



INCLUSIVE PRE-PRIMARY EDUCATION

Working Group Discussion Points

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1. Running and implementing the 3-year project plan – *the focus (3 years to the start of primary education, transitions), aims and objectives, target groups, etc.*
2. The thematic areas for improving the quality of pre-primary education – *what importance should each be given? What is missing?*
3. The draft list of questions for the Country Questionnaire and for the Case Studies, *using a structure-process-outcome model and the five themes (10 key principles) of quality in IPPE – usefulness and feasibility?*

Working Group Discussion Points

4. Examples of good practice – *what type of description and criteria should be used for selecting 5-6 examples for further investigation in case studies*
5. Expected outcomes – *what type of outcomes from the IPPE project could be most useful for the countries?*
6. Any other issues

1. Running and implementing the 3-year project plan

The overall goal is to identify and analyse the factors (facilitators – challenges/barriers) that enable quality and effective pre-primary programmes for all pupils in inclusive settings.

Key question: *‘What are the main characteristics of quality inclusive pre-primary education for all pupils?’*

Focus: Pre-primary education from 3 years old to the start of primary school

- According to UNESCO (2005), ECEC and Pre-primary education refer to a wide range of programmes aimed at the early physical, cognitive, social and emotional development of children, from birth until they enter primary school.
- **ECEC:** 0-2 years
- **Pre-primary:** from 3 to the start of primary school

1. Running and implementing the 3-year project plan (continued)

Target groups: It will address the IPPE for **all children** with a focus on the **most vulnerable ones**, those at risk of discrimination and social exclusion: pupils with SEN and/or disabilities, immigrants, those whose families live in poverty or are socially disadvantaged, those whose families have limited access to services, Roma and traveller children, and any other marginalised group.

Which children are regarded at risk of discrimination and exclusion in the different countries?

2. The thematic areas for improving the quality of pre-primary education

What importance should each be given? What is missing? The following areas have been identified as relevant to quality PPE by the EU Working Group:

Access, procedures and participation in PPE for all children, including the most vulnerable ones. Provision that is available and affordable to all. Provision that encourages participation strengthens social inclusion and embraces diversity.

Workforce - roles and staff, organisational status of the professionals, initial and in-service staff training, values and attitudes, leadership, the role of the support teacher, collaboration with parents, co-operation with external personnel, collaboration with health and social services

2. The thematic areas for improving the quality of pre-primary education (continued)

Curriculum/content and process - focus on all aspects of the child's development (cognitive, social, emotional and physical), learning, participation, pedagogy, pre-school environment and interactions and relationships, and child perspectives; child-centred provision with formative evaluation, early identification of additional needs and relevant adaptation of provisions

Evaluation and monitoring – crucial role of monitoring and evaluation of the quality and effectiveness of provision. Evaluation also of the development and learning progress achieved by children in PPE.

Governance and funding – role of leadership, accountability, funding models for IPPE, including additional support for children and families at risk.

3. The draft list of questions for the Country Questionnaire and for the Case Studies

Using a structure-process-outcome model and the five themes (10 key principles) of quality in IPPE

Consider the

- comprehensiveness,
- usefulness,
- and feasibility

of the draft , and confirm, modify, delete, and add.

4. Examples of good practice

The project will study in detail 5-6 IPPE provisions from different EU countries. It is expected that your RBs and Experts will help identify such examples of good practice and that there would be a larger number of provisions that offer to be studied than 5-6 and, therefore, a selection procedure needs to be agreed.

Confirm, modify, delete or add to the following instruction to those who would like to have their provision selected as a case study example:

4. Examples of good practice (continued)

Countries that offer examples of good practice in inclusive pre-primary education, need to provide a clear description of the provision they are recommending, illustrating how the provision meets the following criteria:

1. Pre-primary provision including the age group 3-years to start of primary schooling
2. Accessible to *all* the diversity of children of the locality
3. Inclusive setting that provides support as part of the regular activities promoting participation and engagement of each child
4. Provision that is subject to National Standards/regulation of PPE provision

4. Examples of good practice (continued)

5. Follows a holistic curriculum that promotes all aspects of children's development and learning including physical, cognitive, language, social and emotional development
6. Has skilled workforce with opportunities for continuing professional development
7. Provision that engages families as partners
8. Works in partnership with health, social and other agencies
9. Its leadership promotes inclusive education and care
10. Engages in self-evaluation to inform improvement

5. Expected Outcomes

What type of outcomes could be most useful for the countries?

- A literature and policy review
- Country reports providing information on policy and practice in relation to pre-primary education for pupils with SEN/ disabilities and/or at risk at national level (on the basis of the replies to the country questionnaire).
- Description of a number of country examples of good practice in pre-primary education.
- Detailed reports of the selected case study sites, including analysis of the key project themes investigated.

5. Expected Outcomes (continued)

- A project synthesis report that brings together all the evidence from all project activities to add new insights to the literature and research on IPPE.
- A practical tool/guide, aimed at pre-primary schools, on how to make quality inclusion work at pre-primary level, with provision of practical advice on key issues
- Other: please specify ...

6. Any other issues