

# CHAPTER 9 - STAFFING, TRAINING AND QUALIFICATIONS

## CAIBIDIL 9 - AN FHOIREANN, OILIÚINT AGUS CÁILÍOCHTAÍ

The personnel working with children in the early years are of paramount importance in ensuring the provision of quality education and care services (Coolahan, 1998; DJELR, 2002b). A high standard of education and training is therefore essential to equip personnel with the necessary skills and knowledge to fulfil their demanding and critical role. In Ireland, courses in early childhood care and education have grown on a somewhat ad hoc basis and as the White Paper on Early Childhood Education points out, this has led to the duplication of provision, inconsistency in standards, lack of awareness as to the skills courses develop and difficulties regarding access, transfer and progression (DES, 1999a: 30). Notwithstanding this, there have been major developments in recent years with an increasing number of universities and Institutes of Technology offering degree and postgraduate courses.

The Child Care Act 1991 (DoH, 1991) and the Child Care (Preschool Services) Regulations 1996 (DoH, 1996a) make no references to the qualifications necessary to work in early years settings. The Regulations recommend "appropriate" training and qualifications but fail to define what level is considered congruous to the role. This lack of clarification has led to frustration within the sector for both employers and employees (DJELR, 1999c). The ambiguity has also led to the employment of personnel with a diverse range of qualifications, skills and knowledge in the sector as well as a sizeable proportion with no formal training (ADM, 2002). This lack of consistency and standardisation has served to diminish the status of early years personnel, with consequent effects on their social standing, pay and conditions and continuity of service (Coolahan, 1998; Horgan and Douglas, 2000). The Expert Working Group on Childcare stated that improved pay, training and conditions of service will lead to higher quality services:

*"Therefore, the calibre, skills and continuing professional development of childcare workers constitute a key element of quality childcare provision" (DJELR, 1999c: 27).*

Many practitioners have gained a wealth of expertise through practice and recognition of this is of paramount importance in future developments. The diversity that characterises the range of education and training courses in the sector has also led to positive effects in that it has promoted a broad range of expertise. It is important therefore that the co-ordination and organisation necessary to allow for transparency in access, transfer and progression allows for and encourages diverse perspectives. There is a need for multiple expertise within the sector as the skills required vary with the age, needs and stage of development of the individual child. The National

Tá an pearsanra a oibríonn le leanaí sna blianta luatha ríthábhachtach maidir le soláthar seirbhísí oideachais agus cúraim ar ardchaighdeán a chinntiú (Coolahan, 1998; DJELR, 2002b). Tá caighdeán ard oideachais agus oiliúna riachtanach dá bhrí sin chun na scileanna agus an t-eolas a thabhairt do phearsanra chun a ról éilitheach agus criticiúil a chomhlíonadh. In Éirinn, d'fhás cúrsaí faoi chúram agus oideachas Luath-Óige ar bhonn ad hoc agus faoi mar a léiríonn an Páipéar Bán faoi Oideachas Luath-Óige, is é an toradh a bhí air sin ná dúbláil ó thaobh soláthair de, neamhréir caighdeán, easpa feasachta faoi na scileanna a fhorbraíonn cúrsaí agus deacrachtaí maidir le rochtain, aistriú agus dul chun cinn (DES, 1999a: 30). Ina ainneoin sin, rinneadh forbairtí móra le blianta beaga anuas le líon níos mó ollscoileanna agus Institiúidí Teicneolaíochta ag tairiscint cúrsaí céime agus iarchéime.

Ní dhéanann an tAcht um Chúram Leanai, 1991, (DoH, 1991) ná na Rialacháin um Chúram Leanai (Seirbhísí Réamhscoile), 1996 (DoH, 1996a) aon tagairt do na cáilíochtaí atá riachtanach chun oibriú i dtimpeallachtaí luathblianta. Molann Rialacháin oiliúint agus cáilíochtaí 'oiriúnacha' ach teipeann orthu a shainmhíniú cén leibhéal a thagann leis an ról. Is é an toradh atá ar an easpa soiléireachta sin ná frustrachas laistigh den earnáil d'fhostaithe agus d'fhostóirí araon (DJELR, 1999c). De bharr na débhríochta sin freisin fostaíodh pearsanra ag a bhfuil réimse leathan cáilíochtaí, scileanna agus eolais san earnáil mar aon le céatadán mór nach bhfuil aon oiliúint fhoirmiúil orthu (ADM, 2002). Is éard atá déanta ag an easpa leanúnachais agus caighdeánaithe sin ná stádas an phearsanra luathbhlianta a íslíú agus bhí tionchar aige sin dá réir sin ar a stádas sóisialta, ar phá agus coinníollacha agus ar leanúnachas seirbhíse (Coolahan, 1998; Horgan agus Douglas, 2000). Dúirt an Expert Working Group on Childcare go mbeadh seirbhísí ar chaighdeán níos airde mar thoradh ar phá, oiliúint agus coinníollacha níos fearr seirbhíse:

*"Therefore, the calibre, skills and continuing professional development of childcare workers constitute a key element of quality childcare provision" (DJELR, 1999c: 27).*

