THE ART OF PEDAGOGY

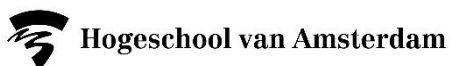## INTERNATIONAL CONGRESS - THE NETHERLANDS

Towards an inclusive society

29th and 30th of March, 2019

Amsterdam, The Netherlands

Book of abstracts

HOGESCHOOL UTRECHT

HOGESCHOOL ROTTERDAM

inholland university of applied sciences

NHL STENDEN hogeschool

Fontys HOGESCHOOL PEDAGOGIEK

Hogeschool van Amsterdam

Hogeschool van Arnhem en Nijmegen
HAN University of Applied Sciences

Introduction

Dear participants,

It is a great honour to welcome you at the second international pedagogy congress held in the Netherlands by the collaborating Dutch Master of Pedagogy programs of different universities of applied sciences. We are delighted to offer you a programme with two appreciated key note speakers and three parallel sessions with a diversity of perspectives on this year's theme.
In this book you will find an introduction to the key note speakers Michelle Fine, who will speak about Critical Participatory Action Research in "Revolting" Times and Aminata Cairo, who will speak about Traversing the Earthquake: Helping Our People to Reassemble the Pieces. Besides this introduction you'll find the full program of the parallel sessions, including all the abstracts. It might be hard to choose between all these interesting opportunities to meet and discuss with colleagues from all over the world.

We wish you an inspiring congress and are looking forward to meet you all in person at The art of Pedagogy congress in Amsterdam!

The Art of Pedagogy team

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Program Saturday 30th of March

Time	Activity		Room
08.45 – 09.30	**Walk-in and registration** – GROUND FLOOR		
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10.45 – 11.15	**Break** – GROUND FLOOR		
11.15 – 12.30	**Parallel session 1**	*Theme sessions:*	
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		b. Towards empowerment and emancipation in youth care	05A30
		c. Approaches on Social Inclusion and welfare	05A34
		d. Innovative practices in higher education	05A38
		e. Empowering girls and young women	05A42
		f. Practices in school development	05A46
12.30 – 13.30	**Lunch** – GROUND FLOOR		
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		a. Towards inclusion in higher education	05A26
		b. Inservice teachers development	05A30
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		d. Social leaving and empowerment trough education	05A34 05A38
		e. Systematic approaches for complex problems	05A42
14.45 – 15.15	**Break** – GROUND FLOOR		
15.15 – 16.30	**Parallel session 3**	*Workshop sessions:*	
		a. Social Inclusion, Education and Urban Policy for Young Children.	05A26
		b. Heads Together: Co-designing the participation of youth with mental health issues.	05A30
		c. How can Teacher Leadership be Strengthened and what is the Role of Teacher Training?	05A34
		d. Customized Teaching in the making	

	e. How Families and Professionals hold a Transcultural Space for Diversity and Empowerment in Collective Learning Communities	05A38 05A42
	Poster theme session:	
	f. Challenges in Youth Care	
	g. Students and Teachers for Future Education	05C34 05C34
16.30 – 17.30	**Keynote** – Aminata Cairo – Traversing the Earthquake: Helping Our People to Reassemble the Pieces *Using the theoretical approaches of the Blues Aesthetic and Holy Hip Hop, Aminata Cairo takes the audience on a journey exploring the concept of fissures, disruption, and reconfiguration as an approach to creating inclusive environments.* **Closing**	02B09
> 18.00	**Dinner –** Restaurant A Beautiful Mess in the 'Bijlmer Bajes' (former prison in Amsterdam) (optional)	

Keynotes introduction

Michelle Fine (10.00 – 10.45)

Michelle Fine is a Distinguished Professor of Critical Psychology, Women's Studies and Urban Education at the Graduate Center, CUNY, and founding co-director of The Public Science. She works in a project at the Graduate with a research collective of academics, educators, activists and community members dedicated to participatory action research rooted in social movements, designed to generate progressive policy, feed organizing campaigns, challenge academic notions of expertise, knowledge production and justice, and designed to provoke.

