

ASSIGNMENT GUIDANCE



CACHE Level 3 Diploma in Pre-school Practice

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Introduction

Please note - This document is intended as guidance and is not mandatory

The following document has been developed to support tutors and candidates with the assessment requirements of the CACHE Level 3 Diploma in Pre-school Practice. It is hoped that this guidance will assist in the interpretation of all DPP assignments. Detailed Guidance has been prepared for the following Units:

Contents

Units

Core Unit1	Understanding and promoting the development of pre-school children
Core Unit 2	Providing learning communities for pre-school children and their families
Core Unit 3	Making the pre-school setting a supportive and safe environment – this is externally assessed and therefore no guidance is given
Option Unit 1	Work to supporting parents with literacy, numeracy and language needs in a pre-school setting
Option Unit 2	Working with children with disabilities and special educational needs and their families in a pre-school setting
Option Unit 3	Working in a parent managed pre-school setting - Internal assignment

Core Unit 1 – Understanding and promoting the development of pre-school children

Criteria	Grading Criteria	Grading requirements
E1	Include FOUR observations in the appendix which fulfil the criteria in the assignment task	Include FOUR (4) observations of one child (the same child) in an appendix. The observations need to provide information about the holistic development of the child. Different observation methods must be used
E2	Identify factors which may have influenced the validity and reliability of the observations	Give information about what should be consider when carrying out/evaluating observations so information is a true representation of the child/their abilities. This may include: observation methods/technique, interruptions/changes in child's environment/usual routine/child's health and well being, subjectivity/bias of observer, information gained on one occasion, in one situation etc. E.g. Sometimes the person observing may not see what they expect to see. It is important to be objective; to be honest and accurate and not allow your own values or opinions to alter the report/findings
E3	Include a profile of the child based on the observations in the appendix	Include information about the child's development based on the four observations (E1). Give clear details of the child's development (social, physical, intellectual, language and emotional development). E.g observation 3 of H's physical skills showed he was able to run safely around obstacles but he lacked confidence when climbing, he showed his fine motor skills in Observation 2 when...
E4	Demonstrate how the observed development of the child relates to developmental norms	Give information about how the development of the child observed in E1 and E 3 relates to the accepted norms. E.g. at 2 years 6 months "children are able to run well, stop efficiently, usually a voiding obstacles and can climb nursery and garden apparatus but may get stuck at the top" Sharman C, Cross W and Vennis D 2004 p144
E5	Describe how to progress the holistic development of the observed child through play	Based on the information given in E1, E3 and E4, suggest appropriate play activities/experiences to show how to promote the child's all round development e.g. fine motor skills, independence and self reliance could be promoted for this child by providing opportunities to help in preparing food, self-serving at mealtimes etc...
E6	Discuss how to involve children in making decisions and choices	Give information about appropriate ways the practitioner can involve children in making decisions and choices. This may include: listening to children's opinions/interests, involve children in planning, provide opportunities for decision making in experiences/activities etc...

Core Unit 1 – Understanding and promoting the development of pre-school children (continued)

Criteria	Grading Criteria	Grading requirements
E7	Discuss the effectiveness of observation and assessment in meeting individual children's needs	Give information about how observations/assessment inform the practitioner about the individual child, which can be helpful in planning to meet the particular needs of that child. This may include information that enables the practitioner to: recognise child's abilities and interests, relate planning to needs and appropriate curriculum, understand why child behaves as they do, provide appropriately challenging activities/experiences, referral/consult other professionals, work with parents etc E.g. observation shows a 2 year old child is fascinated by things that go round, such as wheels, washing machine, water down the plughole etc. The practitioner can use this information to plan resources and activities that will build on this interest...
E8	Reflect on your own role in understanding and promoting children's development	The responsibilities and effectiveness of the practitioner in promoting children's development may include: knowing how observations are used to identify developmental needs, understanding and use of alternative observation methods, planning, children's rights, team work etc
E9	Show an understanding of anti-discriminatory/anti-bias practice	Evidence for this criterion may be met in E1, 3, 4, 5 and 6 by showing understanding that children usually follow a sequence of development but develop at their own rate due to a variety of reasons, so each child has individual needs to support and promote their development.
E10	Include references and a bibliography to support your work	Include at least two relevant references in the text and a bibliography at the end of the work
D	Explain why it is important to involve children in making decisions and choices	A development of E6. Give reasons why children should be involved in decisions and given choices about things that affect them. E.g. children who are involved in making decisions and choices about what happens to them develop self- esteem and confidence because...
C	Explain how theoretical perspectives of child development support your suggestions for progressing the observed child's development (E5)	A development of E5. Give information about current research or theories of child development which are currently valid, to explain how your suggestions in E5 can progress the observed child's development