Tá saineolas nach beag faighte ag cleachtóirí trí chleachtas agus ní mór é sin a aithint ar mhaithe le forbairtí amach anseo. Tá an éagsúlacht atá mar thréith den réimse cúrsaí oideachais agus oiliúna san earnáil tar éis tionchar dearfach a imirt sa mhéid is gur cotháíodh réimse leathan saineolais. Tá sé tábhachtach dá bhrí sin go dtugann an comhordú agus an t-eagrúchán atá riachtanach chun trédhearcacht a chinntiú maidir le rochtain, aistriú agus dul chun cinn deis do pheirspictíochtaí éagsúla agus go spreagtar na peirspictíochtaí sin. Tá gá le saineolas iolrach laistigh den earnáil mar go n-

Forum Report (Coolahan, 1998) and the White Paper (DES, 1999a) have called for reform and renewal in the training of infant class teachers for early childhood care and education to ensure it evolves with the changing context in Ireland. This includes reduced class sizes, the provision of classroom assistants, improved equipment and resources and enhanced training at both pre-service and in-career development stages (DES, 1999a; INTO, 2000a).

The Forum on Early Childhood Education (Coolahan, 1998) advocated training for practitioners in the following areas:

- An understanding of child development and learning principles
- The creation of a safe and caring learning environment
- Training in teaching methodologies to maximise innate potential of the child to learn in this period of unparalleled growth. The role of the adult to support and mediate this learning is of paramount importance
- Education in curricular principles and practices are important to emphasise informal learning through play and to apply new skill in different contexts. The NCCA are in the process of producing an early years curriculum at present. The Primary School Curriculum (DES, 1999b) is broad, balanced and flexible but teachers are in need of pre-service training and ongoing in-career development to ensure optimum delivery of the syllabus
- Administration and record keeping
- Skills to work with and actively involve parents and guardians in practice

The Report of the Expert Working Group on Childcare highlights the "bewildering diversity of training courses and qualifications" available in the absence of regulations (DJELR, 1999c: 27). This includes 90 courses in universities, institutes of technology, post-leaving certificate courses, vocational educational colleges, voluntary organisations, Montessori colleges, private colleges and national representative organisations. While diversity in provision leads to greater choice and competition, it has the adverse effect of producing inconsistency in standards (DES, 1999a).

The OMNA - DIT/NOW Project developed a set of core standards for those working in the sector in consultation with stakeholders, the "Guide to Essential Skills and Knowledge for Early Childhood Care and Education" (OMNA, 2000a). It also developed methods for the accreditation of prior learning, both formal and informal, to ensure pathways of progression and increased retention within the sector (OMNA, 2000e; 2000f; 2000g). It is imperative to build on the existing training, expertise and professional development to enhance the status of the sector and improve the quality of provisions for children in the early years.

Increased standardisation would lead to the

athraíonn na scileanna a éilítear de réir aois, riachtanais agus chéim forbartha an linbh aonair. D'éiligh an National Forum Report (Coolahan, 1998) agus an Páipéar Bán (DES, 1999a) athchóiriú agus athnuachan maidir le hoiliúint a chur ar mhúinteoirí ranga naíonán do chúram agus oideachas Luath-Óige le cinntiú go dtagann forás ar an oiliúint sin de réir mar a athraíonn an comhthéacs in Éirinn. Áirítear air sin, líon na ndaltaí sa rang a laghdú, cúntóirí ranga a sholáthar, trealamh agus acmhainní feabhsaithe agus oiliúint níos fearr ag céimeanna na forbartha réamhsheirbhíse agus inghairme araon (DES, 1999a; INTO, 2000a).

D'éiligh an Forum on Early Childhood Education (Coolahan, 1998) oiliúint do chleachtóirí sna réimsí seo a leanas:

- Tuiscint ar phrionsabail forbartha agus foghlama leanaí
- Timpeallacht foghlama atá sábháilte agus a dhéanann cúram don leanbh a chruthú
- Oiliúint i modheolaíocht teagaisc chun an leas is fearr a bhaint as poitéinseal inbheirthe an linbh i leith na foghlama sa tréimhse fáis sin, fás nach dtarlaíonn tréimhse ar bith eile. Tá ról an aosaigh maidir le tacú leis an bhfoghlaim sin agus maidir le headráin a dhéanamh rithábhachtach
- Tá oideachas i bprionsabail agus i gcleachtais churaclaim tábhachtach chun béim a leagan ar an bhfoghlaim fhoirmiúil trí spraoi agus chun scileanna nua a chur i bhfeidhm i gcomhthéacsanna éagsúla. Tá an NCCA i mbun curaclam luathbhlianta a chur le chéile faoi láthair. Tá Curaclam na Bunscoile (DES, 1999b) leathan, cothrom agus solúbtha ach tá oiliúint réamhsheirbhíse agus forbairt leanúnach inghairme de dhíth ar mhúinteoirí d'fhonn seachadadh optamach an tsiollabais a chinntiú.
- Riarachán agus coinneáil taifead
- Scileanna chun oibriú le tuismitheoirí agus le caomhnóirí agus chun iad a bheith rannpháirteach go gníomhach i gcleachtas.

