



6

Curriculum
Curaclam

The curriculum or programme of activities in use within settings is of critical importance to the experiences of the young child. At present, there is a vast range of curricular approaches and traditions inherent in practice, which provides choice for parents when choosing settings. The NCCA *Framework for Early Learning* (NCCA, 2005a), which is at an advanced stage of production, is sufficiently flexible and adaptable to accommodate this diversity into the future.

Curriculum contains 207 publications from the period 1990 to 2006, which makes it one of the largest themes within the Second Edition of the Audit of Research. It has been divided into four sub-themes, namely:

- Curriculum Philosophy [22]
- Curriculum Development [27]
- Curriculum Implementation [142]
- Curriculum Evaluation [16]

Curriculum Philosophy

The range and diversity of Curriculum Philosophies evident at a practice level within ECCE services in Ireland is well-reflected in this sub-theme. The hosting of the international Froebel conference in Dublin in 2006 led to the presentation of a range of papers relating to Froebelian approaches in Ireland (Abrahamse-Grafton, 2006; Butler and Oldham, 2006; Carey, 2006; Douglas, 2006b; Lally, 2006; O'Connor, 2006; Seery, 2006) and the conference proceedings will be published later in 2007. Researchers such as Culhane (2003), Dunlea (1990), Hurley (1997), Mhic Ghearrailt (2004), St. Nicholas Montessori College (1996) and St. Nicholas Montessori Society of Ireland (2005) have reported on the curricular and pedagogical approaches of Maria Montessori. A more limited focus has been documented on other approaches used in Ireland, such as that of Marte Meo (Connolly, 2006), Steiner (O'Sheil, 2006; Ó Siall, 2004) and Reggio Emilia (Ridgway, 2006b).

Abrahamse-Grafton, A. (2006). A Day in Ireland's Froebel School. Presentation at the International Froebel Society Second Biennial Conference, *Froebel: From Play to Work – Taking Froebel Forward*, Froebel College of Education, Dublin, June 2006.

Butler, R. and Oldham, E. (2006). When Froebel Meets Papert: Student Teachers' Experience of Constructivist and Constructionist Learning. Presentation at the International Froebel Society Second Biennial Conference, *Froebel: From Play to Work – Taking Froebel Forward*, Froebel College of Education, Dublin, June 2006.

Tá an curaclam nó an clár gníomhaíochtaí a úsáidtear laistigh de shuímh ríthábhachtach do thaithí an linbh óig. Faoi láthair, tá raon ollmhór cur chuige agus traidisiún curaclaim á chleachtadh, agus mar sin bíonn rogha ag tuismitheoirí agus iad ag roghnú suíomh. Tá *Framework for Early Learning* an NCCA (NCCA, 2005a), a bhfuil go leor oibre déanta air faoin am seo, solúbtha agus inoiriúnaitheach go leor le freastal ar an éagsúlacht sin sa todhchaí.

Cuimsíonn Curaclam 207 foilseachán ón tréimhse 1990 go 2006 agus mar sin is ceann de na téamaí is mó sa Dara hEagrán den Iníúchadh Taighde é. Roinneadh i gceithre fho-théama é, mar seo a leanas:

- Fealsúnacht Curaclaim [22]
- Forbairt Curaclaim [27]
- Cur-i-nGníomh Curaclaim [142]
- Meastóireacht ar Churaclam [16]

Fealsúnacht Curaclaim

Léiríonn an fo-théama seo raon agus éagsúlacht na bhFealsúnachtaí Curaclaim atá i gcleachtas laistigh de sheirbhísí COLO in Éirinn. Mar thoradh ar réachtáil na comhdhála náisiúnta Froebel i mBaile Átha Cliath i 2006, cuireadh raon páipéar i láthair a bhain le cuir chuige Froebel in Éirinn (Abrahamse-Grafton, 2006; Butler agus Oldham, 2006; Carey, 2006; Douglas, 2006b; Lally, 2006; O'Connor, 2006; Seery, 2006) agus foilseofar imeachtaí na comhdhála níos déanaí i 2007. Thug taighdeoirí cosúil le Culhane (2003), Dunlea (1990), Hurley (1997), Mhic Ghearrailt (2004), Coláiste Montessori San Nioclás (1996) agus Cumann Montessori San Nioclás in Éirinn (2005) tuairisc faoi chuir chuige curaclaim agus oideolaíocha Maria Montessori. Tá cur síos le fócas níos teoranta déanta ar chuir chuige eile a úsáidtear in Éirinn, cosúil le cuir chuige Marte Meo (Connolly, 2006), Steiner (O'Sheil, 2006; Ó Siall, 2004) agus Reggio Emilia (Ridgway, 2006b).

