eTwinning

"Empowering eTwinning Schools:
Leading, Learning, Sharing "

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#eTwSchools18

Developing a whole school approach for promoting inclusive systems in and around schools: Some issues for eTwinning?

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Downes, P., Nairz-Wirth, E., Rusinaite, V. (2017). Structural Indicators for Inclusive Systems in and around Schools. Luxembourg: Publications Office of the European Union

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Key Guiding Principles for Inclusive Systems (Downes Nairz-Wirth & Rusinaite 2017) – Inclusive Communities for Early School Leaving and Bullying Prevention & Democratic Schools

Holistic - Recognises the social, emotional and physical needs, and not simply the academic and cognitive ones, of both children/young people and their parents

Systemic - Beyond individual resilience to inclusive systems for whole school approach

Differentiated – not one size fits all

Inclusive systems - Beyond Rutter's (1987) resilience in adversity (poverty, early school leaving, bullying, trauma) as superman or wonderwoman ! (Downes 2017)
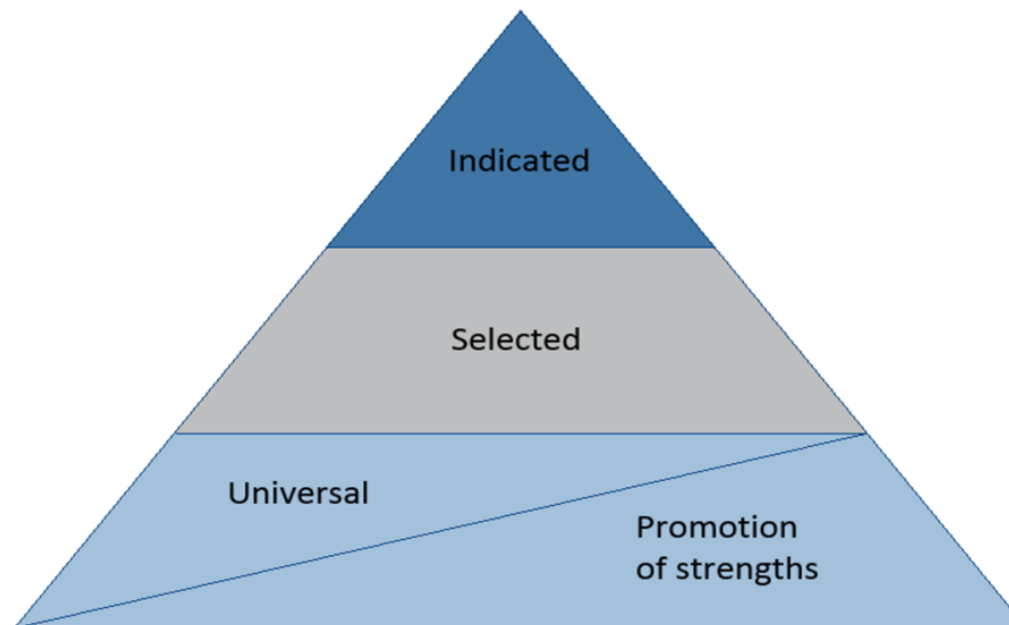
Differentiated Strategies in Place - for Meeting Individual Needs at Different Levels of Need/Risk for ESL and/or Bullying

Universal – All
Selected – Some, Groups, Moderate Risk
Indicated – Individual, Intensive, Chronic Need

The Emotional-Relational Turn for Early School Leaving and Inclusive Systems: Selected and Indicated Prevention

Even apart from poverty related depression, emotional distress contributes to early school leaving: LONELINESS: Frostad et al. 2015 – intention to drop out

Quiroga et al. (2013) 493 high-risk French-speaking adolescents living in Montreal *depression symptoms at the beginning of secondary school are related to higher dropout mainly by being associated with pessimistic views about the likelihood to reach desired school outcomes; student negative self-beliefs are in turn related to lower self-reported academic performance and predict a higher risk of dropping out.