Core Unit 1 – Understanding and promoting the development of pre-school children (continued)

Criteria	Grading Criteria	Grading requirements
B	Analyse the role of observation and assessment in building a profile of individual children	A development of E7.A detailed consideration of how profiles of children in pre-school settings are created and used to inform practice. Other issues may be considered such as objectivity, confidentiality, data protection etc
A	Evaluate the importance of understanding the interplay between theory and practice	A detailed consideration of the need to understand how research can be used to inform and change practice. This may examine such issues as: being familiar with current research, reasons for the research, if it gives valid and reliable facts/information, is it relevant to a particular situation/setting, objectivity of the research, is change based on a rational, logical basis? application of theory to practice etc. Examples of how practitioners have used recent research to change current practice (or reaffirmed previous decisions) may be used to support this evaluation, considering benefits and negative effects, drawing conclusions

Core Unit 2 – Providing learning communities for pre-school children and their families

Criteria	Grading Criteria	Grading requirements
E1	Describe ways that parents may participate in a pre-school's activities to promote their children's learning and development	Include information about ways parents may be part of the pre-school activities to promote learning and development. This may include: consult parents when planning, ask for ideas, encourage involvement, contribute according to their skills, strengths, follow up activities at home, etc E.g. talking to parents can tell the setting of the interests of the child, which allow activities to be planned around their interests and helps learning. This can be achieved by..
E2	Discuss how a pre-school can encourage parents to participate in these activities	Give ways the pre-school can encourage parental participation in activities to promote learning and development. This may include: value parents skills/abilities, build relationships, make setting welcoming/inviting place, inform/support parents concerning activities, recognising how to involve parents who work or have other commitments but may still wish contribute, etc
E3	Identify evidence of progress from one child's profile	Include information one child's attainments from a profile. Parental and supervisor permission must be obtained and confidentiality maintained throughout by using initials or pseudonyms
E4	Include a curriculum plan for the whole pre-school setting which will progress the learning and development of this child	Present a curriculum plan that covers 2-4 weeks for a group of children that includes the child in E3. The activities/experiences need to cover a range of areas of learning/development
E5	Identify experiences in the curriculum plan (E4) to promote each area of learning and development of all the children in the setting.	Choose ONE experience in the curriculum plan (E4) for each area of development i.e. social, physical, language, cognitive, emotional. Describe how the experiences will meet the learning and development needs of all the children
E6	Show how the experiences in the curriculum plan (E4) will enable children to progress to achievement of the early learning goals	Link the expected outcomes of each of the experiences identified in E5 to the curriculum framework this group of children is following
E7	Describe ways through which a pre-school can work with parents to create profiles of their children's ongoing progress	Show understanding of what a profile is and ways of involving parents in creating the child's profile: This may include: effective communication, examples of children's work, information from parents, discussion, confidentiality etc
E8	Reflect on your own effectiveness in providing a learning community for pre-school children and their families.	Consider your responsibilities and effectiveness in the providing a learning community in the pre-school setting. This may include: knowledge of the constitution of the pre-school, following policies and procedures, working with parents, identifying needs, planning cycle, knowledge of facilities available to support children/families etc

Core Unit 2 – Providing learning communities for pre-school children and their families (continued)