Leagann an Tuarascáil ón Expert Working Group on Childcare béim ar "bewildering diversity of training courses and qualifications" atá ar fáil in éagmais rialachán (DJELR, 1999c: 27). Áirítear air sin, 90 cúrsa in ollscoileanna, in institiúidí teicneolaíochta, cúrsaí iar-ardteistiméireachta, coláistí gairmoideachais, eagraíochtaí deonacha, coláistí Montessori, coláistí príobháideacha agus eagraíochtaí ionadaíochta náisiúnta. Cé go dtugann éagsúlacht soláthair rogha agus iomaíocht níos fearr, bíonn tionchar diúltach aici eadhon neamhréir caighdeán a chruthú (DES, 1999a).

D'fhorbair an OMNA DIT/NOW Project tacar caighdeán croiláir dóibh siúd a oibríonn san earnáil i gcomhairle le lucht leasa, an "Guide to Essential Skills and Knowledge for Early Childhood Care and Education" (OMNA, 2000a). D'fhorbair sé modhanna creidiúnúcháin freisin don réamhfhoghlaim, idir chreidiúnú foirmiúil agus neamhfhoirmiúil, d'fhonn conairí a chinntiú maidir le dul chun cinn agus

establishment of a career pathways which are absent to date, with consequent beneficial effects on attracting and retaining professionals within the sector (DES, 1999a; DJELR, 2002b). With increased professionalisation and a concerted effort to communicate an awareness of the complex competencies required to work in the sector, the higher status afforded to the teaching profession at present could be extended to early childhood care and education (Coolahan, 1998).

Coolahan (1998), the National Childcare Strategy (DJELR, 1999c) and the National Children's Strategy (DHC, 2000a) have called for a National Framework for the sector and the Department of Justice, Equality and Law Reform initiated this process in 2000. This resulted in the publication of the Model Framework for Education, Training and Professional Development in the Early Childhood Care and Education Sector (DJELR, 2002b). This document sets out the occupational profiles and core skills for those working in the sector (children aged 0-8 years) and outlines how these profiles and skills can inform the development of education and training programmes that will lead to nationally recognized qualifications. It also addresses issues regarding access, transfer and progression and quality assurance. The Model Framework highlights the inflexibility of current training provision for full-time practitioners, leading to difficulties in transfer and progression. This has consequences for the development of career paths which are vital to achieve:

- Access to accreditation at all levels of qualifications
- Admission to lifelong learning opportunities
- Career opportunities for graduates in the early childhood care and education sector
- Development and stimulation of existing body of knowledge in the sector.

The Model Framework advocates that it is imperative that all practitioners achieve an agreed level of training and qualifications in the core skills and knowledge. Once standardized, they will be compared to standards internationally, thus facilitating greater mobility for early years practitioners. The Model Framework is flexible and dynamic, evolving with developments in the sector.

The Qualifications (Education and Training) Act 1999 (DES, 1999h) led to the establishment of the National Qualifications Authority of Ireland (NQAI). The relevance of this policy initiative for the early childhood care and education sector lies in its commitment to develop a National Framework for all qualifications in the state and the development of mechanisms to promote access, transfer and progression for all learners. A part of the process will require the establishment of national standards for all awards and this should bring the much needed clarity and cohesion regarding education, training and qualifications that has been called for by practitioners for many years. The early childhood care and

coinneáil níos fearr laistigh den earnáil a chinntiú (OMNA, 2000e; 2000f; 2000g). Tá sé rithabhachtach go dtógfar ar an oiliúint, ar an saineolas agus ar an bhforbairt ghairmiúil atá ann faoi láthair chun stádas na hearnála a fheabhsú agus chun caighdeán an tsoláthair do leanaí sna blianta luatha a fheabhsú.

Is é an toradh a bheadh ar chaighdeánú níos mó ná go mbunófaí conairí gairme, nach ann dóibh go dtí seo, agus go mbeadh tionchar dearfach acu sin maidir le daoine gairmiúla a mhealladh agus a choinneáil laistigh den earnáil (DES, 1999a; DJELR, 2002b). Le gairmiúlacht níos fearr agus le comhiarracht maidir le feasacht faoi na hinniúlachtaí casta a éilítear chun oibriú san earnáil a chur in iúl, d'fhéadfaí an stádas ard a bhaineann le gairm na múinteoireachta faoi láthair a leathnú isteach san oideachas agus cúram Luath-Óige (Coolahan, 1998).

