

17

Planning and
Evaluation
Pleanáil agus
Meastóireacht

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This theme is of significant importance within ECCE settings owing to the crucial nature of planning to ensure the provision of quality services. Ongoing evaluation and assessment of the service provided and the practices engaged in has a considerable impact on the nature of ECCE provision.

Planning and Evaluation is one of the sixteen national Standards of *Síolta* and consists of 32 publications in the Second Edition of the Audit of Research, 1990-2006.

Analyses and critiques of the Early Childhood Environment Rating Scale (ECERS) and its use in the Irish context has formed the basis of a number of research projects (Clifford, 2005; Douglas, 2005a; 2006f; Hennessy and Delaney, 1999). Specific guidance on planning and evaluation within the primary school system has been produced by a number of individuals and agencies, including Collins (1997), the DES (1999e; 2003d; 2003e; 2005f; 2006), Egan (1998), Leadership Development for Schools (2003), the NCCA (2004d; 2005b; 2005c) and Ridgway (2002a). The European Commission (2002) and Hayes and Claxton (2003) focus on the use of quality indicators to assess and evaluate the quality of ECCE services. The development and implementation of the Centre of Excellence quality assurance programme has been the subject of a number of publications and presentations by Hooper (2005; 2006) and the NCNA (2000b; 2003c; 2006). An international perspective on the theme of Planning and Evaluation has been provided by the European Commission (2002), the European Commission Network on Childcare (1996a) and Ridgway (2002b). Gunning (2003), Kelly (2000), Kilfeather *et al.* (2005), Murphy (2006c) and Uí Ghrádaigh (2004i) suggest strategies to promote planning and assessment as an integral way of improving the quality of ECCE services.

Baineann tábhacht shuntasach leis an téama seo i suímh COLO mar thoradh ar thábhacht na pleanála chun a chinntiú go gcuirtear seirbhísí ar ardchaighdeán ar fáil. Bíonn tionchar mór ag meastóireacht agus measúnacht leanúnach na seirbhíse a chuirtear ar fáil agus na gcleachtas a úsáidtear ar chineál an tsoláthair COLO.

Tá Pleanáil agus Meastóireacht ar cheann de na sé Chaighdeán náisiúnta déag de *Síolta* agus cuimsíonn sé 32 foilseachán sa Dara hEagrán den Iniúchadh Taighde, 1990-2006.

Bhí roinnt tionscadal taighde bunaithe ar anailísí agus criticí ar an Early Childhood Environment Rating Scale (ECERS) agus a úsáid i gcomhthéacs na hÉireann (Clifford, 2005; Douglas, 2005a; 2006f; Hennessy agus Delaney, 1999). Tháirg roinnt daoine agus gníomhaireachtaí, lena n-áirítear Collins (1997), an DES (1999e; 2003d; 2003e; 2005f; 2006), Egan (1998), Forbairt Ceannaireachta do Scoileanna (2003), an NCCA (2004d; 2005b; 2005c) agus Ridgway (2002a), treoir shonrach maidir le pleanáil agus meastóireacht i gcóras na mbunscoileanna. Diríonn an Coimisiún Eorpach (2002) agus Hayes agus Claxton (2003) ar úsáid táscairí cáilíochta chun measúnacht agus meastóireacht a dhéanamh ar cháilíocht seirbhísí COLO. Bhain roinnt foilseachán agus láithreoirachtaí le Hooper (2005; 2006) agus an NCNA (2000b; 2003c; 2006) le forbairt agus cur i bhfeidhm chlár deimhnithe cáilíochta an Centre of Excellence. Thug an European Commission (2002), the European Commission Network on Childcare (1996a) agus Ridgway (2002b) peirspictíocht idirnáisiúnta ar théama na Pleanála agus na Meastóireachta. Molann Gunning (2003), Kelly (2000), Kilfeather *et al.* (2005), Murphy (2006c) agus Uí Ghrádaigh (2004i) straitéisí chun pleanáil agus meastóireacht a chur chun cinn mar bhealach lárnach chun feabhas a chur ar cháilíocht seirbhísí COLO.

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