

Appendices

Appendix 1 - Letter to Stakeholders

Appendix 2 - Flyer 1

Appendix 3 - Flyer 2

Appendix 4 - Briefing Notes for Facilitators

Appendix 5 - Guidelines for Facilitators

Appendix 6 – Members of the Consultative Committee

Appendix 7 – Organisations Contacted

Appendix 8 - Seminar Presentation – Thomas Walsh

Appendix 9 - Seminar Presentation – Maresa Duignan

Appendix 10 - Seminar Presentation – Sharon O'Brien

Appendix 11 - Information Template

Appendix 12 - Evaluation Sheet

Appendix 1

– Letter to Stakeholders



22nd September 2003

A Consultation on Quality in Early Childhood Care and Education.

A Chara,

The Centre for Early Childhood Development and Education was set up in 2001 in response to the Government White Paper 'Ready to Learn' in order to develop and co-ordinate early childhood education in Ireland. The Centre's brief covers children from 0 to 6 years of age in a wide variety of settings, including families, nurseries, crèches, playgroups, child minders, preschools and the infant classes of primary schools.

One of the main objectives of the Centre is to develop early education **quality standards** in relation to all aspects of early childhood education including equipment and material, staff qualifications, training, learning objectives, curriculum etc And also to develop a support framework to encourage compliance with quality standards.

In order to carry out these objectives, the Centre is committed to consulting on an ongoing basis with relevant agencies, groups, advisory bodies and providers of early childhood education.

To this end, we have organised a **Series of Consultative Seminars** in October 2003 and invite anyone with an interest in Early Childhood Education to take part.

Each seminar will comprise of a short introduction to the work of the CECDE and a brief presentation on Quality in Early Childhood Care and Education. Participants will then be invited to form groups to discuss the issue of quality and voice any opinions or concerns. We will also ask each person to fill in an information template which we will use to prepare a report on the findings and to provide feedback to the participants. The results will be posted on our website at www.cecde.ie.

I enclose some of our promotional flyers with all of the relevant information and ask that you would distribute them to interested parties and/or members of your organisation. We would hope to have a wide variety of representation across the sector.

Looking forward to seeing you there,

Sharon O' Brien.

Appendix 2

– Flyer 1

The Centre for Early Childhood Development & Education (CECDE) invites you to take part in a **Consultation on Quality in Early Childhood Care and Education** to be held in the following locations:



Ag seo cuireadh dhuit ón Lárionad um Fhorbairt agus Oideachas na Luath-Óige (LFOLO) páirt a ghlacadh i **gComhchomhairle ar Cháilíocht i gCúram agus Oideachas Luath-Óige** a thionólfar insna suímh seo leanas:

<i>20th October</i>	<i>23rd October</i>	<i>29th October</i>
<i>Sheldon Park Hotel, Kylemore Road, Dublin 10</i>	<i>Rochestown Park Hotel, Douglas, Cork</i>	<i>Galway Bay Hotel, Salthill, Galway</i>

7 pm-9.30pm, Refreshments supplied

*For Everyone With an Interest in Early Childhood Care and Education
(e.g. Early Years Practitioners, Infant Teachers, Parents)*

Each seminar will begin with registration at 7 o'clock and will involve short presentations on the CECDE and on the issue of Quality in Early Childhood Care and Education. Participants will then have the opportunity to discuss the topic, provide feedback and take part in the consultation process that will assist us in our work, developing quality standards for all settings for children aged 0-6 in Ireland. The seminars should finish by 9.30.

Iosnoidh gach seiminear le claru ag a 7 a chlog agus déanfar cur i láthair gearr ar an LFOLO agus ar cheist na Cáilíochta i gCúram agus Oideachas Luath-Óige. Beidh seans ag na rannpháirtithe ansin an t-ábhar a phlé, aiseolas a sholáthar, agus páirt a ghlacadh sa phróiseas comhairlithe a chabhróidh linn inár dtasc caighdeáin cáilíochta a fhorbairt do gach uile suíomh do leanaí 0-6 in Éirinn. Táimid ag súil leis na seimineáir a chríochnú ag 9.30.

Further information is available on our website or by contacting the Centre:
Tá tuilleadh eolais le fáil ar ár suíomh gréasáin nó trí dhul i dteagmháil leis an Lárionad:

The Gate Lodge, St. Patrick's College, Drumcondra, Dublin 9
Tel: 01 8842110 Fax: 01 8842111
Email: early.childhood@spd.dcu.ie
Website: www.cecde.ie



Appendix 3

– Flyer 2

The Centre for Early Childhood Development & Education (CECDE) invites you to take part in a **Consultation on Quality in Early Childhood Care and Education** to be held in the following locations:



Ag seo cuireadh dhuit ón Láirionad um Fhorbairt agus Oideachas na Luath-Óige (LFOLO) páirt a ghlacadh i **gComhchomhairle ar Cháilíocht i gCúram agus Oideachas Luath-Óige** a thionólfar insna suímh seo leanas:

24th November

Hillgrove Hotel,

Monaghan

25th November

Hodson Bay Hotel,

Athlone

27th November

Óstán Cheathrú Rua,

Co. na Gaillimhe

7 pm-10pm, Refreshments supplied

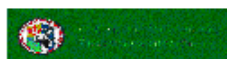
*For Everyone With an Interest in Early Childhood Care and Education
(e.g. Early Years Practitioners, Infant Teachers, Parents)*

Each seminar will begin with registration at 7 o'clock and will involve short presentations on the CECDE and on the issue of Quality in Early Childhood Care and Education starting at 7.30. Participants will then have the opportunity to discuss the topic, provide feedback and take part in the consultation process that will assist us in our work, developing quality standards for all settings for children aged 0-6 in Ireland. The seminars should finish by 10.00.

Iosnoidh gach seiminear le claru ag 7 a chlog agus déanfar cur i lathair gearr ar an LFOLO agus ar cheist na Cáilíochta i gCúram agus Oideachas Luath-Óige, ag tosú ag 7.30. Beidh seans ag na rannpháirtithe ansin an t-ábhar a phlé, aiseolas a sholáthar, agus páirt a ghlacadh sa phróiseas comhairlithe a chabhróidh linn in ár dtasc caighdeán cáilíochta a fhorbairt do gach uile suíomh do leanaí 0-6 in Éirinn. Táimid ag súil leis na seimineáir a chríochnú ag 10.00.