D'éiligh Coolahan (1998), an Straitéis Náisiúnta um Chúram Leanaí (DJELR, 1999c) agus an Straitéis Náisiúnta Leanaí (DHC, 2000a) Creat Náisiúnta don earnáil agus chuir an Roinn Dlí agus Cirt, Comhionannais agus Athchóirithe Dlí tús leis an bpróiseas sin in 2000. Ba é an toradh a bhí air sin ná gur foilsíodh an Model Framework for Education, Training and Professional Development in the Early Childhood Care and Education Sector (DJELR, 2002b). Leagann an cháipéis sin amach próifíl ghairme agus scileanna croíláir dóibh siúd a oibríonn san earnáil (leanaí idir aoiseanna 0-8) agus tugtar cuntas ar an gcaoi ar féidir leis na próifílí agus na scileanna sin treoir a thabhairt d'fhorbairt clár oideachais agus oiliúna a thabharfaidh cáilíochtaí a aithnítear go náisiúnta. Tugtar aghaidh freisin ar shaincheisteanna a bhaineann le rochtain, aistriú agus dul chun cinn agus dearbhú cáilíochta. Leagann an Creat Múnla béim ar dholúbthacht an sholáthair reatha oiliúna do chleachtóirí lánaimseartha, rud a chruthaíonn deacrachtaí maidir le haistriú agus dul chun cinn. Bíonn tionchar aige sin ar fhorbairt conairí gairme atá riachtanach chun na nithe seo a leanas a bhaint amach:

- Rochtain ar chreidiúnú ag gach leibhéal cáilíochtaí
- Iontráil chuig deiseanna i leith na foghlama ar feadh an tsaoil
- Deiseanna gairme do chéimithe san earnáil oideachais agus cúraim Luath-Óige
- An corpas eolais atá san earnáil faoi láthair a fhorbairt agus a spreagadh.

Deir an Creat Múnla go bhfuil sé riachtanach go mbaineann gach cleachtóir leibhéal comhaontaithe oiliúna agus cáilíochtaí amach sna scileanna agus san eolas croíláir. Nuair a bheidh siad caighdeánaithe, cuirfeadh i gcomparáid le caighdeáin idirnáisiúnta iad, agus ar an gcaoi sin déanfar soghluaisteacht níos fearr a éascú do cleachtóirí luathbhlianta. Tá an Creat Múnla solúbtha agus dinimiciúil, agus tagann forás air de réir mar a fhorbraítear an earnáil.

Bunaíodh Údarás Náisiúnta Cáilíochtaí na hÉireann (NQAI) de bhun Acht na gCáilíochtaí (Oideachas agus

education sector, through the Model Framework, is well placed to contribute to the work of the national bodies established to develop the National Framework.

The following **categories** emerged in the process of thematic analysis:

- 9.1 Delivery Mechanisms/Methodologies
- 9.2 Education and Training
- 9.3 Government Publications
- 9.4 Human Resource Management
- 9.5 International Perspectives

These are then analysed under the aforementioned **sub-categories** of:

- Description/Analysis
- Evaluation
- Guidelines
- Policy

Oiliúint) 1999 (DES, 1999h). Is é an tábhacht a bhaineann leis an tionscnamh beartais sin don earnáil oideachais agus curaim Luath-Óige ná an tiomantas do Chreat Náisiúnta a fhorbairt do gach cáilíocht stáit agus do shásraí a fhorbairt chun rochtain, aistriú agus dul chun cinn a chothú do gach foghlaiméoir. Éileoidh cuid den phróiseas go mbunófar caighdeán náisiúnta do gach dámhachtain, agus ba chóir go dtabharfadh na forbairtí sin an tsoiléireacht agus an comhtháthú maidir le hoideachas, oiliúint agus cáilíochtaí atá á n-éileamh ag cleachtóirí le blianta. Tá ar chumas na hearnála oideachais agus cúraim Luath-Óige, tríd an gCreat Múnla, cuidiú le hobair na bhforas náisiúnta a bunaíodh chun Creat Náisiúnta a fhorbairt.

Tháinig na **catagóirí** seo a leanas chun cinn i bpróiseas na hanailíse téamacha:

- 9.1 Modheolaíocht/Sásraí Seachadta
- 9.2 Oideachas agus Oiliúint
- 9.3 Foilseacháin Rialtais
- 9.4 Bainistíocht Acmhainní Daonna
- 9.5 Peirspictíochtaí Idirnáisiúnta

Déantar iad sin a anailísiú faoi na **fochatagóirí** a luadh roimhe seo:

- Tuairisciúil/Anailísiúil
- Meastóireacht
- Treoirínte
- Beartas

## 9.1 DELIVERY MECHANISMS/METHODOLOGIES

The majority of the research conducted in this category has been completed by the OMNA project team in the CSER, Dublin Institute of Technology. This research is produced largely in the form of guidelines for practitioners and service providers. Publications include information on the accreditation of prior learning (OMNA, 2000e; 2000f; 2000g) and a guide to Essential Skills and Knowledge for Early Childhood Care and Education (OMNA, 2000a). Kelly (1994) also analysed the significance of the accreditation of prior learning in the community sector.

### 9.1.1 Description/Analysis - Tuairisciúil/Anailísiúil:

OMNA - DIT/NOW Early Childhood Project (1998). *Accompaniment – A Milestone Towards Quality*. OMNA - DIT/NOW Project Group. Dublin: Dublin Institute of Technology.

### 9.1.2 Guidelines / Treoirínte:

Kelly, M. (2000). *Good Practice Self-Assessment Manual – A Personal Resource Manual for Child Care Providers*. Dublin: National Children's Nurseries Association.