Quiroga et al. (2013) "interventions that target student mental health and negative self-perceptions are likely to improve dropout prevention".

eTwinning not a Panacea for Chronic Need (Indicated Prevention Level) !
-    Relevant for Universal and Moderate Risk (Selected Prevention Level of Peer Groups Supports

Esch, P., Bocquet, V., Pull, C., Couffignal, S., Lehnert, T., Graas, M., . . . Ansseau, M. (2014). The downward spiral of mental disorders and educational attainment: A systematic review on early school leaving. *BMC Psychiatry*, 14, Article ID 237.

When adjusted for socio-demographic factors, mood disorders (e.g. depression) were significantly related to school dropout

Among anxiety disorders, after controlling for potentially confounding factors, social phobia was a strong predictor of poor educational outcomes

…as indicated by early school leavers themselves, were feeling too nervous in class and being anxious to speak in public, both representing symptoms of social phobia

A Relational Space Focus for Inclusive Systems: Key Limitations to Bronfenbrenner's (1979, 1995) ecological systems theory and to resilience theory

Macro-Micro-Meso-Exosystems plus Chronosystem

– Neglects system blockage, inertia and fragmentation (Downes 2014),

-Neglects resistance, displacement and power relations (Downes 2016),
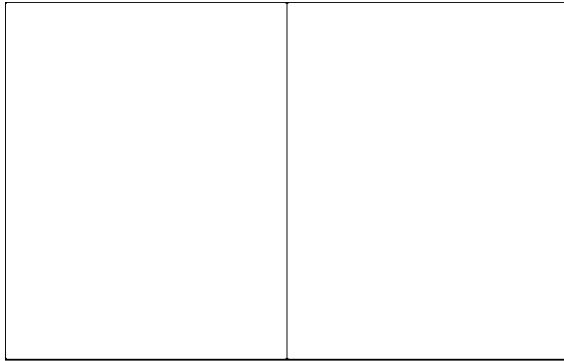
-Static concentric space model (Downes 2014, 2016)

Lifelong Learning Book Series 21

Paul Downes

Access to Education in Europe

A Framework and Agenda for System Change

Springer

Fig. 1 Diametric Dualism

Fig. 2 Concentric Dualism

A diametric spatial structure is one where a circle is split in half by a line which is its diameter or where a square or rectangle is similarly divided into two equal halves (see Fig. 1).
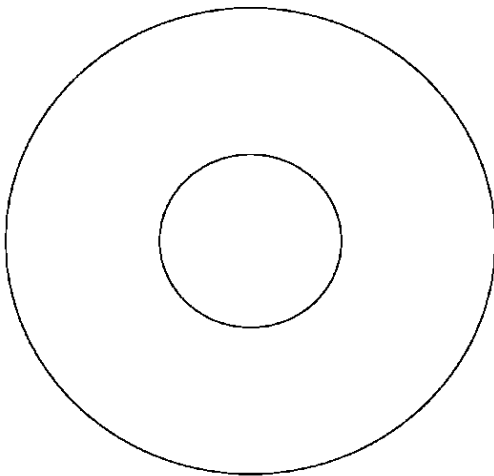
In a concentric spatial structure, one circle is inscribed in another larger circle (or square); in pure form, the circles share a common central point (see Fig. 2). **(**Lévi-Strauss 1962, 1963, 1973**;** Downes 2012)
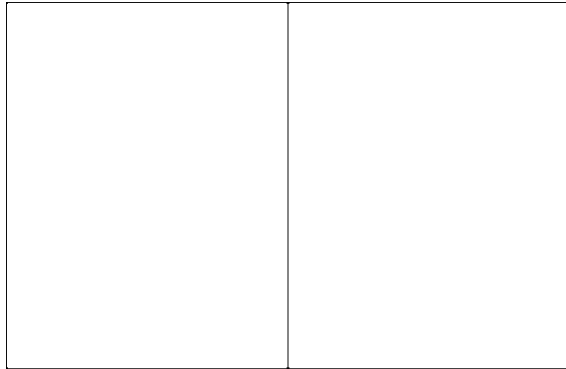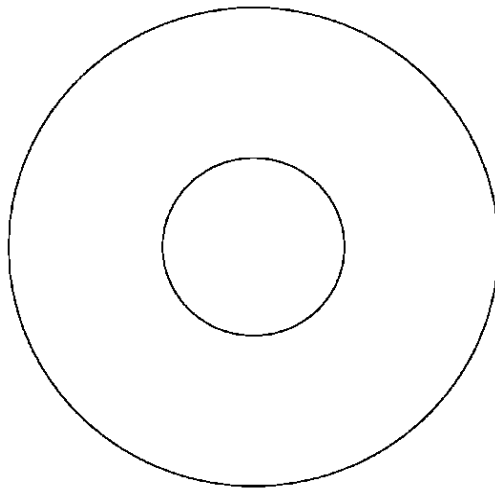
Fig. 1 Diametric Dualism

