From ELET Prevention to Promoting Inclusive Systems as Concentric Relational Space: Future Steps for a Holistic, Differentiated Systemic Vision Across Europe

Keynote Presentation, ELET the Way Forward Conference
27- 29 November 2019
Early School Leaving Unit, Directorate for Research,
Lifelong Learning and Employability
Ministry for Education and Employment, Verdala Palace,
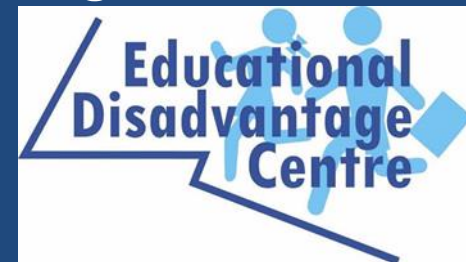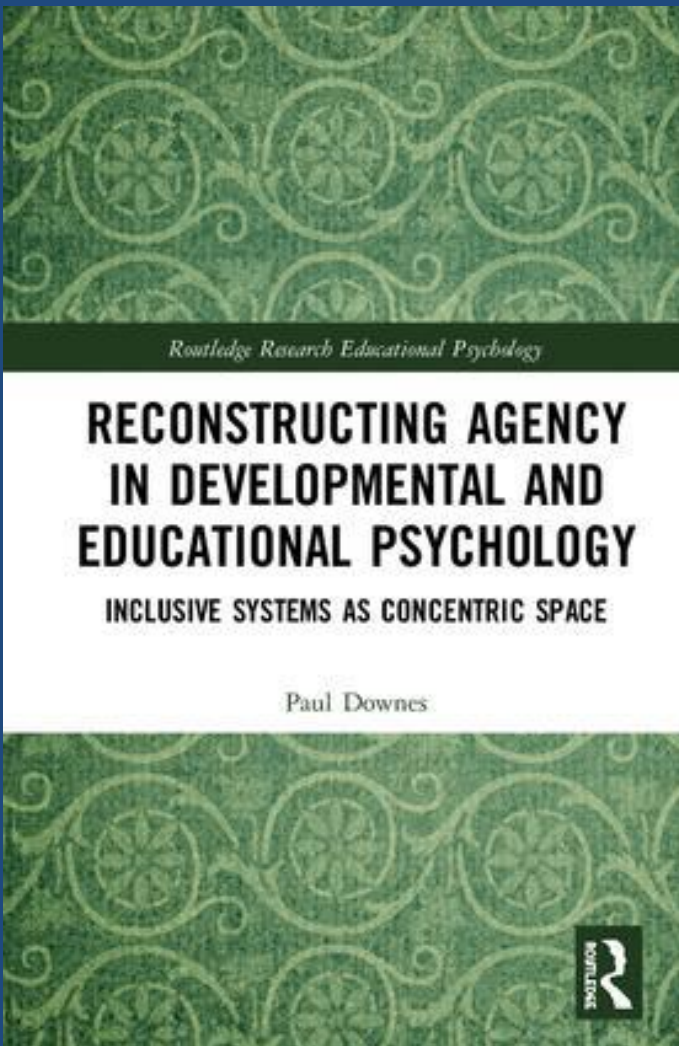Malta, November 19, 2019

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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

Downes, P. (2019). Reconstructing Agency in Developmental and Educational Psychology: Inclusive Systems as Concentric Space. New Delhi/New York/London: Routledge

Downes, P. & Cefai, C. (2019). Strategic Clarity on Different Prevention Levels of School Bullying and Violence*:* Rethinking Peer Defenders and Selected Prevention. *Journal of School Violence*, 18 (4) 510-521

Donlevy, V., Day, L., Andriescu, M & Downes, P. (2019). *Assessment of the Implementation of the 2011 Council Recommendation on Policies to Reduce Early School Leaving* EUROPEAN COMMISSION Directorate-General for Education, Youth, Sport and Culture Schools and Multilingualism

Structural indicators for inclusive systems in and around schools

- At <u>national</u> level, to be implemented by governments through strategic and cross-sector initiatives;

- At <u>school</u> levels, to be implemented by schools and/or local authorities, in line with the national strategic initiatives.