The survey form is also available on our website or by contacting the Centre:
Tá an foirm aiseolais le fáil ar ár suíomh gréasáin nó trí dhul i dteagmháil leis an Láirionad:

The Gate Lodge, St. Patrick's College, Drumcondra, Dublin 9
Tel: 01 8842110 Fax: 01 8842111 Email: early.childhood@spd.dcu.ie
Website: www.cecde.ie



Appendix 4

– Briefing for Facilitators for Consultation Seminars

Purpose of consultation

"Consultation with stakeholders will be a crucial part of the process of developing quality standards."

(CECDE, 2001: 4)

It is fundamental to the development of national quality standards that we actively seek the opinion and perspectives of all those who are interested and involved in the provision of early education for children in the birth to six age range. This consultation will promote:

- Dialogue and discussion
- Sharing of knowledge and expertise amongst a broad range of stakeholders
- The development of consensus on core issues regarding quality
- Relevance of quality standards for all stakeholders in all settings

Schedule for consultation

Public consultation seminars have been planned for October and November 2003 as follows:

October 20th 2003 – Dublin

October 23rd 2003 - Cork

October 29th 2003 – Galway

November 24th – Monaghan

November 25th – Athlone

November 27th - Carraroe

The running order for each evening will be as follows:

- 6.45pm - briefing session for facilitators– (refreshments will be available)
- 7 – 7.30pm - registration for participants
- 7.30 - 7.50pm - introduction and overview – two short presentations
- 7.50 – 8pm – break up into groups / introduction of group members
- 8 – 8.10pm – Distribution and completion of information template
- 8.10 – 8.55pm - group discussion. Small, facilitated groups of approximately 10 persons will consider three key questions and complete a short information template (15 minutes per question).
- 8.55 - 9pm Complete information template
- 9 - 9.15pm - Feedback session
- 9.15 – 9.25pm - closure of session.

- 9.25 - 9.30pm – Fill in Evaluation Sheet
- Collect and hand up information template, Evaluation Sheet and Facilitators notes

the notes recorded during facilitation

NB: All forms distributed must be returned on the night. If participants wish to take additional forms for completion after the seminars they may do so.

Alternatively you may direct them to the consultation section of the CECDE website (www.cecde.ie) where the information template may be completed and returned electronically.

The three questions on quality reflect the Work Programme of the CECDE which is also available in full on the website.

Facilitation process

- Introduction of the group members (5 mins)
- Distribution and completion of information template (10 mins)
- Introduction of issue 1 – *Defining quality* (15 mins)
- Recording of key points and highlighting of areas of consensus.
- Introduction of issue 2 – *Assessing quality* (15 mins)
- Recording etc.
- As above for issue 3 – *Promoting quality* (15 mins)
- Conclusion of discussion - request for members to review and complete information template forms (5 mins)
- Feedback by facilitators – One key sentence for each of the three questions
- Collection of forms – thank participants.
- Distribution and Collection of the Evaluation Sheet
- Hand up the information templates, Evaluation Sheets and

Feedback

A summary report of each consultation seminar and key findings will be posted on the CECDE website within three weeks of completion of each seminar.

The closing date for completion of electronic information template forms is November 30th 2003. A full report of the CECDE Consultation on Quality will be prepared subsequent to this date.

Appendix 5

- Guidelines for facilitators

Adapted from: Prenderville, P. (1995) *Developing facilitation skills: a handbook for facilitators*. Combat Poverty Agency. Dublin.

Facilitation is a way of working with people. Facilitation enables and empowers people to carry out a task or perform an action. The facilitator does not perform the task, but uses certain skills in a process, which allows the individuals/group reach their decision/set their goal/learn a skill.

Developing participation

The facilitator's role is to encourage participation and challenge behaviour that inhibits it. People are not forced to contribute. The facilitator creates an environment in the group where people can choose to contribute and where it is safe for them to do so. In order to achieve the optimal environment to support group members to participate it is important that ground rules are established. These will ensure that everyone is clear about the task that the group has to accomplish and the way in which this is to be achieved. Group rules or boundaries can be in relation to

- 'house-keeping arrangements' e.g. time keeping, breaks etc.
- Organisation of group work –e.g. step 1 - introductions, step 2 - brainstorming, step three – establishing areas of agreement/consensus, step 4 - recording.
- issues such as turn taking, one voice at a time, owning statements, group members use the term "I" when making a contribution. Respecting others opinions (respect does not mean acceptance)

Introductions

This is a key aspect of establishing a safe and comfortable environment for group members. It can be accomplished simply by asking each member to go around the group and state their name and their role in the early childhood care and education sector e.g. my name is Mary and I am a parent and a teacher of junior infants. It is important to welcome and thank each participant at this stage before moving to invite the next participant to introduce her/himself. If you feel confident enough it is possible to lighten the tension that usually occurs at the

beginning of such a session by making the introductions into a game e.g. the facilitator take a pencil and says her name " I am Ann" Then she passes it to the next person who says, "I got the pen from Ann and my name is John" and so on. Alternatively each member of the group introduces themselves by their first name and

accompanies it with a positive adjective to describe her/himself in some way. E.g. I am Amazing Ann. The next person then says This is Amazing Ann and I am Jolly John. Another alternative is to substitute the adjective for the name of an animal e.g. Monkey Mary and Parrot Peter.

Skill	Explanation
Explaining	Giving an interpretation of previous statements. This is helpful if someone is unclear about the meaning of what s/he is expressing. E.g. It could be that what happened was....?
Clarifying	Checking that what was said is understood. E.g. "So what you are saying is...?"
Paraphrasing	Repeating back to the speaker a little of what was said either in his/her own words or similar. E.g. " So training is an important issue"
Open ended questions	Asking the speaker questions which will encourage further disclosure. E.g. Can you give an example of that...?"
Encouraging	Can be verbal or non verbal. Includes thanking the person for their contribution and offering praise. E.g. "Thank you for that, it was very interesting" Or using sub speech like "Mmmm or uhuh"
Linking	Short sentences indicating interest, support and encouragement to continue E.g. "Does anyone else have a similar view?"
Silence	Allowing some time between what a person says before speaking. Silence can act as an encouragement to continue or for others to join in.