Michelle Fine recently published JUST research: Widening the Methodological Imagination in Contentious Times and authored the preface to the 2018 reprint of Maxine Greene's Dialectic of Freedom. Author or co-author of more than 15 books and over 100 articles, she has been fortunate to sit and research alongside young people for 30 years, chronicling the wounds of dispossession and also their embodied and collective forms of resistance, willful subjectivities and radical wit – with school push outs, Muslim American youth, New Jersey students researching the racial/class/disability impact of high stakes testing, the impact of college on women in prison (and then out), the children of women and men in prison, the consequences of restorative justice in schools and beyond, the struggles and gifts of foster youth at CUNY, young women with disabilities navigating academia and activism, and most recently we have been collaborating with an intergenerational research team comprised, primarily, of LGBTQ youth of color on a project called *What's Your Issue*?. In terms of policy work, the project with the most greatest reach may be "Changing Minds: The Impact of College in Prison on Women in a Maximum Security Facility" with Maria Elena Torre, Kathy Boudin, Iris Bowen, Judith Clark, Donna Hylton, Migdalia Martinez, Missy, Rosemarie Roberts, Melissa Rivera, Pam Smart and Debora Upegui - which is nationally recognized as the primary empirical basis for the contemporary college in prison movement, and among the primary empirical justifications for Governor Cuomo's recent policy commitment to resuscitate college in prison. And then sometimes I am lucky enough to work with brilliant lawyers like Paul Trachtenberg in the Englewood Cliffs/Englewood integration lawsuit, and serve as an expert witness in gender, sexuality and race discrimination education cases, e.g. for the high school aged women who sued for access to Central High School in Philadelphia and then the

Citadel Military Academy in South Carolina, and in Williams v. California, a class action lawsuit for urban youth of colour denied adequate education in California.

Michelle's work won several awards for her work, such as: the 2018 STAATS Award from the American Psychological Foundation for Lifetime Achievements in Science; the 2017 Award for Distinguished Contributions to Qualitative Methods from Division 5 of the American Psychological Association; the 2013 Strickland-Daniels Mentoring Award from the Division of Psychology of Women of the American Psychological Association, 2013 American Psychological Association Public Policy Research Award, the 2012 Henry Murray Award from the Social Psychology and Personality Society, 2011 Kurt Lewin Award from the Society for the Psychological Study of Social Issues.

Aminata Cairo (16.30 – 17.30)

Aminata Cairo is the Lector of Inclusive Education at The Hague University of Applied Sciences. Born and raised in Amsterdam and of Surinamese origin, she has completed her academic career in America since she was 18 years old. She obtained master's degrees in Clinical Psychology and Medical Anthropology and obtained her PhD in Medical Anthropology from the University of Kentucky. As an international woman of African descent, she personally experienced the challenges of diversity and inclusion. She finds her passion in applied anthropology with students and communities and is driven to make the academic environment and the wider society more inclusive. She has received the Martin Luther King Jr. Humanitarian Award from the Southern Illinois University Edwardsville for her social contribution. In 2016 she was decorated by the government of Suriname with the Honorary Order of the Palm for her contribution to culture in Surinam.

Parallel session 1

Time: 11.15 – 12.30

Session	Title session	Author(s)	Title presentation	Format
A Room: 05A26	Examples of practitioners research *Chair: Judith Reincke, Fontys University of Applied Sciences Tilburg*	Olga Onrust *Zuiderlicht College Amsterdam, The Netherlands* *HvA Amsterdam University of Applied Sciences, The Netherlands*	Made to measure? How the Dutch wants to make its already Highly Differentiated Education System even more Differentiated by Introducing the Right to Customization	Present and discuss
		Alex Schenkels *Fontys University of Applied Sciences, The Netherlands* Paul Mutsaers *Fontys University of Applied Sciences, The Netherlands*	Parents as Co-researchers? Discussing the Challenges and Possibilities of Theory Co-construction.	Round table
B Room: 05A30	Towards Empowerment and Emancipation in Youth care *Chair: Rick Jansen HvA University of Applied Sciences Amsterdam*	Verónica Sevillano-Monje *University of Sevilla, Spain* Miguél-Ángel Ballesteros-Moscosio *University of Sevilla, Spain*	The Development of Autonomy as Basis for the Emancipation and Empowerment of Youth from Foster Care	Present and discuss
		Linda Rothman *HAN Arnhem-Nijmegen University of Applies Sciences, The Netherlands* *Tilburg University, The Netherlands*	Client Centered Care: An Organizational Perspective – Results of Two Best Practice Case Studies	Present and discuss
C Room: 05A34	Approaches on Social Inclusion and Welfare *Chair: Hilary Boeke-Vos,* *NHL University of Applied Sciences*	Rosalie Metze *HvA Amsterdam University of Applied Sciences, The Netherlands* Yvette Wittenburg *HvA Amsterdam University of Applied*	The Impact of Learning Communities on Social Inclusion	Round table