- Based on recent international research and EU Policy documents Translated into 22 languages https://www.dcu.ie/edc/structural-indicators-inclusive-systems-europe.shtml

No 1 size fits all solutions : Multidimensional approach needs accentuated focus on **mental health** issues and on **spaces (relational and physical)** to cope with complexity – a spatial turn for education (Downes 2019)

Report Sections (Downes, Nairz-Wirth & Rusinaite 2017)

CHAPTER 1. Promoting System Integration of Policy and Practice for Inclusive Systems in and around Schools

2. Macrostructure Issues for Inclusive Systems in and around Schools
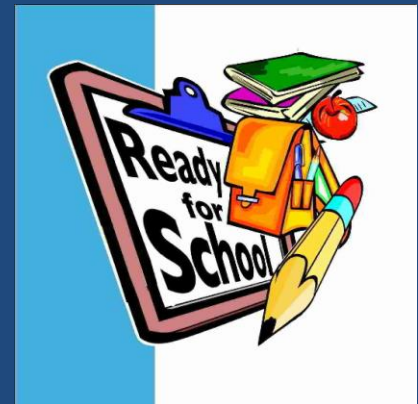
3. Whole School Approach to Inclusive Systems
4. Teacher and School Leadership Quality for Inclusive Systems in and around Schools

5. A Multidisciplinary Focus on Health and Welfare issues in Education

6. Vulnerable Individuals and Groups
7. Parental Involvement and Family Support

Key Governance Principles for Quality for Inclusive Systems

Inclusive Systems in and around Schools: Key Principles (Downes, Nairz-Wirth & Rusinaite 2017)

1. *System wide focus*
2. *Equality and Non-Discrimination*
3. *Children's Voices, Participation and Other Rights*
4. *Holistic approach*
5. *Parental Participation in School, including Marginalised Parents*
6. *Differentiated focus on different levels of need for prevention and early intervention*
7. *Building on strengths*
8. *Multidisciplinarity as a multifaceted response for students with complex needs*
9. *Representation and participation of marginalised groups*
10. *Lifelong learning*

Key Guiding Principles (Downes Nairz-Wirth & Rusinaite 2017)

Holistic - Recognises the social, emotional and physical needs, and not simply the academic and cognitive ones, of both children/young people and their parents
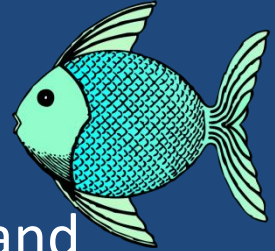
Systemic - Beyond individual resilience to **inclusive systems**

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)

Western Cognitive Bias: Individual Foreground Perception Neglects Background System Conditions

Masuda and Nisbett (2001) presented realistic animated scenes of fish and other underwater objects to Japanese and Americans and asked them to report what they had seen.

*The first statement by American participants usually referred to the focal fish ('there was what looked like a trout swimming to the right') whereas the first statement by Japanese participants usually referred to background elements ('there was a lake or pond').

*Japanese participants made about 70 percent more statements about background aspects of the environment.

Foreground – Child
Background system - School

- Ungar (2008) broadens Rutter's conception of resilience to a socio-ecological system model of resilience:

- Ungar's resilient systems does not include a focus on State systemic supports, as integrated services (Edwards & Downes 2013), in its role of developing inclusive systems of care.

- Ungar's (2012) socio-ecological broadening of Rutter's resilience needs to go further in its systemic concerns:
- -to include a systemic focus on outreach to marginalised families (Downes 2014a)
- - a relational space of assumed connection between individuals and system supports.

Differentiated Strategies in Place - for Meeting Individual Needs at Different Levels of Need/Risk for Transition

