

CHAPTER 2 - THE DEVELOPING CHILD

CAIBIDIL 2 - AN LEANBH ATÁ AG FORBAIRT

Recent years have witnessed an increased understanding and awareness of the holistic nature of children's development and learning. While we can focus on children's physical, social, personal, cognitive, linguistic, emotional, spiritual and moral development independently, there is now an acknowledgement of the fact that all of these aspects are interlinked and interdependent. While individual experiences may develop particular facets of the child at different times, it is imperative to focus on the child as a whole to understand the complex and multidimensional nature of the learning process. There is also an increased awareness of the child in an ecological context and his/her dynamic relationship with other children, adults and objects in their environment. All of these factors impact on development and are espoused by our National Children's Strategy (DHC, 2000a).

Our understanding has been influenced by our indigenous research in relation to child development listed in this chapter but also flavoured by international research in relation to brain development. Much of the research conducted in Ireland relates to the learning environment and 'nurture' of children in the early years. Much of the groundbreaking brain research has taken place internationally, yet it is largely transferable and applicable in the Irish context. For example, the National Research Council Institute of Medicine (2000)² in the USA has studied the biology of childhood development and its results have reinforced existing theories of development. This neuroscience research provides many insights into how babies and young children learn and highlights the importance of the learning environment, even before birth.

This combination of Irish and international research has substantiated the opinion long-held by early childhood practitioners of the importance of experiences in the early years on subsequent growth and development. The presence or absence of appropriate learning experiences impact greatly on brain growth and overall development in these formative years. It is imperative that attempts are not made to rush or accelerate development in these years as this can impact negatively on development. The child needs appropriate stimulation in line with his/her stage of development to ensure innate developmental needs are met.

A number of pivotal publications in the early childhood care and education sector have taken cognisance of these developments and have helped to raise the profile of early years experiences (Coolahan, 1998; DES, 1999a; DHC, 2000a). While Ireland has a relatively short history in this field of enquiry, the

Le blianta beaga anuas tá tuiscint agus feacht níos fearr ann maidir le nádúr iomlánaíoch fhorbairt agus fhoghlaim leanaí. Cé go dtig linn díriú ar fhorbairt fhisiceach, shóisialach, phearsanta, chognaíoch, theangeolaíoch, mhaoithneach, spioradálta agus mhorálta go neamhspleách ar a chéile, glactar leis anois go bhfuil na gnéithe sin uile comhnasctha agus comhspleách ar a chéile. Cé go bhforbraíonn eispéiris indibhidiúla gnéithe áirithe den leanbh ag amanna éagsúla, ní mór díriú ar an leanbh ina iomláine chun castacht agus nádúr ilghnéitheach an phróisis fhoghlama a thuiscint. Tá feacht níos mó ar an leanbh i gcomhthéacs éiceolaíoch agus ar an gcaidreamh dinimiciúil a bhíonn aige/aici le leanaí eile, le daoine fásta agus le nithe sa timpeallacht seo acu. Bíonn tionchar ag na fachtóirí sin uile ar fhorbairt agus tá taobhaithe leo ag ár Straitéis Náisiúnta Leanaí (DHC, 2000a).

Tá an tuiscint seo againn tagtha faoi thionchar ár dtaighde dhúchasaigh maidir le forbairt leanaí atá liostáilte sa chaibidil seo ach tá rian an tionchair ó thaighde idirnáisiúnta maidir le forbairt inchinne le mothú ann freisin. Baineann cuid mhaith den taighde a rinneadh in Éirinn le timpeallacht fhoghlama agus le 'cothú' leanaí sna luathbhlianta. Rinneadh cuid mhór den taighde inchinne a bhris talamh úr go hidirnáisiúnta, ach don chuid is mó is féidir é a aistriú agus é a chur i bhfeidhm sa chomhthéacs Éireannach. Mar shampla, tá staidéar déanta ag Institiúid an Chomhairle Thaighde Náisiúnta Leighis (National Research Council Institute of Medicine) (2000)² i Stáit Aontaithe Mheiriceá ar bhitheolaíocht fhorbairt na hóige agus treisíonn a gcuid torthaí na teoiricí atá ann faoi láthair maidir le forbairt. Soláthraíonn an taighde néareolaíochta seo cuid mhór léargas maidir leis an dóigh a bhfoghlaímíonn babaithe agus leanaí óga agus léiríonn sé an tábhacht a bhaineann leis an timpeallacht fhoghlama, fiú roimh bhreith.