Carey, D. (2006). The Development of Froebel Education in Kenya and East Africa. Presentation at the International Froebel Society Second Biennial Conference, *Froebel: From Play to Work – Taking Froebel Forward*, Froebel College of Education, Dublin, June 2006.

Connolly, L. (2006). The Marte Meo Programme: Fostering Interpersonal Skills. Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.

Conway, P. (2003). *The Sesame Street Story: Lessons in Curriculum, Culture and Collaboration*. Paper presented at the OMEP (Ireland) Conference, Cork.

Culhane, J. (2003). *The Development of Maria Montessori's Religious Education System: The Value of the Catechesis of the Good Shepherd*. MA. Thesis. Dublin: University College Dublin.

Douglas, F. (2006b). The Relevance of Friedrich Froebel to Early Years Education and Care Today. Keynote presentation at the International Froebel Society Second Biennial Conference, *Froebel: From Play to Work – Taking Froebel Forward*, Froebel College of Education, Dublin, June 2006.

Dunlea, C. (1990). *The Relevance of Montessori Education: A Study of Children in Montessori Schools in the Cork Area*. M. Ed. Thesis. Cork: University College Cork.

Hurley, S. (1997). *A Comparative Study in Early Childhood Education (The Irish National School Curriculum and the Montessori Method)*. M. Ed. Thesis. Dublin: Trinity College Dublin.

Lally, K. (2006). Work and Play in Visual Art Education: Approaches by Froebel Students. Presentation at the International Froebel Society Second Biennial Conference, *Froebel: From Play to Work – Taking Froebel Forward*, Froebel College of Education, Dublin, June 2006.

Logan, A. (1991). *Pupil Opinion – A Contribution to Child-Centred Theory and to Curriculum and Staff Development*. D. Phil. Thesis. Cork: University College Cork.

Mhic Ghearrailt, S. (2004). An Modh Oideachais Montessori (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 127-128.

O'Connor, M. (2006). An Interpretation of Froebelian Theory and Practice in Ireland in the Late Nineteenth Century. Presentation at the International Froebel Society Second Biennial Conference, *Froebel: From Play to Work – Taking Froebel Forward*, Froebel College of Education, Dublin, June 2006.

O'Sheil, P. (2006). A Different Way of Knowing (Steiner-Waldorf). Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.

Ó Siall, P. (2004). Ag Cur Aithne ar an Saol – Cur Chuige Rudolf Steiner (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanaí 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 129-132.

Ridgway, A. (2006b). Reflections on the Reggio Emilia Experience. Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.

Seery, A. (2006). Froebel's 'Spielpädagogische' and the Playfulness of Post-modernism. Presentation at the International Froebel Society Second Biennial Conference, *Froebel: From Play to Work – Taking Froebel Forward*, Froebel College of Education, Dublin, June 2006.

St. Nicholas Montessori Society of Ireland (n.d.). *Guidelines for Montessori Schools*. Dublin: St. Nicholas Montessori Society of Ireland.

St. Nicholas Montessori College (1996). *Early Childhood (2½-6)*. Dublin: St. Nicholas Montessori College.

St. Nicholas Montessori Society of Ireland (2005). *Montessori Education: A Foundation for Life – A Guideline Booklet for Montessori Pre-Schools*. Dublin: St. Nicholas Montessori Society of Ireland.

Uí Ghrádaigh, D. (2004j). "Tagaigí – Mairmís i dTeanna ár bPáistí" - Friedrich Froebel 1782-1852 (in) Uí Ghrádaigh, D. (Eag.) (2004). *Cúnamh: Tacábhar Cúram Leanai 0 – 6*. Baile Átha Cliath: Forbairt Naíonraí Teo, pp. 123-126.

Waldron, F. (1992). *Child Education and Liberating Pedagogy: An Exploration of the Relevance of Freirean Pedagogy to Child Education*. M. Eq.St. Thesis. Dublin: University College Dublin.