Universal – *All*
Selected – *Some, Groups, Moderate Risk*
Indicated – *Individual, Intensive, Chronic Need*
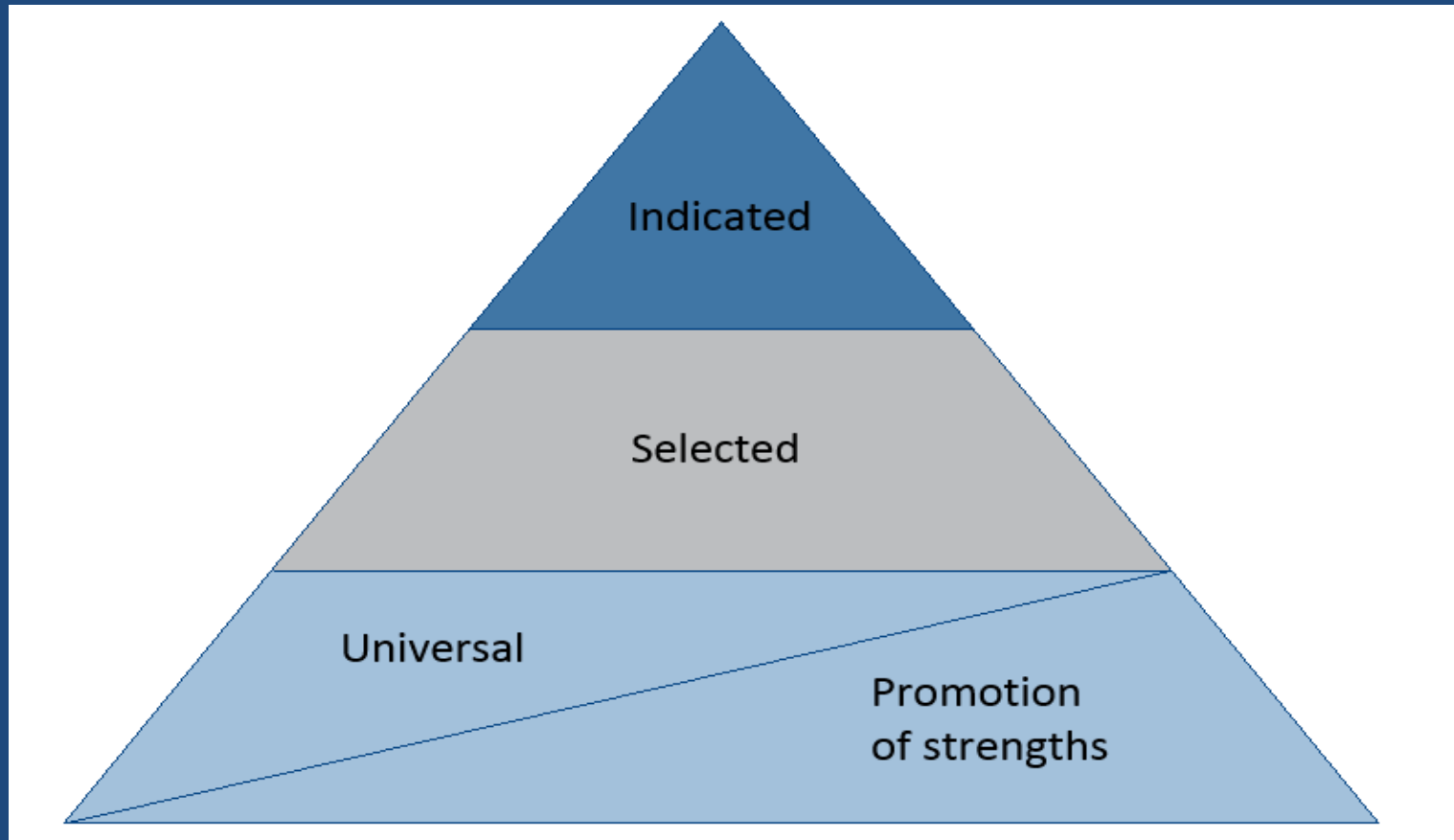
The Emotional-Relational Turn for ESL and Inclusive Systems: Selected and Indicated Prevention

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".

The downward spiral of mental disorders and educational attainment: a systematic review on early school leaving Pascale EschEmail author, Valéry Bocquet, Charles Pull, Sophie Couffignal, Torsten Lehnert, Marc Graas, Laurence Fond-Harmant and Marc Ansseau. BMC Psychiatry 2014 14:237

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

TRAUMA FOCUS Donlevy et al. (2019)

"Emotional counselling and support is provided in a range of countries in order to help those suffering from serious emotional distress, including the Czech Republic, Belgium and Germany."

" In France, all pupils have access to the Psychologist of Education to for psychological support and career guidance. Emotional counselling is also available in Sweden, where all students have access to a school doctor, school nurse, psychologist and school welfare officer at no cost and in Slovenia."

- Incredible Years Programme approach of Malta ESL Strategy is universal level not indicated prevention chronic need level that needs individualised, specialised emotional counselling supports
- Mentoring emphasis in Malta ESL Strategy includes selected prevention but not indicated prevention level focus

Donlevy et al (2019)

"In some countries, emotional counselling is expressly backed by legislation. In Poland, legislation mandates for the existence of a system of support to students who are having significant difficulties at school, in the form of one-to-one academic tutoring and psychological support where required. "

"In Denmark, legislation states that school leaders can choose to recommend a student for pedagogical-psychological assessment, the results of which may initiate a process where the student may receive psychological support. Croatia and Bulgaria also have legislation in place that provides for emotional counselling and psychological support."

**Overcoming System Blockages as Fragmentation, Resistance and Exclusion– linking health and education**

- **Multidisciplinary teams: Chronic need indicated prevention level**
- **Family support services and parental involvement**

The *Alliances for Inclusion* report (Edwards & Downes 2013) 16 examples cross-sectoral work from 10 European countries.

-A policy focus is needed to go beyond multiple agencies

 -Need to minimise fragmentation across diverse services 'passing on bits the child' and family (Edwards & Downes 2013)