Fig. 2 Concentric Dualism

1) **First entailment of the relative differences between concentric and diametric spaces: Assumed connection and assumed separation**
2) **Second entailment of the relative differences between concentric and diametric spatial relation: Symmetry as unity and mirror image inverted symmetry**
3) **Third entailment of the relative differences between concentric and diametric spaces: Foreground-background interaction versus non interaction   (Downes 2012)**
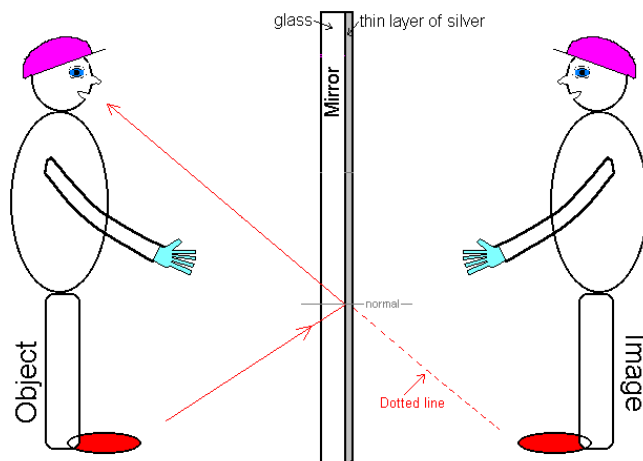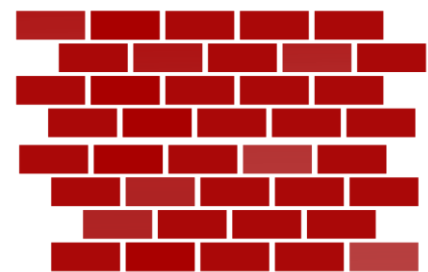
Dotted line because light does not actually travel along this line it only appears to travel along this line. Your eye can only trace light rays backwards in straight lines
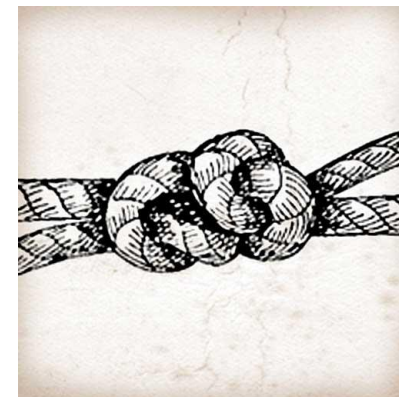
eTwinning as Challenge to Diametric Space of Communication in Schools !

Diametric Space as Bricks in Wall, Knots, Tangled Web of System Blockage (Downes 2014): Assumed Separation, Splitting, Closure, Hierarchy, Mirror Image Reversals

Concentric Space as Flow of Connection, Web, Spirals: Assumed Connection, Openness, Two Way Flow of Communication (Downes 2012)
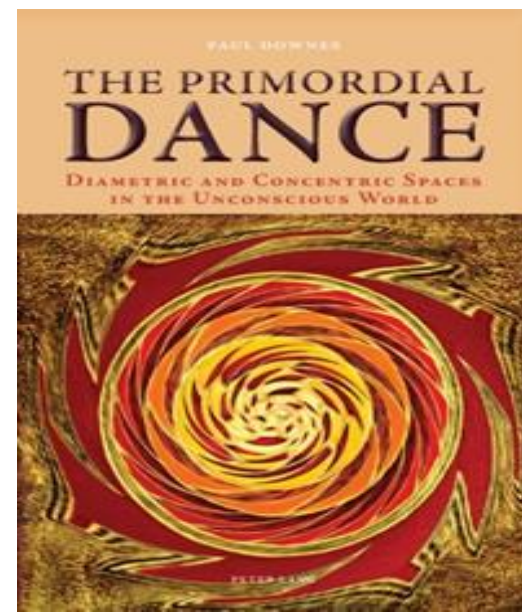
From Resilient Systems (Ungar 2005) to Inclusive Systems as Concentric Relational Space Challenging Diametric Spatial Systems of Blockage and Exclusion - A Role for eTwinning ?

