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Interactions
Idirghníomhartha

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Interactions is one of the core Standards of *Síolta*, the National Quality Framework for Early Childhood Education and in its development, the research reviewed and the consultation undertaken was emphatic in stressing the importance of interactions within early years settings to ensure quality provision. As Interactions is closely related to other *Síolta* Standards such as Play, Environments and Professional Practice, it is important to note that research on Interactions may feature as a minor focus of other publications listed under these themes.

Despite the importance of interactions within ECCE settings, including child-child interactions, adult-child interactions and adult-adult interactions, it is surprising that this theme contains only seven publications.

Connolly (2006) examines the importance of interactions in the development of quality relationships in ECCE settings. Donnelly (1996) and McGough (1994) document the role of dialogue in the infant classroom as a means of nurturing the linguistic and overall development of the child. The use of Mathematics as a means to promote interactions among children in the infant classes from a Sociocultural perspective is explicated by Dunphy (2005d; 2006c). Dinneen (2002b) documents the importance of joint involvement episodes with babies as a means of positively interacting with the young child and her/his environment. Smith (2004) provides ethical guidance for practitioners on the nature and range of interactions in the early years between all stakeholders, including children, staff, management and the wider community.

Idirghníomhartha

Is é Idirghníomhartha ceann de Chaighdeáin lárnacha *Síolta*, an Chreatlach Náisiúnta Cháilíochta d'Oideachas na Luath-Óige agus nuair a forbraíodh é, leag an taighde a athbhreithníodh agus an comhairliúchán a rinneadh béim ollmhór ar thábhacht na n-idirghníomhartha laistigh de shuímh na mblianta luatha chun soláthar ar chaighdeán ard a chinntiú. Toisc go bhfuil caidreamh dlúth idir Idirghníomhartha agus Caighdeáin eile *Síolta* cosúil le Súgradh, Timpeallachtaí agus Cleachtas Gairmiúil, ní mór a thabhairt faoi deara go bhféadfadh an taighde ar Idirghníomhartha a bheith mar mhionfhócas foilseachán eile liostaithe faoi na téamaí sin.

In ainneoin na tábhachta a bhaineann le hidirghníomhartha i suímh COLO, lena n-áirítear idirghníomhartha idir leanaí, idirghníomhartha idir duine fásta agus leanbh agus idirghníomhartha idir dhaoine fásta, is cúis iontais nach bhfuil ach seacht bhfoilseachán faoin téama seo.

Déanann Connolly (2006) scrúdú ar an tábhacht a bhaineann le hidirghníomhartha maidir le gaolmhaireachtaí ar ardchaighdeán a fhorbairt i suímh COLO. Déanann Donnelly (1996) agus McGough (1994) cur síos ar ról an idirphlé sa rang naíonán mar bhealach chun forbairt theangeolaíoch agus iomlán an linbh a chothú. Míníonn Dunphy (2005d; 2006c) úsáid na Matamaitice mar bhealach chun idirghníomhartha a chothú i measc leanaí i ranganna naíonán ó pheirspectíocht Shoch-cultúrtha. Déanann Dinneen (2002b) cur síos ar thábhacht imeachtaí comh-rannpháirteacha le babaithe mar bhealach chun idirghníomhaíocht dhearfach a dhéanamh leis an leanbh óg agus a t(h)impeallacht. Tugann Smith (2004) treoir eiticíúil do chleachtóirí faoi chineál agus raon na n-idirghníomhartha sna blianta luatha idir na páirtithe leasmhara uile, leanaí, an fhoireann, an bhainistíocht agus an pobal níos leithne san áireamh.

Connolly, L. (2006). Using Interactional Analysis to Help Build Relationships in Early Childhood Services. Paper presented at the 16th Annual EECERA Conference, *Democracy and Culture in Early Childhood Education*, Reykjavik, Iceland, August–September 2006.

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

Donnelly, P. (1996). The Case for Dialogue in the Classroom. *Education Today*, Autumn/ Winter 1996. Dublin: Irish National Teacher's Organisation.

Dunphy, E. (2006c). The Development of Young Children's Number Sense through Participation in Sociocultural Activity: Profiles of Two Children. *Early Childhood Education Research Journal*, Volume 14, No. 1, pp. 57-76.

Dunphy, L. (2005b). Young Children's Accounts of Their Participation in Socio-cultural Activity and the Development of their Number Sense. Paper presented at the EECERA Conference, *Young Children as Citizens: Identity, Belonging, Participation*, Dublin, August/ September 2005.

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.

Smith, J. (2004). *To Do or Not To Do...Ethical Practice Guidelines*. Dublin: National Children's Nurseries Association.