- Direct delivery multidisciplinary teams – not committee sitting

Territories

- Local rivalries across municipalities and schools an obstacle to sharing of good practice
- Local rivalries across agencies especially in a recession – to claim resources and credit for gains
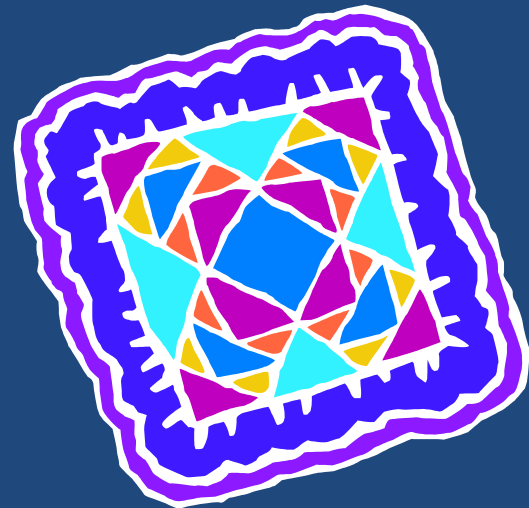
* The OECD's *10 Steps to Equity in Education* (2007, 2010) omitted a key range of dimensions with regard to prevention of early school leaving, namely, emotional-relational aspects (Downes 2010, 2011, 2017).

The Emotional-Relational Turn for ESL and Inclusive Systems (Downes 2019)
*Bridging health and education (Downes & Gilligan 2007, Downes, Nairz-Wirth & Rusinaite 2017),

"Simply reframing school dropout as a health issue has the potential to bring new players into the effort — parents, health institutions, young people, civil rights groups — and to encourage public officials to think of the dropout problem as central to community health and as a long-term solution beneficial to population health" (Freudenberg and Ruglis 2007)

- 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 2019),

-Neglects resistance, displacement and power relations (Downes 2019),

-Static concentric space model (Downes 2019)

Fig. 1 Diametric Dualism

Fig. 2 Concentric Dualism

Inclusion and Exclusion are Spatial System Structures: Crosscultural relational spaces for inclusive systems (Downes 2012, 2013, 2014, 2019; Lévi-Strauss 1963, 1973): Diametric and Concentric Spatial Systems
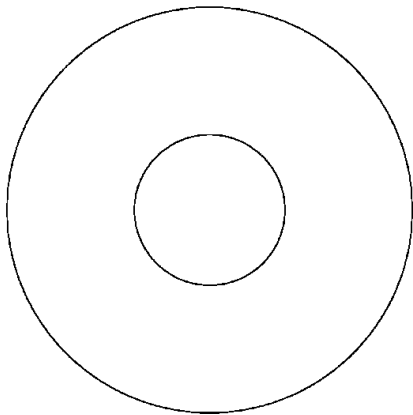
A diametric spatial structure is one where a circle is split in half by a line which is its diameter or where a square or rectangle is similarly divided into two equal halves (see Fig. 1). Separation, Splitting, Closure, Hierarchy, Mirror Image Reversals

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). Connection, Openness

Fig. 1 Diametric Dualism

Fig. 2 Concentric Dualism
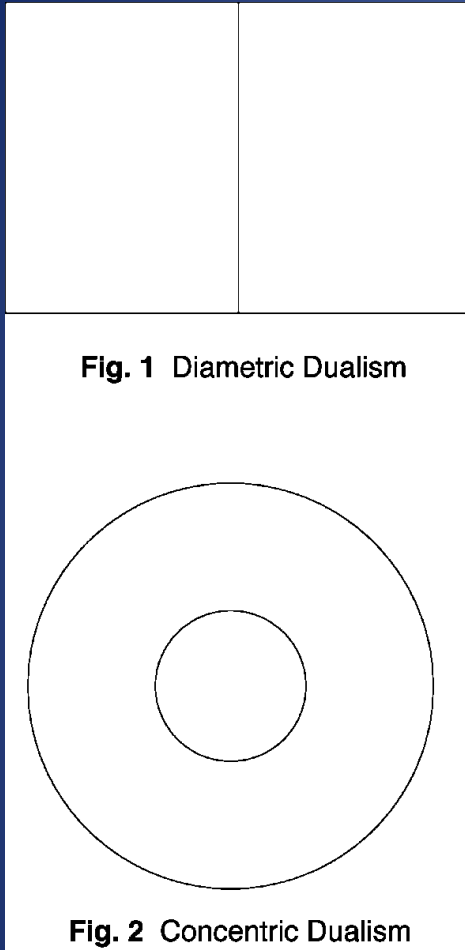
1) **First entailment of the relative differences between concentric and diametric spaces:** Assumed connection and assumed separation