Criteria	Grading Criteria	Grading requirements
E9	Show an understanding of anti-discriminatory/anti-bias practice	This criterion may be met in E1, 2, 3, 4, 5 and 7 where individual needs of parents and children are identified and recommendations made for appropriate experiences to promote individual learning and development and involve all parents
E10	Include references and a bibliography to support your work	Include two relevant references in the text and a bibliography at the end of your work
D	Explain the benefits of parental participation in the activities of the pre-school	A development of E1. Give reasons why parental participation benefits children, parents and the practitioners in the pre-school setting. This may include: shared, integrated care, increases knowledge/skills of parent, it proves confidence and self esteem of child and parent, extends learning outside setting, links with home and child's interests, builds relationships with parents/practitioners, etc E.g A parent who is involved with activities in the pre-school may develop insight into how to help their child learn at home because...
C	Explain how to use profiles of pre-school children's progress to provide a differentiated curriculum	A development of E3. Show understanding of how profiles can identify the needs of children and preferred learning styles. This may include: information can be used to plan ways to meet the diverse learning needs of a group, progress can be monitored/reviewed/discussed with parents and team, current research and theories related to supporting individual learning needs, etc
B	Analyse the importance of planning for all children	A development of E4, 5 and 6. Consider in detail reasons the practitioner's professional responsibility to consider each child when planning. This may include: positive effects of planning on children/families/practitioner, different learning styles, anti-discriminatory/anti-bias practice, meet individual identified needs, informs resources/provision, links with appropriate curriculum, childrens' rights etc
A	Evaluate the effectiveness of your pre-school setting as a learning community for children and parents	A detailed consideration of how effectively the pre-school setting provides a learning community for both children and parents. This may include: meeting the needs of all groups, learning for children, for parents in the broadest sense (formal and incidental learning) such as transferable skills, confidence in child care, social skills, management committee, PSLA courses, factors affecting parental involvement, evidence of application of learning such as feedback, progression to employment, H.E. etc. Discuss possible areas for development and factors which may hinder development. Links with government initiatives and social policy may be referred to in this section

Option Unit 1 – Working to support parents with literacy, numeracy and language needs in a pre-school setting

Criteria	Grading Criteria	Grading requirements
E1	Discuss how children's achievements in literacy, numeracy and language are linked to their parent's literacy, numeracy and language skills	Give information about how development of literacy, numeracy and language skills of children are linked to level of their parent's skills. This may include: principles of how children learn/develop these skills, parent as first educator, parent's attitudes/involvement in early years care/education, parent's expectations of education/staff in settings, available resources/support in the home etc. For example 'As parents are the first educators of their children, they meet the needs of the child, provide support, resources, experiences and are models for language, behaviour etc. When a parent is unable to read or write, this may affect the child's learning because...
E2	Identify factors which can influence parents in developing literacy, numeracy and language skills	Show understanding of what can affect parent's development of literacy, numeracy, language skills This may include: Support of family/friends/setting staff, confidence, motivation, expert tuition using adult learner techniques such as flexibility, friendly informal teaching, achievable goals/targets, celebrate success etc. E.g. Family classes and activities that make learning fun in an informal way can encourage learning because...
E3	Describe how pre-school settings may identify parents who may need support for their literacy, numeracy and language skills	Show how to recognise a parent who needs help/support to gain literacy, numeracy and language skills. This may include: positive relationships enable talking/listening to parent at home visit/in setting, observation of parent helping in setting, completion (or not) of forms, responses (or not) to correspondence/notices, achievements of child etc
E4	Describe ways the pre-school respects parents who may need support	Give more than ONE way the pre-school can show respect for parents who need help/support. This may include: confidentiality, value person for themselves/what they can do, non-judgmental attitude, anti-discriminatory/ anti-bias practice etc. E.g The pre-school setting can show respect for parents by creating a friendly atmosphere so parents can feel they belong, can openly express their feelings, concerns...
E5	Identify local and national strategies for enabling adults to progress their literacy, numeracy and language skills	Give at least ONE national strategy and ONE local strategy needs to be identified

Option Unit 1 – Working to support parents with literacy, numeracy and language needs in a pre-school setting (continued)