Tugann an meascán seo de thaighde Éireannach agus idirnáisiúnta bunús leis an tuairim atá ag cleachtóirí Luath-Óige le fada an lá, maidir leis an tábhacht a bhaineann le heispéiris sna luathbhlianta maidir le fás agus forbairt ina dhiaidh sin. Bíodh siad ann nó ná bíodh, bíonn tionchar mór ar fhás na hinchinne agus ar fhorbairt iomlán ag na heispéiris fhoghlama chuí sna blianta múnlaítheacha sin. Ní mór gan iarrachtaí a dhéanamh deifir a chur faoi fhorbairt nó í a bhrú ar aghaidh sna blianta seo mar is féidir go mbeadh tionchar diúltach aige sin ar fhorbairt. Teastaíonn spreagadh cuí ón leanbh a thagann leis an staid fhorbartha ag a bhfuil sé/sí chun cinntiú go bhfreastalaítear ar riachtanais nádúrtha fhorbartha.

Tá suntas tugtha do na forbairtí sin ag roinnt foilseachán lárnach san earnáil chúram agus oideachas Luath-Óige agus tá cuidithe acu le próifíl eispéiris na Luath-Óige a ardú (Coolahan, 1998; DES,

² National Research Council Institute of Medicine (2000). *From Neurons to Neighbourhoods – The Science of Early Childhood Development*. Washington: National Academy Press.

1990s saw a marked increase in the number of publications pertaining to child development. These reports, among others, cite the importance of quality early years care and education for all children and the effects of early experiences on the capacity for further learning and development (Coolahan, 1998). Children in the early years develop at a rate unparalleled in subsequent years of their lives and they must be supported to ensure that they are enabled to develop to their maximum potential. This is especially true for those with special needs or affected by educational disadvantage. Intervention in the early years is far more effective and efficient than subsequent attempts at remediation (Coolahan, 1998; DES, 1999a).

Play is an integral element of development in the early years. Play is children's work, it is how they learn. It provides the means by which a child interacts with and negotiates his/her environment. This exploration and interaction with the environment lays the foundations of lifelong learning and fosters skills and aptitudes such as questioning, recalling, explaining, reflecting, organising and communicating. In this context, play is inherent in the holistic development of the child, including physical, cognitive, linguistic, social and emotional aspects.

Child protection and welfare is also a topical issue in the current climate. There have been a number of high profile cases pertaining to child sexual abuse in recent years and there is a heightened awareness of child welfare issues among individuals and authorities. The efflorescence of research since the late 1990s and the importance afforded to the issue in the Irish context is ample witness to this. The introduction of the Child Care Act 1991 (DoH, 1991) and more specifically the Child Care (Preschool Services) Regulations (DoH, 1996a) and the Children First guidelines (DHC, 1999) have led to an acceleration of formalised provisions for the safeguarding of children here in Ireland. This placed a greater onus on providers to screen staff on entry to employment and there are currently increasing calls to introduce a standardised screening system for all personnel in early years settings. Much of the literature in this area pertains to children in residential care and this facet of child protection is not covered in great detail in this audit.

The research relating to the Developing Child is treated under the following **categories**:

- 2.1 Child Development
- 2.2 Child Welfare
- 2.3 Government Publications
- 2.4 International Perspectives

Each of these categories is examined using the same **sub-categories** as before:

