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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
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. Hefferson 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- Wider referral processes – reach withdrawn kids: ‘a slap in the face’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
• 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
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
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:

EARLY SCHOOL LEAVING:


PSYCHOLOGICAL SERVICES:

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
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
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?’

<table>
<thead>
<tr>
<th>School</th>
<th>Never/Rarely/Sometimes</th>
<th>Often/Very Often/Everyday</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>10</td>
<td>5 (33%)</td>
<td>17</td>
</tr>
<tr>
<td>School B</td>
<td>23</td>
<td>8 (25%)</td>
<td>8</td>
</tr>
<tr>
<td>School C</td>
<td>20</td>
<td>10 (33%)</td>
<td>2</td>
</tr>
<tr>
<td>School D</td>
<td>45</td>
<td>5 (10%)</td>
<td>2</td>
</tr>
<tr>
<td>School E</td>
<td>17</td>
<td>4 (19%)</td>
<td>10</td>
</tr>
<tr>
<td>School F</td>
<td>25</td>
<td>2 (6%)</td>
<td>---</td>
</tr>
<tr>
<td>School G</td>
<td>27</td>
<td>4 (12%)</td>
<td>---</td>
</tr>
<tr>
<td>TOTAL</td>
<td>167</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>Average % Excluding N/As</td>
<td>82%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 2a: Responses of students who often/very often/every day feel too hungry to do their school work.
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

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