

# Music in Childcare Settings

*research, design, delivery  
in North Tipperary  
2006-2013*

Frances Shanahan



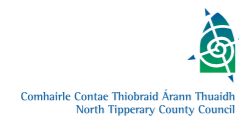
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author: Frances Shanahan

Commissioned by North Tipperary Arts Office with the support of  
North Tipperary County Childcare Committee and The Arts Council.

#### Project Partners



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## Foreword

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We very much welcome the publication of this report on the *Music in Childcare Settings* initiative in North Tipperary. It is the culmination of a strategic approach to the delivery of services through our arts and childcare programmes and demonstrates the effectiveness of good co-operation and partnership. The development of the first accredited training programme in creative music activities at FETAC Level 5 for Early Childhood Care and Education Practitioners in Ireland fulfils a number of objectives in the areas of access and music development. These objectives are included in North Tipperary County Council's Strategic Plan for Music 2009-2013 and Creative Connections, our Strategic Arts Plan 2012-14.

We hope that the publication of this report will contribute to the development and dissemination of practice in this relatively new area of arts development and will contribute to the development of policy in this area.

We are confident that it will have a lasting and positive impact on music development in North Tipperary.

**Cllr. Ger Darcy**  
Mayor,  
North Tipperary County Council

**Joe MacGrath**  
County Manager

## Preface

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Like any journey worth taking, our journey towards an accredited training course in music for Early Childhood Care and Education providers has been full of twists and turns, detours and interesting conversation. The course and destination were set from the off, but the route was navigated as we made our way. We met some unavoidable delays but these only contributed to the richness of the depth of research, care and consideration given to the most direct route. *Music in Childcare Settings* has emerged through a developmental process whereby a gap in music provision was identified, an idea tested and a long term aspiration achieved through partnership, reflection, enquiry and above all a consideration of children's needs in their early experiences of the wonder of music in all its forms.

I wish to sincerely thank our partners in development, North Tipperary County Childcare Committee specifically Aileen Healy, Childcare Co-ordinator; The Arts Council's local development team and Monica Corcoran for her support and guidance of the process; North Tipperary VEC and the Further Education Support Service in Nenagh. Above all I wish to thank and compliment Frances Shanahan for her enduring professionalism, her patience and care with the process, her immense musical knowledge, depth of enquiry and innate understating of this area of practice with and for the youngest of our citizens. It has been an enlightening and rewarding road trip with great company along the way underpinned by a shared aim of contributing to the long term development of music in North Tipperary and perhaps further afield.

**Melanie Scott**  
Arts Officer  
North Tipperary County Council

## Preface

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North Tipperary Childcare Committee and staff are very pleased to have been involved in this collaborative project with the North Tipperary Arts Office, the Arts Council and North Tipperary VEC. The development and delivery of the module spanned the lifetime of the Childcare Strategy for North Tipperary 2007 -2010 and the National Strategic Plan for 2011- 2013.

This new accredited programme module, *Music in Childcare Settings*, leading to Level 5 FETAC Creative Arts for Early Childhood 5N1769, is a very relevant and enriching addition to the suite of childcare modules already on offer to students seeking a major award in childcare at FETAC Level 5. It has been designed to reflect the principles of good practice in early childhood care and education. It encompasses the themes of Aistear, the national curriculum framework for early years and the principles of Síolta, the national quality framework for early years. I have no doubt but it will contribute to the development of quality childcare programmes in participating services.

I wish to thank all our partners on this project. I particularly want to acknowledge the extensive research in Early Childhood Care and Education included in the design, delivery and report writing carried out by Frances Shanahan. The blend of her professionalism and extensive knowledge and understanding of music and education has resulted in a programme module that we are proud to share with our colleagues in the childcare sector.

**Aileen Healy**  
**Co-ordinator**  
**North Tipperary County Childcare Committee**

## Glossary of Acronyms

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CCC	City and County Childcare Committees
CECDE	Centre for Early Childhood Development and Education
ECCE	Early Childhood Care and Education
DCYA	Department of Children and Youth Affairs
DES	Department of Education and Skills
FESS	Further Education Support Service
FETAC	Further Education and Training Awards Council
HETAC	Higher Education and Training Awards Council
HSE West	Health Service Executive West
IPPA	Irish Preschool Play Association
NCCA	National Council for Curriculum and Assessment
NCNA	National Children's Nurseries Association
NCVA	National Council for Vocational Awards
NFQ	National Framework of Qualifications
NTCCC	North Tipperary County Childcare Committee
NQAI	National Qualifications Authority of Ireland
OMCYA	Office of the Minister for Children and Youth Affairs
OPD	Ongoing Professional Development
PLC	Post Leaving Certificate
QQI	Quality and Qualifications Ireland
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme

## Introduction

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This report on *Music in Childcare Settings* aims to document what happened as the result of a recommendation to North Tipperary Arts Office as part of their Music Development Initiative, which read:

*consider setting up Music in Childcare Settings as a longer term programme, with the aim of linking with Further Education and Training Awards Council (FETAC) courses so that this type of work could be experienced by all as they train in childcare work in North Tipperary, (and to) document this work which can be used as a resource nationally<sup>1</sup>*

Background: Working chronologically from 2006 to the present day, the report begins by describing the background to this recommendation – *Music in Childcare Settings*<sup>2</sup>, a pilot ongoing professional development music programme for Early Childhood Care and Education (ECCE) providers in North Tipperary, which aimed, through formal and practical, interactive sessions, to equip childcare providers in crèches and pre-schools in North Tipperary with skills and knowledge needed to foster and implement music in their workplace.

Section 1: The report continues with an overview of the research carried out on foot of this recommendation. It provides a context for the recommendation by listing terms and definitions in ECCE and the type of provision offered in ECCE in North Tipperary. Evaluations from those attending the pilot programme, along with the opinions and expertise of key personnel in the arts and ECCE in North Tipperary, combined with information gleaned from questionnaires completed by practicing ECCE workers, attest as to evidence of need for this type of training in North Tipperary. The section ends by identifying an ECCE training programme suitable for this recommendation.

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<sup>1</sup> Shanahan F. (2008) North Tipperary Music Development Initiative Music for You! Written Submission

<sup>2</sup> Shanahan F. (2006) Music in Childcare Settings Initial Programme

Section 2: This part summarises the design of the programme module for *Music in Childcare Settings* leading to Level 5 FETAC (QQI) *Creative Arts for Early Childhood 5N1769*, a component of the major award of Early Childhood Care and Education 5M2009. It explains the rationale behind the choice of component and level of training; identifies the provider, gives background information on the writing of the programme module, the evaluation and approval process, mode of delivery and length of training.

Section 3: This describes the delivery of *Music in Childcare Settings* leading to Level 5 FETAC (QQI) *Creative Arts for Early Childhood 5N1769*. The main body of this section refers to the course itself and is illustrated by the work of the Learners, placing them at the heart of this report as they were during the entire process.

Section 4: Documentation of Early Childhood Arts Practice through the medium of photography is discussed. It describes the Arts Council scheme which provided the funding for this documentation and highlights the processes used in acquiring and choosing many of the images in this report.

Section 5: Recommendations: *Music in Childcare Settings*, by enabling Early Childhood Care and Education providers to develop their musicianship, creativity, knowledge, skill and competence, facilitates children aged 0-6 years to be confidently, securely and actively engaged in creative music activities at a crucial and formative stage of their lives. Music, as indeed all the arts, with its power to engage, enthral and delight us should be part of our lives from the time we are born. The recommendations which conclude this report will hopefully build on the work of the past seven years and contribute to the overall development of Early Childhood Arts in North Tipperary and throughout Ireland.



