

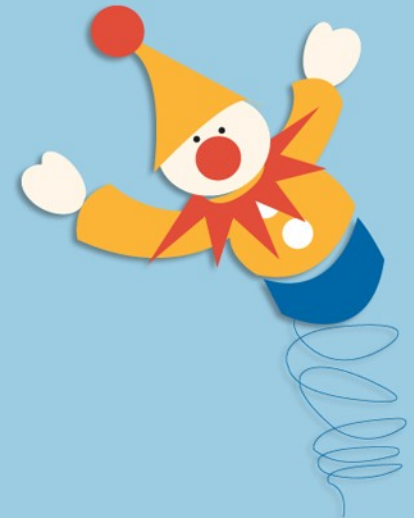


SÍOLTA

The National Quality Framework
for Early Childhood Education in Ireland

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Overview

- **The Centre for Early Childhood Development and Education (CECDE)**
- **Síolta**
- **What has happened since?**
- **Síolta and the future**



6 September 2007

The Centre for Early Childhood Development and Education (CECDE)



- Established by Department of Education and Science in 2002
- To coordinate and develop Early Childhood Education Services
- National Quality Framework (Síolta), Research, Policy Advice
- DEIS
- Training Strategy
- www.cecde.ie



Síolta – The National Quality Framework for Early Childhood Education

- **Purpose**
 - To improve the learning experiences of children from birth to six in a variety of settings.
- **Structure**
 - 12 principles, 16 standards, components and signposts for reflection.
- **Format**
 - Poster, leaflet, handbook, 4 wirobound manuals, CD ROM, hosted on website.



From the Start:

- **Child at the centre**
- **Evidence informed**
- **Build on existing provision**
- **Partnership and consultation**
- **Openness and transparency**
- **Defining, Supporting, Assessing Quality**



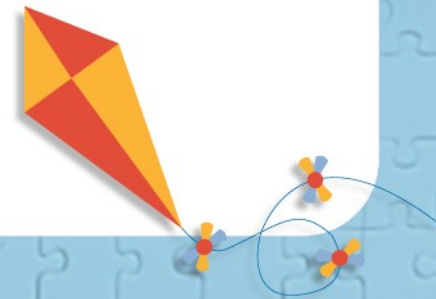
Content Validity

- **Analysis of research evidence**
- **Review of documentation**
- **Stakeholder consultation.**
 - Reflect high level of endorsement 80 – 100% on all elements



Characteristics of Síolta

- **Openness and transparency**
- **Interconnected/interrelated**
- **Builds upon existing practice/expertise**
- **Process focus**
- **Equality**
- **Universal approach**
- **Inclusive**
- **Flexibility**
- **Challenge**



What has happened since?

- **Dissemination**
- **Engagement**
 - Inspectorate DES
 - Inspectorate HSE
 - Training Providers
 - County and City Childcare Committees
 - Practitioners / Teachers
 - Parents
- **The Workshop Model**



Síolta and the future

- Testing and Evaluation of Síolta in practice
- Programme for Government
- Towards 2016
- National Action Plan for Social Inclusion 2007 - 2016
- NCIP
 - EOCP Value for Money Report
 - Community Childcare Subvention Scheme
- Childcare (Preschool) Regulations



Programme for Government:

- **“Prioritise funding under the National Childcare Investment Programme to provide pre-school places for children who will be attending schools identified under DEIS as serving the most disadvantaged communities.”**
- **“Implement the National Childcare Training Strategy and work with providers to support the delivery of quality early education. We will continue to provide tax incentives to childminders to encourage registration and support the development of networking and training opportunities.”**



Programme for Government (update):

“As the National Quality Framework is tested and implementation methods are agreed, this will become part of the infrastructure to provide a quality mark as also will the National Council for Curriculum and Assessment’s (NCCA) Framework on Early Learning.”

“The CECDE have published the National Quality Framework ‘Síolta’ in May 2006. Proposals for the testing phase of the framework are currently being considered in tandem with proposals for the roll-out of the early years education strand of DEIS.”



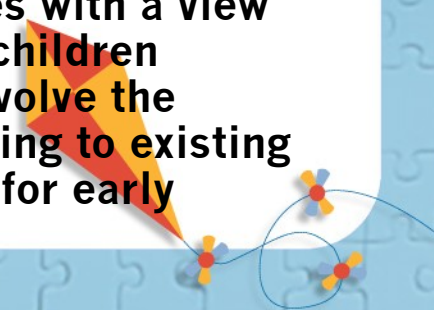
Towards 2016

Enhance early education provision for children from disadvantaged communities and for those with special needs;

Development of a National Childcare Training Strategy which will aim to provide 17,000 childcare training places during 2006-2010, and include quality and training provisions of the National Childcare Investment Programme (NCIP);

Targeting the early childhood education needs of children from areas of acute economic and social disadvantage through DEIS (the action plan for educational inclusion). It will concentrate early education on children who will subsequently attend urban/town primary schools serving the most disadvantaged communities (180 urban/town primary school communities will be targeted for support);

Relevant departments and agencies will work together to complement and add value to childcare programmes in disadvantaged communities with a view to ensuring that the overall care and education needs of the children concerned are met in an integrated manner. This will also involve the provision of education related professional support and training to existing providers, together with a curriculum and quality framework for early childhood education;



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National Action Plan for Social Inclusion 2007 –

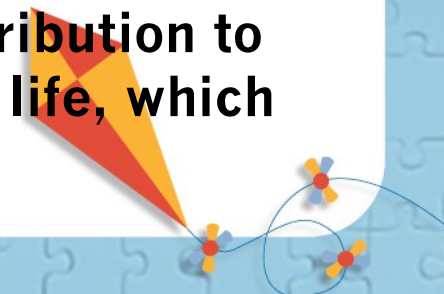


2016:

“In 2004, only 7.0% of children aged 3 or under, and almost half of 4 year-olds were in pre-school education. Therefore, access to educational opportunities for this group requires particular attention.”

“Ensure that targeted pre-school education is provided to children from urban primary school communities covered by the Delivering Equality of Opportunity in Schools (DEIS) action plan;”

“Quality childcare can also make a significant contribution to child development in the early years of a child’s life, which is a crucial foundation for future development.”



EOCP Value for Money Report

“...the review proposes the following recommendations for the implementation of the NCIP over the period 2007-10:

The adoption of the principles and standards within Siolta by NCIP supported services should be formally encouraged within the criteria for the programme, with consideration being given to setting resources aside to facilitate the development of provision in this regard.”



Childcare (Preschool) Regulations

- “A person carrying on a pre-school service shall ensure that each child’s learning, development and well-being is facilitated within the daily life of the service through the provision of the appropriate opportunities, experiences, activities, interaction, materials and equipment, having regard to the age and stage of development of the child and the child’s cultural context.”
- “The Model Framework for Education, Training and Professional Development in the Early Childhood Care and Education Sector (*Department of Justice, Equality and Law Reform 2002*) sets out practitioner profiles for the childcare sector and identifies the inextricable link between play and early childhood education. The Centre for Early Childhood Development and Education has developed a quality framework for early childhood care and education. – Síolta, The National Quality Framework for Early Childhood Education, 2006.”



6 September 2007

Thank You.

www.cecde.ie

www.siolta.ie