A. Loneliness as Assumed Separation of Diametric Space

B. Beyond Discriminatory Bullying and Authoritarian Teaching as Diametric Spatial Systems – Assumed Separation, Splitting and Mirror Image Hierarchies of US/THEM, GOOD/BAD, POWERFUL/POWERLESS

C. Diametric Splits as System Blockage in Communication – Transitions

D. Students Voices to Challenge Hierarchical Mirror Image Splits as System Blockages in Communication –Minorities' & Migrants Voices through eTwinning

E. Whole School Approach to Sleep Health Awareness Impacting On Early School Leaving

F. Common Whole School System Approach for Early School Leaving and Bullying Prevention -Curricular Material for Bullying Prevention,

G. Challenging Diametric Space as Closure: Parental Involvement and Mutual Support Through eTwinning, Opening School as After School Community Lifelong Learning Centre

B. Beyond Authoritarian Teaching and Discriminatory Bullying as Diametric Spatial Systems – Assumed Separation, Splitting and Mirror Image Us/Them Hierarchies

Teacher discriminatory bullying of students in a sample of 1352 immigrant and Roma students as part of a wider sample of 8817 students across 10 European countries (Bulgaria, Cyprus, France, Germany, Greece, Italy, Portugal, Romania, Slovenia, Spain) (Elamé 2013).

Classroom Climate and Discriminatory Bullying as Diametric Oppositional space and Diametric Mirror Image Hierarchy

Elamé's (2013) 10 country European study regarding 'the fundamental importance' of teacher influence on discriminatory bullying
-Those immigrant and Roma students who think the teacher exhibits similar behaviour towards 'native' and immigrant and Roma children in the class are those bullied least in the last 3 months.

In contrast, 'those who declare that their teacher favours native children over immigrant/Roma students are more vulnerable to suffer some form of bullying.

Specifically less than half (48 %) of the 123 [immigrant/Roma] children [across the 10 countries] who sense bias in the teachers' attitudes towards native classmates declare to have never been subjected to violence' (Elamé, 2013).

Discrimination Creates US/THEM Diametric Space of Mirror Image Hierarchy

Greek study (Kapari and Stavrou, 2010) of 114 secondary school students (58 female, 56 male) drawn from three Greek public middle schools.

In schools with high levels of bullying, students consider their treatment by adults to be unequal, the rules to be unfair, and student participation in decision-making to be very limited.

Diametric Spatial Systems as GOOD/BAD Identity Splitting and Mirror Image Hierarchies

A school principal from Estonian national report:
"schools can create circumstances where unwanted students feel that they have to leave… and they do…" (Tamm & Saar 2010, in Downes 2011).

The secondary education system in Lithuania according to a school management representative: "The attitudes towards students have to change and then they will feel better at schools. […] at the moment students are selected under the criteria „good" and „bad" and those who get the „bad" label do not want to stay at such school – they leave it" (Taljunaite et al 2010, in Downes 2011)

Authoritarian Teaching as Diametric Spatial System (Above/Below)

WHO (2012) Modifications that appear to have merit include:
• establishing a caring atmosphere that promotes autonomy;
• providing positive feedback;
• not publicly humiliating students who perform poorly;

Cefai & Cooper (2010), Malta review of qualitative research: 'the autocratic and rigid behaviour management approach adopted by many teachers in their response to misbehaviour. Their blaming and punitive approach was seen in many cases as leading to an exacerbation of the problem...It looks...that perceived victimisation by teachers was more prevalent and had more impact than victimisation and bullying by peers'

Authoritarian Teaching as Diametric Spatial System (Above/Below)

No sunlight ! (Downes & Maunsell 2007)

"I can't wait to leave, I would leave tomorrow if I had the choice because I get picked on by a teacher"

"No some[teachers] think they own the school"

Authoritarian Teaching as Diametric Spatial System (Above/Below)