## Background 2006-2008

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*Music in Childcare Settings* began as a pilot programme<sup>3</sup> of ongoing professional development for Early Childhood Care and Education providers in North Tipperary. The course aims were:

*through formal and practical, interactive sessions, to equip childcare providers in crèches and pre-schools in North Tipperary with skills and knowledge needed to foster and implement music in their workplace*

An initiative of North Tipperary Arts Office as part of a strategy to develop skills in music in the county, in association with North Tipperary County Childcare Committee, it was designed and delivered by Frances Shanahan after consultation with Melanie Scott, Arts Officer, North Tipperary County Council, Aileen Healy, co-ordinator, North Tipperary County Childcare Committee, staff of Naíonra Durlas Eile (Pre-school through the medium of Irish) and Emer O'Brien, Senior Executive Librarian, Tipperary Libraries.

Course notes for this programme read:

*The main focus of the course is on music with 3-5 year old children.... After school activities with children aged between 5-7 years old will be covered, as are some activities for children between the ages of 1-3. Games, rhythm, recorded music, songs and creative music-making are included*

*Music can be a way of relating to the world, a means of communication. Music making provides a safe place where all inputs and styles are valued. Music fosters a sense of can-do, and develops listening, concentration and skills. Music develops a sense of self and of others and encourages critical thinking and reflection. Above all, it encourages creativity and the imagination, leading us to worlds beyond our own*

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<sup>3</sup> Shanahan F. (2006) *Music in Childcare Settings Initial Programme*

*Music in Childcare Settings* ran successfully in Thurles and Nenagh during autumn 2006 and spring 2007. It was subsequently delivered in Limerick City and County<sup>4</sup>.

Responding to the call for submissions for their Music Development Initiative in 2008, Frances Shanahan recommended that North Tipperary Arts Office “consider setting up *Music in Childcare Settings* as a longer term programme, with the aim of linking with Further Education and Training Awards Council (FETAC) courses so that this type of work could be experienced by all as they train in childcare work in North Tipperary, (and to) document this work which can be used as a resource nationally.”<sup>5</sup>

North Tipperary Arts Office - Strategic Plan for Music 2009-2013<sup>6</sup> made reference to this under two strategies: (1) Music Development and Supports and (2) Access.

In December 2008, *Music in Childcare Settings* Outline 2009-2010, commissioned by the Arts Office, North Tipperary, planned the way forward for this recommendation. It identified the necessary research, proposed a methodology, planned a timeline and prepared a budget.

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<sup>4</sup> In association with Limerick City Childcare Committee, County Limerick Childcare Committee and the Arts Office, Limerick County Council 2006-2008

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<sup>5</sup> Shanahan F. (2008) North Tipperary Music Development Initiative Music for You! Written Submission

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<sup>6</sup> [www.tipperarynorth.ie/arts](http://www.tipperarynorth.ie/arts)





Section 1

# Research

2009-2011



*This is an opportunity waiting to be developed locally and nationally...the pre-school context is such a positive environment in which to introduce music in an open and creative manner, and such a key time in the life of a child*

Melanie Scott, Arts Officer, North Tipperary County Council

This section of the report is an overview of the initial research undertaken as recommended in *Music in Childcare Settings* Outline 2009-2010. It places *Music in Childcare Settings* in context by defining key terms in Early Childhood Care and Education, discussing the type of ECCE service provision in North Tipperary, reviewing evidence of need for a programme such as *Music in Childcare Settings* and identifying ECCE training and accreditation suitable for this programme.

#### Terms and Definitions

##### — Pre-School Child<sup>7</sup>

“pre-school child” means a child who has not attained the age of six years and who is not attending a national school or a school providing an educational establishment programme similar to a national school

##### — Pre-School Service<sup>8</sup>

“pre-school service” means any pre-school, play group, day nursery, crèche, day-care or other similar service which caters for pre-school children, including those grant-aided by health boards

##### — Childcare Services<sup>9</sup>

“Full Day care service” means a pre-school service offering a structured day care service for pre-school children for more than five hours per day and which may include a sessional service. Services such as those currently described as day nurseries and crèches are included in this definition

“Part-time day care service” means a pre-school service offering a structured day care service for pre-school children for a total of more than 3.5 hours and less than 5 hours per day; and which may include sessional pre-school service for pre-school children not attending the part-time day care service

“Sessional pre-school service” means a pre-school service offering a planned programme to pre-school children for a total of not more than 3.5 hours per session

Services covered by “part-time day care service” and “sessional pre-school services” may include pre-schools, playgroups, crèches, montessori pre-schools, naíonraí, notifiable childminders or similar services which generally cater for pre-school children in the 0-6 year age bracket.

#### Early Childhood/Pre-School<sup>10</sup>

The Department of Education and Skills website states that the compulsory school age in Ireland is 6 and all forms of pre-primary education are optional. However, children from the age of 4 can be enrolled in infant classes in primary schools. Nearly 40% of 4-year olds and virtually all 5 year-olds attend primary school, where early education is provided in infant classes. In addition to the provision for children in the infant classes in primary school, (and with the exception of some specific pre-primary services), early childhood education and care services in Ireland are delivered outside the formal education system.

#### Free pre-School Year in Early Childhood Care and Education (ECCE)<sup>11</sup>

One of the most exciting initiatives in Early Childhood Care and Education in Ireland was announced in 2009 – a free Pre-School Year in Early Childhood Care and Education. All children qualify for the free pre-school year where they are aged more than 3 years 2 months and less than 4 years 7 months at 1 September in the relevant year. While participation is voluntary, 67,000 or 94% of eligible children were enrolled in pre-school services for the 2011/2012 school year. Administered by the Department of Children and Youth Affairs (DCYA), the programme usually consists of 3 hours a day, 5 days a week, over 38 weeks from September to June, and is designed “to give children access to a free pre-school year of appropriate programme-based activities in the year before they start primary school. Participation in a pre-school programme provides children with their first formal experience of early learning, the starting-point of their educational and social development outside the home.”<sup>12</sup>

In their *Guide to Parents*, the DCYA says that there are nearly 5,000 pre-school services notified to the Health Service Executive or registered with the Irish Montessori Educational Board. All of these services are eligible to apply to participate in the ECCE programme.

#### Children with Special Needs

North Tipperary County Childcare Committee explains that the Office of the Minister for Children and Youth Affairs (OMCYA) is “committed to supporting children with special needs within its early childcare and education programmes. For this reason the exemption from the upper age limit for children with developmental delay and the pro-rata option for parents of children with special needs was introduced”<sup>13</sup>. The options for children with special needs, from September 2011, were:

- 1 full year during the year the child qualifies by age or
- 1 full year if the child applies under the exemption from the upper age limit or pro rata i.e.
- 1 full year spread over two years (e.g. 3/2 days first year and 2/3 days the 2nd year).

