



# EMPOWERING SCHOOLS

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*EENEE and NESET II Conference - Brussels, 23 November 2017*



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# STRUCTURAL INDICATORS FOR INCLUSIVE SYSTEMS IN AND AROUND SCHOOLS

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## 10 KEY PRINCIPLES FOR INCLUSIVE SYSTEMS IN AND AROUND SCHOOLS

1. **System wide focus**
2. Equality and non-discrimination
3. Children's rights to expression of voices and participation, and other educational rights
4. Holistic approach
5. Active participation of parents in school, including marginalized parents
6. Differentiation in prevention approaches
7. Building on strengths
8. Multidisciplinary as a multifaceted response for students with complex needs
9. Representation and participation of marginalized groups
10. Lifelong learning





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## INCLUSIVE SYSTEMS IN AND AROUND SCHOOLS

- concentrate on
  - supportive, quality learning environments
  - welcoming and caring schools and classrooms
  - preventing discrimination
- address the needs of students in a holistic way
- recognize students' individual talents and voices
- are open to the voices and active participation of
  - parents
  - multidisciplinary teams and agencies
- focus on the differentiated needs of marginalized and vulnerable groups



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## THE FRAMEWORK OF STRUCTURAL INDICATORS

- covers 7 significant dimensions of inclusive systems
- synthesizes international research and EU policy
- is developed for national policy-makers, evaluation experts, regional and local authorities, school leaders and teachers
- promotes inclusive systems in and around schools





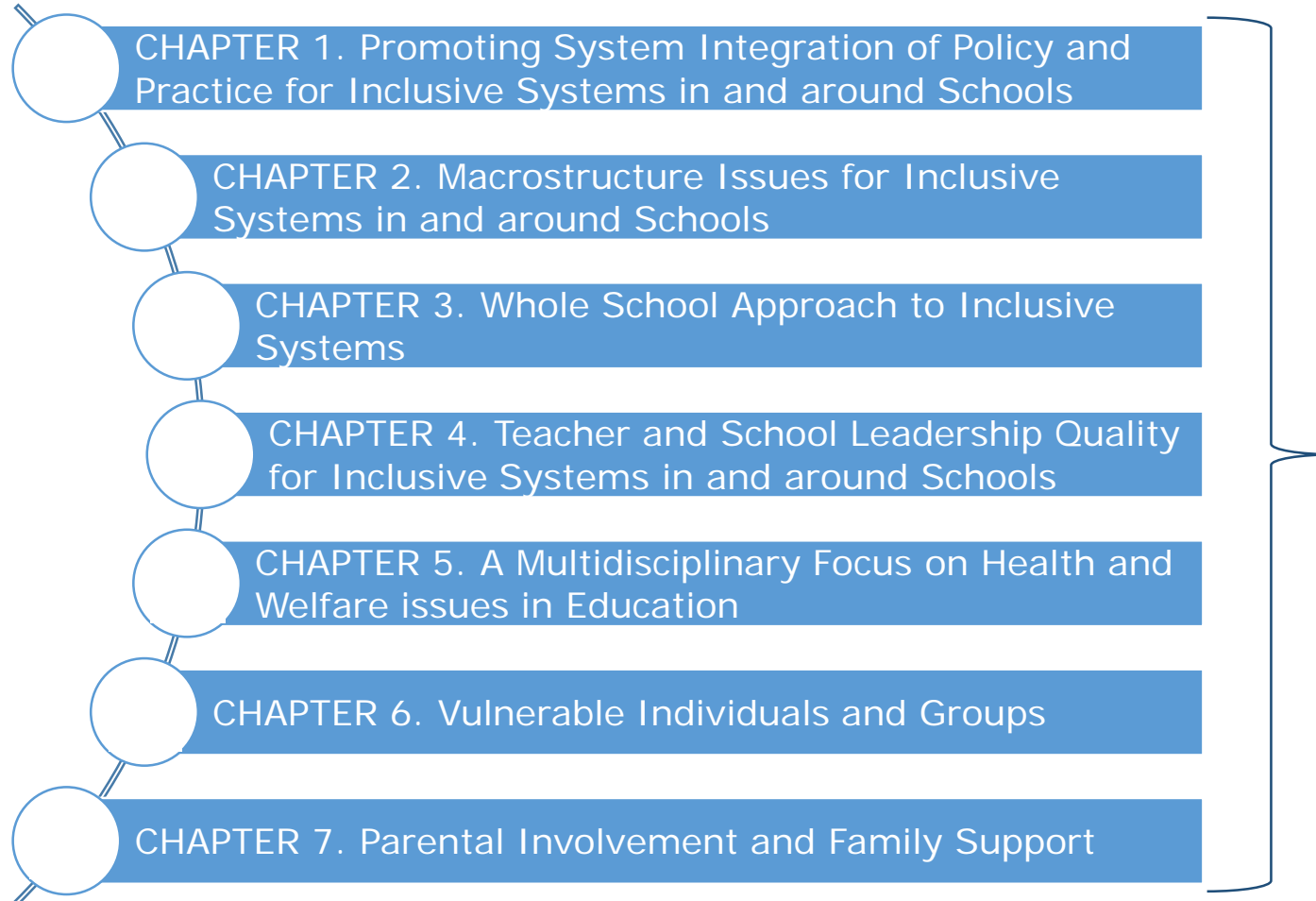
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## STRUCTURE OF THE REPORT



