

The logo for the Educational Disadvantage Centre, featuring a large blue arrow pointing right. Inside the arrow, there are two stylized blue figures of people, one appearing to be walking or running. The text 'Educational Disadvantage Centre' is written in a bold, blue, sans-serif font across the arrow.

Educational Disadvantage Centre

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BEYOND EDUCATIONAL DISADVANTAGE
(Downes & Gilligan Eds 2007). Dublin:IPA

PRIORITY ISSUES

- 1) Developing school climate at post-primary level**
- 2) Developing teachers' early literacy instruction skills**
- 3) A mental health strategy and fund for contexts of socio-economic disadvantage**
- 4) Community development and lifelong learning**

1) Developing school climate at post-primary level

- No sunlight ! Not money !.....
- NDP
- Transition – not merely a problem of the individual
- H.Dip.....

CHAP 28: M.Darmody

**Strengthening the school social
climate**

**CHAP 34: P.Downes et al..... The
jolt between primary and post-
primary**

CHAP 35: C.Maunsell et al.....

**Primary to post-primary:
Perceptions of pupils with special
educational needs**

**CHAP 36: G.Farrelly.....Bullying
and social context:**

**CHAP 38: A.Murphy.....
Peer mediation:**

2) Developing teachers' early literacy instruction skills

- **Speech and language – system level skills for teachers and parents**
 - NDP – ring-fenced funding
 - an aspect of drug prevention
 - **More hours in curriculum ? Integrate with other subjects**
 - **Motivation and reading**
 - **Arts and literacy: Fear of failure – process drama for language, emotions and social skills**
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- **CHAP 15: S.Quinn 'Only brainy and boring people read'**
- **CHAP 16: S.Kazmierczak Preventing potential weaknesses in early literacy instruction**
- **CHAP 17: Y.Mullan Raising literacy levels locally**
- **CHAP 18: E.Kennedy Literacy in designated disadvantaged schools**
- **CHAP 25: C.Hefferon A model of drama for educational disadvantage**
- **CHAP 26: P.Murphy Drama as radical pedagogy**
- **CHAP 27: D.Butler & J.Kelly The digital era: Empowerment or digital divide ?**

3) A mental health strategy and fund for contexts of socio-economic disadvantage

- Not one early school leaving problem: ESL is a behaviour with a range of motivations
- Beyond piecemeal approach of SCP, beyond 8 week bereavement courses
- Wider referral processes – reach withdrawn kids: ‘a slap in the face’
- Need for prevention and early intervention: non-verbal
- Alternatives to suspension
- Drug prevention issue
- NEPS

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- **CHAP 29: M.Byrne Health for all**
 - **CHAP 30: C.Ryan & P.Downes Future steps for NEPS ?**
 - **CHAP 37: T.Hegarty Towards a narrative practice: Conversations in a city centre school**
 - **CHAP 39: P.Downes & A-L Gilligan Some conclusions**
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4) Community development and lifelong learning

- Schools as a community resource: Nicholas of Myra
 - Collaboration not contracting out
 - Parent peer support – Freirean models
 - Community leaders from ethnic minorities including Travellers
 - HSL – evenings, wider than teacher-only
 - Regional educational structures
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CHAP 11: L.Bane A seagull's view- Adult and community education

CHAP 12: D.Mulkerrins The transformational potential of the Home School Community Liaison Scheme

CHAP 13: T.Owens The development of men's community education in Ireland

CHAP 14: L.Waters Community education: A view from the margins

CHAP 22: A.Boyle Traveller parents and early childhood education

OTHER ISSUES:

- **Beyond deficit labeling as 'disadvantaged'**
- **System change: what is an organic healthy system ?**
- **Evaluation: Beyond SMART outcomes**
- **Early childhood education**

PUBLICATIONS:



Educational Disadvantage Centre

EARLY SCHOOL LEAVING:

P. Downes and C. Maunsell (2007) **Count Us In. Tackling Early School Leaving in South West Inner City Dublin: An integrated response.** Commissioned report for the South West Inner City Community Development Association (SICCDA) with the South Inner City Local Drugs Task Force.

P. Downes, C. Maunsell & J. Ivers (2006) **[A holistic approach to early school leaving and school retention in Blanchardstown:](#)** Current issues and future steps for services and schools. Commissioned Research Report for Blanchardstown Area Partnership, Dublin.

PSYCHOLOGICAL SERVICES:

Downes, P. (2004). Psychological support services for Ballyfermot: Present and future. Commissioned Research Report for European Union funded organisation, URBAN, Ballyfermot, in conjunction with Ballyfermot Drugs Task Force

OUT OF SCHOOL SERVICES:

'QDOSS' (Quality Development of Out of School Services): Agenda for development 2006' - Compiled by P.Downes on behalf of the QDOSS Network.

LIFELONG LEARNING

C. Maunsell, P. Downes & V. Mcloughlin (2008) National Report on Lifelong Learning in Ireland. LLL2010: Sub-project 1: *Towards a Lifelong Learning Society in Europe - the Contribution of the Education System.*

Q.D.O.S.S.

Quality Development of
Out of School Services

QDOSS member organisations include:

Barnardos,

Border Counties Childcare Network,

Children's Research Centre, TCD,

**Educational Disadvantage Centre, St. Patrick's
College, Drumcondra,**

Foroige,

Limerick City Childcare Committee,

National School Completion Programme,

**Targeting Educational Disadvantage Project,
Mary Immaculate College, Limerick,**

Youth Work Ireland.

QDOSS: An Agenda for Development

- QDOSS is calling for a national strategy on Out of School Services – a strategy that is sensitive to the needs of local contexts.