<sup>10</sup>  
www.education.ie

<sup>11</sup>  
www.education.ie

<sup>12</sup>  
www.dcy.gov.ie

<sup>13</sup>  
www.northtipperarychildcare.ie

<sup>7</sup>  
Child Care Act 1991  
Part V11, Section 49  
© Government of  
Ireland 1991 www.  
irishstatutebook.  
ie/1991/en/act/  
pub/0017/seco049.  
html

<sup>8</sup>  
as above

<sup>9</sup>  
Department of  
Health and Child-  
ren, (2006) Child  
Care (Pre-School  
Services) (No 2) Reg-  
ulations 2006 and  
Explanatory Guide  
to Requirements  
and Procedures for  
Notification and  
Inspection, Station-  
ery Office: Dublin  
(pp.33-34)

### ECCE Provision in North Tipperary

#### — Type of Service

Childcare services in North Tipperary are a mix of full day care services, sessional pre-school services and home based childminders. The overall age range of children provided for is between 0-6 years. In addition full day care service providers and childminders take care of older children after school and during school holidays.

#### — Number of Services and Location

Figures from 2009 show that there were 57 privately operated & 15 community services in North Tipperary. In addition there were approximately 30 home based childminders that were notified to the HSE (Health Service Executive) and known to the County Childcare Committee. Providers were located in main urban areas including Nenagh, Roscrea, Thurles and Templemore; in rural areas including Upperchurch, Cloughjordan, Littleton, and Newtown; in Portroe, Templederry, Templetuohy and Corville. The remaining childcare provision at that time consisted of smaller private services scattered throughout the county. The number of childcare places currently available in North Tipperary is 2,299.

#### — Group Size/Ratio of Staff to Group<sup>14</sup>

In North Tipperary, larger services offer up to seventy places, while smaller services offer between 10-15 places. Group size is determined by legislation and is *“aimed at preventing over-crowding in pre-school services. In the overall interests of safety and a quality service, the maximum number of places for the different classes of pre-school services may be fixed by the Health Service Executive, taking into account the age range of the pre-school children, the adult/child ratios, the group size and the space per child...”*

Specific adult/child ratios<sup>15</sup> apply across different age groups. Here is an example:

Sessional Pre-school Service	
Age Range	Adult: Child ratio
0-1 year	1:3
1-2.5 years	1:5
2.5 years - 6 years	1:10

### Evidence of Need, Music in Childcare Settings, North Tipperary

In order to ascertain if there was a need for the design and provision of an accredited music training programme in ECCE, written evaluation from participants from the ongoing professional development *Music in Childcare Settings* held in Nenagh in Spring 2007 were examined. They highlighted the usefulness and appropriateness of the training:

14. Department of Health and Children, (2006) Child Care (Pre-School Services) (No 2) Regulations 2006 and Explanatory Guide to Requirements and Procedures for Notification and Inspection, Stationery Office: Dublin (p.51)

15. As above, (p.45)

*My expectations were met...I wanted practical things I could use in real settings... Great imagination; great participation; ideas and feedback from other participants ....So appropriate for the age group...I love music but sometimes find it hard to pass rhythm to children and I found that everyone sharing ideas was excellent...I would like more training in songs and activities for 3-4 year olds-e.g. introduction of instruments to children in a fun way!..... I wish it was going on more often in fact....found it very informative and gave me great ideas to use with my group....I found the games, sound bag, recommendations for CD's, songs and instruments most useful....I enjoyed learning how important music is for young children....tutor's enthusiasm is contagious...we got loads we can use and change to our own circumstances...*

Given their long-term commitment to *Music in Childcare Settings*, and with their specialist knowledge of the arts and ECCE in North Tipperary, the views of Melanie Scott, Arts Officer and of Aileen Healy, co-ordinator of North Tipperary County Childcare Committee were especially relevant. Melanie Scott wrote that what interested her most about *Music in Childcare Settings* was that:

*It is an opportunity waiting to be developed locally and nationally... It is such a positive environment in which to introduce music in an open and creative manner, and such a key time in the life of a child... Music in Childcare Settings provides access for music to children outside of the family and broadens the possibilities for influences – even across genres. It will also develop childrens' imagination and communication....*

She said that what was most beneficial from the 2006/2007 pilot programme was that it copper fastened the need and desire to provide a longer term initiative. Aileen Healy, discussing whether there was a need for such an initiative/the benefits of providing *Music in Childcare Settings*, wrote:

*Yes, I think there is a need because there is no one doing it in North Tipperary at the moment. So if we as a Childcare Committee can assist in promoting Music in Childcare Settings, this will in essence give childcare providers “permission” to include music in their programmes and to realise that it is appropriate to do so. We need to provide it as an option when training childcare providers and to say yes that it is a good thing to work with children in music before they start school. By doing this we will be promoting good practice. I feel this training will fit in nicely with the principles of early learning and development and Themes of “Aistear”<sup>16</sup> the newly launched Early Childhood Curriculum Framework.*

Referring to the pilot programme, she wrote:

*The best thing about this course was how you taught the childcare providers that developing music in young children is not just about teaching them to play an instrument, it was about experiencing music – rhythm, melody, using their bodies and their voices. Listening is highly developed when we engage in music. We got wonderful feedback from those workshops.*

16. Aistear, the Early Childhood Curriculum Framework for children from birth to six years in Ireland, was developed by the National Council for Curriculum and Assessment (NCCA) (in partnership with the early childhood sector) 2009 www.ncca.ie

The views of practising childcare providers in North Tipperary were sought in a written questionnaire. The main target for this questionnaire was the seventy two privately operated and community service providers, as it was felt that these providers would be those who would be most interested in *Music in Childcare Settings*. Homebased childminders were also circularised, so as to foster awareness of and encourage discourse on the proposal. Of the twenty-nine responses received from across the spectrum of ECCE service provision (including two from childminders), all agreed that music in ECCE settings was beneficial. The type of ongoing professional development they would like, and the supports and resources they would find beneficial, were also elicited from the research.

Benefits listed for children included socialization, language development, physical and emotional development, confidence building, developing group skills, music as a means of expression, aid for general learning and development of gross motor skills. Others said that it would enrich children, enable them to appreciate real music and enhance their intellect.

Some of the comments from the research are listed below:

*(We need) a greater understanding of how children respond to music and the benefits of it*

*I love music and I love to sing...It would be nice to share this more with the children and explore what they like*

*An inspired and motivated teacher makes each child love music as a whole. Music and movement helps to develop children in all areas of learning therefore I feel professional development in this area should be encouraged....if one knows how to...teach it and enjoy it, children will follow*

*Different age groups could benefit from music e.g. babies learn to listen; playschool – learn to sing with new words; Montessori-learn to listen to rhythm and learn new musical instruments*

*We need more experience, especially with instruments. We would also love new songs and poems*

*(We need) help to utilize equipment we already have... (and to) develop our own skills and help to create awareness among parents*

*I think music is a great way to relax and for children to express their feelings*

*We notice/observe that some children have natural rhythm which can be seen from a very early age. It is good to develop this natural ability and may encourage the child to take a greater interest in music*

*Music is also a common language as nowadays we have children of other nationalities who may not speak the same language. When we play music & do action songs all the children take part and spoken language is no longer a barrier-great way to communicate*

Finally, none of the training programmes in ECCE that were recognised under the Further Education and Training Awards Council offered music as a module. However, that was about to change.

#### Further Education and Training Awards Council

In 2011, the Further Education and Training Awards Council (FETAC) the then statutory awarding body for further education and training in Ireland, making quality assured awards at levels 1 to 6 on the National Framework of Qualifications (NFQ) and with meeting learner needs considered central to their role, provided a way forward for *Music in Childcare Settings*.