Curriculum Development

A large number of publications put emphasis on the process of Curriculum Development in the ECCE sector in Ireland. These relate to curriculum development in both the informal and formal sectors, namely in the preschool arena and within the infant classes of primary schools. In the former category, a significant number of publications relate to the development of the forthcoming NCCA *Framework for Early Learning*, which will provide an overarching structure for curriculum development within the ECCE sector. De Paor (2004a; 2004b), Fitzpatrick and Forster (2005; 2006), Forster (2004a; 2004b; 2004c), Forster et al. (2006) and Maxwell (2006) have documented the consultative process and methodologies employed in developing the *Framework for Early Learning* (NCCA, 2004a; 2005a). Hayes (1999b; 2003a; 2003b; 2003c) focused on a partnership and integrated approach to curriculum development in the early years. Curriculum development in the infant classes of primary schools is better represented by research in the Irish context than is the informal, non-school sector. This is owing to the large reform of the curriculum in primary schools, including the infant classes, in the late 1990s and the ongoing review of implementation currently in operation. The primary school curriculum is documented in DES (1999b), while guidelines for parents to support and extend their child's learning in the home were subsequently produced (DES, 1999c). Particular guidelines and advice have also been prepared relating to specific contexts of practice in primary schools, including the Early Start curricular guidelines (In-career Development Team, 1998) and Educate Together schools (Educate Together, 2004). The NCCA (1999) produced discussion documents on educational provision for pupils with varying levels of special needs across the range of subjects taught in primary schools.

De Paor, C. (2004a). Towards a Framework for Early Learning. Paper presented at *Promoting Quality Early Childhood Services* Conference, Limerick, May 2004.

De Paor, C. (2004b). Key Ideas 5-9: Outline of Findings from Consultation. Paper presented at the National Council for Curriculum and Assessment Conference, *Towards a Framework for Early Learning*, Dublin Castle, December 2004.

Forbairt Curaclaim

Leag a lán foilseachán béim ar an bpróiseas um Fhorbairt Curaclaim san earnáil COLO in Éirinn. Baineann siad le forbairt curaclaim sna hearnálacha neamhfhoirmiúla agus foirmiúla araon, is é sin sa chomhthéacs réamhscoile agus i ranganna naíonán bunscoileanna. Sa chéad chatagóir, baineann a lán foilseachán le forbairt *Framework for Early Learning* an NCCA atá le teacht amach go luath agus a chuirfidh struchtúr uileghabhálach ar fáil d'fhorbairt curaclaim laistigh den earnáil COLO. Thairfead De Paor (2004a; 2004b), Fitzpatrick agus Forster (2005; 2006), Forster (2004a; 2004b; 2004c), Forster et al. (2006) agus Maxwell (2006) an próiseas agus na modheolaíochtaí comhairliúcháin a úsáideadh chun an *Framework for Early Learning* (NCCA, 2004a; 2005a) a fhorbairt. Dhírigh Hayes (1999b; 2003a; 2003b; 2003c) ar chur chuige comhpháirtíochta agus comhtháite i leith forbartha curaclaim sna blianta luatha. Tá níos mó taighde i gcomhthéacs na hÉireann a bhaineann le forbairt curaclaim i ranganna naíonán bunscoileanna ná mar a bhaineann leis an earnáil neamhfhoirmiúil, neamhscoile. Tá sé sin mar thoradh ar leasú mór an churaclaim i mbunscoileanna, na ranganna naíonán san áireamh, go déanach sna 1990í agus an t-athbhreithniú leanúnach ar a chur i bhfeidhm atá á dhéanamh faoi láthair. Déantar cur síos ar churaclam na bunscoile i DES (1999b), agus táirgeadh treoirínte do thuismitheoirí ansin chun cabhrú leo tacú le foghlaim an linbh sa bhaile agus an fhoghlaim sin a leathnú (DES, 1999c). Ullmhaíodh treoirínte agus comhairle ar leith freisin i leith comhthéacsanna sonracha an chleachtais i mbunscoileanna, lena n-áirítear treoirínte curaclaim Tús Luath (Foireann Forbartha Longhairme, 1998) agus scoileanna Educate Together (Educate Together, 2004). Tháirg an NCCA (1999) cáipéisí plé ar sholáthar oideachais do dhaltáí le leibhéil éagsúla riachtanas speisialta thar raon na n-ábhar a mhúintear i mbunscoileanna.