1) Key Structures Underpinning Out-of-School Services

2) Out-of-School Services: Bridging Health and Education Needs

3) Out-of-School Services: Contribution to Development of School Climate

4) Out-of-School Services: A Key Resource in Culturally Relevant Curriculum Implementation

5) Community Development Principles and Out-of-School Services

6) Evaluation: Structural, Process and Outcome Indicators

COUNT US IN

Tackling early school leaving in South
West

Inner City Dublin: An integrated
response

Dr. Paul Downes and Dr. Catherine
Maunsell

Health issues which militate against school completion

- Hunger in school
 - Problematic sleep patterns among pupils
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HUNGER IN SCHOOL

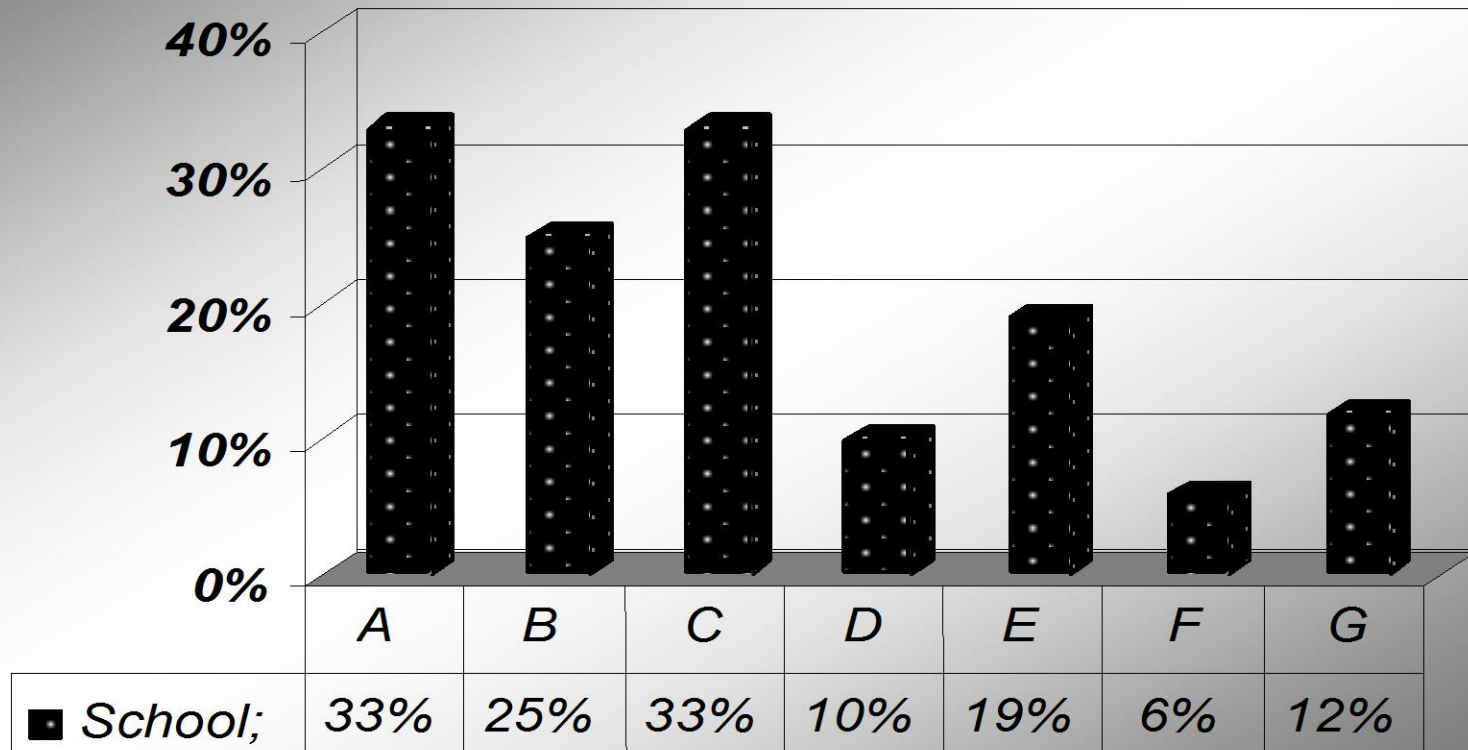
The pupil responses from 5th and 6th class in all the participating schools revealed extremely high levels of variation across schools (from 6% to 33%) regarding pupil hunger in school affecting their learning. In two schools, there was an exceptionally high level of pupils (33%) who stated that they were either often, very often or every day too hungry to do their work in school.

Table 1. 'How often do you feel too hungry to do your work in school?'

	Never/Rarely/Sometimes	Often/Very Often/Everyday	N/A
School A	10	5 (33%)	17
School B	23	8 (25%)	8
School C	20	10 (33%)	2
School D	45	5 (10%)	2
School E	17	4 (19%)	10
School F	25	2 (6%)	---
School G	27	4 (12%)	---
TOTAL	167	38	39
Average % Excluding N/As	82%	18%	

Figure 2a: Responses of students who often/very often/every day feel too hungry to do their school work.

Figure 2a



Problematic sleep patterns among students

On the assumption that children at primary school need at least 8.5 hours of sleep, the results from our survey of pupil responses were divided into those who usually go to sleep *before* midnight and *after* midnight.

Table 3. “What time do you usually go to sleep at on a weekday?” Primary Schools

	Before Midnight	Midnight or After Midnight	Varies	N/A
School A %	42%	16%	---	42%
School B %	54%	16%	15%	15%
School C %	78%	9%	6%	7%
School D %	83%	6%	---	11%
School E %	40%	26%	---	34%
School F %	60%	8%	---	32%
School G %	81%	15%	---	4%