Downes' (2004) student centered research in Ballyfermot, Dublin, 12 focus groups and 173 questionnaire responses from secondary students:

"Have anger management courses for teachers" (female, focus group):

"The teachers shouting at you. That makes me really, really down" (Age 13, F)

"If the teachers didn't roar at you" (Age 13, F)

"Have an equal teaching system and sack ignorant snobby teachers…very harsh teachers usually make me stay out of school" (Age 16, M)

Holistic Systemic Issues: Percentage of Socioeconomically Disadvantaged Students who Agree/Disagree with the Following Statements:
School Belonging and Feeling Like an Outsider (PISA 2012) (OECD 2012)

Countries	I feel like I belong at school, % Agree (S.E)	I feel like an outsider (or left out of things at school), % Disagree (S.E)
Austria	82 (1.6)	89.9 (1.1)
Belgium	63.5 (1.6)	88.4 (1.0)
Czech Republic	73.6 (1.9)	80.5 (1.6)
Denmark	69.3 (1.6)	90.3 (1.0)
Estonia	78.2 (1.8)	90.0 (1.3)
Finland	80.5 (1.1)	89.2 (1.0)
France	38 (1.7)	73.2 (1.8)
Germany	83.8 (1.6)	89.7 (1.4)
Greece	87.8 (1.2)	83.9 (1.4)
Hungary	83.5 (1.1)	85.6 (1.6)
Ireland	76.7 (1.5)	91.6 (1.0)
Italy	75 (0.9)	89.3 (0.6)
Luxembourg	71.9 (1.7)	85.9 (1.2)
Netherlands	82.4 (1.7)	89.8 (1.3)
Norway	83.5 (1.5)	89.1 (1.0)
OECD Average	**78.1 (0.3)**	**86.2 (0.2)**

C. Diametric Splits as System Blockage in Communication – Transitions Impacting on ESL and Bullying for Inclusive Systems

Hopwood et al. (2016) Australia: one-on-one interviews with primary (Year 6) and secondary (Year 7) teachers.

The primary teachers revealed that their role in preparing students for secondary school was passive, based around accommodating requests from the secondary schools.

The primary teachers also reported little or no input into the way students were prepared for transition, as one primary teacher explained: We talk about what they might experience at secondary school but I don't do anything specific to deal with teaching them about secondary school [Primary Teacher 4].

D. Students Voices to Challenge Hierarchical Diametric Mirror Image Splits as System Blockages in Communication

*In Iceland, Brigisdottir (2013) highlights a process of communication with those dropping out from school, whereby the students are interviewed individually by an education Ministry official to find out why they are leaving school early.
*Yet this dialogue with students arguably comes too late in the process and needs systematic expression at a range of earlier stages as part of a Europe-wide prevention focus (Downes 2013)

 *EU Commission Thematic Working Group on early school leaving report (2013):
"Ensure children and young people are at the centre of all policies aimed at reducing ESL. Ensure their voices are taken into account when developing and implementing such policies."

Article 12 (1) of the UN Convention on the Rights of the Child which declares: 'States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child'

Heckman (2006) Need for Visual Representation of Minority Groups in School Environment to Celebrate their Identities
– eTwinning to Support not only Distributed/Shared Leadership but Distributed Identities in School ?? Concentric Networks of Assumed Connection between Minority Student Groups for Empowerment
- eTwinning to Dismantle Hegemony of Majority Culture in School – Diverse Voices and Cultures ??

E. Sleep aspects linked to academic achievement, mental health

Taras & Potts-Datema (2005) note that most children need at least 9 hours of restful sleep each night and conclude that:

'The preponderance of literature that recognises the detrimental effects of sleep disorders is astounding and perhaps not fully appreciated among many primary care providers, school health professionals and educators'.

Attention, reasoning and memory, moreover during prolonged periods of sleep restriction, the negative effects accumulate (de Bruin et al, 2016

Other international studies have shown a relationship between insufficient sleep and lowered academic performance (Blunden et al., 2001; Boschloo et al., 2011; Kronholm, 2015

 eTwinning to support whole school approach to sleep health promotion:
- **Shared project work for students for awareness raising, project based competences**
- **Dialogue between parents**
- **Reflective diaries**
- **Actively led by students**

F. Common Whole School System Approach for Early School Leaving and Bullying Prevention

School Climate, Teasing, Bullying
Cornell et al. (2013) "a climate of teasing and bullying in the school also deserves consideration. Notably, the increased dropout count that was associated with Prevalence of Teasing and Bullying was quite similar to the increases that were associated with FRPM [i.e., poverty] and academic failure".