Department of Education and Science (1999b). *Primary School Curriculum*. Dublin: The Stationery Office.

Department of Education and Science (1999c). *Primary School Curriculum – Your Child's Learning – Guidelines for Parents*. Dublin: The Stationery Office.

Educate Together (2004). *Learn Together – An Ethical Education Curriculum for Educate Together Schools*. Dublin: Educate Together.

Fallon, J. and Walsh, T. (2006). Symposium on the National Quality Framework for Early Childhood Education. Presentation at the International Froebel Society Second Biennial Conference, *Froebel: From Play to Work – Taking Froebel Forward*, Froebel College of Education, Dublin, June 2006.

Fitzpatrick, S. and Forster A. (2005). What about the Child? Representing the Child's Voice in Developing a Framework for Early Learning. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

Fitzpatrick, S. and Forster, A. (2006). A Framework for Early Learning (in) Irish National Teachers' Organisation (2006). *Leading Early Years Education – Proceedings of November '05 Consultative Conference on Education*. Dublin: Irish National Teachers' Organisation, pp. 90-99.

Forster, A. (2004a). Framework for Early Learning. Paper presented at National Disability Authority Conference, *Living, Learning and Working with Special Educational Needs*, Dublin, July 2004.

Forster, A. (2004b). Towards a Framework for Early Learning. Paper presented at the EECERA Conference, *Quality Curricula: The Influence of Research, Policy and Praxis*, Malta, September 2004.

Forster, A. (2004c). Key Ideas 1-4: Findings from the Consultation. Paper presented at the National Council for Curriculum and Assessment Conference, *Towards a Framework for Early Learning*, Dublin Castle, December 2004.

Forster, A., Brennan, P., Daly, M., Fitzpatrick, S., Maxwell, M., Murphy, R., O'Connor, E. and Sweeney, A. (2006). Democratising Curriculum Development: Children's Voices. Symposium presented at the Annual EECERA Conference, *Democracy and Culture in Early Childhood Education*, Iceland, August/ September 2006.

Harris, J., Uí Dhufaigh, M., Ó Néill, P. agus Ó Súilleabháin, E. (1996). *Cúrsaí Nua Gaeilge na Bunscoile: Moltaí agus Ábhar Samplach: Imleabhar I: (Naíonáin Shóisearacha - Rang 2)*. Baile Átha Cliath: Institiúid Teangeolaíochta Éireann.

Hayes, N. (1999b). Partnership in Curriculum Development (in) Dublin Institute of Technology (Ed.) (1999). *Enhancing Quality in the Early Years - International Conference on Practice and Policy in Early Childhood Care and Education*. Dublin: Dublin Institute of Technology.

Hayes, N. (2003a). In Medias Res: Reconciling Psychological Research and Educational Practice. Paper presented at the Annual EECERA Conference, *Possible Childhoods: Relationships and Choices*, University of Strathclyde, Glasgow, Scotland, September 2003.

Hayes, N. (2003b). Towards a Nurturing Pedagogy: Re-conceptualising Care and Education in the Early Years (in) Hayes, N. and Kernan, M. (Eds.) (2003a). *Transformations: Theory and Practice in Early Education: Proceedings of the OMEP (Ireland) Conference 2003*. Cork: OMEP (Ireland), pp. 140-152.

Hayes, N. (2003c). Play, Care and Learning: Creating an Integrated Curriculum for Early Childhood Education in Ireland (in) Karlsson Lohmander, M. (Ed.) (2003). *Care, Play and Learning: Curricula for Early Childhood Education Volume 5, Researching Early Childhood*. Göteborg: Early Childhood Research and Development Centre, Göteborg University, pp. 69-81.

In-Career Development Team (1998). *Early Start Preschool Intervention Project - Curricular Guidelines for Good Practice*. (Unpublished).

Maxwell, M. (2006). Developing Curriculum through Partnership. Paper presented at the OMEP (Ireland) Annual Research Conference, *In Celebration of Difference in the Early Years*, University College Cork, April 2006.

