

Early Educational Alignment: Reflecting on Context, Curriculum and Pedagogy

Does Terminology Matter?

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Does terminology matter?

TOBY WOLFE



Who are we?

And what are we doing?

 Trinity College
Coláiste na Tríonóide
The University of Dublin

SAVE THE DATE!

 NCCA
National Council for Curriculum and Assessment



**“Early Educational Alignment
(Birth-8 years)”**

Who: School of Education, Trinity College/National Council for Curriculum and Assessment

When: One Day Symposium **October 15 2015**

Where: Trinity Longroom Hub

Details to follow: noirin.hayes@tcd.ie
Researching Early Childhood Education Collaborative

Terminology does matter

It's a political tool

BUT

Some debates intractable

- Sector in flux

- Multifaceted

- Different perspectives / interests

Do we need language change?
 (“schools”)

How might terminology matter?

Boundaries

- Clarity
- Breadth (“setting”, “early learning”)
- New terms (“educare”)

Connotations

- “Childcare” vs “early education”
- “Teacher” vs “childminder”

Discourses

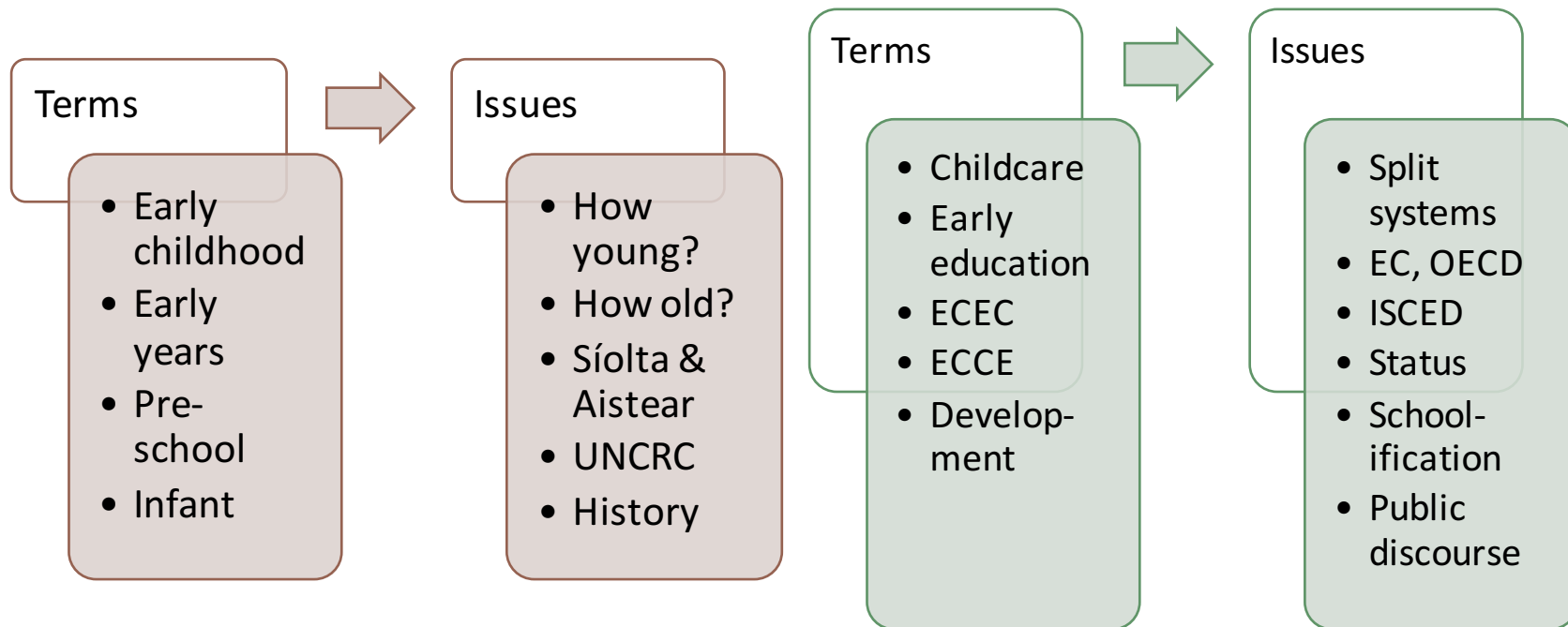
- Market
- Neuro-science
- “Investment”, “high returns”, “quality”
- Rights