Active listening

Good communication is essential in any group work situation. Active listening is a core skill for facilitators and essential for the establishment of good communication.

Active listening is more than simply listening to someone. It is absorbing what is being said and letting the speaker know that s/he has been heard. It is about ensuring that the speaker feels listened to. The following verbal and non verbal skills promote active listening and participation by all group members

It should be noted that there are some common pitfalls that can hamper the smooth facilitation of a group. Some examples are listed below.

And finally!

Thank you very much for agreeing to be a facilitator for the CECDE Consultation on Quality. Your support and expertise plays a key role in this consultation process. We look forward to seeing you at the venue at 6.45pm for a short briefing session and a cup of tea or coffee before the main event.

We do hope that you will enjoy the evening and we look forward to seeing you there.

Pitfalls	Explanation
Over-analysing	Interpreting the speakers motives
Parroting	Continuously repeating parrot like what the speaker is saying.
Over expansion	Adding on to what was said or generalising the content of a contribution to the group.
Omitting	Ignoring relevant facts, comments, contributions.
Exaggerating	Intensifying the importance of what was being said
Rushing	Anticipating what the speaker will say next and saying it for him/her
Lagging	Failing to move on to the next item

Appendix 6

- Members of our Consultative Committee

1. Ballymun Partnership – Nóirín Coughlan
2. Barnardos – Seán Redmond
3. BCCN – Michelle Hart
4. Childminding Ireland – Patricia Murray
5. Children’s Research Centre – Ann-Marie Halpenny
6. Children’s Rights Alliance – Mary O’Connor
7. Combat Poverty Agency – Angie Daly
8. Comhchoiste Réamhscolaíochta Teo – Déirdre Uí Ghrádaigh
9. Department of Education and Science – Alan Wall
10. Department of Health and Children – Mary Deacy
11. Department of Justice, Equality and Law Reform – Patrick Murray
12. Department of Social and Family Affairs – Heber McMahon
13. Disability Federation of Ireland – Toni Gleeson
14. Dublin Institute of Technology – Máire Mhic Mhathúna
15. FÁS (Equal Opportunities & Social Inclusion Department) - Mary Beggan
16. FETAC – Angela Lambkin
17. Forum of People with Disabilities – Bethan Collins
18. HETAC – Mary Sheridan
19. High/Scope – Patricia Murphy
20. IATSE – Anita Craig
21. IFA – Frances Coffey
22. IMEB – Helen O’Connor Nolan
23. IMPACT – Sheila Carroll
24. INTO – Deirbhile Nic Craith
25. IPPA – Irene Gunning
26. Irish Steiner Waldorf Early Childhood Association – Pearse O’Shiel
27. Mary Immaculate, Limerick- Nora Maria Ní Mhurchú
28. NAMHI – Stephen Kealy
29. National Children’s Office – Sinéad Hanafin
30. National College of Ireland – Alan Sharkey
31. NCCRI – Kensika Monshengwo
32. National Disability Authority – Erik Koornneef
33. National Federation of Voluntary Bodies – Maria Walls
34. National Forum of Preschool Inspectors – Marie Gleeson
35. National Parents and Siblings Alliance – Seamus Greene
36. National Parents Council – Primary – Irene Cassidy
37. NCCA – Arlene Forster
38. NCNA – Ashling Hooper
39. OMEP – Ann Fanning
40. Pavee Point – Colette Murray
41. RAPID – Anne Genockey
42. Seirbhísí Naíonra Teo – Mairéad Mac Con Iomaire
43. Southern & Eastern Regional Assembly – Derville Killian
44. St. Nicholas Montessori Society – Bernadette Burns
45. St. Patrick's College – Maura O’Connor
46. Traveller Preschool Teachers’ Association - Anne Boyle
47. Treoir – Margot Doherty
48. UCC – Mary Horgan

Appendix 7 ***- Organisations Contacted***

An Comhchoiste Réamhscolaíochta Teo
Barnardos
BCCN
Childminding Ireland
Children's Research Centre
Children's Right's Alliance
Clare County Childcare Committee
Combat Poverty Agency
Cork City Childcare Committee
Cork County Childcare Committee
County Councils
Department of Education & Science
Department of Health & Children
Department of Justice Equality & Law Reform
Department of Social & Family Affairs
Disability Federation of Ireland
Down Syndrome Ireland
Dublin City Childcare Committee
Dublin Fingal Childcare Committee
Dublin Institute of Technology
Dublin South County Childcare Committee
Dún Laoghaire/Rathdown Childcare Committee
Early Start
Education Centres
FÁS (Equal Opportunities & Social Inclusion Department)
FÁS Training Centres
FETAC
Forum of People with Disabilities
Galway City and County Childcare Committee
Health Boards
HETAC
High/Scope Ireland
IMPACT (Representative)
IPPA, the Early Childhood Organisation
Irish Association of Teachers in Special Education
Irish Farmer's Association
Irish Montessori Education Board

Irish National Teachers Organisation
Irish Steiner Waldorf Early Childhood Association
Kerry County Childcare Committee
Kildare County Childcare Committee
Local Radio Stations
Louth County childcare Committee
Mary Immaculate College
Mayo County childcare Committee
Meath County Childcare Committee
NAMHI
National Children's Office
National College of Ireland
National Consultative Committee on Racism & Interculturalism
National Council for Curriculum & Assessment
National Disability Authority
National Federation of Voluntary Bodies
National Forum of Pre-school Inspectors
National Parents & Siblings Alliance
National Parents Council – Primary
National Schools
OMEP Ireland
Partnerships
Pavee Point Travellers Centre
RAPID
Roscommon County Childcare Committee
Séirbhísí Naíonraí Teo
Sligo County Childcare Committee
Southern & Eastern Regional Assembly
St. Nicholas Montessori Teachers' Association
St. Patrick's College
Tipperary South County Childcare Committee
Traveller Preschool Teachers Association
Treoir
University College Cork
Waterford City Childcare Committee
Waterford County Childcare Committee
Wicklow County Childcare Committee

Appendix 8

- Seminar Presentation Thomas Walsh

1. Consultation on Quality

Dia Dhaoibh. Tá an-fháilte romhaimh chuig an seimineár seo anocht maidir le cáilíocht I gCúram agus Oideachas na luath-Óige in Éirinn.