National Council for Curriculum and Assessment (1999). *Special Educational Needs – Curricular Needs: Discussion Paper*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2004a). *Towards a Framework for Early Learning - A Consultative Document*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2004b). *Towards a Framework for Early Learning - A Consultative Document: Executive Summary*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2004d). *Assessment in Primary Schools - Draft*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2005a). *Towards a Framework for Early Learning – Final Consultation Report*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2006a). *Language and Literacy in Irish-medium Primary Schools – Descriptions of Practice*. Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (2006b). *Language and Literacy in Irish-medium Primary Schools – Questionnaire*. Dublin: National Council for Curriculum and Assessment.

Smith, A. (1999). The Role of an Early Childhood Curriculum: Promoting Diversity Versus Uniformity (in Dublin Institute of Technology (Ed.) (1999). *Enhancing Quality in the Early Years - International Conference on Practice and Policy in Early Childhood Care and Education*. Dublin: Dublin Institute of Technology.

St. Nicholas Montessori College (1996). *Early Childhood (2½-6)*. Dublin: St. Nicholas Montessori College.

Curriculum Implementation

The sub-theme of Curriculum Implementation is extensive in nature and contains publications relating to curriculum and programme implementation in both the formal and informal sectors. Brennan (2004a), Brennan and Connolly (2005), IPPA (2004c) and Playtime Pre-school (2000) document research into the implementation of play-based curricula in early years settings. Hijmans (1999) and Mhic Mhathúna (2002a; 2003a; 2004a; 2005a; 2005b; 2005c; 2006b) focus on the teaching and learning of Irish in Naíonraí. Guidance specific to Naíonraí has been published by Mac Con Iomaire (2004) and Mac Seanlaoich (1995), while Montessori practice is supported by publications from St. Nicholas Montessori Society of Ireland (n.d.; 2005). Attention is given by Brady (2004a), Canavan (2004), Canavan Corr (2006); Mhic Ghabhann (2004) and Pettersen (2006) to the use of ICT programmes in early years settings. O'Sullivan (1999) documents the impact of using a critical thinking programme in the early years. A number of publications provide comparative analyses between various curricular approaches in Ireland (Donnelly, 2001; Hurley, 1997) and internationally (Horgan and Douglas, 1995a; Ryan, 2002a; 2002b).

Once again, much of the research in this sub-theme relates to the infant classes of primary

Cur-i-nGníomh Curaclaim

Is fo-théama leathan é an fo-théama Cur-i-nGníomh Curaclaim agus cuimsíonn sé foilseacháin a bhaineann le cur-i-ngníomh curaclaim agus clár san earnáil fhoirmiúil agus san earnáil neamhfhoirmiúil araon. Déanann Brennan (2004a), Brennan agus Connolly (2005), IPPA (2004c) agus Playtime Pre-school (2000) cur síos ar thaighde ar chur i bhfeidhm curaclaim bunaithe ar shúgradh i suímh na mblianta luatha. Díríonn Hijmans (1999) agus Mhic Mhathúna (2002a; 2003a; 2004a; 2005a; 2005b; 2005c; 2006b) ar theagasc agus foghlaim na Gaeilge i Naíonraí. D'fhoilsigh Mac Con Iomaire (2004) agus Mac Seanlaoich (1995) treoir shonrach do Naíonraí, agus tugann foilseacháin ó Chumann Montessori San Nioclás in Éirinn tacaíocht do chleachtas Montessori (n.d.; 2005). Tugann Brady (2004a), Canavan (2004), Canavan Corr (2006); Mhic Ghabhann (2004) agus Pettersen (2006) aird ar úsáid clár TFC i suímh na mblianta luatha. Déanann O'Sullivan (1999) cur síos ar an tionchar a bhíonn ag úsáid clár um machnamh criticiúil sna blianta luatha. Déanann roinnt foilseachán anailísí comparáideacha ar chuir chuige churaclaim éagsúla in Éirinn (Donnelly, 2001; Hurley, 1997) agus go hidirnáisiúnta (Horgan agus Douglas, 1995a; Ryan, 2002a; 2002b).

