Years Inspectorate
- Bilateral meetings/submissions from wider stakeholder groups

Review I - Adjusting the EYEI Framework

- Comparative review with relevant content in
 - Aistear, the Early Childhood Curriculum Framework
 - Síolta, the National Quality Framework
 - TUSLA Quality and Regulatory Framework
- Consideration in context of findings from research
 - Key themes from research and literature review
 - Learning from the research visits to EY settings
 - Conclusions from consultation phase.
- Identify changes/adjustments needed to the EYEI Framework and Inspection procedures

Review II – Field trial of draft EYEI 0-6 Model

- Field trial of the extended EYEI model including the revised Quality Framework
 - Variety of settings
 - Size, location
 - Various management structures
- Gathering of feedback from participating Settings, Practitioners and Inspectors
- Refine the Inspection model and the Quality Framework

Research III - Consultation & Ministerial Approval

- Briefing and consultation with stakeholders and partners
- Collation and analysis of feedback
- Refinement and amendments of EYEI 0-6 Model
- Preparation of Guide to EYEI 0-6
- Ministerial Approval and sign-off – DES and DCYA
- National Implementation

Questions?



Email address for written correspondence on the
development of the EYEI 0-6

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