Good evening Ladies and Gentlemen and thank you for taking the time to be with us here this evening in our consultation on quality in early childhood care and education in Ireland. My name is Thomas Walsh and I work as a Development Officer in the Centre for Early Childhood Development and Education.

The main purpose of this evening is for us to listen to you so we want to maximise the time you have to express your views. We are anxious that you will have an opportunity to share your perspectives and insights in relation to quality with us and to facilitate this; you will shortly split into break-out groups.

I will now give a brief outline of the format for this evening. First of all, I will give a short presentation on the Centre for Early Childhood Development and Education,

outlining our origins, functions and progress to date. Maresa will then briefly explain the format of the consultation to follow. Sharon will finally organise the break-out groups. This will take no longer than 20 minutes so that by 8pm, you will be actively engaged in dialogue in your groups.

2. History

The establishment of the Centre for Early Childhood Development and Education marks the culmination of a number of reports and publications in the late 1990s. The National Forum on Early Childhood Education in 1998 brought together all stakeholders in the early childhood care and education sector for the first time. It provided a forum for all to express their views and concerns and to realise the commonality of issues.

The Expert Working Group on Childcare reported in 1999 and it highlighted many of the issues in the childcare sector and made recommendations to alleviate defects in the system.

The Department of Education and

Science produced the White Paper on Early Childhood Education, Ready to Learn, in 1999. This was the first White Paper on early childhood education in Ireland and it made wide-ranging proposals for the development of the sector.

Among these was the establishment of an Early Childhood Education Agency with Statutory powers. The Centre for early Childhood Development and Education was launched one year ago as a seed to this Agency envisaged in the White Paper. It was established by the Department of Education and Science and is jointly managed by the Dublin Institute of Technology and St. Patrick's College of Education. It is located in the Gate Lodge of St. Patrick's College. The CECDE does not have the wide-ranging powers envisaged for the Agency but is charged with a three-year Programme of Work.

3. Objectives

The CECDE has a number of Objectives and Functions. We will first of all look at the Objectives.

1. The development of a National Quality Framework is the core

function of the CECDE. This involves devising quality standards for all settings in which children aged zero to six are present. It also involves developing appropriate support mechanisms for personnel working with children as well as a system of assessment to ensure quality is achieved and maintained. This work will be completed in close cooperation with the sector and this is the main focus of our consultation here this evening.

2. The CECDE is currently in the process of devising proposals for targeted interventions for children who are disadvantaged and who have special needs in the birth to six age-category for the Department of Education and Science.

3. As mentioned earlier, the CECDE is not the Agency envisaged in the White Paper but one of the objectives of the Centre is to prepare the groundwork for the establishment of the Early Childhood education Agency. Recently, the Government has recommitted its intention to establish the Early Childhood Education Agency.

4. Functions

Our 5 functions are closely related to our overall objectives:

1....To develop quality standards for the early childhood care and education sector

2....To support all those who work with children to comply with the quality standards

3....To help coordinate existing provision to ensure there are no voids or duplications and to enhance the ability of the sector to expand

4....To undertake research in the Centre to support these initiatives or to commission research where necessary

5....To provide advice to the Minister for Education and Science on all aspects of early childhood care and education

5. The Team

There is a core team of 8 people working at the Centre and the majority of them are here this evening.

We have a Director, Heino Schonfeld, and an Assistant-Director, Dr. Gemma Kiernan.

There are three Development Officers, Maresa Duignan, Jacqueline Fallon and myself, Thomas Walsh.

We have an Information Officer, Peadar Cassidy, who will speak to you later.

Sharon O'Brien, who you will organise the break-out groups is our administrator while Claire Brennan is our Secretary.

Shortly, two students who will conduct doctoral research with the Centre will commence work with us.

6. Current Work

The CECDE is in operation for exactly one year and we have completed some work projects and are in the process of conducting other work.

- An Audit of Provision for children affected by disadvantage and for children with special needs is now nearing completion and will be available early in the

new year.

- As mentioned earlier, we are currently drafting proposals for the Department of Education and Science in relation to targeted interventions for children affected by disadvantage or who have special needs.
- The CECDE is currently in the process of devising a Conceptual Framework of how Young Children Develop and Learn in Ireland. This will assist in devising our Quality Framework and will be available shortly
- The CECDE prepare submissions on an ongoing basis and is represented on a large number of committees and boards.
- The CECDE recently launched 'An Audit of Research on Early Childhood Care and Education in Ireland 1990-2003.' This contains 1082 references on research in early childhood care and education over the past 13 years. This research is presented in 12 different themes including disadvantage, children's rights, cultural diversity and special needs. It highlights a number of gaps in research in the Irish context and this has formed the basis of the CECDE's Research Strategy. The research is

accessible as a searchable database on the Centre's website (www.cecde.ie). Copies are available free of charge from the Centre.

7. Summary

I hope that this has given you a brief outline of the origins, work and progress of the Centre to date. To summarise:

- We are an initiative of the Department of Education and Science.
- Our role and functions stems from the recommendations in the White Paper and as specified by our 3 year Programme of Work.
- Our remit crosses many of the traditional divides in the Irish context, including the education and care dichotomy and also the barrier between the early years settings and the formal sector.
- A core value of the CECDE is to conduct this work in close cooperation with all stakeholders in the sector. We have recently convened a Consultative Committee for the Centre,

comprised of close to 50 representatives from the sector, which will advise the CECDE on all aspects of our work.

- We will utilise this expertise and experience within the sector as well as looking at national and international research, policy and practice in the area in devising these quality standards.

All of this information, including the contact details of individuals, copies of our newsletter, Alana, access to the searchable database, a copy of the research audit, copies of conference papers and submissions, membership of our Consultative Committee, our Research Strategy and more, is available on our recently launched website www.cecde.ie or contact us on 01 8842110.

Thank you for your time and interest. I will now pass you on to my colleague Maresa who will discuss the outline of the consultation this evening.

Go raibh míle maith agaibh.