- Description/Analysis
- Evaluation
- Guidelines
- Policy

1999a; DHC, 2000a). Cé nach dtéann stair na hÉireann rófhada siar maidir leis an réimse fiosrúcháin seo, bhí méadú suntasach i líon na bhfoilseachán a bhaineann le forbairt leanaí sna 1990idí. Luann na tuairiscí sin, i measc ceann eile, an tábhacht a bhaineann le cúram agus oideachas Luath-Óige cáilíochta do gach leanbh agus leis an tionchar a bhíonn ag eispéiris luatha ar angcumas do thuilleadh foghlama agus forbartha (Coolahan, 1998). Forbraíonn leanaí sna luathbhlianta ag ráta nach mbíonn ar aon dul le blianta eile ina saol ina dhiaidh sin agus ní mór tacú leo chun cinntiú go gcuirtear iad ar a gcumas forbairt chun a bpoitéinseal is fearr a bhaint amach. Tá an méid sin fíor go háirithe dóibh siúd a bhfuil riachtanais speisialta acu nó dóibh siúd atá faoi mhíbhuntáiste oideachasúil. Tá idirghabháil sna luathbhlianta i bhfad níos éifeachtaí agus níos éifeachtúla ná iarrachtaí chun feabhais ina dhiaidh sin (Coolahan, 1998; DES, 1999a).

Tá súgradh mar ghné dhílis d'fhorbairt sna luathbhlianta. Tá súgradh mar obair leanaí, is mar sin a fhoghlaimíonn siad. Soláthraíonn sé bealach trínar féidir le leanbh imoibriú agus dul i ngleic lena t(h)impeallacht. Leagann an taiscéaladh agus an t-imoibriú seo leis an timpeallacht bunús le haghaidh foghlama ar feadh an tsaoil agus cothaítear scileanna agus mianaigh cosúil le ceistiú, cuimhneamh, míniú, léiriú, eagrú agus cumarsáid. Sa chomhthéacs sin, tá súgradh inghreamaithe i bhforbairt iomlánaíoch an linbh, gnéithe fisiceacha, cognaíocha, teangeolaíocha, sóisialacha agus maoithneacha ina measc.

Tá cosaint agus leas leanaí mar shaincheist thráthúil sa suíomh reatha. Bhí roinnt cásanna d'ardphróifil maidir le mí-úsáid gnéis leanaí le blianta beaga anuas agus tá feasacht níos airde ar shaincheistean leasa leanaí i measc daoine aonair agus údarás. Tá an bláthú taighde ó na 1990idí déanacha ar aghaidh agus an tábhacht a bhronntar ar an gceist sa chomhthéacs Éireannach mar fhianaise mhór air sin. Mar gheall ar an Acht um Chúram Leanaí, 1991 (DoH, 1991) agus níos sonraí arís, na Rialacháin um Chúram Leanaí (Seirbhísí Réamhscoile) (DHC, 1997) agus na treoirlínte Leanaí Chun Tosaigh (Children First) (DHC, 1999), tá sodar curtha faoi fhorálacha foirmiúla chun leanaí a choinneáil slán anseo in Éirinn. Chuir sé sin iallach níos mó ar sholáthraithe comhaltaí foirne a scagadh agus iad ag tosú ar fhostaíocht agus faoi láthair tá ag méadú ar na héilimh chun córas scagtha caighdeánach a thabhairt isteach do gach comhalta foirne i suímh luathbhlianta. Baineann cuid mhór de litríocht sa réimse seo le leanaí atá i gcúram cónaitheach agus ní chlédaítear an ghné sin de chosaint leanaí go mion san iniúchadh seo.

Tá an taighde a bhaineann leis an Leanbh atá ag Forbairt curtha faoi na **catagóirí** seo a leanas:

- 2.1 Forbairt Leanaí
- 2.2 Leas Leanaí
- 2.3 Foilseacháin Rialtais
- 2.4 Peirspictíochtaí Idirnáisiúnta

Déantar scrúdú ar gach ceann de na catagóirí sin faoi na **fochatagóirí** céanna ar baineadh úsáid astu thuas:

- Tuairisciúil/Anailísiúil
- Meastóireacht
- Treoirínte
- Beartas

2.1 CHILD DEVELOPMENT

Significant progress has been made in recent years in understanding children's physical, psychological and social development (Hayes, 2000). Research focuses on all aspects of child development including the linguistic (Barber, 1991; McGough, 1994; Kiely, 2002), cognitive (Horgan and Douglas, 1995b; Hayes, 2000; Moore, 2000) and emotional development (Lynch, 1994; Daly, 2002a; Douglas, 2003; Murphy, 2003). The IEA Pre-primary project has produced much research in the area of child development (Hayes, O'Flaherty and Kernan, 1997a; 1997b; Hayes, 2000; Hayes and Kernan, 2001). The recent reconstitution of the OMEP (Ireland) conference and proceedings journal has served as a valuable forum for debate and publication in this area (Douglas, 2003; Gray, 2003; Hayes, 2003a; Murphy, 2003; Ní Mhurchú, 2003).