OMNA - DIT/NOW (2000a). *Guide to Essential Skills and Knowledge for Early Childhood Care and Education*. Dublin: Centre for Social and Educational Research.

OMNA - DIT/NOW (2000b). *Life is a Learning Curve. Essential Skills and Knowledge for Early Childhood Care and Education: Criteria of Competence for Individual learners*. Dublin: Centre for Social and Educational Research.

## 9.1 MODHEOLAÍOCHT/SÁSRAÍ SEACHADTA

Tá formhór an taighde a rinneadh sa chatagóir seo déanta ag foireann tionscadail OMNA sa CSER, Institiúid Teicneolaíochta Bhaile Átha Cliath. Foilsítear an taighde sin den chuid is mó i bhfoirm treoirínte do cleachtóirí agus do sholáthraithe seirbhíse. Áirítear ar na foilseacháin faisnéis faoi chreidiúnú na réamhfhoghlama (OMNA, 2000e; 2000f; 2000g) agus treoir maidir le Essential Skills and Knowledge for Early Childhood Care and Education (OMNA, 2000a). Rinne Kelly (1994) anailís ar an tábhacht a bhaineann le creidiúnú na réamhfhoghlama san earnáil pobail.

OMNA - DIT/NOW (2000c). *Life is a Learning Curve. What is WBT in Early Childhood Care and Education? Work Based Training: Trainee Information Booklet*. Dublin: Centre for Social and Educational Research.

OMNA - DIT/NOW (2000d). *The Final Report of OMNA - DIT/NOW Early Childhood Project 1995. Life is a Learning Curve*. Dublin: Centre for Social and Educational Research.

OMNA - DIT/NOW (2000e). *Life is a Learning Curve. What is APL in Early Childhood Care and Education? Accreditation of Prior Learning: Candidate Information Guide*. Dublin: Centre for Social and Educational Research.

OMNA - DIT/NOW (2000f). *Life is a Learning Curve. What is APL in Early Childhood Care and Education? Accreditation of Prior Learning: Providers Guide*. Dublin: Centre for Social and Educational Research.

OMNA - DIT/NOW (2000g). *Life is a Learning Curve. Accreditation of Prior Learning: Mentor/ Assessor Survival Kit*. Dublin: Centre for Social and Educational Research.

OMNA - DIT/NOW (2000h). *Life is a Learning Curve. Sample Forms for WBT (Work Based Training) and APL (Accreditation of Prior Learning)*. Dublin: Centre for Social and Educational Research.

OMNA - DIT/NOW (2000i). *Life is a Learning Curve. Early Childhood Care and Education: Learner's Guide*. Dublin: Centre for Social and Educational Research.

OMNA - DIT/NOW (2000j). *Life is a Learning Curve. General Information Booklet*. Dublin: Centre for Social and Educational Research.

OMNA - DIT/NOW (2000k). *Life is a Learning Curve. Work Based Training, Mentor/ Assessor Survival Kit*. Dublin: Centre for Social and Educational Research.

OMNA - DIT/NOW (2000l). *Life is a Learning Curve. Portfolio Building Guide*. Dublin: Centre for Social and Educational Research.

OMNA - DIT/NOW (2000m). *Life is a Learning Curve. Work Based Training, Providers Guide*. Dublin: Centre for Social and Educational Research.

### 9.1.3 Policy / Beartas:

Kelly, M. (1994). *Can You Credit it? Implications of Accreditation for Learners and Groups in the Community Sector*. Dublin: Combat Poverty Agency with AONTAS and NOW Initiative Support Structure.

## 9.2 EDUCATION AND TRAINING

The provision of training and qualifications in the early years has developed on a somewhat ad hoc basis, reacting to market demands and policy changes rather than government regulations (Coolahan, 1998). This has placed a focus on immediate needs while the long-term vision has remained under-developed (DJELR, 2002b). There is a long tradition of training for the teachers of infant classes but a process of renewal and reform in line with the evolving context of early childhood care and education is now necessary (DES, 1999a). There has been lively debate in recent years on the form early years training and qualifications should take (INTO, 1995b; Horgan and Douglas, 2000; Cooke, 2001). Researchers have also focused on the effectiveness of existing courses (Marley, 1996; Rhodes and Hennessy, 2000).

### 9.2.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Mac Aogáin, E. (1995). "An Ghaeilge." (in) Ní Dheá, E., Ní Neachtain, M. agus Ó Dubhghaill, A. (Eag.) *Na Teangacha Neamhfhorleathana agus Oiliúint Múinteoirí: Ag Díriú ar an nGné Eorapach*. Luimneach: Coláiste Mhuire gan Smál.

