The logo for the Educational Disadvantage Centre, featuring a large blue arrow pointing right. Inside the arrow, there are two stylized blue figures: one appears to be a person sitting at a desk, and the other is a person standing and holding a book. The text 'Educational Disadvantage Centre' is written in a bold, blue, sans-serif font across the middle of 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**
-

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- **Wider referral processes – reach withdrawn kids: ‘a slap in the face’**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

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:

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 Blanchardstown: Current issues and future steps for services and schools. Commissioned Research Report for Blanchardstown Area Partnership, Dublin.

PSYCHOLOGICAL SERVICES:

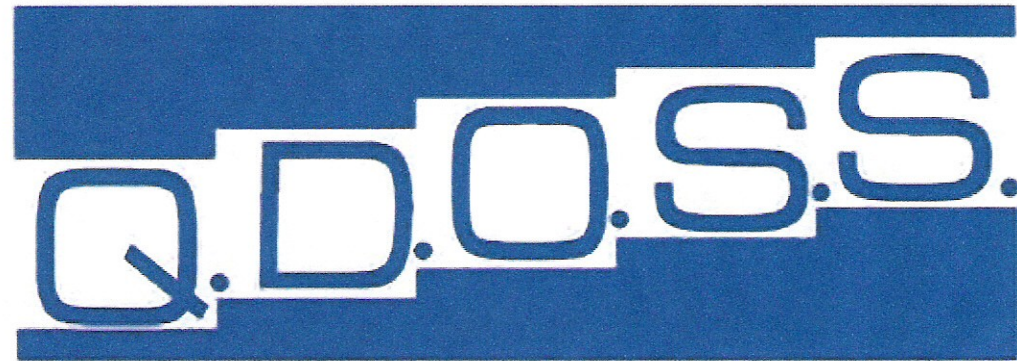
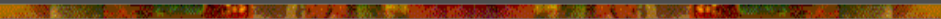
Downes, P. (2004). Psychological support services for Ballyfermot: Present and future. Commissioned Research Report for European Union funded organisation, URBAN, Ballyfermot, in conjunction with Ballyfermot Drugs Task Force

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.

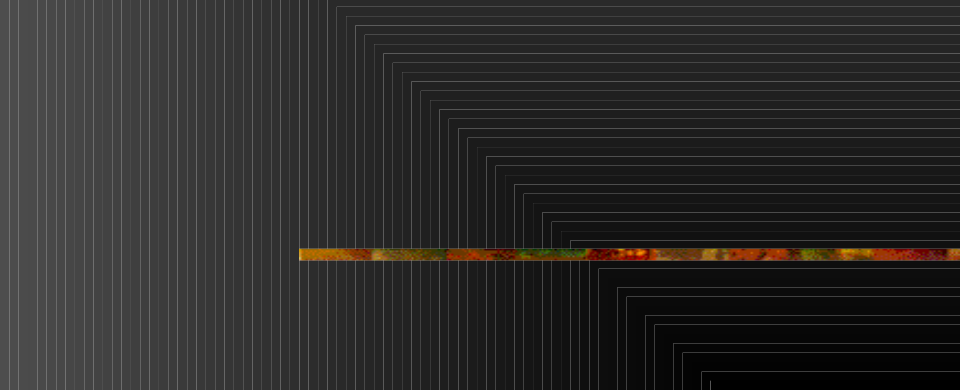

LIFELONG LEARNING

**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.
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- 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**