Criteria	Grading Criteria	Grading requirements
E6	Describe ways the pre-school can create and maintain links with local agencies providing support for literacy, numeracy and language skills	Briefly describe ways the setting can make contact and maintain links with the local agency identified in E5. This may include: making initial contact, keep/maintain current information about local agency, multi-disciplinary working skills, regular informal/formal communication opportunities, offering venues for meetings/classes, committee meetings to review policies/progress, seek opportunities for updating information, training, etc
E7	Describe how to encourage parents to take up support for the development of their literacy, numeracy and language skills	Give ways that may encourage parents to seek support to develop literacy, numeracy and language skills. This may include: sensitive understanding of individual needs of parent, confidentiality, communication skills, knowledge of support available and how to access, advice about benefits for parent and child etc
E8	Identify how the pre-school reviews practice to support parents with literacy, numeracy and language needs.	Give information about how the setting regularly reviews their practice for supporting parents with literacy, numeracy and language needs. This may include: process of writing/implementation/review of policies and procedures of the setting, committee responsibilities and action, monitoring and recording, consultation with staff and parents etc
E9	Show an understanding of anti-discriminatory/anti-bias practice	This criterion may be covered in E2-4 and E7 which demonstrate understanding, recognising, respecting and supporting individual needs of parents
E10	Include references and a bibliography to support your work	Include at least two appropriate references in the text and a bibliography at the end of the work
D	Explain why it is important to recognise the boundaries of the pre-school settings role in supporting parents with literacy, numeracy and language needs	A development of E7. Give reasons why practitioners must understand/respect boundaries of the setting. This may include: Need to follow policies/procedures of setting, effects on relationships with parents/agencies, valuing specific expertise of other professionals, recognising own qualities but also limitations of own role and expertise etc...

Option Unit 1 – Working to support parents with literacy, numeracy and language needs in a pre-school setting (continued)

Criteria	Grading Criteria	Grading requirements
C	Explain why it is important for the pre-school to create and maintain links with local agencies providing support for literacy, numeracy and language skills	A development of E6. Give clear detailed reasons why the pre-school needs to create and maintain links with local agencies. This may include: the aims of setting/PSLA, policies and procedures, increased understanding, short/long term benefits to child and family, expert focused support/guidance available, professional duty, limitations of role, etc. e.g A pre-school setting needs to establish sound relationships with the local agency which develops adult literacy skills, because advice may...
B	Analyse the importance of ensuring that all the pre-school staff are committed and able to contribute to the support offered to parents with literacy, numeracy and language needs.	A development of E7 and E8. A detailed consideration of the factors that support parents to gain these skills and why it is important to make sure whole team is able to support parents. This may include: anti-discriminatory/anti-bias practice, following policies and procedures, parental rights, effect on parent/learner, professional duty, identify training needs, staff/volunteers in pre-schools, etc
A	Evaluate the role of pre-school settings in supporting parents with literacy, numeracy and language needs	Consider and draw conclusions about the advantages and disadvantages of pre-schools in supporting parents with literacy, numeracy and language needs. This may include reference to current government initiatives, research on children's learning, PSLA emphasis on parent and child learning, short/long term effects on parents and children of success/failure etc...

Option Unit 2 – Working with children with disabilities and special educational needs and their families in a pre-school setting

Criteria	Grading Criteria	Grading requirements
E1	Describe how pre-school settings can create an inclusive culture for children with disabilities and special educational needs.	<p>Give information about how pre-school settings can make sure all children are valued, have access, are welcomed and included in every aspect of the provision. This may include:</p> <p>Appropriate policies/procedures, social model approach, non judgemental attitude, physical environment, resources, facilities, planning reflect diversity, respect for individual differences, staff training/development, positive role models, etc</p> <p>e.g. the culture of the pre-school setting can reflect the social model of disability by ensuring the relevant policies and procedures state that...</p>
E2	Describe the role of the SENCO in making the pre-school setting inclusive	<p>Show understanding of how the Special Educational Needs Coordinator (SENCO) ensures that the setting meets special needs of children. This may include:</p> <p>Appropriate environment/experiences, co-ordinates resources/facilities, implements Code of Practice/handbook, assessment process, maintain records, work/supports parents/other professionals and agencies, oversees IEPs, etc</p>
E3	Discuss why early recognition of developmental delay and impairment is important	<p>Give reasons why early recognition is important to help child to achieve their potential with appropriate support. This may include: importance of early learning/development, remove potential barriers to learning/development/achievement, identify needs/provide appropriate resources/facilities, promote well being, social emotional development, support for child/family etc</p>
E4	Discuss how to use observation and assessment to plan for the learning and developmental needs of individual children	<p>Show understanding of how Stages 1-5 of Code of Practice for special needs link to observation/assessment processes and how information gained informs planning and provision for learning and development . This may include: ways information gained over time, involvement of SENCO, Individual Education Plans, outside professionals/agencies, planning cycle etc</p>
E5	Discuss the importance of the partnership between the pre-school setting and the parents of children with disabilities and special educational needs	<p>Give reasons why partnership with parents is important. This may include: parent as prime carer/educator, parental and children's rights, promotes shared integrated care/information/feelings/concerns, planning, effects on child etc e.g. building a trusting relationship with parents makes it easier for parents to talk to staff about...</p>