## 9.2 OIDEACHAS AGUS OILIÚINT

Forbraíodh an soláthar oiliúna agus cáilíochtaí sna luathbhlianta ar bhealach ad hoc agus é ag freagairt d'éilimh an mhargaidh agus d'athruithe beartais seachas do rialacháin rialtais (Coolahan, 1998). Leag sé sin fócas ar riachtanais reatha ach is beag forbartha atá déanta ar an bhfís fhadtréimhseach (DJELR, 2002b). Tá traidisiún fada oiliúna ann do mhúinteoirí ranganna naíonán ach tá gá anois le próiseas athnuachana agus athchóirithe a thagann le comhthéacs forásach an oideachais agus an chúraim Luath-Óige (DES, 1999a). Rinneadh plé bríomhar le blianta beaga anuas faoin gcineál oiliúna agus cáilíochta luathbhlianta ba chóir a bheith ann (INTO, 1995b; Horgan agus Douglas, 2000; Cooke, 2001). Dhírigh taighdeoirí freisin ar éifeachtacht na gcúrsaí atá ann faoi láthair (Marley, 1996; Rhodes agus Hennessy, 2000).

Bernard, J. (1997). *Training – The Key to Quality: A Training Needs Analysis of Early Years Staff in the Western Health Board Region*. Mayo: The Council for the West.

Bernard, J. (1998). *Feasibility Study Towards the Establishment of a BA in Early Childhood Studies*. Galway: NUI Galway Adult and Open Learning Department.

Byrne, C. (1999). *Education for Early Years Teachers. Paper presented to the Enhancing Quality in the Early Years International Conference, November, 1999*.

Kelly, M. (1999). *A Review of Childcare Training in the Finglas Cabra Area 1996-1999*. Dublin: Finglas Cabra Partnership.

Horgan, M. and Douglas, F. (2000). *Educating the Educators: Proceedings of Conference on Teacher Education: The Training of Early Years Educators in the Republic of Ireland*. Dublin: Educational Studies Association of Ireland.

OMNA - DIT/NOW (2000d). *The Final Report of OMNA - DIT/NOW Early Childhood Project 1995. Life is a Learning Curve*. Dublin: Centre for Social and Educational Research.

Cooke, M. (2001). *A Qualitative Study in a Third Level College in Dublin: Exploring the Training of Early Year Education Professionals Dealing with Diversity*. M.Phil. Thesis. Dublin: Dublin Institute of Technology.

Noonan Walsh, P. (2001). *Professional Education and Enhancing the Direct Care Profession in Ireland, North and South*. Dublin: University College Dublin.

Cooke, M., Fitzpatrick, A. and Walsh, P. (2002). "Diversity Education of Early Years Students in the Dublin Institute of Technology." pp. 253-268. (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference*.

Byrne, M. (2003). *Equality of Opportunity for Adult Women Learners*. Paper presented at the OMEP (Ireland) Conference, Cork.

Dinneen, F. (2003). *Work-based Learning as a Teaching Technique and a Learning Strategy in Higher Education*. Paper presented at the OMEP (Ireland) Conference, Cork.

Horgan, M. (2003). *Preparation for Practice: From Proselytized to Professional*. Paper presented at the OMEP (Ireland) Conference, Cork.

### 9.2.2 Evaluation / Meastóireacht:

Marley, P. (1996). *Changing Teachers Attitudes Towards Inclusive Education: The Effectiveness of a Short In-service Programme*. M.A. Thesis. Dublin: University College Dublin.

Collins, B. (1997). *A Case Study of the Effects of a Pilot Course on Teacher Attitudes to School Based Review and Development in an Infant Primary School*. M.St. Thesis. Dublin: Trinity College Dublin.

Hearns, S. (1998). *The Impact of Training on Workers in Early Childhood Education: An Evaluation of the Foundation Course in Playgroup Practice*. M.Litt. Thesis. Dublin: University College Dublin.

Rhodes, S. and Hennessy, E. (2000). The Effects of Specialised Training on Caregivers and Children in Early Years Settings: An Evaluation of the Foundation Course in Playgroup Practice. *Early Childhood Research Quarterly*, Volume 15, No. 4, pp. 559-576.

### 9.2.3 Guidelines / Treoirlínte:

Murray, C. (1995). *Side by Side. A Child Care Course for Travellers*. Dublin: Barnardos.

Irish National Teachers' Organisation (1997a). *Infant Education, Volume 1. A Manual for Tutors on Infant Education*. Dublin: Irish National Teachers' Organisation.

Irish National Teachers' Organisation (1997b). *Infant Education, Volume 2. A Manual for Tutors on Infant Education*. Dublin: Irish National Teachers' Organisation.

O'Doherty, A. and O'Doherty, P. (2000). *A Career in Child Care: Resource Pack for Schools and Centres*.

Dublin: National Children's Nurseries Association.

### 9.2.4 Policy / Beartas:

Irish National Teachers' Organisation (1993b). *The Professional Development of Teachers*. Dublin: Irish National Teachers' Organisation.

Irish National Teachers' Organisation (1995b). *Educating Teachers*. Dublin: Irish National Teachers' Organisation.

## 9.3 GOVERNMENT PUBLICATIONS

Many government publications have addressed the issue of staffing, training and qualifications of personnel in the early years sector. The quality of services has long been linked to the expertise of the practitioners (Coolahan, 1998; DES, 1999a; DJELR, 1999c) and the Model Framework (DJELR, 2002b) is a valuable document relating to the standardisation of training and qualifications in the early years. In addition to government publications dealing directly with the early years sector, the Qualifications (Education and Training) Act 1999 (DES, 1999h) and the NOAI publications regarding core standards and occupational profiles will prove instrumental in the development of training and qualifications in the sector.