			Sciences, The Netherlands		
			Lizet Veldkamp *NHL Stenden University of Applied Sciences, The Netherlands*	Design-based research: The Boundary Practice of Vocational Education and Social Welfare	Present and discuss
D Room: 05A38	Innovative Practices in Higher Education *Chair: Eelco Schilder, HU University of Applied Sciences Utrecht*	Rod Brazier *St. Patrick's College London, United Kingdom*	The Contemporary Academic Transformation of a 200+ Year Old Widening Participation College in Central London	Present and discuss
		Nadera Alborno *American University of Dubai, UAE* Catherine Hill *American University of Dubai, UAE*	Co-teaching: Responding to the External Challenges of a Post-truth World **CANCELLED**	Present and discuss
E Room: 05A42	Empowering Girls and Young Women *Chair: Rochelle Helms, HvA University of Applied Sciences Amsterdam*	María Cristina Osorio Vázquez *University of Twente, The Netherlands Universidad Anáhuac Mayab, Mexico*	Enhancing Adolescent Maya Girls' Education through Peer Support	Round table
		Mireia Foradada Villar *University of Lleida, Spain* Josefina Sala Roca *Autonomous University of Barcelona, Spain*	Does Mentoring for Young Woman introduce Feminist Mainstream in Order to Empower them? A Scoping Review.	Present and discuss
F Room: 05A46	Practices in School Development *Chair: Sterre Wolthuis Scheeres, HvA University of Applied Sciences Amsterdam*	Anne Eggink *HvA Amsterdam University of Applied Sciences, The Netherlands* Bert van Veldhuizen *HvA Amsterdam University of Applied Sciences, The Netherlands* Marco Snoek *HvA Amsterdam University of Applied Sciences, The Netherlands*	Responsive Schools: How can Schools Cope with Future Challenges?	Present and discuss

Alexandra Totter *Zürich University of Teacher Education, Switzerland* Simona Marti *Tallinn University, School of Educational sciences, Estonia* Reet Sillevae *Tallinn University, School of Educational sciences, Estonia*		
Charissa Doelwijt *HvA Amsterdam University of Applied Sciences, The Netherlands*	A Design Research into The Quality of the Developed Learning Materials	Present and discuss

Session A: Examples of practitioners research

Olga Onrust *(Winner master thesis award AUAS 2019)*
Zuiderlicht College Amsterdam, The Netherlands
HvA Amsterdam University of Applied Sciences, The Netherlands

Made to measure?
How the Dutch wants to make its already Highly Differentiated Education System even more Differentiated by Introducing the Right to Customization.

A presentation on the Dutch educational system and a study of a school participating in a national pilot 'tailored education' because they wanted to do justice to differences between their pupils and stimulate equity. Tailored, or tailor-made education, is education that meets the specific needs and talents of the students. It's all about autonomy and creating possibilities for making choices. This customisation of education is the possibility to have pupils accelerate, broaden or deepen their curriculum or even the choice of not doing something.

The research studied the possibilities and the most desirable conditions for offering tailor-made education. It's a study of both the student's and the teacher's perception of the scientific proven conditions as well-being, a positive classroom climate and intrinsic motivation. It outlines the difference between the current and the desired conditions and the willingness of teachers to change and shape this innovation to forms successful for the school.

Unfortunately, the students do not experience that the best conditions are met, but the teachers are reluctant to change. The art of change management is recommended; create a shared vision, work on a clear professionalization policy and just do it. The story of how the school puts the advice into practice.