Option Unit 2 – Working with children with disabilities and special educational needs and their families in a pre-school setting (continued)

Criteria	Grading Criteria	Grading requirements
E6	Describe how the pre-school setting can work with parents to progress the learning and development of children with disabilities and special educational needs	Give information about ways parents and pre-school can work together to promote learning and development, This may include: effective communication, reports, consultation, links home/school, inclusive approach, value and respect parents and their contributions, research voluntary/support agencies, social model approach, etc
E7	Identify the roles of professionals and agencies who may be involved with children with disabilities and special educational needs and their families	Name different professionals or agencies. Briefly describe how each responds and supports children with disabilities and special educational needs and their families. This may include:, statutory/voluntary agencies eg health, education, social services, hospitals, assessment, specialist equipment, financial, respite care, social/emotional support etc
E8	Discuss how practitioners in the pre-school setting can work in partnership with other professionals to progress the learning and development of children with disabilities and special educational needs	Give clear information about how staff in the setting can work effectively with other professionals to enable children with disabilities and special educational needs to access quality care and education. This may include: professionalism, mutual respect for skills/abilities, communication, networking, non judgemental approach, reliable/accurate monitoring, development etc
E9	Show an understanding of anti-discriminatory/anti-bias practice	This criterion may be covered in E 1-8 which demonstrate understanding of inclusive approach and identification/provision/support for special needs of individual children
E10	Include references and a bibliography to support your work	Include at least two relevant references in the text and a bibliography at the end of the work
D	Explain the importance of an inclusive pre-school setting for children with disabilities and special educational needs.	A development of E1 and E2. Give reasons why an inclusive pre-school setting benefits children with disabilities and special educational needs. This may include: meeting individual needs, valuing diversity, short/long term effects on children, families/setting, legal requirements, constitution/aims of setting etc e.g. barriers to learning/development for a child should be identified/removed because...

Option Unit 2 – Working with children with disabilities and special educational needs and their families in a pre-school setting (continued)

Criteria	Grading Criteria	Grading requirements
C	Explain how individual education plans are used to progress the learning and development of children with disabilities and special educational needs	A development of E4 and E8. Give detailed information about IEPs and how they are used. This may include: How IEPs developed, holistic approach, identification of provision/support required, other professionals, targets/time scales, regular reviews etc e.g. a child with a hearing impairment needs individual support at certain times as identified in the IEP. The SENCO, with the setting, will arrange for...
B	Analyse the effectiveness of your pre-school setting in providing an inclusive culture for children with disabilities and special educational needs.	A development of E 1. A careful consideration of whether the culture of your pre-school setting is inclusive for children with disabilities and special educational needs. This may include: aims of the setting, children's and parental rights, anti-discriminatory/anti-bias practice, examples to support suggestions of why some aspects are effective but others may need further development, management/organisation of setting, staff appointment/training etc
A	Evaluate the concept of a social model of disability	This may include: the historical perspective, medical model versus social model, disadvantages and advantages of social model , relate to current social policy/attitudes/provision, assess values to child, family, other children and practitioners, etc

Option Unit 3 – Working in a parent managed pre-school setting - Internal assignment