2.1.1 Description/Analysis - Tuairisciúil/Anailísiúil:

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.

Farragher, C. (1990). *Erikson's Theory of Psycho-Social Development: A Contribution to Education*. M.Ed. Thesis. Maynooth: National University of Ireland, Maynooth.

Barber, I. (1991). *Complex Sentences: Their Early Development in Child Language*. M.Ed. Thesis. Dublin: Trinity College Dublin.

Lynch, K. (1992). Intelligence, Ability and Education: Challenging Traditional Views. *Oideas*, Volume 38, pp. 134-147.

Hayes, N. (1993a). *Early Childhood: An Introductory Text*. Dublin: Gill and Macmillan.

Hennessy, E. and Hayes, N. (1994). *Early Childhood Experience Study*. Paper presented at Psychological Society of Ireland Annual Conference, Kilkenny.

Lynch, C. (1994). *The Case for Self-concept Enhancement from Birth through Primary School*. M.A. Thesis. Cork: University College Cork

McGough, A. (1994). The Role of Dialogue in the Linguistic Development of the Preschool Child: A Dublin Inner-City Case study. *Studies in Education*, Volume 10, No. 2, pp. 14-24.

Horgan, M. and Douglas, F. (1995b). Intellectual Development and Early Childhood Education in the Republic of Ireland. *Curriculum*, Volume 17, No. 2, pp. 102-116.

Newman, T. (1996). *Young Children and Their Drawings: An Experimental Study*. M.Ed. Thesis. Dublin: University College Dublin.

St. Nicholas Montessori College (1996). *Early Childhood (2¹/₂-6)*. Dublin: St. Nicholas Montessori College.

Clarke, M. (1997). *Briefing Document on Childcare Background Information*. Unpublished paper prepared for the Expert Working Group on Childcare.

2.1 FORBAIRT LEANAÍ

Tá dul chun cinn suntasach déanta le blianta beaga anuas maidir le forbairt fhisiceach, shíceolaíoch agus shóisialach a thuiscint (Hayes, 2000). Díríonn taighde ar gach gné d'fhorbairt leanaí, forbairt theangeolaíoch (Barber, 1991; McGough, 1994; Kiely, 2002), forbairt chognaíoch (Horgan and Douglas, 1995b; Hayes, 2000; Moore, 2000) agus forbairt mhaoineacha (Lynch, 1994; Daly, 2002a; Douglas, 2003; Murphy, 2003) san áireamh. Tá cuid mhór taighde i réimse fhorbairt leanaí táirgthe ag tionscadal réamh-bhunscolaíochta an IEA (Hayes, O'Flaherty agus Kernan, 1997a; 1997b; Hayes, 2000; Hayes agus Kernan, 2001). Sholáthair comhdháil an OMEP (Éire), a athbhunaíodh ar na mallaibh, agus irisleabhar na modhanna oibre fóram luachmhar le haghaidh díospóireachta agus foilsithe sa réimse seo (Douglas, 2003; Gray, 2003; Hayes, 2003a; Murphy, 2003; Ní Mhurchú, 2003).

Hayes, N., O'Flaherty, J. with Kernan, M. (1997a). *A Window on Early Education in Ireland. The First National Report of the IEA Pre-Primary Project*. Dublin: Dublin Institute of Technology.

Hayes, N., O'Flaherty, J. with Kernan, M. (1997b). *A Window on Early Education in Ireland. Summary Report of the IEA Pre-Primary Project*. Dublin: Dublin Institute of Technology.

Costello, L. (1999). *A Literature Review of Children's Well-Being*. Dublin: Combat Poverty Agency.

Hayes, N. (1999a). *Early Childhood: An Introductory Text – Second Edition*. Dublin: Gill and Macmillan.

Gaffney, M., Greene, S., Wiczorek-Deering, D. and Nugent, J. (2000). The Concordance Between Mother-Infant Attachment at 18 Months and Maternal Attachment 10 Years Later Among Married and Single Mothers. *Irish Journal of Psychology. Child Development Research in Ireland - Special Edition*, Volume 21, No. 3-4, pp. 154-170.