Arís, baineann a lán den taighde san fho-théama seo le ranganna naíonán bunscoileanna.

schools. A historical and sociological perspective on the implementation of the primary school curriculum in Ireland is provided by a host of researchers, including Kelleher (1991), Morgan (2002), Sugrue (1990) and Walsh (2005b; 2005c; 2006a). A number provide overviews of the activities and curricula implemented in the infant classes of primary schools (Hayes, 1993b; 2004a; Horgan, 1995b; 1995c; Murphy, 2002a), while others focus on the use of play as a methodology (Horgan, 1991; Murphy, 2004a). Some of these publications relate to the teaching of literacy (Boyne, 2002; DES, 2005b; Healy, 1999; Hickey, 1992b; 2003a; Lally, 1993; McCormack, 2002; McGough, 2000; Mehigan, 2002; Murphy, 2002a; 2002b; Ní Bhaoill and Ó Duibhir, 2004; Ó Laoire and Harris, 2006; Shiel and Hogan, 1997; Shiel and Larney, 1999) and numeracy (DES, 2005b; Dunphy, 2002; 2003; 2003b; 2005c; Gilheany, 2003; Irving, 2005; Kearney, 1999; Mullan, 2005; Murphy, 2002a; Surgenor *et al.*, 2006) in primary schools. A number of researchers also address the implementation of other aspects of the curriculum, such as Physical Education (Cosgrave, 2006; Murphy, 2006a), Social, Personal and Health Education (INTO, 2006c), Music education (Kerins, 2002; O'Reilly, 2002) and Science education (Walters, 2000). Specific guidance relating to learning support provision was furnished by the DES (2000b), while the NCCA has recently published guidelines in relation to special needs education (NCCA, 2002), ICT in schools (NCCA, 2004c), intercultural education (NCCA, 2005e) and teaching English as an additional language (NCCA, 2006c). The INTO has also produced many publications relating to particular aspects of curriculum development within primary schools (INTO, 1999; 2003a), while other research related specifically to the infant classes (INTO, 1997a; 1997b).

Tugann raidhse taighdeoirí peirspictíocht stairiúil agus shocheolaíoch ar chur i ngníomh an churaclaim bhunscoile in Éirinn, lena n-áirítear Kelleher (1991), Morgan (2002), Sugrue (1990) agus Walsh (2005b; 2005c; 2006a). Tugann roinnt taighdeoirí forbhreathnú ar na gníomhaíochtaí agus curaclaim curtha i ngníomh i ranganna naíonán bunscoileanna (Hayes, 1993b; 2004a; Horgan, 1995b; 1995c; Murphy, 2002a), agus díríonn taighdeoirí eile ar úsáid an tsúgartha mar mhodheolaíocht (Horgan, 1991; Murphy, 2004a). Baineann roinnt de na foilseacháin seo le teagasc na litearthachta (Boyne, 2002; DES, 2005b; Healy, 1999; Hickey, 1992b; 2003a; Lally, 1993; McCormack, 2002; McGough, 2000; Mehigan, 2002; Murphy, 2002a; 2002b; Ní Bhaoill agus Ó Duibhir, 2004; Ó Laoire agus Harris, 2006; Shiel agus Hogan, 1997; Shiel agus Larney, 1999) agus na huimhearthachta (DES, 2005b; Dunphy, 2002; 2003; 2003b; 2005c; Gilheany, 2003; Irving, 2005; Kearney, 1999; Mullan, 2005; Murphy, 2002a; Surgenor *et al.*, 2006) i mbunscoileanna. Tugann roinnt taighdeoirí aghaidh ar chur i ngníomh ghnéithe eile an churaclaim cosúil le Corpoideachas (Cosgrave, 2006; Murphy, 2006a), Oideachas Sóisialta, Pearsanta agus Sláinte (INTO, 2006c), oideachas Ceoil (Kerins, 2002; O'Reilly, 2002) agus oideachas Eolaíochta (Walters, 2000). Thug an DES (2000b) treoir shonrach maidir le soláthar tacaíochta foghlama, agus le déanaí d'fhoilsigh an NCCA treoirlínte i leith oideachais riachtanas speisialta (NCCA, 2002), TFC i scoileanna (NCCA, 2004c), oideachas idirchultúrtha (NCCA, 2005e) agus Béarla a theagasc mar theanga bhreise (NCCA, 2006c). Tá a lán foilseachán táirgthe ag an INTO maidir le gnéithe áirithe d'fhorbairt curaclaim i mbunscoileanna (INTO, 1999; 2003a), agus bhain taighde eile go sonrach leis na ranganna naíonán (INTO, 1997a; 1997b).