Political tool

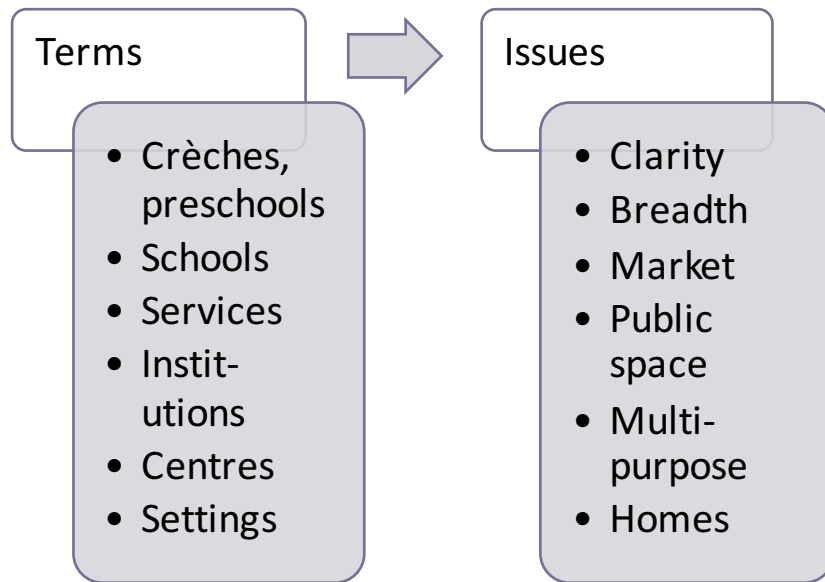
- “Early education”
- “Investment”
- Reform vs public discourse

Stage of childhood

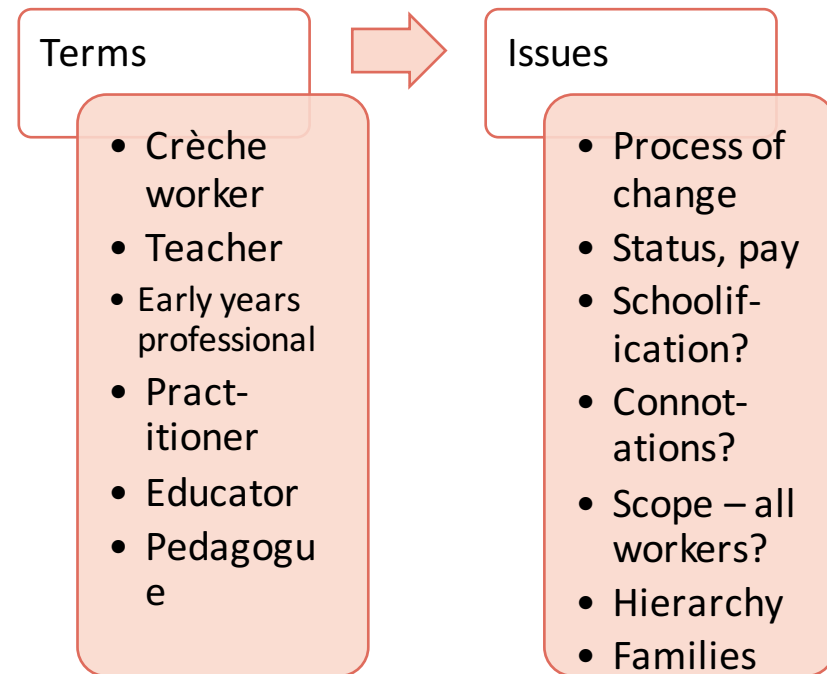
The field



Settings



Educators



Questions

1. Does it really matter?

- Impact (on policy, on perceptions among educators, parents)?
- How to measure/assess impact?

2. Are things different here?

- Why differences between Ireland and other countries?
- Consequences?

3. Are we all speaking the same language?

- School/pre-school divide in use of terms? In meaning of terms?