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)
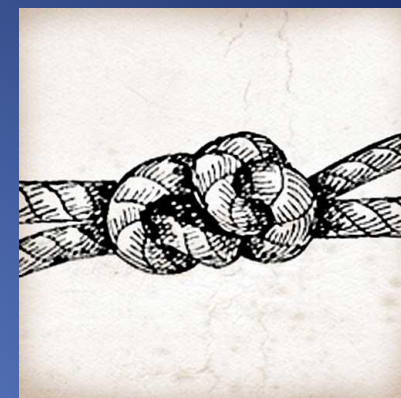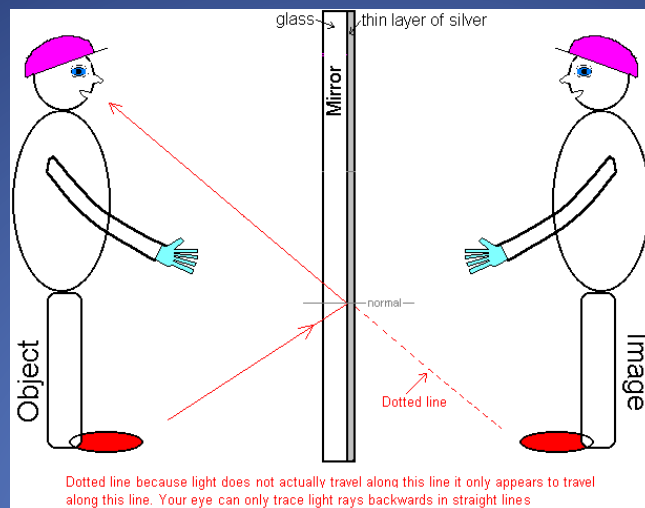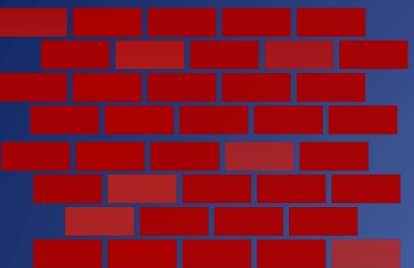
Diametric Space as Bricks in Wall, Knots, Tangled Web of System Blockage (Downes 2019): Assumed Separation, Splitting, Closure, Hierarchy, Mirror Image Reversals

Concentric Space as Flow of Connection, Web, Spirals: Assumed Connection, Openness, Two Way Flow of Communication (Downes 2019)

Routledge Research Educational Psychology

RECONSTRUCTING AGENCY IN DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

INCLUSIVE SYSTEMS AS CONCENTRIC SPACE

Paul Downes
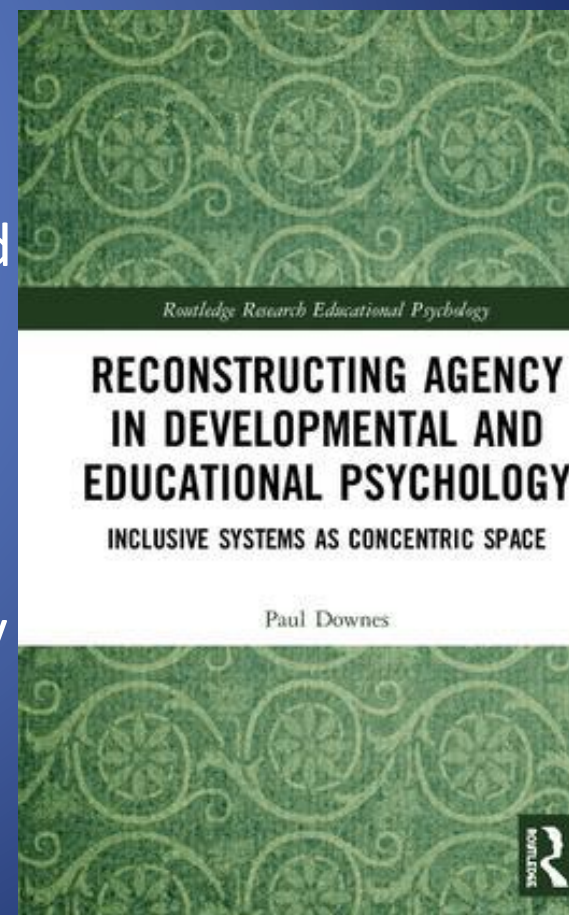
From Resilient Systems (Ungar 2005) to Inclusive Systems as Concentric Relational Space Challenging Diametric Spatial Systems of Blockage and Exclusion

A. Beyond Suspensions/Expulsion as Diametric Structure of Exclusion

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

C. Students' and Parents' Voices to Challenge Hierarchical Mirror Image Splits as System Blockages in Communication

D. Challenging Diametric Space as Closure: Opening School as AfterSchool Community Lifelong Learning Centre

E. Beyond Diametric Splits between Health and Education, Cartesian Splits between Reason and Emotion: Promoting Adequate Sleep for Students, Social, Emotional Education

F. Assertive Outreach Approaches to Foster Concentric Relational Spaces at Community and Individual Levels

Diametric space as segregation - us/them splits, good/bad mirror image symmetry

A.— Beyond diametric structures of exclusion: Alternatives to Strategies of Suspension/Expulsion through Multidisciplinary Teams

American Academy of Pediatrics Policy Statement (2013):

'the adverse effects of out-of-school suspension and expulsion can be profound' (p. e1001);

such students are as much as 10 times more likely to leave school early, are more likely to be involved in the juvenile justice system and 'there may be no one at home during the day to supervise the student's activity' (p. e1002) if the parents are working.

