Early Years Education Inspection:
Promoting a lifelong learning agenda

Clock Tower
Department of Education and Skills
Marlborough Street
May 23rd 2019
Agenda

• Introduction – Dr Harold Hislop – Chief Inspector

• Project Plan for development of EYEI 0-6 – Dr Maresa Duignan
  • Research
  • Listening
  • Drafting
  • Consultation
  • Trial

• Questions and clarification
  Chair - Dr Gary O Donnchadha Deputy Chief Inspector
The context

• Continued growth of research reinforcing the critical importance of the early years of human life

• Understanding of the value of early childhood experiences continue to impact on national policy development

• Whole of Government approach to the development of supports and services for babies, young children and families
OUR VISION for EARLY CHILDHOOD

A HEALTHY CHILDHOOD STARTING FROM PREGNANCY

NUITURING AND PLAYFUL HOME ENVIRONMENT WHERE MATERIAL NEEDS ARE MET

SUPPORTIVE COMMUNITIES

TIME TOGETHER WITH PARENTS, ESPECIALLY IN THE FIRST YEAR

HIGH QUALITY PLAY-BASED EARLY LEARNING AND CARE EXPERIENCES

INTEGRATED SERVICES

POSITIVE TRANSITIONS TO PRIMARY SCHOOL
Increasing demands for coherence, continuity and quality across the education system.
DES Developments

• Inclusion of early years in education strategies
• Development of approaches to teaching and learning across the education system that are underpinned by common principles
• Opportunity to promote seamless transitions across each stage in the education continuum
A continuum of quality assurance of the Irish education system

EY  Primary  Post-Primary
Project Plan for development of EYEI 0-6 Model
First 5 Goal D

An Effective Early Childhood System

- **Leadership, governance, collaboration**
  - e.g. Early childhood system leadership

- **Regulation, inspection, quality assurance**
  - e.g. standards, reform regulation and inspection

- **Skilled and sustainable workforce**
  - e.g. training for early childhood staff, professionalise ELC workforce

- **Research, data, monitoring and evaluation**
  - e.g. undertake research, develop administrative and outcomes data

- **Strategic investment**
  - e.g. more funding, measures for strategic investment
Action 2B

- Consider options for reforms to the registration and inspection of ELC, including childminders, (and school aged childcare), to ensure a proportionate inspection regime and a more integrated approach to ELC. First steps to include widening the qualification requirements for TUSLA ELC inspectors and piloting the extension of education-focused inspection to children under three.
## GOAL D
**An effective early childhood system**

## BUILDING BLOCK 2
**A robust regulation, inspection and quality assurance regime to enforce and raise standards.**

<table>
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<tr>
<th>Strategic Action</th>
<th>Action</th>
<th>Lead and Partner(s)</th>
<th>Key Output by 2021</th>
<th>Key Milestone 2019</th>
<th>Key Milestone 2020</th>
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Consider options for reforms to the registration and inspection of ELC, including childcare (and school-age childcare), to ensure a proportionate inspection regime and a more integrated approach to ELC. First steps include widening the qualification requirements for Tusla early years inspectors and piloting the extension of education-focused inspections to children under three. | **Lead:** DCYA  
**Partners:** DES (Inspectorate), Tusla | Widening of qualification requirements for Tusla early years inspectors.  
Introduction of education inspections that cover the full range 0-6 in ELC settings. | First cohort of Tusla early years inspectors with wider qualification requirements to commence work.  
Literature reviews and consultation on education inspections of ELC for children aged 0-6 (including children under three).  
Collaboration between Tusla Early Years Inspectorate and DES Inspectorate in relation to Inspection of ELC settings to enhance coordination and shared learning. | Ongoing review of profile of qualifications of Tusla early years and school-age inspectors.  
Ongoing review of profile of qualifications of Tusla early years and school-age inspectors. |
The challenge for EYEI

• Understanding the context of provision and practice for birth to three year olds

• Making sure our Framework is right – even for the youngest child

• Ensuring our inspection practices are appropriate for this age group

• Listening to, learning from and reassuring practitioners working with this age group
The first three years.....

• Critical period for brain development
  • Nutrition
  • Stimulation

• Psychosocial and emotional development
  • Attachment and relationship formation
  • Self awareness and independence
  • Empathy

• Physical development
  • Sensorial
  • Gross and fine motor

• Fostering positive learning dispositions
  • Curiosity
  • Creativity
  • Concentration
  • Persistence
Purpose of Early Years Education Inspection

- Provide an assurance of the quality of the early education experienced by children participating in the ECCE Programme
- Complement other national measures to support continuing improvement in early education provision, for example, mentoring and training to support settings provided by Better Start and the Aistear/Síolta Practice Guide
- Support self-evaluation and review processes in early years settings
- Provide information to the public, including parents of pre-school children, on the quality of education in early years settings through the publication of written inspection reports.
### Outcome statements for Area 2

| Area 2 – Quality of processes to support children’s learning and development | 4. Provision is informed by *Aistear, the Early Childhood Curriculum Framework*  
5. Information about the children’s development informs next steps in learning  
6. High quality interactions with children are facilitated  
7. The environment and resources support children’s learning and development  
8. Play is central to children’s learning and development  
9. Emergent language, literacy and numeracy skills are fostered  
10. Provision for children’s learning and development is closely aligned to their interests and developing capabilities  
11. Children learn in an inclusive environment |
A Project plan for the development of Early Years Education Inspection (EYEI) 0-6

Research I

- Two synthesis reports to inform the development of the EYEI 0-6 Model

- Educational provision for children from birth to three years

- International best practice in early years inspection for children under 3 years
Research II - Listening and Dialogue

- Briefing on Project plan for partners and stakeholders 23 May 2019
- Listening to Early Years Education Providers/Practitioners – Research visits June 2019
  - Semi structured interviews
  - A number of settings nationally
- Consultation with policy partners
  - Department of Children and Youth Affairs
  - Early Years Education Policy Unit
  - TUSLA Early Years Inspectorate
- Bilateral meetings/submissions from wider stakeholder groups
Review I - Adjusting the EYEI Framework

- Comparative review with relevant content in
  - Aistear, the Early Childhood Curriculum Framework
  - Síolta, the National Quality Framework
  - TUSLA Quality and Regulatory Framework
- Consideration in context of findings from research
  - Key themes from research and literature review
  - Learning from the research visits to EY settings
  - Conclusions from consultation phase.
- Identify changes/adjustments needed to the EYEI Framework and Inspection procedures
Review II – Field trial of draft EYEI 0-6 Model

• Field trial of the extended EYEI model including the revised Quality Framework
  • Variety of settings
  • Size, location
  • Various management structures
• Gathering of feedback from participating Settings, Practitioners and Inspectors
• Refine the Inspection model and the Quality Framework
Research III - Consultation & Ministerial Approval

- Briefing and consultation with stakeholders and partners
- Collation and analysis of feedback
- Refinement and amendments of EYEI 0-6 Model
- Preparation of Guide to EYEI 0-6
- Ministerial Approval and sign-off – DES and DCYA
- National Implementation
Questions?
Email address for written correspondence on the development of the EYEI 0-6

EYEIsubmissions2019@education.gov.ie