Tom Walsh

Appendix 9

- Seminar Presentation Maresa Duignan

Good evening everyone and welcome again to the CECDE's Consultation on Quality. My name is Maresa Duignan, also a Development Officer with the Centre. My colleague Tom has given you a brief overview of the origins, function and progress of the CECDE to date and my role now is to take you through the rationale for this evening, consider briefly the concept of 'Quality' in early childhood care and education and then take you quickly through the information template which we hope that you will each complete and return to us this evening.

I wish to stress from the outset that this evening should resonate with your voices not ours. We have deliberately structured the evening to minimize our influence and maximise your opportunities to engage in discourse and dialogue on this important issue and I hope that you find the experience an affirming and enjoyable one.

Discourse on quality in the early childhood care and education sector has expanded rapidly in recent times. I am sure that many of you here tonight have been engaged in

this discourse and furthermore have been instrumental in developing and advancing quality in all aspects of the provision of early years services in Ireland.

We in the CECDE are fully aware of the rich well of expertise that already exists related to developing and implementing quality in early childhood settings and we are committed to building on this solid foundation as we progress our work.

Having acknowledged the positive aspects however, it is also important to realise that much work does remain to be accomplished. It is interesting to note that the recently published Audit of Research in Early Childhood Care and Education reported that:

" Surprisingly, there has been little research in the area of quality in the Irish context, both in relation to quality indicators or the evaluation of the more subtle and intangible aspects of quality. " (CECDE, 2003:141)

The work that we are engaged in tonight aims to redress this situation. It is in fact the first

attempt to conduct research on quality in the Irish context across all early childhood care and education settings with a view to establishing national quality standards.

It is important that all developments in both policy and practice in the early childhood care and education sector in Ireland are based on a solid foundation of research evidence. Our work programme, which spans a three-year period has a strong research strand. In respect of quality we have specific objectives to reach:

"To develop quality standards in relation to all aspects of early childhood education including equipment and material, staff qualifications, training, learning objectives, teaching methodologies, curriculum and related areas. " (CECDE, 2001: 4)

Furthermore we are required:

"To develop a support framework to encourage compliance with quality standards by early education providers. " (CECDE, 2001: 4)

This is a complex and challenging

brief. It is also, as I am sure you will all agree necessary for the continuing development of the early childhood care and education sector in Ireland.

Our research will be conducted in many ways as we seek to draw on the collected wisdom of national and international expertise in this field and Tom has already outlined a number of the processes we are engaged in.

At the core of our work however is consultation. This consultation must include all those who have a vested interest in early childhood care and education; parents/guardians, children, teachers and carers, policymakers and practitioners. Tonight is the first of a series of public consultations and we hope that you find it a safe and valuable forum within which to share your views and ideas.

Tonight's consultation is about gaining insight and understanding and establishing baselines. We want to get as broad a picture as possible of the range and nature of perspectives that exist on the three particular issues that we have

highlighted for discussion.

1. - The first of these questions (Defining Quality) is an attempt to begin to understand the many perspectives that are held in Ireland on the meaning of quality in the context of early childhood care and education. Some of the questions that may arise in your discussions are - What does quality mean to you? What has your involvement in the education and care of young children revealed to you about quality? What are the different aspects of quality? And are there areas that we can all agree on despite our different perspectives?

2. The second question (Assessing Quality) addresses the issue of assessing quality. How do we recognise quality? Can it be assessed? What kind of measurements should be used? This is a key issue for the implementation of national quality standards.

3 - And finally, but of no lesser importance, (Supporting Quality) we want to begin to discover what you need to help you develop and deliver quality in early childhood care and education settings.

As we have already stated, your feedback tonight will inform the development of national quality standards for all early childhood care and education settings in Ireland. This is an important issue and I hope that you take full advantage of this opportunity.

My colleague Sharon will explain the format of the rest of the evening to you. However before I hand over to her I would just like to reassure you of a few important points. This consultation is entirely confidential and you are not required to identify yourselves on the feedback form.

We hope that you will all contribute to the discussion of the issues. Each discussion will be facilitated to create a safe and supportive forum for discussion. We welcome all constructive and positive contributions to this discussion and we hope that you will respect and encourage your fellow participants in the consultation process this evening.

The form you will be completing contains four sections. The first is designed to give us some background information, which will

help us to report back to you on the results of this consultation process. The following three sections relate to the three discussion points that you will be considering tonight.

Conclusion:

It is often been stated that the early childhood care and education sector in Ireland is characterised by the diversity of provision, which exists for our youngest children. However despite this diversity we are all united by a common goal, to ensure that all children in Ireland can experience positive achievement and realise their full potential. I hope that this common vision will underpin and support our deliberations this evening.

Appendix 10

- Seminar Presentation Sharon O'Brien

My name is Sharon O'Brien and I am the Administrative Officer with The Centre.

As Tom and Maresa have just said, this evening is about YOU and your feelings about Quality and we really do appreciate it that you have all made the effort to come out tonight. For our part, we want to focus completely on getting as much information from you as possible.

So just before we break up into groups, I want to quickly give you some idea of the format of the rest of the evening –
Each group has a facilitator.

- When you get into your groups, your facilitator will ask you to introduce yourselves and then will give you a hand out with the 3 questions on quality.
- You will have a short time – about 5-10 minutes to fill in the general information in the first part of the information templates and to jot down a few rough points.
- We will then discuss each of the 3 questions on Quality in turn (Maresa outlined these) and this should take about 45 Minutes – 15 minutes per question. Fill in the form during the discussion as you go along.
- At the end, you will have 10 minutes to finish up. And your facilitator will collect all of the forms.

Just 1 or 2 points to note:

- Don't wait until the end to make all your points, fill it in as you go along.
 - Write as clearly as possible!
 - Try not to leave anything blank
 - Ask your facilitator if you have any problems
- We will not have a plenary session at the end but will have a short feedback session – about 20 minutes – before we close, so use the time in your group to get your points across to your facilitators.

At the end, your facilitator will give each of you an evaluation sheet. We would really appreciate if you could take a few moments to fill this in, as it will be enormously beneficial to us for future seminars. If you would like an Irish Version of the evaluation, just ask your facilitator.

Okay – we're now going to break up into the groups. You were each given a name badge at registration, and each badge has a letter A-J on it – the letter corresponds to your group. The groups are arranged around the room (point them out) So if you are group A, you're over here (point it out) B, C, and so on.