Concentric spaces of assumed connection: Social-emotional belongingness approaches as incentives to engage

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

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.'

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)

C. Students and Parents' Voices to Challenge Hierarchical Diametric Mirror Image (Above/Below) 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)

UN Convention on Rights of the Child, Article 12

Multidisciplinary team 1 stop shop to Overcome Diametric Splits/System Fragmentation– Family Support Centres and Early Childhood Centres

Eurochild report (2011) Nordrhein-Westfalen state programme *Familienzentrum* has been launched by the government in order to develop up to 3,000 children's day-care facilities into family centres by the year 2012.

Between 2006 and 2012 approx. 3,000 of the total 9,000 child care centres in the German federal state of North Rhine-Westphalia (NRW) are being developed into certified "Familienzentren" (family centres).

Family centres are designed to bundle services for families in the local community. (Eurochild 2011)

Eurochild (2011) argue for such family support centres to be universally available

Beyond Epstein – Integrating Health and Education to go beyond Diametric Spatial Split as Knots and Walls
= Joint Strategy for Family Support and Parental Involvement

Epstein's (2001) 'Framework of Parental Involvement' identifies six ways in which schools and parents can be involved
i.e. Parenting, Communicating, Volunteering, Learning at home, Decision Making, Collaborating with the Community.

D. Parental Involvement: From diametric space as closure to concentric space as opennesss (Downes 2019) - School Site After School Hours for Lifelong Learning Classes for Parents

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
Sofia	1

E. Beyond Diametric Splits between Education and Health
Promoting Adequate Sleep for Students

- Most children need at least 9 hours of restful sleep each night (Taras and Potts-Datema, 2005).

- Impact on the wide spectrum of cognitive functioning, including attention, reasoning and memory, moreover during prolonged periods of sleep restriction, the negative effects accumulate (de Bruin et al, 2016).

Promoting Adequate Sleep for Students

- Sleepiness, tiredness and other insomnia related symptoms are correlated with reported or factual school performance (Dewald et al., 2010; Boschloo et al., 2011; Kronholm, 2015).

- A review by Blunden et al (2001) found that reduced attention, memory, intelligence and increased problematic behaviour resulted from sleep-related obstructive breathing.

- Sleep deficiency is interwoven in complex ways with substance abuse (Loureiro et al., 2014), aggressive behaviours (Lemola et al., 2012) and eating disorders (Maume, 2013).

Quick Wins Universal Prevention: Prioritising Social and Emotional Education (Cefai, Bartolo, Cavioni & Downes 2018)

* A study of more than 213 programmes found that if a school implements a quality SEE curriculum, they can expect better student behaviour and an 11-point increase in test scores (Durlak et al., 2011).

- The gains that schools see in achievement come from a variety of factors — students feel safer and more connected to school and academic learning, SELEprogrammes build work habits in addition to social skills, and children and teachers build strong relationships.

- Durlak et al. (2011) highlight SEE benefits for outcomes on SEL skills: attitudes to education, positive social behaviour, conduct problems, emotional distress and academic performance.

Sklad et al. (2012) meta-analysis: SEE programmes showed statistically significant effects on social skills, anti-social behaviour, substance abuse, positive self-image, academic achievement and prosocial behaviour

Durlak et al (2011) classroom teachers and other school staff effectively conducted SEL programs so these can be incorporated into routine educational activities and do not require outside personnel.

SEE - Not the same as civic/citizenship education ! (Cefai et al. 2018) and now a distinct EU Key Competence, Personal, Social and Learning to Learn (2018)

Downes (2010) SEE across curricular areas: empathy in history, language and emotion in English, conflict role play in drama etc.

F. Assertive Outreach Approaches to Foster Concentric Relational Spaces at Community and Individual Levels
Beyond Information to Abstract Other

- leaflets, websites, posters and other forms of information will not suffice to engage 'hard-to-reach' groups.

- Need to **question the communicative approach itself**, rather than blame the individuals who do not become enchanted by such 'information'.

Assertive Outreach: Beyond information processing to construction of meaning (Bruner 1990) for concrete other

- Information-based communication approaches focus on the *what* question. But need to focus on the *where*, the *how* and *who* questions:

- The **where** question asks about the location from which the early school leaver is engaged with.

- The **how** question asks about the way the person is being communicated with.

- The **who** question not only asks about the specific needs of the person being reached out to, but also asks who is the person communicating to that early school leaver.

Community lifelong learning centres: Key Features (Downnes 2011)

* a **welcoming, nonthreatening** educational environment centred around the needs of the learner

* the learning is **learner-centred, starting from where the learner is at and tending to engage with the learners' life experiences**

Typically their focus is on nonformal education though they can combine both nonformal and formal education approaches.

As part of a **community outreach approach**, such centres are in accessible locations in the local community, accessible both in terms of physical proximity and in terms of being a place where learners, including marginalised and minority group learners feel they belong.