### 9.3.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Coolahan, J. (Ed.) (1998). *Report on the National Forum for Early Childhood Education*. Dublin: The Stationery Office.

### 9.3.2 Policy / Beartas:

Department of Education (1992a). *Green Paper on Education – Education for a Changing World*. Dublin: The Stationery Office.

Department of Education (1994b). *Child Care Assistants Employed in Early Start Preschools (Pilot Project). Qualifications and Conditions of Service*. Dublin: The Stationery Office.

Department of Education (1995). *White Paper on Education – Charting Our Educational Future*. Dublin: The Stationery Office.

Department of Health (1996a). *Child Care (Preschool Services) Regulations and Explanatory Guide to Requirements and Procedures for Notification and Inspection*. Dublin: The Stationery Office.

Department of Health and Children (1997a). *Child Care (Preschool Services) Regulations 1996 and Child Care (Preschool Services) (Amended) Regulations 1997 and Explanatory Guide to Requirements and Procedures for Notification and Inspection*. Dublin: The Stationery Office.

Department of Education and Science (1998b). *Education Act*. Dublin: The Stationery Office.

Department of Education and Science (1999a). *Ready to Learn - A White Paper on Early Childhood Education*. Dublin: The Stationery Office.

Department of Education and Science (1999f). *Education Welfare Bill*. Dublin: The Stationery Office.

Department of Education and Science (1999g). *Qualifications (Education and Training) Bill*. Dublin: The Stationery Office.

Department of Education and Science (1999h). *Qualifications (Education and Training) Act*. Dublin: The Stationery Office.

## 9.3 FOILSEACHÁIN RIALTAIS

Phléigh roinnt foilseachán rialtais cúrsaí foirne, oiliúint agus cáilíochtaí pearsanra in earnáil na luathbhlianta. Tá caighdeán na seirbhísí nasctha le fada an lá le saineolas na gcleachtóirí (Coolahan, 1998; DES, 1999a; DJELR, 1999c) agus is cáipéis luachmhar é an Creat Múnla (DJELR, 2002b) a bhaineann le caighdeánú na hoiliúna agus na gcáilíochtaí sna luathbhlianta. I dteannta foilseachán rialtais a dhéileálann go díreach le hearnáil na luathbhlianta, beidh tábhacht nach beag ag baint le hAcht na gCáilíochtaí (Oideachas agus Oiliúint) 1999 (DES, 1999h) agus le foilseachán an NOAI faoi chaighdeáin chroíláir agus próifílí gairme maidir le hoiliúint agus cáilíochtaí a fhorbairt san earnáil.

Department of Justice, Equality and Law Reform (1999c). *National Childcare Strategy, Report of the Partnership 2000 Expert Working Group on Childcare*. Dublin: The Stationery Office.

Department of Education and Science (2000a). *Education Welfare Act*. Dublin: The Stationery Office.

Department of Health and Children (2000a). *The National Children's Strategy. Our Children-Their Lives*. Dublin: The Stationery Office.

Department of Health and Children (2000b). *The National Children's Strategy. Our Children-Their Lives: Executive Summary*. Dublin: The Stationery Office.

Department of Health and Children (2000c). *The National Children's Strategy. Our Children-Their Lives. Report of the Public Consultation*. Dublin: The Stationery Office.

Department of Health and Children (2000d). *The National Children's Strategy. Our Children-Their Lives. Report of the Public Consultation: Executive Summary*. Dublin: The Stationery Office.

Department of Health and Children (2000e). *The National Children's Strategy. Our Children-Their Lives. Report to Children on the Public Consultation*. Dublin: The Stationery Office.

Department of Health and Children (2000f). *The National Children's Strategy. Our Children-Their Lives: Children's Version*. Dublin: The Stationery Office.

Department of Social, Community and Family Affairs (2000). *Supporting Voluntary Activity: A White Paper on a Framework for Supporting Voluntary Activity and for Developing the Relationship between the State and the Community and Voluntary Sector*. Dublin: The Stationery Office.

National Qualifications Authority of Ireland (2001). *Towards a National Framework of Qualifications- A Discussion Document*. Dublin: National Qualifications Authority of Ireland.

Department of Education and Science (2002d). *Preparing Teachers for the 21st Century Report of the Working Group on Primary Pre-service Teacher Education*. Dublin: The Stationery Office.

Department of Justice, Equality and Law Reform (2002b). *Quality Childcare and Life Long Learning: Model Framework for Education, Training and Professional Development in the Early Childhood Care and Education Sector*. Dublin: The Stationery Office.

## 9.4 HUMAN RESOURCE MANAGEMENT

Owing to the ambiguity in the regulations as to what constitutes "appropriate" training and qualifications, it has become the role of service providers to define pertinent qualifications in the sector. Research in this area is largely in the form of guidelines for service providers to enhance their skills and inform their practice in relation to human resource management (Clarke, 1995b; 1995c; 1996; Barnardos and ADM, 1999; Byrne, 2002). O'Sullivan (1998) highlights the employment potential within the early years sector while organisations such as the Combat Poverty Agency (2002) and Byrne (2002) provide guidelines to enhance the efficiency of recruiting and managing personnel in the sector.