Exciting changes occurred in FETAC during this year, which were of great significance for *Music in Childcare Settings*. A new Common Award System (CAS) was being introduced, and by 2014, all existing awards at level 3-6 were to be deactivated and replaced by new common awards. The existing major awards in Childcare at Level 5 were replaced by the Common Award 5M2009, *Early Childhood Care and Education*, which became active in March 2011. This new Level 5 major award has within it a component in Creative Arts for Early Childhood 5N1769, which, on foot of consultation with FETAC, was deemed suitable for mapping *Music in Childcare Settings*.

#### Note:

Quality and Qualifications Ireland (QQI)<sup>17</sup>

*On 6 November 2012, a new integrated agency called Quality and Qualifications Ireland (QQI) was established. It replaces FETAC, HETAC (Higher Education Training and Awards Council) NQAI (National Qualifications Authority of Ireland) and also incorporates the functions of the Irish Universities Quality Board (IUQB). FETAC, HETAC and the NQAI are now dissolved. Awards and qualifications formerly made by FETAC continue to be recognised. Awards will now be made by QQI, under FETAC processes. The new agency will continue to provide continuity of service as it evolves.*





Section 2

# Design

2011-2012



The design process for *Music in Childcare Settings* included the identification of a suitable FETAC (QQI) award type and level of training. Once North Tipperary Vocational Education Committee agreed to be the provider of *Music in Childcare Settings*, the programme module was written, evaluated and approved. Mode of delivery and module length were also established.

#### Identifying a suitable award

Having examined the new award standards for National Framework Qualifications (NFQ) at Level 5 and 6 in Early Childhood Care and Education published by the Further Education Training and Awards Council, and with the advice from FETAC (QQI) to hand, the choice was crystal clear - to run *Music in Childcare Settings* under Level 5 Creative Arts for Early Childhood 5N1769, one of the components of the FETAC (QQI) major award Early Childhood Care and Education 5M2009. The suitability of this component was evident on perusal of both the original proposal of *Music in Childcare Settings* from 2006 and the component specification for Level 5 Creative Arts for Early Childhood 1769 published in 2011:

The purpose of *Music in Childcare Settings*:<sup>18</sup>

*This course aims, through formal and practical, interactive sessions, to equip childcare providers in crèches and pre-schools in North Tipperary with skills and knowledge needed to foster and implement music in their workplace.... The main focus of the course is on music with 3-5 year old children.... After school activities with children aged between 5-7 years old will be covered, as are some activities for children between the ages of 1-3. Games, rhythm, recorded music, songs and creative music-making are included*

The purpose of Creative Arts for Early Childhood 5N1769<sup>19</sup> is to:

*equip the learner with the knowledge, skill and competence in facilitating a child's learning, development and well-being through the provision of creative opportunities to enable the learner to devise experiences, activities, interaction and materials with regard to the age and stage of development of the child utilizing varied media, art and craft, drama, music and any other creative endeavours*

#### Level of Training

Choosing the Level of training was based on a review of the type of component available at Levels 4, 5 and 6. There were no other components in any of the major awards offered in ECCE at FETAC (QQI) Level 4, 5 or 6 which were more suitable for *Music in Childcare Settings* than Level 5 FETAC Creative Arts for Early Childhood 5N1769. There were practical considerations too, as noted by North Tipperary County Childcare Committee, such as the ruling whereby all pre-school leaders involved in the free Pre-School Year in ECCE must hold a certification for a major award in ECCE at Level 5 or above on the National Framework of Qualifications, and also the cost to the Learner - Level 5 FETAC (QQI) training would

be less costly than that of Level 6 FETAC (QQI) training. An awareness of practical considerations such as these was an important part of the design process.

*Music in Childcare Settings* has a Credit Value of 15 (out of a total Credit Value of 120 for the major award of Early Childhood Care and Education 5M2009).

#### Acquiring a Provider

North Tipperary VEC, a quality assured provider registered with FETAC to offer FETAC certification, agreed to offer *Music in Childcare Settings* leading to Level 5 FETAC (QQI) Creative Arts for Early Childhood 5N1769.

#### Writing the Programme Module

The Certificate Specification for the Level 5 FETAC major award of Early Childhood Care and Education 5M2009 and the Component Specification for Creative Arts for Early Childhood 5N 1769 were required reference points in the design of *Music in Childcare Settings*. While the content of a programme module such as *Music in Childcare Settings* is always unique to the provider, it must be developed in line with the FETAC specifications.

*Music in Childcare Settings* complied with all the component specifications including the guide to level and the nature of learning; the purpose, learning outcomes, information on assessment and assessment techniques required for the programme module. It also complied with the specifications for the major award referred to above.

The programme module for *Music in Childcare Settings* details how the programme is to be delivered, covering its structure, indicative content and assessment. What is not covered in programme module writing, namely actual content, is discussed in the next section of the report.

#### Evaluation and Approval

In 2012, the programme module was evaluated and approved through North Tipperary VEC's Programme Approval Agreement with FETAC.

#### Mode of Delivery & Module Duration

The programme module may be delivered as a standalone module leading to certification in a FETAC (QQI) minor (component) award or as part of an overall validated programme leading to a Level 5 FETAC (QQI) Certificate. In this case, it was agreed that *Music in Childcare Settings* be offered as a standalone module delivered in the evening. FETAC (QQI) Guidelines for Preparing Programme Descriptors state that 50-130 hours is the typical duration of Directed Hours (the hours the provider spends directly delivering the content of the programme to the Learner) for a Minor Award, Level 5.

<sup>18</sup> Shanahan F. (2006) *Music in Childcare Settings Original Proposal*

<sup>19</sup> www.fetac.ie





Section 3

# Delivery

2012-2013



*Looking back on the past few months of this course my eyes were opened to many different aspects of creativity through music, and if I was enticed by this as an adult I can only imagine that this would be mesmerising for a child. I really enjoyed implementing this into my work on a daily basis*

Learner, Music in Childcare Settings

This part of the report begins by discussing how the course was promoted, at whom it was aimed, on what basis Learners were accepted, cost to Learners and funding. Information on the participants includes a description of their role in ECCE settings and highlights the diversity of their backgrounds in music. An overview of the timetable is given. The main body of this section discusses the course content and assessment in detail and is illustrated by the work of the Learners, bringing to life what occurred over the three-month training period in a vibrant, reflective and personal manner while also placing the Learners in a central position in the report, as they were throughout the entire process.

#### Promotion

*Music in Childcare Settings* was promoted in a collaborative manner by three organisations – the North Tipperary Arts Office, North Tipperary County Childcare Committee and North Tipperary VEC. Various means of promotion were utilised, including distribution of a flier, e-mails to all ECCE providers, musicians and arts office mailing lists, letters to primary schools and day to day interactions with service providers. It was also promoted on the websites of the organisations.

*Music in Childcare Settings* was aimed at childcare workers, childminders, crèche workers, pre-school workers, primary school teachers (infant classes), after-school workers and musicians interested in developing community music skills in Early Childhood Care and Education. Two places were allocated to ECCE workers from South Tipperary.

Acceptance onto the course was on a first-come, first-served application basis. Applications were processed by North Tipperary County Childcare Committee. As a pilot initiative, the course was offered at a highly subsidised rate of €90, made possible through the collaborative backing of the three agencies involved.