CHAPTER 8: Structural Indicators





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## DIMENSIONS AND SUB-DIMENSIONS OF INCLUSIVE SYSTEMS

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

- 1.1. Establishing National Coordination Structures for Inclusive Systems in and around Schools and Local Cross-School Cooperation Structures
- 1.2. Overcoming Socio-economic Segregation in Schools: A Cross-School Cooperation Issue to be Developed at National and Regional Levels
- 1.3. Developing Early Warning Prevention and Intervention Systems and Data Collection Systems

### CHAPTER 2. Macrostructure Issues for Inclusive Systems in and around Schools

- 2.1. Limiting Early Tracking and Postponing Academic Selection
- 2.2. Avoiding Grade Repetition
- 2.3. Enforcing Illegality under EU Law of Ethnic Segregation in Schools
- 2.4. Developing Alternatives to Suspension and Expulsion
- 2.5. Increasing the Flexibility and Permeability of Educational Pathways as Part of Cross-School and VET Cooperation
- 2.6. Targeting Priority Zones/Territories with Higher Poverty and Socio-economic Exclusion for Additional Funding



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## DIMENSIONS AND SUB-DIMENSIONS OF INCLUSIVE SYSTEMS

### CHAPTER 3. Whole School Approach to Inclusive Systems

- 3.1. Promoting a Relational School and Classroom Climate
- 3.2. Developing Structures such as School Coordination Committees for Inclusive Systems as Part of a Whole School Approach
- 3.3. Promoting Students' Voices and Active Participation, Including A Differentiated Approach to Ensure Marginalized Students' Voices and Participation are Included
- 3.4. Prioritizing Social and Emotional Education
- 3.5. Promoting Arts Education for Inclusive Systems – Benefits for Marginalized Students
- 3.6. Supporting Extracurricular Activities
- 3.7. Developing Alternative Education – Personalized Approaches

### CHAPTER 4. Teacher and School Leadership Quality for Inclusive Systems in and around Schools

- 4.1. Improving ITE and CPD for Teachers for Inclusive Education
- 4.2. Establishing Professional Communities to Ensure Quality
- 4.3. Developing Teachers' Expectations of Students
- 4.4. Developing Teachers' Cultural and Language Diversity Competences for Working with Ethnic Minorities and Migrants
- 4.5. Developing Teachers' Competences on Career Guidance for Working with Marginalized Groups
- 4.6. Promoting CPD for School Governance and Leadership







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## DIMENSIONS AND SUB-DIMENSIONS OF INCLUSIVE SYSTEMS

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

- 5.1. Establishing Cross-Sectoral Cooperation Regarding Health and Welfare Issues in Education
- 5.2. Developing Multidisciplinary Teams in and around Schools
- 5.3. Providing Emotional Supports in Relation to the School System for Early School Leaving Prevention
- 5.4. Preventing Bullying, Including Discriminatory Bullying in School
- 5.5. Supporting Students with Substance Abuse Issues
- 5.6. Promoting Adequate Sleep for Students

### CHAPTER 6. Vulnerable Individuals and Groups

- 6.1. Supporting Migrants and Roma
- 6.2. Overcoming Poverty-Related Barriers to Education
- 6.3. Supporting Students with Special Educational Needs





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## DIMENSIONS AND SUB-DIMENSIONS OF INCLUSIVE SYSTEMS

### CHAPTER 7. Parental Involvement and Family Support

- 7.1. Integrating a Holistic Multidisciplinary Approach to Parental Involvement with Family Support for Early School Leaving Prevention
- 7.2. Developing Parent Meeting Spaces and Policy Input into Schools
- 7.3. Establishing Community Lifelong Learning Centres
- 7.4. Developing Family Literacy Interventions