Hayes, N. (2000). Early Childhood Education and Cognitive Development at Age 7 Years. *The Irish Journal of Psychology*, Volume 21, No.3-4, pp. 181-193.

Hennessy, E. and Hogan, D. (2000). Twenty-Five Years of Developmental and Child Psychology in Ireland: An Analysis of Psyc Lit and Eric Databases. *Irish Journal of Psychology. Child Development Research in Ireland - Special Edition*, Volume 21, No. 3-4.

Moore, N. (2000). *Study of the Ecology of Classrooms and Children's Cognitive Development at Four Years in Preschools and Primary Schools in Ireland*. M.Phil. Thesis. Dublin: Dublin Institute of Technology.

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.

Donnelly, P. (2001). A Study of Higher-order Thinking in the Early Years Classroom through Doing Philosophy. *Irish Educational Studies*, Volume 20, pp. 278-295.

Hayes, N. and Kernan, M. (2001). *Seven Years Old: School Experience in Ireland. National Report of the IEA Pre-Primary Project*. Dublin: Dublin Institute of Technology.

Lifestart Donegal (2001). *Report of Lifestart Newtowncunningham and Lifestart Lifford/Clonleigh Child Awareness Conference*, Letterkenny, Co. Donegal, June 2001. Donegal: Lifestart Donegal.

Waterford Area Partnership (2001). *Moving Forward*. Waterford: Waterford Area Partnership.

Daly, M. (2002a). *The Emotional, Social, Moral and Spiritual Development of the Young Child (Aiming Towards Self-Actualisation)*. Ph.D. Thesis. Cork: University College Cork.

Daly, M. (2002b). "Emotional Competency – An Inoculation for Life." pp. 66-83. (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference*.

Dinneen, F. (2002). "Joint Involvement Episodes with Babies: Lessons from Research for the New Millennium." pp. 175-186. (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference*.

Douglas, F. (2002). "The Moving Spirit: Spirituality and Young People." pp. 49-65. (in) Horgan, M. and Douglas, F. (Eds.) (2002). *Lessons for the 21st Century – Research, Reflection, Renewal: Proceedings of the OMEP (Ireland) Conference*.

Hogan, D., Halpenny, A. and Greene, S. (2002). *Children's Experiences of Parental Separation*. Dublin: The Children's Research Centre, Trinity College Dublin and the Department of Social and Family Affairs.

Kiely, J. (2002). *A Study on the Development of Narrative Ability of the Child Using Story as a Learning Tool*. M.Ed. Thesis. Dublin: St. Patrick's College.

Ryan, N. (2002a). *A Comparative Study of the Cognitive, Linguistic, and Social Development of Junior Infant Class Children in Cork City and County and Children in La Grande Section of the École Maternelle in Normandy and Paris*. M.Phil. Thesis. Cork: University College Cork.

Douglas, F. (2003). *The Breath of Life...The Young Child and Self-Esteem*. Paper presented at the OMEP (Ireland) Conference, Cork.

Gray, C. (2003). *Automaticity and the Early Years Practitioner*. Paper presented at the OMEP (Ireland) Conference, Cork.

Hayes, N. (2003a). *Transformations: The Role of Interactions in Early Education*. Paper presented at the OMEP (Ireland) Conference, Cork.

Murphy, V. (2003). *Cultivating Emotional Development through Physical Activity*. Paper presented at the OMEP (Ireland) Conference, Cork.

Ní Mhurchú, N. (2003). *Children's Early Representations: Reflections of Creativity*. Paper presented at the OMEP (Ireland) Conference, Cork.

2.1.2 Guidelines / Treoirinte:

South Western Area Health Board, East Coast Area Health Board and Northern Area Health Board (2000). *Toddler Development Care and Nutrition 1 – 2 Years – Guidance Notes for Careworkers in Preschools*. Dublin: South Western Area Health Board, East Coast Area Health Board and Northern Area Health Board.

Southern Health Board (2001). *Growing Confident Children*. Cork: Department of Public Health and Southern Health Board.