#### The Learner

Twenty one adults (all women) enrolled in *Music in Childcare Settings* leading to Level 5 FETAC (QQI) Creative Arts for Early Childhood 5N1769. Learners worked in rural and urban areas throughout North Tipperary and in a rural setting in South Tipperary. They worked with varying sizes of groups, ranging from two to twenty five children. Their role and the type of setting where they work are listed below:

#### Learner - Role and Setting

Owner/Manager, Full Day Care Service (1)
Childcare Assistant, Full Day Care Service (1)
Childcare Worker, Baby Room, Full Day Care Service (1)
Childcare Worker, Montessori Room, Full Day Care Service (1)
Pre-school Assistant, Full Day Care Service (1)
Owner/Manager, Sessional Pre-school Service (3)
Pre-school Assistant, Sessional Pre-school Service (3)
Pre-school Leader, Naíonra, Irish Pre-school Service (1)
Manager, Full Day Care Community Service (1)
Pre-school Leader, Full Day Care Community Service (1)
Manager, Sessional Montessori Community Pre-school Service (1)
Pre-school Leader, Sessional Community Pre-school Service (1)
Playroom Leaders, Community Playgroup Service (2)
Notified Childminder, Lead person with local Parent and Toddler Group (1)
Musician teaching in Primary Schools (1)
Special Needs Assistant, Primary School (1)

Previous musical knowledge was not required of the Learner. There was as wide a variety of musical backgrounds among the Learners as the type of service engaged in by them. Included were proficient instrumentalists and singers; some read music using staff notation and some used tonic solfa, while others did not read music. Individual musical preferences encompassed a love of salsa, traditional music, singing, popular and classical music. Almost all the Learners possessed an in-depth knowledge of Early Childhood Care and Education.



The Learners

### Section 3 Delivery 2012-2013

Reflecting on her background during final evaluation in February 2013, one Learner noted:

*I did not come from a musical background, but now I can do it (Music in Childcare Settings) and I know what to do if something is not working, I know how to change and I know how to plan a music programme and I know that it does not matter if something does not work because I have lots of activities I can do with the children and the children will have ideas too*

#### Timetable

The course was run over 150 hours. Fifty hours were under the direction of the tutor, with the remaining time allocated to self-directed learning. A special requirement in the programme module whereby each Learner “will be given an opportunity to acquire knowledge, skill and competence and have some assessments carried out in a notified Early Childhood Care and Education Setting or recognised equivalent”<sup>20</sup> was fulfilled by encouraging the Learner to engage in creative music activities in their setting and discussing this in weekly review during class and by including individual assessments in the Learners’ place of work as part of the timetable. Below is a breakdown of the timetable:

#### Timetable - Class, Individual Assessment & Tutorials, Review & Feedback

<b>Class:</b>	Wed 7-9.30pm (13 classes) Sat 10-12.30pm (1 class) Oct-Dec 2012/ Jan-Feb 2013
<b>Venues:</b>	Teach an Léinn, Kenyon Street, Nenagh, (North Tipperary VEC) & Tyone Community Centre, Nenagh, County Tipperary
<b>Individual Assessment &amp; Tutorials:</b>	Late Nov-early Dec 2012 (45 minutes)
<b>Venues:</b>	ECCE settings or equivalent, North and South Tipperary
<b>On-going Review:</b>	Weekly Feedback: At regular intervals throughout the training

<sup>20</sup> North Tipperary VEC (2012) Shanahan F. Programme Module for Music in Childcare Settings

Timetable for submission of work for assessment reflected the type of assessment techniques which are stipulated for this award. As the assessment techniques were designed to be carried out over a period of time, this was incorporated into the timetable:

#### Timetable – Submission of work for Assessment

<b>Project:</b>	Partial submission: Late Nov-early Dec 2012
	Overall: Dec 12th 2012
<b>Collection of Work:</b>	Partial submission: Dec 12th 2012 and Jan 30th 2013
	Overall: Feb 13th 2013

Following completion of assessments by the tutor in February, internal verification, external authentication and results approval was carried out by North Tipperary Vocational Education Committee.

#### The Course

Aim<sup>21</sup>: The aim of the course is “to equip the learner with the knowledge, skills and competence to provide creative music opportunities which facilitates the child’s learning, development and well-being”.

Methodology: Community music, experiential and heuristic learning, skill development, skill sharing, instructional, facilitation, group-lead, individuation, classroom based learning, one-to-one tutorials, workshop format, weekly review, written feedback and reflective practice were the methodologies used.

Why these methodologies? These were appropriate for the delivery of a vocationally oriented programme which included the personal development of Learners among its objectives and which would be empowering for Learners<sup>22</sup>.

The most used of these methodologies – community music, experiential and heuristic learning - facilitated the Learners to learn by doing, trying out and discovering in a holistic manner, so that the Learner would experience music in much the same way as the child in their care would experience music.

<sup>21</sup> North Tipperary VEC (2012) Shanahan F. Programme Module for Music in Child-care Settings

<sup>22</sup> North Tipperary VEC (2011) FETAC Quality Assurance Policies and Procedures Version 4

Instructional, class-based learning also took place. Theoretical aspects of the course were delivered in this manner after the Learners had experienced the theory, for example, understanding the fundamentals of rhythm, pulse, melody, texture, timbre, genre and improvisation by experiencing them before they were formally introduced. While some adult learners yearn for certainty, for creativity to flourish, a certain element of chaos and freedom of choice needed to be fostered and endured, so that when the Learners would come to work in creative music making with the children in their care, they would understand that uncertainty and choice is not a hindrance and that they do not have to have all the answers or indeed supply all the answers, as noted by Learners:

*I had to lose my control, take a back seat, and let the child take the lead, I found this very challenging*

*I had not given the children half the freedom of choice they deserved, but during all the (creative music) activities, my eyes were opened to see how all the children had grown in strength and courage, to speak up, knowing that I am listening and interested*

For holistic learning to take place, a major part of ECCE, and stressed under Aistear:<sup>23</sup> the Early Childhood Curriculum Framework, it was important that the Learners experience many things together, in the same way young children negotiate their way in this world. Using this approach, where multiple layers of learning were actively being facilitated (exploring sound, making music, working as a group and on your own, negotiating, agreeing, having your voice heard and your preferences accepted, being encouraged to take the lead, reflecting on your work) goes beyond the teaching of a sound and symbol or theory behind it, ensuring that the Learners were made aware at all times that what we were involved in was the care and education of the child while learning about and experiencing an art form, as was evidenced by Learners in their work:

*Some of the benefits of creative music making lie in giving the child a variety of additional skills which can be transferred and used through their life e.g. creativity, self-expression... and critical thinking*

*Benefits of exploration and participation in creative music activities for the child is that in a group setting it encourages teamwork during which the children (a) listen to one another’s ideas (b) put their ideas into action – very positive (c) play together and (d) talk and problem solve together*



### — Content

Starting from the premise that music is sound, we explored the sounds of nature, sounds from the indoor and outdoor environments, sounds of natural materials, found sounds and body percussion. We explored the rhythm of words, including nursery rhymes, days of the week and names of the people in the group. Moving on to singing, we learnt songs from our own culture, action songs, and songs shared by the Learners. We also improvised using familiar tunes and adapted them for our own use. We delved into the song repertoire of Kodály and learnt the importance of a theoretical underpinning when working creatively in music with young children, for example, understanding and knowing why a certain song is developmentally appropriate for a particular child or group of children. We also discussed the use of CD's (useful for developing the song repertoire of the Learner and for dancing). We explored a variety of hand held instruments, including percussion and tuned instruments. Learners were encouraged to bring in their own instruments, which included a bodhrán, flute, keyboard and guitar. We learnt about the musical preferences of the Learners, made instruments, tried them out and reflected on their appropriateness in ECCE. In the process we gelled as a group and a great camaraderie and respect for all developed, much as in the same way that the social skills of the children in the care of the learners were developed through creative music activities, as noted by one of the Learners:

*It was magical to see the children grow to the love of music. Only the other day a boy who is very shy and seldom takes to the stage on his own, asked could he sing a song. To my amazement he began singing in tune and with a lot of the correct words...he appeared very confident and sang with pride. I asked him who taught him the song and he informed me that it was his daddy's favourite song. I could see that all the other children were delighted for him and we praised him by applauding this work.*

This quote also highlights how creative music activities can foster links between the home, the family and ECCE settings, and also between generations - connections that were stressed during *Music in Childcare Settings*.