### CHAPTER 8. IMPLEMENTATION PROCESSES FOR STRUCTURAL INDICATORS

- 8.1. Indicators Matrix Tool on National Policy for Developing Inclusive Systems in and around Schools
- 8.2. Structural Indicators Matrix Tool for Schools for Developing Inclusive Systems in and around Schools



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## ARTS EDUCATION IMPROVES ...

sense of belonging to school

students' self-worth, self-confidence, self-efficacy

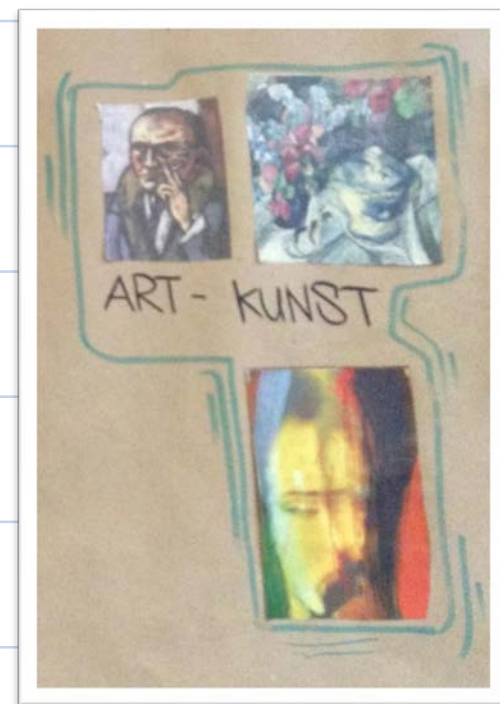
self-assessment

communication skills

feelings of pride

acknowledgement

attendance rates





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ARTS EDUCATION  
CAN DECREASE ...

delinquent behaviours

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antisocial behaviours

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dropout rates

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## STRUCTURAL INDICATORS

- address whether OR not structures/measures are in place in a system
- are framed as YES/NO answers
- can be used for self-evaluation and external evaluation
- are to be implemented at
  - national level (through strategic and cross-sector initiatives)
  - school level (in line with the national strategic initiatives)

list of structural indicators (dynamic, revisable)





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## STRUCTURAL INDICATORS FOR ARTS EDUCATION (EXAMPLE 1)

			YES	NO
3.5. Promoting Arts Education for Inclusive Systems – Benefits for Marginalized Students	National Policy	<ul style="list-style-type: none"> <li>• Specific strategy at national level for the arts to support marginalized groups in education.</li> </ul>		
		<ul style="list-style-type: none"> <li>• Specific fund at national level for targeting arts resources (e.g., musical instruments, visual arts materials, theatre visits, poetry books) at students experiencing poverty and social exclusion.</li> </ul>		
		Parental Involvement in the Arts in Schools <ul style="list-style-type: none"> <li>• Integrated strategy for the arts and parental involvement in large majority of schools nationally.</li> </ul>		
	Schools	<ul style="list-style-type: none"> <li>• Specific fund available in your school for targeting arts resources (e.g., musical instruments, visual arts materials, theatre visits, poetry books) at students experiencing poverty and social exclusion.</li> </ul>		
		<ul style="list-style-type: none"> <li>• Specific fund available in your school for targeting arts resources (e.g., musical instruments, visual arts materials, theatre visits, poetry books) for students with SEND.</li> </ul>		
		Parental Involvement in the Arts in School <ul style="list-style-type: none"> <li>• Integrated strategy for the arts and parental involvement in your school</li> </ul>		



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## POSITIVE EFFECTS OF SOCIO-EMOTIONAL COUNSELLING

- increased concentration
- improved relationships with teachers
- increased motivation to attend school and/or lessons/increased attendance
- increased motivation to do schoolwork/increased amount of schoolwork done
- better performance in tests and exams
- increased participation in class
- better behaviour in class
- increased confidence



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## STRUCTURAL INDICATORS FOR EMOTIONAL SUPPORT (EXAMPLE 2)