Multidisciplinary team 1 stop shop to Overcome Diametric Splits/System Fragmentation– Family Support Centres and Early Childhood Centres

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Gateway from Community Lifelong Learning Centres to Multidisciplinary Teams (Cedefop/Lifelong Learning Platform/Educational Disadvantage Centre EU Presidency Forum Briefing Paper 2019)

Viewing community lifelong learning centres as *a gateway to multidisciplinary teams* based services for those with complex needs, envisages **a colocation between these centres** and the teams, as part of a 1 stop shop.

Of the wider groups attending community lifelong learning classes, a smaller number of marginalised youth and adults will have more complex needs, such as mental health, trauma difficulties, experience of domestic violence, bullying, abuse etc.

These community based centres offer a key opportunity to engage those more vulnerable adults with services meeting their needs, **in an environment where they already feel at ease and sense of belonging.**

Inclusive Systems as Concentric Relational Spatial Systems
Reframing the problem through a focus on solutions:

- Issues previously treated separately, such as early school leaving and bullying prevention, can be addressed through common system responses for inclusive systems. (Downes & Cefai 2016)

School Climate, Teasing, Bullying
In a sample of 276 high schools, Cornell et al. (2013) found that risk of early school leaving increases if a student experiences an atmosphere of teasing and bullying even if s/he is not personally bullied.

Cornell et al. (2013) " 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".

Common system supports needed for bullying and early school leaving prevention (Downes & Cefai 2016)

A striking commonality of interests with regard to strategic approaches for bullying prevention in schools and early school leaving prevention:

- Direct and indirect effects of bullying on early school leaving relevant to perpetrators, victims

  - school absence,

  - negative interpersonal relations with peers and conflict with teachers,

  - low concentration in school, decreased academic performance,

  - negative school climate influences, lower school belonging, satisfaction, and pedagogical well-being, with the effects of bullying exacerbated for those already at risk of ESL

- Common systems of supports (transition focus from primary to post-primary, multiprofessional teams for complex needs, language support needs, family support services and education of parents regarding their approaches to communication and supportive discipline with their children, outreach to families to provide supports, addressing academic difficulties).

- Common issues requiring an integrated strategic response, including the prevention of displacement effects of a problem from one domain to another, such as in suspension/expulsion which may make a bullying problem become an early school leaving problem.

- Common causal antecedents (negative school climate, behavioural difficulties, trauma)
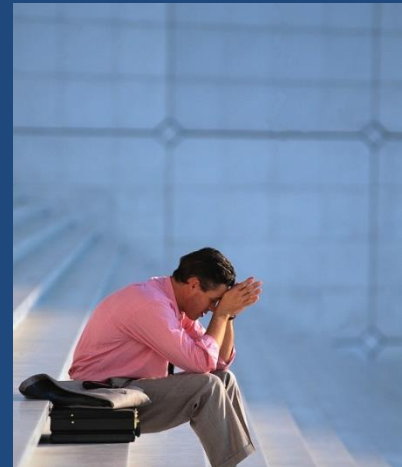
Donlevy et al. (2019)

" In the Netherlands, all schools have a duty of care to ensure wellbeing, including the prevention of bullying and the promotion of social safety. There is obligatory monitoring and schools must take measures in the framework of this duty of care,

although the schools can decide which measures to take."

- "In Romania as well, new measures have been implemented to promote inclusive and participatory school environments, including anti-bullying and well-being policies within schools. This policy is in the early stages of implementation, but there is evidence that its inclusion in the national ESL strategy was influenced by the framework provided in the [ESL] Recommendation."

Donlevy et al (2019)

"Further, several countries have implemented policies offering individual support to students. For example:

- Malta has implemented policies regarding behaviour management, gender orientation and healthy lifestyles.

- All schools must submit annual strategies detailing how they support their students in Austria and this can cover ESL policies and actions (although this is not obligatory).

- The amendment of the 2016 Education Act focuses on supporting measures for individual pupils' needs in the Czech Republic."

- Does Malta have an integrated ESL and Bullying Prevention Strategy for promoting inclusive systems ??

Donlevy et al (2019) Recommendations to EU Commission

"2. The headline target provides a valuable and visible cross-country comparative point, and should be retained post-ET 2020. As well as reviewing the level at which to set the future target (since several countries have now decreased their rate below 10%), it should include sub-dimensions with disaggregation for example by gender, migrant background, Roma and regional differences, in order to provide the basis for more nuanced policy-making."

Donlevy et al (2019) **Recommendations for ESL policy and practice (at EU and national level)**

2. Based on evidence from targeted research, policies should be developed to address the specific needs of particular groups, such as newly-arrived migrants (of all ages), learners of different age-groups, young men, those living in rural or deprived areas and those with mental health issues, including trauma. There also needs to be a stronger focus on those with complex needs (e.g. children with mental health issues, children in care, children with a parent in prison, victims of domestic violence). Without adapting policy to those facing the greatest disadvantages, approaches to ESL cannot succeed.