Siolta<sup>24</sup>, the National Quality Framework for Early Childhood Education, was developed by the Centre for Early Childhood Development and Education on behalf of the Department of Education and Skills and published in 2006. Siolta is designed to define, assess and support the improvement of quality across all aspects of practice in early childhood care and education settings where children aged birth to six years are present. Comprised of three distinct but interrelated elements, namely Principles, Standards and Components of Quality, I now refer to one of the 12 Principles that provide the overall vision of the Framework to illustrate how the course content was linked to Siolta:

<sup>24</sup>  
www.siolta.ie

### — Principle

The role of the adult in providing quality early childhood experiences is fundamental.

*Quality early childhood practice is built upon the unique role of the adult. The competencies, qualifications, dispositions and experience of adults, in addition to their capacity to reflect upon their role, are essential in supporting and ensuring quality experiences for each child. This demanding and central role in the life of the young child needs to be appropriately resourced, supported and valued*

The training provided by *Music in Childcare Settings* recognised, supported and valued the unique role of the adult in providing quality early childhood experiences by coming to understand the competencies of the Learner and their qualifications in music and in ECCE they brought with them to the course; by offering a safe place where their dispositions and personalities were shared, accepted and acknowledged within the group, and where opportunities for personal development were provided; by offering them a multitude of experiences which developed and supported their practice, skills, competencies and knowledge in creative music making, and by facilitating the Learner to be a reflective practitioner. As emphasized by the Learners:

*Acquiring enough musical knowledge/information for the activity you are carrying out is a vital role*

*I have developed an extensive repertoire of creative arts activities (e.g. surround sound or the use of the music bag) and also a deep understanding of the theory behind them and how they can link with both Siolta and Aistear*

*What have I learnt on Music in Childcare Settings?...It gave me the confidence to carry out activities in creative arts which I wouldn't have dared approach previously...it lead me to set up a music corner which is cherished by the children and visited regularly...it reminded me of previous learning; that children enjoy the process rather than the end product; it is in the doing where the greatest holistic development is nurtured*

*In creative music activities, we value process over product – the act of doing rather than producing. When process is valued we work in the moment, with the people around us, to the best of our abilities, providing experiences for engagement, joy and fulfilment in and through music. We provide a framework for a life-long interest in and love of music*

### Assignments<sup>25</sup>

#### Project

- Plan: Learners provided a written Plan of Work for developmentally appropriate creative music activities for children between the ages of 0-6 years which promote the holistic development of the child, to take place in an Early Childhood Care and Education Setting, or equivalent.

<sup>25</sup>  
North Tipperary VEC  
(2012) Shanahan F.  
Programme Module  
for Music in Child-  
care Settings

- Implement: Learners were required to implement a minimum of two of the creative music activities from the Plan of Work, along with a detailed written plan, followed by an evaluation based on the promotion of the holistic development of the child.
- Explore: Learners were required to explore challenges for adults in respecting choice and decisions of children.

#### Collection of Work

Creative Music Activities and Young Children: Learners presented a variety of 5 creative music activities suitable for children aged 0-6 years, with supporting documentation for each.

#### Personal Work

Learners made a selection of instruments with supporting documentation; Learners compiled a Resource Pack from open ended materials and natural items from the indoor and outdoor environments; Learners provided a detailed Reflection.

#### Assessment

Of the six broad categories of assessment techniques used by FETAC (QQI), two were obligatory for *Music in Childcare Settings*: Project and Collection of Work. All learning outcomes were assessed under these two techniques:

##### Assessment — Project 40%

A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event

##### Assessment — Collection of Work 60%

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor

#### Learning Outcomes<sup>26</sup>

There are eight Learning Outcomes in *Music in Childcare Settings*, which are a set portion of the FETAC (QQI) component Creative Arts for early Childhood 5N1769. Each of these is mapped to an assessment technique (which is in turn mapped to assessment briefs given to the Learner and written by the tutor).

##### Learning Outcomes

###### Learners will be able to:

1. Examine a variety of creative media opportunities with young children
2. Summarise the benefits of exploration and participation in creative arts for the child
3. Explore the role of the adult in creating an environment in which children feel secure and confident enough to take risks and explore new situations
4. Plan opportunities for consultation with children to plan and engage in creative arts experiences
5. Test open ended materials and natural items for creative arts in both the indoor and outdoor environments appropriate to different stages of children's development
6. Explore challenges for adults in respecting choice and decisions of children
7. Employ developmentally appropriate creative arts activities which promote the holistic development of the child
8. Reflect on own role and responsibilities when engaging in creative arts activities mindful of health and safety

#### Grading

Distinction:	80%-100%
Merit:	65%-79%
Pass:	50%-64%
Unsuccessful:	0%-49%

#### Quality Assurance<sup>27</sup>

Quality assured procedures were put in place to ensure the reliability of Learner evidence.





Section 4

# Documenting Early Childhood Arts Practice



## Section 4

### Documenting Early Childhood Arts Practice

In early 2013, The Arts Council, through a scheme with the aim of supporting the development and dissemination of high quality Early Childhood Arts Practice and of informing the development of an Arts Council Policy on Early Childhood Arts, approved a proposal which would:

*extend and enhance, through the medium of photography, a report on Music in Childcare Settings, commissioned by the Arts Office, North Tipperary County Council, in conjunction with North Tipperary County Childcare Committee and The Arts Council...by providing quality photographic images taken by a professional photographer, the report will be greatly enhanced<sup>28</sup>*

This additional funding financed many of the images in this report. They aim to capture a diversity and variety of approach in creative music making by Early Childhood Care and Education workers and musicians who participated in the pilot programme module *Music in Childcare Settings* leading to Level 5 FETAC (QQI) Creative Arts for Early Childhood 5N1769. They also aim to portray various group sizes and spectrum of ages (from a few months to 6 years of age) among participating children.

Ten settings were invited to participate and five took part. Criteria for selection were:

- Location – to include both rural and urban settings
- Variety of settings
- Variety of age profile of children, from a few months to six years of age
- Variety of group size
- Timeframe

The position of the Learner and the integrity of *Music in Childcare Settings* training and assessment were respected by undertaking this documentation after the programme module and tutor assessments were completed.

Working with the photographer involved the facilitation of her collaboration with all involved. Good practice, storage, confidentiality, anonymity and security measures were agreed.

Ethical considerations were explored, followed, agreed and evidenced in line with Guidance for developing ethical research projects involving children published by the Department of Children and Youth Affairs in 2012 and in line with Guidelines for Taking and Using Images of Children and Young people in the Arts Sector published by the Arts Council in 2009.