Boyne, M. (2002). *The Influence of a Shared Reading Programme on the Attitudes to Reading and Reading Habits of Young Children*. M. Ed. Thesis. Dublin: St. Patrick's College.

Brady, B. (2004a). *'Computers Characters' – Barnardos' Participatory IT Project for Children, Galway*. Galway: Western Health Board/ National University of Ireland, Galway Child and Family Research and Policy Unit.

Brennan, C. (Ed.) (2004a). *Power of Play: A Play Curriculum in Action*. Dublin: IPPA, the Early Childhood Organisation.

Brennan, C. and Connolly, L. (2005). *Power of Play: A Play Curriculum in Action – A Study of Theory and Practice*. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

Canavan, A. (2004). *Paint, Sand and Computers: A Review of Barnardos' Children and Technology Programme (Eastern Region.Coastal)*. Dublin: Barnardos' National Children's Resource Centre.

Canavan Corr, A. (2006). *Children and Technology: A Tool for Child Development*. Dublin: Barnardos' National Children's Resource Centre.

Cogan, B. (2003). *Before and After High/Scope*. Paper presented at the OMEP (Ireland) Conference 2003, Cork.

Coogan, M., Kearns, A. and McCormack, M. (2005). Supporting Participation through Language and Literacy Strategies. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

Cosgrave, C. (2006). *Teaching Physical Education in Junior and Senior Infants: Practices and Perspectives*. M. Ed. Thesis. Dublin: St. Patrick's College.

Department of Education and Science (2000b). *Learning Support Guidelines*. Dublin: The Stationery Office.

Department of Education and Science (2005b). *Literacy and Numeracy in Disadvantaged Schools: Challenges for Teachers and Learners*. Dublin: The Stationery Office.

Department of Education and Science (2005c). *Chief Inspector's Report 2001-2004*. Dublin: The Stationery Office.

Donnelly, M. (2001). *A Comparison of the Effects of the High/Scope and Playgroup Curricula on Children's Development in Disadvantaged Rural Areas in Ireland*. M. Psych.Sc. Thesis. Dublin: University College Dublin.

Douglas, F., Horgan, M. and O'Brien, C. (Eds.) (2000). *Project E.Y.E. An Irish Curriculum for the Three to Four-Year-Old Child*. Cork: University College Cork.

Douglas, F. and Sammon, M. (2000). *The Evaluation of the Moyross Intervention Education Pilot Project – Evaluation of Curriculum Change*. Limerick: Curriculum Development Unit, Mary Immaculate College.

Dunphy, E. (2003). Research and the Development of Ideas about Number Relations and Addition in the Early Years Classroom. Paper presented at the *Second Annual Conference for Primary Mathematics*, Marino College, October 2003.

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Curriculum Evaluation

The sub-theme of Curriculum Evaluation is less extensive in nature, although there is significant overlap between implementation and evaluation. The implementation of the primary school curriculum has been evaluated by a number of researchers, including the INTO (1996b) the DES (2005f), the NCCA (2005b; 2005c) and Walsh (2006a). The implementation

Meastóireacht ar Churaclam

Níl an fo-théama Meastóireacht ar Churaclam chomh leathan leis na fo-théamaí eile, cé go dtagann cur i ngníomh agus meastóireacht trasna a chéile go minic. Rinne roinnt taighdeoirí meastóireacht ar chur i ngníomh an churaclaim bhunscoile, lena n-áirítear an INTO (1996b), agus an DES (2005f), an NCCA (2005b; 2005c) agus Walsh (2006a). Tá go leor taighde

of Early Start has been the subject of much research since the late 1990s, including contributions from the Educational Research Centre (1998), Kelly and Kellaghan (1999) and Lewis and Archer (2002; 2003; 2005). Eivers *et al.* (2005) have documented literacy achievements in Irish schools, making recommendations for future policy and practice.

déanta ar chur i ngníomh Tús Luath ó dheireadh na 1990í, lena n-áirítear taighde déanta ag an Ionad Taighde Oideachais (1998), Kelly agus Kellaghan (1999) agus Lewis agus Archer (2002; 2003; 2005). Rinne Eivers *et al.* (2005) cur síos ar ghnóthachtálacha litearthachta i scoileanna Éireannacha, le moltaí do bheartas agus cleachtas sa toadhchái.

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