Donlevy et al (2019) **Recommendations for ESL policy and practice (at EU and national level)**

3. In order to tackle the multi-faceted dimension of ESL, facilitate and promote more strategic and cross-sectoral dialogue between policymakers across different fields (e.g. education, health, employment, justice, migration) both at national level (across ministries) and at EU level (across DGs of the European Commission, but also involving other relevant players such as the EU social partners or EU level NGOs).

Donlevy et al (2019)

"4. To be effective, policy-making must include the voices of other key stakeholders such as marginalised parents, learners, migrant communities, and NGOs.

5. A whole community, area-based approach merits further consideration at policy, practitioner and research level. Promising examples of community lifelong learning centres combined with multidisciplinary teams as one stop shops in a common location could also be linked with a future dimension of the Youth Guarantee to integrate it with a common focus on ESL as part of a combined community outreach strategic approach.

6. Policies aimed at tackling ESL should be further integrated with those targeting anti-bullying as well as mental health and wellbeing, including trauma."

Donlevy et al (2019)

Recommendations for ESL policy and practice (at EU and national level)

"8. There is considerable scope to better strategically exploit the potential of the arts and culture, as well as other extra-curricular activities, to tackle ESL.

9. The potential of ESL measures to contribute to increased peace, stability, and social cohesiveness, including the successful and sustainable integration of migrants and refugees, is not recognised clearly enough in policy processes or documents."

Donlevy et al (2019) **Recommendations for ESL policy and practice (at EU and national level)**

"10. There is a clear agenda for the reform of ITE to place ESL – and social inclusion more widely – at the heart of the preparation of teachers and other school leaders for the classroom, including through increased recognition of the importance of practical placements of student teachers in areas of high poverty, as well as student teachers' relational and cultural competence skills (e.g. conflict resolution skills, integrating diverse, culturally meaningful material into lessons)….. To date, this issue – in line with the lack of focus on ESL in educational research at universities – has been relatively neglected in teacher education."

Fig. 1 Diametric Dualism

Fig. 2 Concentric Dualism

Where are the system splits, closures, exclusions, oppositional labels and hierarchies as diametric space to be restructured towards concentric spatial systems of inclusion ?
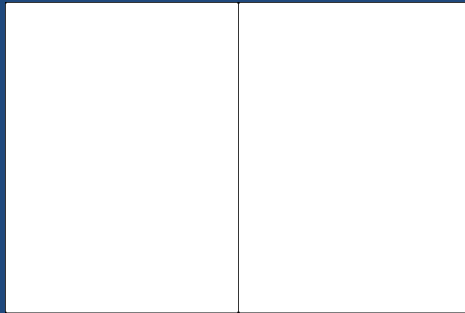
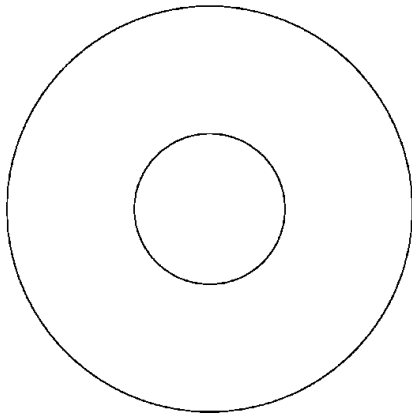Concentric and Diametric Spaces as Deep Structures of Space – Primordial Spatial Systems of Relation – Connection/Separation, Openness/Closure, Mirror Image Inversions

Relevant to System Change in Education – Embedded Possibility of Shift from Diametric to Concentric Spatial Systems

Contextually-Sensitive yet Universal Spatial Discourse for System Change
Key Background System Conditions Affecting Foreground Causal Interventions

Areas for Development in Current ESL Prevention Strategy in Malta

- TRAUMA Emotional counselling/therapy services in and around schools for indicated prevention level of need (chronic, individualised)
- ITE Explicit conflict resolution skills of teachers focus ("use of pedagogies that are inclusive in nature" p.64)
- Sleep
- Social, emotional education priority on curriculum – New Personal, Social EU Key Competence
- Arts (centrally embedded from primary school onwards)

- Integrating parental involvement and family support

- Outreach – community and family ??
From Multidisciplinary Case Management teams to community one stop shops in and around schools (expand Cottonera Resource Centre model ?)
- Explicit suspensions/expulsion prevention approach with multidisciplinary teams

Cefai & Downes (2014): Times of Malta
"At age 16, students are being asked to move from a school that is conveniently located in their local area to one that may be a significant distance away.
Transport availability may not always be easy to access. They may be uprooted from their friends to enter a transitional environment where there are new and, at times, face unknown challenges."

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