Criteria	Grading Criteria	Grading requirements
E1	Identify the benefits for parents, children and staff of being part of a parent managed pre-school setting	<p>State TWO benefits of being part of a parent managed pre-school setting for each of the following:</p> <ul style="list-style-type: none"> • children • parents • staff <p>This may include: shared aims, parents understand/provide for needs of children, parents of children currently attending are in control of setting, learning/development opportunities, focus on children attending and local community, committee involved in day to day work of setting, staff consulted/can express ideas/opinions/expertise valued etc</p>
E2	Describe how the parent management committee contributes to the community development role of the pre-school setting	<p>Give ways committee may contribute to the community development role of the setting. This may include:</p> <p>study child/family local needs in community, raise awareness of needs, support events, flexible play and learning opportunities for children/adults, equal opportunities policy, links with local statutory/voluntary agencies etc e.g. an inner city area with many young families living in isolation - the parent committee decided to help parents meet by arranging weekly 'coffee and a chat' meetings which led to...</p>
E3	Describe the responsibilities of the parent management committee of a pre-school setting	<p>List the members of a parent managed committee and briefly describe their roles and responsibilities. This may include: employment of staff, legal duties of employers, registration, insurance/inventories, developing and monitoring policies, financial matters, fundraising, day to day management, records/documentation, links with PSLA, community etc</p>
E4	Identify what information needs to be shared between the parent management committee, the staff of the pre-school setting and the parents	<p>Show information shared with parents. This may include:</p> <p>Aims/policies/administration of setting, costs, opening times, contact details, personal details/abilities/needs/progress of children, individual needs, events, development opportunities, etc</p> <p>e.g. before a child starts at the setting, parents will be told about... and parents will be asked for details about their child such as...</p>
E5	Describe ways information is shared between the parent management committee and the staff of the pre-school	<p>Give ways information may be shared. This may include:</p> <p>staff representative at committee/general meetings, written/verbal reports, plans, discussion, guidance etc</p>

Option Unit 3 – Working in a parent managed pre-school setting - Internal assignment

Criteria	Grading Criteria	Grading requirements
E6	Identify ways the parent management committee can share information with the parents of the pre-school setting	Letters, noticeboards, posters, training events, general and AGM meetings, verbal methods, meet individual needs of parents such as different languages, parents who work etc. e.g. A newsletter that regularly goes out to parents, keeps them up to date and informed about decisions made by the committee, forthcoming events etc
E7	Discuss the role of the parent management committee in the development and review of policies and procedures for the pre-school setting	Show clear understanding of 'policy' and 'procedures'. Give information about process of writing, implementing, monitoring, reviewing. This may include: Consultation (experts/staff/parents), national guidance/legislation, listen/value ideas/opinions, training needs, implementation, amendments etc
E8	Describe how the staff and parent management committee can ensure the setting has the resources required to implement its plans, policies and procedures	Show understanding of how a pre-school setting has required resources to carry out plans and policies/procedures. This may include: know where/how to apply for funding from national/regional/local sources, links with statutory/voluntary agencies, requirements of the Charities Act, fees, fundraising events, donations, sponsorship, publicity, etc
E9	Show an understanding of anti-discriminatory/anti-bias practice	This criterion may be covered in E1-E8 which demonstrate how the individual needs of the child, their family and community can be met in relation to provision, information giving, policies and resources.
E10	Include references and a bibliography to support your work	Include at least two relevant references in the text and a bibliography at the end of the work
D	Explain why it is important for the parents to be informed about the roles and responsibilities of the parent management committee	Give reasons why parents should be informed about the work and responsibilities of the committee. This may include: aims of setting, elected representatives, know who to contact if issues, honesty, openness, meet legal requirements, decision makers answerable to members, parental rights, care and education of their children, etc

Option Unit 3 – Working in a parent managed pre-school setting - Internal assignment

Criteria	Grading Criteria	Grading requirements
C	Explain why it is important for the parent management committee and the staff of a pre-school setting to communicate effectively	Give clear detailed reasons why parent managed committee and staff they employ need to communicate effectively. This may include: value of communication for teamwork, employment/management responsibilities, responsibility to children/families/community, two way source of information about early years/parents/children, appraisal/training/support needs, identify/resolve concerns/issues, etc
B	Analyse the role of the management committee in providing personal development opportunities for parents	A development of E1,E2. A detailed consideration of the role the management committee to meet parental rights to be involved in the activities of the group. This should consider the role of committee, Constitution/aim, the kinds of learning/development that may take place in pre-school settings, research e.g. Adults Learning in Pre-schools. Veronica Mc Givney Publ. NIACE/PSLA 2003
A	Evaluate the contribution of parent management committees of pre-school settings to community participation	A detailed consideration of the advantages and disadvantages of parent management committees of pre-schools to community participation. This may include: involvement of wider community in education opportunities participation of diverse groups etc...