Thanks very much and I hope you have lots of stimulating and productive discussion.

Appendix 11

- Information Template

CECDE Consultation on Quality - Comhairliúchán ar Cháilíocht

04703 (1-5)

(6)	(7)	(8)

Card One 9/1



Consultation on Quality in Early Childhood Care and Education

This feedback form is comprised of 4 sections.

The first one records information about the respondent's background; the other three deal with the issue of 'Quality' in Early Childhood Care and Education.

Please complete each question. All information will be treated with complete confidentiality. You are not required to give your name and contact details and anonymity is guaranteed.

Comhairliúchán ar Cháilíocht i gCúram agus Oideachas Luath-Óige

Tá 4 rannóga sa bhfoirm aiseolais seo.

Cláraíonn an chéad ceann sonraí ar chúlra an fhreagróra; baineann na trí chinn eile le ceist na Cáilíochta i gCúram agus Oideachas Luath-Óige.

Freagair gach ceist chom hiomlán agus is féidir le do thoil. Caithfear leis an eolas ar fad faoi chuing rúin. Ní hiarrtar ort d'ainm agus do sonraí teagmhála a thabhairt agus ní ligfear d'aithne le duine ar bith.

<i>CECDE Consultation on Quality - Comhairliúchán ar Cháilíocht</i>	
Section One	Rannóg a hAon
1. Please indicate your gender:	1. Cuir in iúl d'inscne: (10)
Male <input type="checkbox"/>	Fireann <input type="checkbox"/>
Female <input type="checkbox"/>	Baineann <input type="checkbox"/>
2. Please indicate which of the following age ranges apply to you:	2. Cuir in iúl cén ceann de na haois réimsí seo leanas ina bhfuil tú fhéin: (11)
15-17 <input type="checkbox"/>	15-17 <input type="checkbox"/>
18-24 <input type="checkbox"/>	18-24 <input type="checkbox"/>
25-34 <input type="checkbox"/>	25-34 <input type="checkbox"/>
35-44 <input type="checkbox"/>	35-44 <input type="checkbox"/>
45-54 <input type="checkbox"/>	45-54 <input type="checkbox"/>
55-64 <input type="checkbox"/>	55-64 <input type="checkbox"/>
65+ <input type="checkbox"/>	65+ <input type="checkbox"/>
3. Please indicate which county you live in:	3. Cuir in iúl cén condae ina chónaíonn tú: (12) (13)
<hr/>	
4. I am responding as a: (tick as many boxes as applies to you)	4. Táim ag freagairt mar: (14) (cuir tic i mbosca ar bith a fheileann) (15)
Parent/Guardian <input type="checkbox"/>	Tuismitheoir /Caomhnóir <input type="checkbox"/>
Practitioner/Teacher <input type="checkbox"/>	Cleachtóir/Múinteoir <input type="checkbox"/>
Member of Management <input type="checkbox"/>	Bainistíocht <input type="checkbox"/>
Health Professional (please specify) <input type="checkbox"/>	Ball de ghairm na sláinte (sonraigh led thoil) <input type="checkbox"/>
Policy developer <input type="checkbox"/>	Forbróir pholasaí <input type="checkbox"/>
Adult educator <input type="checkbox"/>	Oideoir aosach <input type="checkbox"/>
Researcher <input type="checkbox"/>	Taighdeoir <input type="checkbox"/>
Other (please specify) <input type="checkbox"/>	Eile (sonraigh led thoil) <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

<i>CECDE Consultation on Quality - Comhairliúchán ar Cháilíocht</i>	
<p>5. Please tick to indicate the early childhood setting that your comments relate to:</p> <p>Home <input type="checkbox"/></p> <p>Mother and Toddler Group <input type="checkbox"/></p> <p>Nursery <input type="checkbox"/></p> <p>Preschool <input type="checkbox"/></p> <p>Infant Class (primary/special school) <input type="checkbox"/></p> <p>Hospital Setting <input type="checkbox"/></p> <p>Family Care (Childminding) <input type="checkbox"/></p> <p>Crèche <input type="checkbox"/></p> <p>Playgroup <input type="checkbox"/></p> <p>Montessori <input type="checkbox"/></p> <p>After-School Club <input type="checkbox"/></p> <p>Other (please specify) <input type="checkbox"/></p> <p>_____ <input type="checkbox"/></p>	<p>5. Cuir tic led thoil ag an suíomh ⁽¹⁶⁾ luath-óige is mó a thagrann ⁽¹⁷⁾ d'fhreagraí leis:</p> <p>Baile <input type="checkbox"/></p> <p>Grúpa Máthar agus Lapadán <input type="checkbox"/></p> <p>Naíolann <input type="checkbox"/></p> <p>Réamhscoil <input type="checkbox"/></p> <p>Rang Naíonán (bunscoil/scoil speisialta) <input type="checkbox"/></p> <p>Suíomh Ospidéil <input type="checkbox"/></p> <p>Cúram Teaghlaigh (Feighlíocht leanaí) <input type="checkbox"/></p> <p>Creis <input type="checkbox"/></p> <p>Grúpa súgartha <input type="checkbox"/></p> <p>Montessori <input type="checkbox"/></p> <p>Club Iarscoile <input type="checkbox"/></p> <p>Eile (sonraigh led thoil) <input type="checkbox"/></p> <p>_____ <input type="checkbox"/></p>
<p>6. Would you describe this setting as:</p> <p>Rural <input type="checkbox"/></p> <p>Urban <input type="checkbox"/></p>	<p>6. An ndéarfá go raibh an suíomh ⁽¹⁸⁾ sin:</p> <p>Tuathúil <input type="checkbox"/></p> <p>Cathrach <input type="checkbox"/></p>
<p>7. What is the age range of the children you work with (tick as many boxes as applies to you):</p> <p>Babies: Birth – 12 months <input type="checkbox"/></p> <p>Toddlers: 12 months – 3 years <input type="checkbox"/></p> <p>Young Children: 3-6 years <input type="checkbox"/></p>	<p>7. Céard é réimse aoise na ⁽¹⁹⁾ leanaí lena n-oibríonn tú:</p> <p>Leanbáin– breith – 12 mí <input type="checkbox"/></p> <p>Lapadáin 12 mí – 3 bliana <input type="checkbox"/></p> <p>Páistí óga – 3-6 years <input type="checkbox"/></p>
<p>8. When working with children, what type of pedagogical approach/philosophy (if any) influences you?</p> <p>_____</p>	<p>8. Agus tú ag obair le páistí cén ⁽²⁰⁾ ⁽²¹⁾ sórt cur chuige/fealsúnachta ⁽²²⁾ oideolaíoch a bhíonn mar shampla agat?</p> <p>_____</p>

CECDE Consultation on Quality - Comhairliúchán ar Cháilíocht

**Section Two
Defining Quality**

What does the term **'quality'** in early childhood care and education mean to you?