2.2 CHILD WELFARE

Child protection and welfare has received much research attention in recent years, particularly since the mid 1990s. A number of commentators focus on child protection practices in Ireland (Buckley, 1996; Buckley, Skehill and O'Sullivan, 1997; 1999; Buckley, 2002). The relevance of early childhood experiences in relation to future behaviour and development also features in the research and this emphasises the importance of child protection in the early years (Woods, 1994; Ryan, 1998; Barnardos 2000f). The NCNA (2000c) have produced guidelines in relation to child welfare and protection in early years settings.

2.2.1 Description/Analysis - Tuairisciúil/Anailísiúil:

McKeown, K. and Gilligan, R. (1991). Child Sexual Abuse in the Eastern Health Board Region of Ireland in 1988: An Analysis of 512 Confirmed Cases. *The Economic and Social Review*, Volume 22, No. 2, January, pp. 101-134.

Woods, M. (1994). Drug Using Parents and their Children: The Experience of a Voluntary / Non - Statutory Project. *Irish Social Worker*, Volume 12, No. 2, pp. 10.

Buckley, H. (1996). Child Abuse Guidelines in Ireland: For Whose Protection? *Administration*, Volume 44, No. 2, pp. 37-56. (Special issue edited by Harry Ferguson and Tony McNamara, entitled: Protecting Irish Children: Investigation, Protection and Welfare).

Murphy, M. (1996b). From Prevention to 'Family Support' and Beyond: Promoting the Welfare of Irish Children. *Administration*, Volume 44, No. 2, Summer, pp. 73-101.

O'Higgins, K. (1996). *Disruption, Displacement, Discontinuity? Children in Care and Their Families in Ireland*. Economic and Social Research Institute NO. 134. Dublin: Economic and Social Research Institute.

Buckley, H. (1997). "Child Protection in Ireland." pp. 101 – 126. (in) Harder, M. and Pringle, K. (Eds.). *Protecting Children in Europe: Towards a New Millennium*. Aalborg: Aalborg University Press.

2.2 LEAS LEANAÍ

Tá cuid mhór airde taighde dírithe ar chosaint agus ar leas leanaí le blianta beaga anuas, go háirithe ó lár na 1990idí ar aghaidh. Díríonn roinnt tráchtairí ar chleachtais chosaint leanaí in Éirinn (Buckley, 1996; Buckley, Skehill agus O'Sullivan, 1997; 1999; Buckley, 2002). Pléitear le hábharthacht eispéiris na Luath-Óige maidir le hiompar agus forbairt sa todhchaí sa taighde agus cuireann sé seo béim ar thábhacht chosaint leanaí sna luathbhlianta (Woods, 1994; Ryan, 1998; Barnardos 2000f). Tá treoirinte táirgthe ag Cumann Náisiúnta Náiscoileanna Leanai maidir le leas agus cosaint leanaí i suímh luathbhlianta.

Buckley, H., Skehill, C. and O'Sullivan, E. (1997). *Child Protection Practices in Ireland: A Case Study*. Dublin: Oak Tree Press.

Hogan, D. (1997). *The Social and Psychological Needs of Children of Drug Users: Report of an Exploratory Study*. Dublin: Children's Research Centre.

Keenan, O. (1997). "Child Welfare." pp. 64-76. (in) Robins, J. (Ed.) (1997). *Reflections on Health – Commemorating Fifty Years of the Department of Health 1947-1997*. Dublin: Department of Health.

Sullivan, M., Knutson, J., Scanlon, J. and Cork, P. (1997). Maltreatment of Children with Disabilities: Family Risk Factors and Prevention Implications. *Journal of Child Centred Practice*, Volume 4, No. 1, pp. 33-46.

Buckley, H. (1998). Conflicting Paradigms: General Practitioners and the Child Protection System. *Irish Journal of Social Work Research*, Volume 1, pp. 29-42.

Ryan, G. (1998). The Relevance of Early Life Experience to the Behaviour of Sexually Abusive Youth. *Irish Journal of Psychology*, Volume 19, No. 1, pp. 32-48.

Buckley, H. (1999). Child Protection; An Ungovernable Enterprise. *Economic and Social Review*, Volume 30, pp. 21- 40.