			YES	NO
5.3. Providing Emotional Supports in Relation to the School System for Early School Leaving Prevention	National Policy	<ul style="list-style-type: none"> <li>Universally available emotional counselling supports for students who seek them available in large majority of schools.</li> </ul>		
		<ul style="list-style-type: none"> <li>More intensive targeted emotional counselling for students who need them available in large majority of schools or in structured links from schools to local health or social service.</li> </ul>		
	Schools	<ul style="list-style-type: none"> <li>Universally available professional emotional counselling supports for students available in your school.</li> </ul>		
		<ul style="list-style-type: none"> <li>More intensive targeted professional emotional counselling supports for students who need them available in your school or in structured links from your school to local health or social service.</li> </ul>		
		Continuity of Emotional Supports		
			<ul style="list-style-type: none"> <li>Medium to long-term availability of the same emotional counsellor (i.e., not high staff turnover) to foster trust available in your school.</li> </ul>	





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## CAUSES OF DROPPING OUT (CASE ISMAIL)

inadequate early childhood education and care

early tracking

failed transitions

grade repetition

insufficient capital (economic, social, cultural)

habitus-field-tensions

bullying

feelings of shame due to stigmatization

sense of not belonging

silencing of students voices

familial burdens

decreasing self-efficacy





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### INCLUSIVE PROFESSIONAL HABITUS OF TEACHERS COMPRISES ...

strengthens students' sense of school belonging

practises attitude that all children can learn

sets high academic and social standards

values diversity, empathy

uses bullying-prevention-techniques

is highly collaborative

establishes trust-based-relationships

is research oriented

reflexive habitus

participates in professional communities



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## STRUCTURAL INDICATORS FOR ESTABLISHING PROFESSIONAL COMMUNITIES (EXAMPLE 3)

			YES	NO
4.2. Establishing Professional Communities to Ensure Quality	National Policy	<ul style="list-style-type: none"> <li>National strategy for structured support to new teachers on the personal, social and professional levels.</li> </ul>		
	Schools	<ul style="list-style-type: none"> <li>Teacher Induction programmes at schools which provide new teachers with structured support they need on the personal, social and professional levels.</li> <li>Professional Learning Communities exist, which are based on teacher collaboration and the involvement of parents, students and organizations.</li> </ul>		





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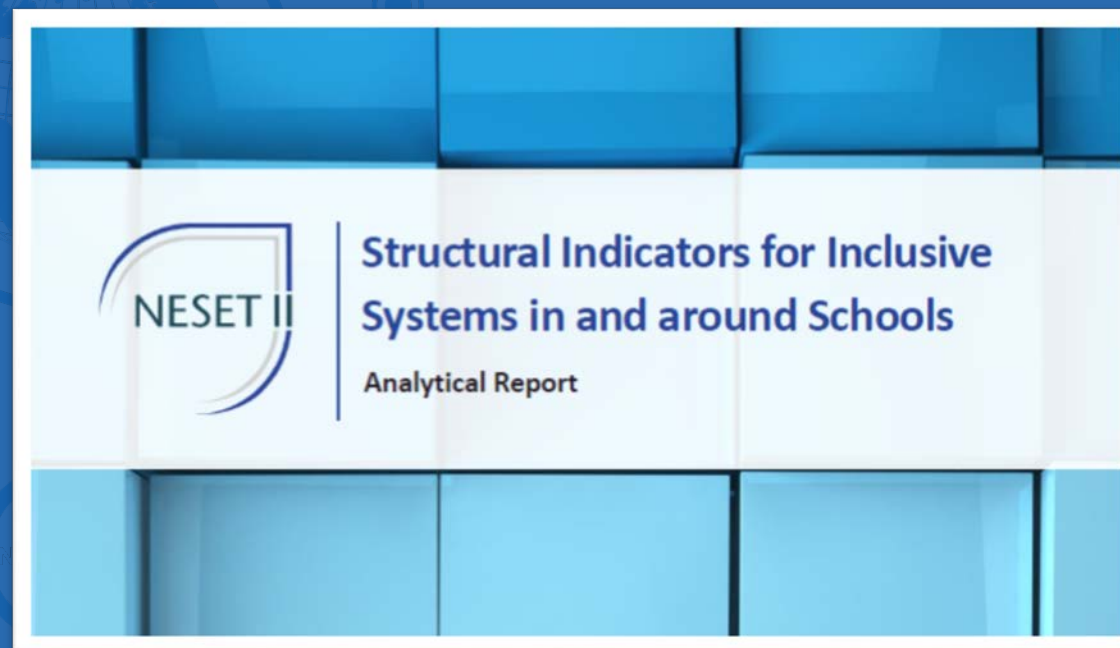
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FP7 research project  
„Reducing Early School Leaving in Europe“

[www.resl-eu.org](http://www.resl-eu.org)



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# School Education Gateway European Toolkit for Schools

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European Toolkit  
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Any questions or comments?



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