Cornell et al. (2013) note that dropout programs often focus too narrowly on changes in individual students, without considering broader peer and school influences.

Inclusive Systems Approach (Downes & Cefai 2016): There is a striking commonality of interests with regard to strategic approaches for bullying prevention in schools and early school leaving prevention.

These include:
*direct and indirect effects of bullying on early school leaving relevant to perpetrators, victims and bully-victims
*common systems of supports,
*common causal factors,
*teacher professional development and preservice preparation issues
*early warning systems to prevent the consequences of bullying through system level emotional, cognitive and social supports.

Need for Students Voices in Curricular Material for Bullying Prevention (Downes & Cefai 2016)

- eTwinning to support this ? Awareness videos ? Minorities and migrants voices and networks ?

- Plus teacher mutual support in developing positive inclusive school climate and bullying/ESL whole school approaches to prevention

- Inclusive systems committees in each school, including students and parents (Downes et al. 2017) – multiple leaders a role for eTwinning here ?

Commission Staff Working Document (2011) Frequency of measures against Early School Leaving mentioned in National Reports across Europe
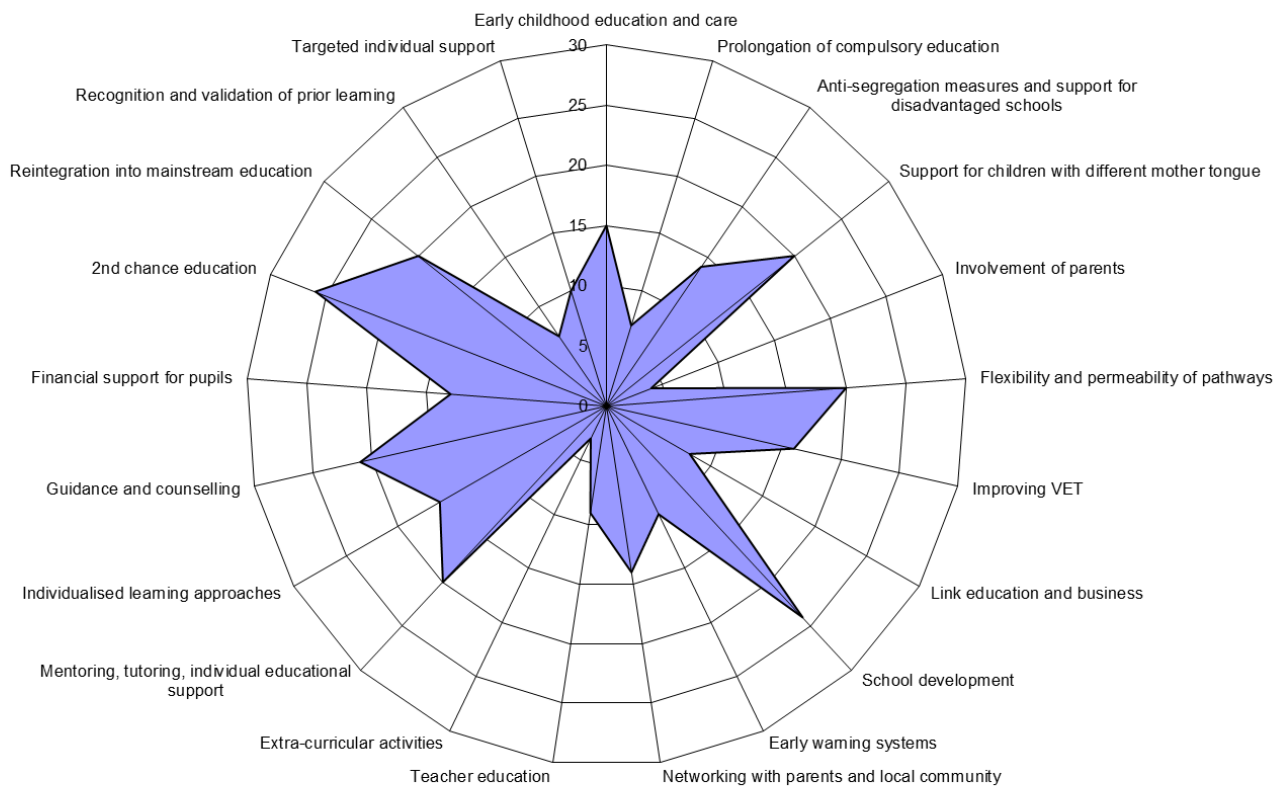
G. Challenging Diametric Space as Closure: Parental Involvement and Mutual Support Through eTwinning