**Rannóg a Dó
Cáilíocht a Shainmhíniú**

Céard is brí le **cáilíocht** i gcúram agus oideachas luath-óige i do thuairimse?

(23) (24) (25) (26)

CECDE Consultation on Quality - Comhairliúchán ar Cháilíocht

**Section Three
Assessing Quality**

In your opinion, what are the **most effective ways of assessing quality** in early childhood care and education?

**Rannóg a Trí
Cáilíocht a Mheasúnú**

Céard iad **na bealaigh is éifeachtaí le cáilíocht** i gcúram agus oideachas luath-óige a mheasúnú i do thuairimse?

(27) (28) (29) (30)

CECDE Consultation on Quality - Comhairliúchán ar Cháilíocht

**Section Four
Supporting Quality**

What **support** do you need to receive in order to **achieve and maintain quality** in early childhood care and education?
All suggestions will be appreciated.

**Rannóg a Ceathair
Cáilíocht a Thacú**

Cén **tacaíocht** a theastaíonn uait **chun cáilíocht i gcúram agus oideachas luath-óige a bhaint amach agus a chothabháil?**

(31) (32) (33) (34)

CECDE Consultation on Quality - Comhairliúchán ar Cháilíocht

Thank you for your participation in this consultation process.

Your responses will provide the CECDE with valuable information that will be used when developing a quality framework for early childhood care and education in Ireland.

Finally please indicate which location you are in while completing this questionnaire

Athlone	—
Co Galway	—
Monaghan	—
Web	—

Go raibh maith agat as páirt a ghlacadh sa phróiseas comhairlithe seo. Cuirfidh d'fhreagraí eolas luachmhar ar fáil dúinn agus sinn ag cruthú creatlach feabhais don cháilíocht i gcúram agus oideachas luath-óige in Éirinn.

Cuir tic led thoil ag an áit ina bhfuil tú ag líonadh an bhfoirm aiseolais seo:

Átha Luain	—
Co na Gaillimhe	—
Muineacháin	—
Idirlíon	—



Appendix 12

- Evaluation Sheet

1. Which of the following applies to you (please tick as many boxes as appropriate)

Parent/Guardian Practitioner/ Teacher Member of Management

Health Professional Policy Developer Adult Educator

Researcher Other (please Specify)

2. Which Seminar did you attend (please tick as appropriate)

Dublin Cork Galway

2. What were your expectations for this seminar?

.....

3. Did the seminar meet your expectations (please tick as appropriate)

Definitely Mostly Some Not really

Please say why

.....

4. Please rate the following (1=unsatisfied, 5 = very satisfied, please circle as appropriate)

Venue	1	2	3	4	5
Presentations	1	2	3	4	5
Facilitators	1	2	3	4	5
Groupwork	1	2	3	4	5
Questionnaire	1	2	3	4	5
Overall Seminar	1	2	3	4	5
Other (Please State)	1	2	3	4	5

-> PTO

References

- Abbott, L. and Pugh, G. (Eds.) (1998). *Training to Work in the Early Years: Developing the Climbing Frame*. Buckingham: Open University Press.
- Area Development Management (2003). *National Childcare Census Baseline Data 1999-2000*. Dublin: Area Development Management.
- Borgia, E. and Schuler, D. (1996). *Action Research in Early Childhood Education*. ERIC Digest. [Accessed at <http://www.ericfacility.net/ericdigests/ed401047.html>. 16/01/04]
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press. Cambridge, Mass.
- Bronfenbrenner, U. (1997). Ecological Models of Human Development (in Guavain, M. and Cole, M. (Eds.). *Readings on the Development of Children* (2nd edition), pp. 37-47.
- Bronfenbrenner, U. (Ed.) (Forthcoming). *Making Human Beings Human: Bioecological Perspectives on Human Development*. California: Sage Publications
- Central Statistics Office (2002). *Census Principal Demographic Results*. Dublin: The Stationary Office.
- Centre for Early Childhood Development and Education (2001). *Programme of Work*. Dublin. Centre for Early Childhood Development and Education.
- Centre for Early Childhood Development and Education (2003). *An Audit of Research on Early Childhood Care and Education in Ireland 1990-2003*. Dublin: Centre for Early Childhood Development and Education.
- Centre for Early Childhood Development and Education (2004). *On*

Target? An Audit of Research on Services Targeting Disadvantage and Special Needs Among Children from Birth to Six Years in Ireland. Dublin: Centre for Early Childhood Development and Education.

Centre for Early Childhood Development and Education (Forthcoming). *A Conceptual Framework on how Young Children Develop and Learn in Ireland.* Dublin: Centre for Early Childhood Development and Education.

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

Culkin, M. (2000) (Ed.). *Managing Quality in Young Children's Programs: The Leader's Role.* New York: Teachers College Press.

Dahlberg, G., Moss, P. and Pence, A. (1999). *Beyond Quality in Early Childhood Education and Care: Postmodern Perspectives.* London: Falmer Press.

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

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

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

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

Department of Health and Children (1997). *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 Health and Children (1999). *Children First - National Guidelines for the Protection and Welfare of Children*. Dublin: The Stationery Office.

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

Department of Health and Children (2002). *Our Duty to Care: The Principles of Good Practice for the Protection of Children and Young People*. Dublin: Department of Health and Children

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

Department of Justice, Equality and Law Reform (2000). *Equal Status Act*. Dublin: The Stationery Office.

Department of Justice, Equality and Law Reform (2001). *The Children Act 2001*. Dublin: The Stationery Office.