Informed consent for photographic documentation of *Music in Childcare Settings* and agreement to the uses of and dissemination for which the documentation was requested from all involved in *Music in Childcare Settings* is evidenced by the written consent obtained from parents/guardians, owners/managers/principal of ECCE settings or equivalent, Learners and partners. Content of correspondence and of request for consent forms were discussed and agreed with the author and North Tipperary County Council Arts Office, North Tipperary County Childcare Committee and the Arts Council. (Please see Appendix 2 for an example of correspondence and consent). The Arts Council is confirmed as partner. Consent for the report to be disseminated/used as outlined in Appendix 2 is confirmed.

<sup>28</sup>  
Documenting Early  
Childhood Arts  
Practice (2013)  
proposal to the Arts  
Council, F. Shanahan



Section 5

# Recommendations





## Section 5 Recommendations

### Develop Local Partnerships

Key to the success of *Music in Childcare Settings* were the local and national partnerships that championed, fostered, funded, resourced and delivered this programme module. Using the model of partnership developed in North Tipperary, recommend that similar partnerships representing Music/Arts, ECCE, and FETAC (QQI) provision in other locales be developed.

### Raise Awareness

Information on *Music in Childcare Settings* offered under Level 5 Creative Arts for Early Childhood 5N1769, one of the components of the FETAC (QQI) major award Early Childhood Care and Education 5M2009 to be disseminated nationwide in the first instance by circularising the report to:

City and County Arts Offices  
City and County Childcare Committees  
Arts Council  
Music and Education Organisations/Providers  
ECCE Organisations

### Music in Childcare Settings to become an integral part of ECCE training in North Tipperary

Recommend that the existing partners in North Tipperary investigate making *Music in Childcare Settings* an integral part of ECCE training programmes at Level 5, offering it as a stand-alone evening module and also as part of a post-Leaving Certificate day-time course in Level 5 Early Childhood Care and Education running from September to May, with the aim of developing the skills, competencies and knowledge in creative music making among ECCE personnel across the county.

### Deliver Music in Childcare Settings outside North Tipperary

The programme module *Music in Childcare Settings* leading to the FETAC (QQI) Component Creative Arts for Early Childhood 5N1769 was evaluated and approved through North Tipperary VEC's Programme Approval Agreement with FETAC.

Access by other FETAC registered providers to this programme module may be facilitated by North Tipperary VEC. In order to offer certification in a FETAC (QQI) award a provider must have a programme leading to that award validated by FETAC (QQI). If a provider other than North Tipperary VEC wishes to offer the programme module *Music in Childcare Settings*, care must be taken to ensure that the programme module is validated by FETAC (QQI), for that provider, prior to offering the programme module to Learners.

### Music in Childcare Settings to continue to refer to Aistear: the Early Childhood Curriculum Framework and Síolta, the National Quality Framework for Early Childhood Education

*Music in Childcare Settings*, recently delivered in North Tipperary, trained ECCE providers to nurture and develop creative music making in young children while also cultivating and sustaining "children's learning and development using the four themes of Aistear. These themes are: well-being, identity & belonging, communicating, exploring and thinking"<sup>29</sup>. Síolta, whose user manuals contain the Principles, Standards, Components of Quality and Signposts for Reflection, "challenges everyone working in the ECCE sector to think about the quality of the experiences we provide for young children"<sup>30</sup>. Recommend that *Music in Childcare Settings* continue to refer to Aistear and Síolta whereby we are committing to the development and provision of high quality, appropriate training which will "enrich both the lives of children and the professional practice of adults."<sup>31</sup>

<sup>29</sup>  
www.ncca.ie

<sup>30</sup>  
www.siolta.ie

<sup>31</sup>  
as above

### Encourage diversity of approach in the delivery of Music in Childcare Settings

The programme module for *Music in Childcare Settings* provides indicative content which includes suggestions but which is not intended to be prescriptive. The beauty of the FETAC system is that it allows for a wide variety of approaches on the part of the tutor, and is well-suited to a community music methodology where the training can be tailor made to suit the group of Learners involved while drawing on the strengths of the tutor.

### Provide training for musicians

Provide initial and ongoing training for musicians who wish to tutor on *Music in Childcare Settings*, to include the development of their knowledge and understanding of Early Childhood Care and Education.

### Ongoing professional development for ECCE providers

Provide ongoing professional development for ECCE providers on an occasional basis, particularly in the fundamentals of music.

### Develop programme modules for Visual Arts and Creative Movement/Dance

As Level 5 FETAC (QQI) Creative Arts for Early Childhood 5N1769 can encompass a variety of art forms, recommend that individual programme modules in Visual Arts and in Creative Movement/Dance be developed in the same manner as *Music in Childcare Settings*.

### Documenting the Arts

The knowledge and expertise developed around Documenting the Arts in Early Childhood during *Music in Childcare Settings* may act as a reference point for documenting other arts initiatives with young children in North Tipperary.



# Appendices





## Appendix 1

Many organisations contributed substantially to *Music in Childcare Settings* since 2006 by offering support, funding, advocacy, advice and expertise which promoted and facilitated the research, design and delivery of the first FETAC (QQI) accredited programme in creative music making in Early Childhood Care and Education in Ireland. This appendix lists the core organisations, additional organisations and those consulted.

### Organisations involved

Arts Office, North Tipperary County Council / North Tipperary County Childcare Committee / The Arts Council

North Tipperary Vocational Education Committee / Further Education Support Services

### List of those consulted

*Most of those consulted are involved in Early Childhood Care and Education, Adult Education and Arts Provision in North Tipperary and further afield:*

Melanie Scott, Arts Officer, North Tipperary County Council	Rosemary Gleeson, North Tipperary Arts Office	Geraldine Finnan, Library Assistant, Mary Immaculate College, University of Limerick
Aileen Healy, Co-ordinator North Tipperary County Childcare Committee	Edel Condon, Development Officer, North Tipperary County Childcare Committee	Yvonne Barry, Kodaly pedagogical teacher
Gaye Tanham, Head, Young People, Children and Education, The Arts Council	Dr. Noel Collieran, Principal, Templemore College, North Tipperary VEC	Celia Donoghue, Producer, RTÉ Lyric fm
Monica Corcoran, Head of Local Arts, The Arts Council	Eileen Ryan, Naionra Durlas Éile, Thurles, County Tipperary	Learners from <i>Music in Childcare Settings</i> leading to Level 5 FETAC (QQI) Creative Arts for Early Childhood 5N1769
Antoinette Coffey, Adult Education Officer, North Tipperary Vocational Education Committee	Emer O'Brien, Tipperary Libraries	Children involved in <i>Music in Childcare Settings</i>
Olivia Kennedy-Murphy, Vocational Training Opportunities Scheme (VTOS) Co-ordinator, North Tipperary Vocational Education Committee	Marie Gould, Further Education Training and Awards Council	Early Childhood Care and Education owners/managers/principals/workers in North & South Tipperary
Jenny Whelan, Support Officer, Further Education Support Services, Nenagh, County Tipperary	Dr. Margaret Rogers, Early Childhood Specialist	
Finola Butler, Support Officer, Further Education Support Services, CDU, Dublin	Arlene Forster, Director, Curriculum and Assessment, NCCA	
	Gerardine Wisdom, Photographer	

## Appendix 2

### Documenting Early Childhood Arts Practice Correspondence

#### Request for Consent

Ms/Mr.

Owner/Manager/Principal

Pre-School/School

Co. Tipperary

1 March 2013

**Re: Request for Consent: Report on *Music in Childcare Settings***

Dear

Over the past months, the Pilot programme of Level 5 FETAC training on *Music in Childcare Settings* has been successfully run in Nenagh, County Tipperary. We thank you for facilitating visits from Frances Shanahan, Course Tutor for assessment and tutorials. Ms. Shanahan has been commissioned to write a Report on *Music in Childcare Settings*.