Buckley, H., Skehill, C. and O'Sullivan, E. (1999). Protecting Children under the Child Care Act 1991: Getting the Balance Right. *Irish Journal of Family Law*, Volume 1, pp. 7-11.

Skehill, C., O'Sullivan, E. and Buckley, H. (1999). The Nature of Child Protection Practices: An Irish Case Study. *Child and Family Social Work*, Volume 4, No. 2 May, pp. 145-152.

Barnardos (2000e). *Policy Briefing No. 4 – The Case for Mandatory Reporting of Suspected Child Abuse and Neglect*. Dublin: Barnardos.

Barnardos (2000f). *Policy Briefing No. 6 – Responding to Domestic Violence and its Impact on Women and Children*. Dublin: Barnardos.

Buckley, H. (2000). Children First: Implications for Practice. *Irish Journal of Family Law*, Volume 4, pp. 10-15.

North Western Health Board (2000). *Childcare: Protecting Children - Supporting Families*. Donegal: North Western Health Board.

Ferguson, H. and O'Reilly, M. (2001). *Keeping Children Safe: Child Abuse, Child Protection and the Promotion of Welfare*. Dublin: A and A Farmar.

North Eastern Health Board (2001b). *Child Neglect – Is My View Your View? Working with Cases of Child Neglect in the North Eastern Health Board*. Cavan: North Eastern Health Board.

Barnardos (2002b). *World Forum 2001 Proceedings: The Children's Agenda – Familiar Issues, Emerging Concerns*. Dublin: Barnardos' National Children's Resource Centre.

Buckley, H. (2002). *Child Protection and Welfare: Innovations and Interventions*. Dublin: Institute of Public Administration.

Health Promotion and Public Health Nursing Department of Midlands Health Board (2002). *Accident Prevention and Child Safety Awareness*. Athlone: Brosna Press.

2.2.2 Evaluation / Meastóireacht:

Walsh, T. (1998). Changing Expectations: The Impact of "Child Protection." *Irish Social Work, Child and Family Social Work*, Volume 4, No. 1, pp. 33-41.

2.2.3 Policy / Beartas:

Barnardos (1992). *Child Care Act 1991: Information Pack*. Dublin: Barnardos' National Children's Resource Centre.

Ferguson, H, Gilligan, R. and Torode, R. (Eds.) (1993). *Surviving Childhood Adversity – Issues for Policy and*

Practice. Dublin: Social Studies Press.

Ferguson, H. and Kenny, P. (Eds.) (1995). *On Behalf of the Child: Child Welfare, Child Protection and the Child Care Act 1991*. Dublin: A and A Farmer.

Ferguson, H. and McNamara, T. (Eds.) (1996). *Protecting Irish Children: Investigation, Protection and Welfare*. Dublin: Institute of Public Administration.

National Children's Nurseries Association (2000c). *Guidelines for the Protection of Children in Early Childhood Services*. Dublin: National Children's Nurseries Association.

Barnardos (2002c). *Someone to Talk to: A Handbook on Childhood Bereavement*. Dublin: Barnardos' National Children's Resource Centre.

2.3 GOVERNMENT PUBLICATIONS

There has been a large volume of government publications in the 1990s regarding early childhood development and education, which impact directly on child welfare and protection. The most important of these emanate from the latter part of the decade, particularly following the Child Care (Preschool Services) Regulations 1996 (DoH, 1996a). These regulations have been followed by further guidelines from the Department of Health and Children in relation to child protection and welfare (DHC, 1999; 2002e). Numerous other reports, such as the National Children's Strategy (DHC, 2000a) and the Children's Acts (DJELR, 1997b; 2001c) focus on child welfare issues.

2.3.1 Description/Analysis - Tuairisciúil/Anailisiúil:

Coolahan, J. (Ed.) (1994). *Report of the National Education Convention Secretariat*. Dublin: National Education Convention Secretariat.

Ward, P. (1997). *The Child Care Act (1991)*. Dublin: Round Hall Sweet and Maxwell.

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

2.3.2 Evaluation / Meastóireacht:

Department of Education (1992b). *Home School Community Liaison Scheme: Interim Report 1*. Dublin: The Stationery Office.

2.3.3 Guidelines / Treoirlínte:

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

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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.