Parental input to school policies and practices for democratic inclusive school systems – as a children's rights issue and child welfare and child protection issue (Downes 2014)

Responses to specific needs of their children in school:

Bullying,
Authoritarian teaching,
Academic difficulties

Can eTwinning Help Marginalised Parent Groups, including Migrants, for Confidence ??

*Reframing of Parental Involvement - This communication also needs to be as part of the student voices' communication process – parental involvement is both part of respect of the right of the child to be heard and part of an active citizenship process

*Focus on concrete issues of school policy that matter to students and parents

* Issues that require school system change (including to hierarchy of communication)

*Issues of conflict, specific problems with school actors, policies

*Anticipated problems might include: bullying, negative interactions with individual teacher, behavioural difficulties of student, learning problems of student, questioning of quality of teaching instruction

- **G. Challenging Diametric Space as Closure: Opening School as AfterSchool Community Lifelong Learning Centre**

Country	On a scale of 1-3 where 3 means at least 80% of schools in your municipality open their doors after school hours for lifelong learning classes and 2 means at least 30% of schools do so and 1 means less than 30% of schools do so – which number best describes the situation in your municipality? (Downes 2014a)
The Hague	3
Gijon	3
Tallinn	2
Stockholm	2
Antwerp	1
Usti	1
Munich	1
Nantes	1

School Bullying and Parental Engagement

Langford et al.'s (2014) Cochrane Review for the WHO on health promoting school interventions highlighted that 'The majority of studies only attempted to engage with families (rather than the community), most commonly by sending out newsletters to parents. Other activities included: family homework assignments, parent information evenings or training workshops, family events, or inviting parents to become members of the school health committee'.

Downes & Cefai (2016): this emphasis is overwhelmingly one where the parent is a passive recipient of information, with the exception of the example of the invitation for them to be members of the school health committee.

Parental involvement in school policy making:

- beyond reliance mainly on formalistic parents' council approaches for engaging marginalised parents
-beyond discussion in the abstract

*For issues that matter to students and parents
* That require school system change (including to hierarchy of communication)
*Issues of conflict, specific problems with school actors, policies bullying, negative interactions with individual teacher, behavioural difficulties of student, learning problems of student, questioning of quality of teaching instruction
Communicative processes need to be put in place to address these conflicts – these are system issues and not simply individual parent concerns

Reframing of Parental Involvement

This communication also needs to be as part of the student voices' communication process – parental involvement is both part of respect of the right of the child to be heard and part of an active citizenship process

Can municipalities foster dialogue processes ? Interviews, focus groups in a neutral space...

The Emotional-Relational Turn for ESL and Inclusive Systems

- The OECD's 10 Steps to Equity in Education (2007, 2010) omitted a key range of dimensions with regard to prevention of early school leaving, namely, emotional-relational aspects (Downes 2010, 2011, 2017).

- *Etwinning as part of Shift from Diametric Spatial Systems of Opposition, Blockage and Hierarchy to Concentric Spaces of Assumed Connection*

- Key Potential Themes for Etwinning:

-Challenge Us/Them Discriminatory Bullying (Distributed Identities in School),

-Democracy and Students Voices to Challenge Authoritarian Teaching

- Transition Communication, Sleep, Bullying/ESL + Parental Involvement Whole School Approach

Blunden S, Lushington K, Kennedy D., 'Cognitive and behavioural performance in children with sleep-related obstructive breathing disorders', Sleep Med Review, 5, (6), 2001, 447-461

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