### 9.4.1 Description/Analysis - Tuairisciúil/Anailisiúil:

Kellaghan, T. (1990). Human Resources in Early Childhood Education. *Oideas*, Volume 36, pp. 48-60.

Hanley, N. (1993). *Managerial Roles of Preschool Managers*. M.Ed. Thesis. Dublin: Trinity College Dublin.

Centre for Social and Educational Research (1998b). *Identification of Training Needs of the Childcare Sector*.

## 9.4 BAINISTÍOCHT ACMHAINNÍ DAONNA

De bharr débhríochta sna rialacháin maidir le cad is oiliúint agus cáilíochtaí 'óiriúnacha' ann, is faoi na soláthraithe seirbhíse atá sé na cáilíochtaí cuí a shainmhíniú san earnáil. Is i bhfoirm treoirlínte do sholáthraithe seirbhíse atá an taighde sa réimse seo den chuid is mó chun cur lena gcuid scileanna agus chun treoir a thabhairt dá gcleachtas maidir le bainistíocht acmhainní daonna (Clarke, 1995b; 1995c; 1996; Barnardos agus ADM, 1999; Byrne, 2002). Leagann O'Sullivan (1998) béim ar an bpoitéinseal fostaíochta laistigh d'earnáil na luathbhlianta agus soláthraíonn eagraíochtaí cosúil leis an nGníomhaireacht Chomhrac in aghaidh na Bochtaine (2002) agus Byrne (2002) treoirlínte chun cur le héifeachtacht earcaíochta agus bainistíochta pearsanra san earnáil.

Unpublished Report undertaken on behalf of the Subgroup on Registration, Training and Qualifications of the Expert Working Group on Childcare.

O'Sullivan, M. (1998). *Employment Potential Within the Child Care Sector*. Dublin: Barnardos and Area Development Management.

#### 9.4.2 Evaluation / Meastóireacht:

Area Development Management (2002). *Staffing, Quality and Childcare Provision: An Evaluation of the Community Support Strand of the Equal Opportunities Childcare Programme 1998-2000 - Report Commissioned from Goodbody Economic Consultants*. Dublin: Area Development Management.

#### 9.4.3 Guidelines / Treoirlínte:

Clarke, J. (1995a). *Managing Better: Staff Support and Supervision*. Dublin: Combat Poverty Agency.

Clarke, J. (1995b). *Managing Better: Staff Selection and Interviewing*. Dublin: Combat Poverty Agency.

Clarke, J. (1995c). *A Guide to Good Employment Practice in the Community and Voluntary Sector*. Dublin: Combat Poverty Agency.

Clarke, J. (1996). *Managing Better: The Staff Recruitment Process*. Dublin: Combat Poverty Agency.

Barnardos (1998b). *Research Guidelines for Minimum Standards for Registration of Childcare Facilities*. Unpublished Draft Report to the Subgroup on Registration, Training and Qualifications of the Expert Working Group on Childcare.

Barnardos and Area Development Management (1999). *Staffing a Preschool/ Day Care Service – Recruiting with Confidence*. Dublin: Barnardos' National Children's Resource Centre.

Byrne, M. (2002). *Personnel Practice in Early Years Services – A Guide*. Dublin: Barnardos' National Children's Resource Centre.

Combat Poverty Agency (2002). *A Guide to Good Employment Practice in the Community and Voluntary Sector*. Dublin: Combat Poverty Agency.

## 9.5 INTERNATIONAL PERSPECTIVES

There has not been a great deal of research comparing qualifications and training in Ireland to other jurisdictions. Horgan and Douglas (1995c) analyse the professional development of early years practitioners in Ireland and Germany while Hogan, F. (1998) widens this comparison to include a variety of countries in the European Union.

### 9.5.1 Description/Analysis - Tuairisciúil/Anailísiúil:

Horgan, M. and Douglas, F. (1995c). The Professional Development of Early Childhood Educators in Ireland and Germany. *International Journal of Early Childhood*, Volume 17, No. 1, pp. 19-27.

Hogan, F. (1998). *A Comparative Study of Early Years Teacher Education in the European Union with Special Emphasis on the Situation in Ireland*. M.Ed. Thesis. Dublin: Trinity College Dublin.

### 9.5.2 Policy / Beartas:

Commission of the European Communities (1995). *Teaching and Learning – Towards the Learning Society. White Paper on Education and Training*. Brussels: Commission of the European Communities.

## 9.5 PEIRSPICTÍOCHTAÍ IDIRNÁISIÚNTA

Ní dhearnadh mórán taighde a chuireann cáilíochtaí agus oiliúint in Éirinn i gcomparáid le dlínsí eile. Déanann Horgan agus Douglas (1995c) anailís ar fhorbairt ghairmiúil na gcleachtóirí luathbhlianta in Éirinn agus sa Ghearmáin agus leathnaíonn Hogan, F. (1998) an chomparáid sin chun roinnt tíortha san Aontas Eorpach a thabhairt san áireamh.