2.3.4 Policy / Beartas:

Department of Education (1990). *Report of the Primary Education Review Body*. Dublin: The Stationery Office.

Department of Health (1991). *Child Care Act*. Dublin: The Stationery Office.

FOILSEACHÁIN RIALTAIS

Bhí líon mór foilseachán Rialtais sna 1990idí maidir le forbairt agus oideachas Luath-Óige, a théann i bhfeidhm go díreach ar leas agus ar chosaint leanaí. Baineann an chuid is tábhachtaí acu leis an gcuid dheireanach den tréimhse dheich mbliana sin, go háirithe i ndiaidh na Rialachán um Chúram Leanáí (Seirbhísí Réamhscoile) 1996 (DoH, 1996a). Eisíodh níos mó treoirlínte i ndiaidh na rialachán sin ón Roinn Sláinte agus Leanáí maidir le cosaint agus leas leanáí (DHC, 1999; 2002e). Díríonn cuid mhór tuairiscí eile, cosúil leis an Straitéis Náisiúnta Leanáí (DHC, 2000a) agus Achtanna na Leanáí (DJELR, 1997b; 2001c) ar shaincheisteanna leasa leanáí.

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

Department of Education (1993). *Report of the Special Education Review Committee*. Dublin: The Stationery Office.

Irish National Teachers' Organisation (1993a). *Among School Children. The INTO Response to the Green Paper: Education for a Changing World. A Policy Statement*. Dublin: Irish National Teachers' Organisation.

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 Social Welfare (1996b). *Commission on the Family - Interim Report*. Dublin: The Stationery Office.

Department of Health and Children (1997d). *Report on the Maternity and Infant Care Scheme Review Group*. Dublin: The Stationery Office.

Department of Justice, Equality and Law Reform (1997b). *The Children Act 1997*. Dublin: The Stationery Office.

Combat Poverty Agency (1998c). *Position Paper for the National Forum on Early Childhood Education*. Dublin: Combat Poverty Agency.

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

Department of Social, Community and Family Affairs (1998). *Strengthening Families for Life: Final Report of the Commission on the Family to the Minister for Social, Community and Family Affairs*. Dublin: The Stationery Office.

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Irish National Teachers' Organisation (1998a). *A Perspective on Early Childhood Education: A Submission to the National Forum for Early Childhood Education*. Dublin: Irish National Teachers' Organisation.

An Roinn Sláinte agus Leanaí (1999). *Treoirínte Naisiúnta do Chosaint agus Leas Leanaí*. Baile Átha Cliath: Oifig an tSoláthair.

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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.

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

Department of Health and Children (1999). *Children First - National Guidelines for the Protection and Welfare of Children*. Dublin: The Stationery Office.

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.

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

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2.4 INTERNATIONAL PERSPECTIVES

There have not been a great number of international comparisons in relation to the development and welfare of children in Ireland with those in other jurisdictions. Harder and Pringle (1997) explore child protection practices in Europe. Ryan (2002) investigates developmental aspects of childhood in Ireland and France. Child development from a parent and teacher perspective in Ireland and Finland is examined by Ojala (2000).

2.4.1 Description/Analysis - Tuairisciúil/Anailísiúil:

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Ryan, N. (2002a). *A Comparative Study of the Cognitive, Linguistic, and Social Development of Junior Infant Class Children in Cork City and County and Children in La Grande Section of the École Maternelle in Normandy and Paris*. M.Phil. Thesis. Cork: University College Cork.

2.4.2 Policy / Beartas:

Harder, M. and Pringle, K. (Eds.) (1997). *Protecting Children in Europe: Towards a New Millennium*. Aalborg: Aalborg University Press.

2.4 PEIRSPICTÍOCHTAÍ IDIRNÁISIÚNTA

Níl mórán comparáidí idirnáisiúnta déanta maidir le forbairt agus leas leanaí in Éirinn agus a leithéid i ndlínsí eile. Taiscéalann Harder agus Pringle (1997) cleachtais chosaint leanaí san Eoraip. Fiosraíonn Ryan (2002) gnéithe forbartha den óige in Éirinn agus sa Fhrainc. Scrúdaíonn Ojala (2000) forbairt leanaí ó dhearcadh tuismitheora agus múinteora in Éirinn agus san Fhionlainn.