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

Dewey, J. (1938). *Experience and Education*. New York: Macmillan.

Dick, B. (1997). A Beginner's Guide to Action Research [On line] Available at <http://www.scu.edu.au/schools/sawd/arr/guide.html>, Accessed 16/01/04]

Duignan, M. (2003). *A Problem-based Learning Approach to Continuing Professional Education for Pre-school Officers in the Early Childhood Care and Education Sector in Ireland: Rationale and Curriculum Design*.

M.A. Thesis in Third Level Learning and Teaching. Dublin: Dublin Institute of Technology.

European Commission Network on Childcare and Other Measures to Reconcile Employment and Family Responsibilities (1996). *Quality Targets in Services for Young Children*. Brussels: European Commission DG5 Equal Opportunities Unit.

Fannin, M. (2002). *Collaborative Research Methods in Regional Science: What have we Accomplished? Where do we go from here?* Paper presented at the 41st Annual Meetings Southern Regional Science Association, Arlington, VA, April 13, 2002.

Feeney, S. and Freeman, N. (1999). *Ethics and the Early Childhood Educator*. Buckingham: Open University Press.

Fisher, J. (2002). *The Foundations of Learning*. Buckingham: Open University Press.

French, G. (2003). *Supporting Quality – Guidelines for Best Practice in Early Childhood Services (Second Edition)*. Dublin: Barnardos' National Children's Resource Centre.

Garner, B. (1996). *Using Action Research: Challenges and Opportunities for the Beginner*. Paper presented at the Greater St. Louis Sixth Action Research Collaborative Conference, St. Louis. MO.

Government of Ireland (1937). *Bunreacht na hÉireann*. Dublin: The Stationery Office.

Gummesson, E. (1991). *Qualitative Methods in Management Research*. Newbury Park: Sage Publications.

Guralnick, M. (Ed.) (2000). *The Effectiveness of Early Intervention*. Baltimore: Paul H. Brookes.

Hatten, R., Knapp, R. and Salonga, R. (1997). "Action Research: Comparison with the concepts of 'The Reflective Practitioner' and 'Quality Assurance'" (in) Hughes, I. (Ed.). *Action Research Electronic Reader*, The University of Sydney, on-line
<http://www.behs.cchs.usyd.edu.au/arow/Reader/rmasters.htm> (Accessed 16/01/04).

Hayes, N. (2002). *Quality in Early Childhood Education*. Presentation to the National Children's Nurseries Association Annual Conference, Dublin Castle.

Hayes, N. (2004). "Towards a Nurturing Pedagogy: Reconceptualising Care and Education in the Early Years" (in) Kernan, M. and Hayes, N. (Eds.) (2004). *Transformations: Theory and Practice?* Proceedings of the OMEP Conference 2003, UCC.

Irish National Teachers' Organisation (1995). *Early Childhood Education: Issues and Concerns*. Dublin: Irish National Teachers' Organisation.

Kagan, S. and Bowman, B. (Eds.) (1997). *Leadership in Early Care and Education*. Washington, D.C.: National Association for the Education of Young Children.

Kemmis, S. and Mc Taggart, R. (2000). "Participatory Action Research" (in) Denzin, N. and Lincoln, Y. (Eds.) *The Handbook of Qualitative Research* (2nd Edition). London: Sage.

McAuley, K. and Brattman, M. (2002). *Hearing Young Voices. It's Not Rocket Science: Consulting Children and Young People, Including those Experiencing Poverty or other Forms of Social Inclusion, in Relation to Public Policy Development in Ireland. Key Issues for Consideration*. Dublin: Open Your Eyes to Child Poverty Initiative.

Mc Niff, J. (2002). *An Action Research Update: Progress and other Stories*. A paper presented at the Research Forum, Centre for Research in

Teacher Education and Development, University of Alberta, 24th October 2002.

Mc Taggart, R. (2001). The Mission of the Scholar in Action Research. <http://www.scu.edu.au/schools/gcm/ar/w/McTaggart.pdf> [Accessed: 16/01/04]

Murray, C. and O'Doherty, A. (2001). *"Éist," Respecting Diversity in Early Childhood Care, Education and Training*. Dublin: Pavee Point.

NAEYC. *A Call for Excellence in Early Childhood Education*. Published on the web at: http://www.naeyc.org/childrens_champions/call-for-excellence.asp [Accessed 03/03/2004]

National Children's Office (2004). *Ready, Steady, Play! A National Play Policy*. Dublin: The Stationery Office.

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

National Development Plan Community Support Framework Evaluation Unit (2003). *Evaluation of the Equal Opportunities Childcare Programme 2000-2006*. Dublin: National Development Plan Community Support Framework Evaluation Unit.

National Research Council (2001). *Eager to Learn: Educating our Preschoolers*. Committee on Early Childhood Pedagogy. Barbara Bowman, Suzanne Donovan and Susan Burns, (Eds.) Commission on Behavioural and Social Sciences and Education. Washington DC: National Academy Press.

Ogilvy, M. (2000). *Exercising Muscles and Minds*. London: National Children's Bureau.

Pavee Point (2002). *Traveller Proofing within an Equality Framework*. Dublin: Pavee Point.

Pugh, G. (1995). What Do We Mean by Quality? Presentation to *Promoting Quality in Nursery Care and Education*, 29 June 1995, London Voluntary Sector Resource Centre; 12 July 1995, Hotel Metropole, Leeds.

Santrock, J. (1996). *Adolescence: An Introduction – 6th Edition*. Madison: Brown and Benchmark.

Shonkoff, J. and Meisels, S. (Eds.) (2000). *Handbook of Early Childhood Intervention – Second Edition*. Cambridge: Cambridge University press.

Sohng, S. (1995). *Participatory Research and Community Organizing*. A Working Paper presented at the New Social Movement and Community Organizing Conference, University of Washington, Seattle, WA, November 1-3, 1995.

Vandell, D. and Wolfe, B. (2000). *Childcare Quality: Does it Matter and Does it Need to be Improved?* University of Wisconsin/Madison: Institute for Research on Policy.

Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge Massachusetts: Harvard University Press.

Zuber-Skerritt, O. (1992). *Action Research in Higher Education. Examples and Reflections*. London: Kogan Page.