As part of this Report, we wish to include photographic material of ECCE worker/s and musicians from this course and children working together in creative music activities.

We seek consent for Frances Shanahan and photographer Gerardine Wisdom to visit your workplace and take photographs of ECCE worker/s from FETAC Level 5 *Music in Childcare Settings* participating in a creative music activity with children.

We aim:

- to extend and enhance, through the medium of photography, the Report on *Music in Childcare Settings*, commissioned by the Arts Office, North Tipperary County Council, North Tipperary County Childcare Committee and The Arts Council
- To capture, through the medium of photography, a diversity and variety of approach in creative music making undertaken by Early Years Care and Education workers and musicians who recently completed the pilot training programme *Music in Childcare Settings*, Level 5, FETAC, North Tipperary Vocational Education Committee.
- To enhance the long-term contribution to the development of practice in this area by *Music in Childcare Settings*.
- To celebrate the delivery of the first accredited training programme in creative music activities at FETAC Level 5 for ECCE practitioners in Ireland with additional high quality photographic images taken by a professional photographer.
- To promote the development of high quality early childhood arts practice in Ireland through the provision of a well-illustrated Report which will contribute to the development and dissemination of practice in this area.
- To contribute to the development of a repository of good practice resources.
- To inform the development of an Arts Council Policy on Early Childhood Arts Development in Ireland.

We seek consent from:

1. Manager/Owner of Childcare Facility/Principal of School
2. Childcare worker/s or musicians in your establishment, who recently completed Level 5 FETAC *Music in Childcare Settings*.
3. Parents and/or guardians of children participating in the creative music activity.

Please inform us of any specific requirements under your Child Protection Guidelines.

Names of participants or identities will not be used in the report; however, it will be obvious that the events/projects took place in North Tipperary. Where will these photographic materials be disseminated?

- In printed project report in order to document, promote and celebrate this course, the first of its kind in Ireland.
- The report will be disseminated to the arts and childcare sectors networks and may be uploaded to the partner organisations websites as an information tool for the development of practice in this area of work.
- The report could be picked up by the public media as an example of a new music education initiative.
- Images and/or extracts from the report may be used for illustrative purposes related to this project in the reports, publications, (including web based publications) and /or strategies of the project partners and funders including North Tipperary County Council, North Tipperary County Childcare Committee, North Tipperary VEC and The Arts Council for non-profit educational, cultural, promotional and information purposes.

I would be grateful if you would complete and return the attached consent form as soon as possible and in advance of an agreed visit to your setting by Frances Shanahan and the project photographer.

**Request for consent**

**Report on Music in Childcare Settings:  
Request for Parent/Guardian Consent**

**March 2013**

**PLEASE COMPLETE AND RETURN TO:**

..... Owner/Manager/Principal  
 ..... Childcare Setting/School  
 ..... Parent/guardian of  
 ..... name of child

give consent for photographic documentation of *Music in Childcare Settings* and agree to the uses and dissemination for which this documentation is requested as outlined in this correspondence.

Signed: ..... Parent/Guardian  
Date:.....

Or  
..... Parent/guardian of  
..... name of child

do not consent to the above.

**Thank you for completing and returning this form**



## Appendix 3

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### Resources

This is a selection of instruments which were used in *Music in Childcare Settings* (from the resources of the North Tipperary Arts Office.)

### Instruments

Tibetan Singing Bowl

---

Tingsha

---

Set of Chime Bars

---

Triangles

---

Tibetan Bells

---

Indian Bells

---

Handbells

---

Combi Bells

---

Chilean Rain Stick

---

Wooden Shakers

---

Maracas

---

Egg Shakers

---

Tulip Blocks

---

Woodblocks

---

Wooden Agogos

---

Guiro

---

Claves, various woods

---

Bongos

---

Tambour

---

Afuches

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## Appendix 4

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A Common Awards System for Further Education and Training

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Certificate Specification Level 5 Early Childhood Care and Education SM2009

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Component Specification Creative Arts for Early Childhood Level 5 5N1769

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Guidelines for Preparing Programme Descriptors

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Managing Change to the Common Award System An information note for providers  
The Common Awards System Making the Moves...as easy as A, P, C

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## Appendix 6

### Selected Websites consulted

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Department of Children and Youth Affairs	www.dcy.gov.ie
Department of Education and Skills	www.education.ie
Early Childhood Ireland	www.earlychildhoodireland.ie
FETAC	www.fetac.ie
Further Education Support Services	www.fess.ie
Further Education and Training Awards Council	www.fetac.ie
Kodály Ireland	www.kodalyireland.com
Kodály Music Education Institute of Australia	www.kodaly.org.au
Music Generation	www.musicgeneration.ie
Music Network	www.musicnetwork.ie
National Association of Music Education	www.nafme.org
National Council for Curriculum and Assessment	ww.ncca.ie/earlylearning
National Qualifications Authority of Ireland	www.nqai.ie
North Tipperary County Childcare Committee	www.northtipperarychildcare.ie
North Tipperary Vocational Education Committee	www.tippnorthvec.ie
Siolta, the National Quality Framework for Early Childhood Education	www.siolta.ie
The British Kodály Academy	www.britishkodalyacademy.org
The National Framework of Qualifications	www.nfq.ie
Tipperary Libraries	www.tipperarylibraries.ie
Quality and Qualifications Ireland	www.qqi.ie



## Postscript

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Frances Shanahan  
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### Images

Learners, *Music in Childcare Settings*  
Children, Early Childhood Care  
and Education Settings  
Instruments made by Learners,  
*Music in Childcare Settings*  
Resources, North Tipperary Arts Office



## **Author's biography**

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Frances Shanahan is a researcher, educator and musician, with expertise in music education, community music and community arts in Ireland. She contributes to the MA in Community Music at the Irish World Academy of Music and Dance, University of Limerick and is former education and community outreach manager with the Irish Chamber Orchestra. Education work includes the setting up and delivery of a whole school performance music education programme in Scoil Íde, Corbally, Limerick. She has also trained generations of pianists whilst a full-time teacher of piano, choir and theory in Limerick. Education and Community outreach work includes the design and facilitation of *Helping Hand*, a continuing professional development training programme in education and outreach choral composition, commissioned by the National Chamber Choir; *Compose Yourself*, a cross-arts music composition and film initiative with primary school children in Limerick City funded by Limerick City Council, the Ireland Funds and the Arts Council; and *Lullabies and Explosions*, an intergenerational Bealtaine/Early Years programme with older people and children in junior/senior infants classes of primary schools in Limerick City and County. She also designed *Téada*, a community music programme for musicians from the ICO and students attending the MA in Classical Strings, IWAMD, UL. She inaugurated *Celebrating Mozart in Castleconnell*, now an annual series of chamber music recitals in a rural community in County Limerick, funded by the Arts Office, Limerick County Council, Music Network and The Arts Council. In addition to sitting on the Community Music Board at the IWAMD, UL, she was a member of the Steering Committee and project manager for Artists ~ Schools Guidelines, Towards Best Practice in Ireland, a collaborative initiative involving the Department of Education and Skills and the Arts Council. She has a passion for choral music, and was founder conductor of the internationally acclaimed chamber choir, *Madrigal '75*. A graduate of University College Cork, Cork School of Music and IWAMD, UL, she holds a B.Mus., specialist teaching diploma in piano and MA in Community Music.

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