Relevance for practice
The results of the research were used to shape the implementation. The school has developed a common vision on customization; view of talent. This slogan is embedded in all communication about school education. Especially at the level of vocational education (vmbo, NLQF 1), where the emphasis is often on what students cannot do, it is so important to have an eye for talent and opportunities. The school board has given extra time for professionalization on the topic and was given, based on this research, a subsidy for the team leads to stimulate the innovation.

Method

It involves explorative and diagnostic research using both quantitative and qualitative data. Student surveys N = 268 about perception of the pedagogical climate at school, well-being and motivation. Teacher surveys N = 38 for perception of the pedagogic climate and willingness to change and motivation for customization. Group interviews with a pilot-class around experiences with current and desired customization as well as group interviews with teachers.

Results

The students do not experience that the conditions of positive classroom climate are met. It is precisely the teacher-student relationship that is experienced negatively by the students, but teachers experience this relationship positively. The students aren't really satisfied or feeling motivated. Teachers are negative about Tailormade education, they do not feel involved in the innovation, see no added value for themselves, but feel the need for differentiation. The pilot class scores higher on all conditions, which presupposes that customization and the way customization is realized in the pilot class has a positive effect on the perceived classroom climate, well-being and motivation.

Conclusion

In order to make customization at the school possible, the resistance and perceptions of teachers must first be discussed, after which the innovation can take shape and customization can be put into practice.

Questions for the audience
- What are the key factors of success in your organization?
- What your role in changes?
- What role does research play in your organization?
- How does one play the role of a change manager and researcher simultaneously?

Alex Schenkels

Paul Mutsaers

Fontys University of Applied Sciences, The Netherlands

Parents as co-researchers? Discussing the challenges and possibilities of theory co-construction

The importance of parenting can hardly be gainsaid. Complex social developments, high cultural standards of 'good parenting' and the interference of a great deal of pedagogical experts however, seem to impose high pressure on many parents today (Lee et al 2014). On the other hand, pedagogical professionals sometimes feel overwhelmed as well, by the increasing demands of (over) articulated parents (Lemoyne & Buchanan 2011). The positive partnership between, for instance, schools and parents has received much attention lately. When it comes to parents with a cultural and religious minority background in particular, many challenges remain when it comes to actively and equally involving them in schools, community projects, youth care etc. (Day, Pels & Distelbrink 2016).

For Fontys, as for many universities of applied sciences, participatory (action) research [PAR] is set high on the agenda. The inclusion of various stakeholders – practitioners, but also pupils or parents- as co-researchers is viewed as a vital, yet precarious enterprise. One aims to give voice to and value practical knowledge. Yet, many practical, methodological and ethical challenges are to be dealt with, not in the last place because *PAR literature itself* provides a paradoxical perspective on how to engage stakeholders (Schenkels & Jacobs 2018).

In this roundtable session, an ongoing project will be discussed as a case. The presenters work on a project aimed to answer the question how 2nd and 3rd generation Islamic migrant parents experience and 'negotiate' with dominant cultural standards of 'good parenting' in the Netherlands. For this project we aim to involve parents as co-researchers during several research stages.
In the first stage, consisting of individual interviews with parent dyads, the participants were consulted for a deliberative dialogue on the topics that concern them most in regard to parenting (c.f. Mutsaers, Simpson & Karpiak 2015). In these interviews we created a 'virtual dialogue' between the individual participants by sharing quotes from earlier interviews, using the format of anecdote circling (O'Toole & Fidock 2008).

From the second phase onwards a 'Community of Practice' will be formed, consisting of parents, university researchers, students and pedagogical professionals, that will serve as a sounding board by the means of a 'shared heuristic' (Ibid.).

We like to invite colleagues from the field to reflect on our project and use it as a springboard to explore other examples and challenges regarding this topic.

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Session B: Towards Empowerment and Emancipation in Youth care

Verónica Sevillano-Monje
Miguel-Ángel Ballesteros-Moscosio
University of Seville, Spain

The Development of Personal Autonomy as Basis for the Emancipation and Empowerment of Youth from Foster Care

Youth from foster care in Spain needs to be empowered and develop autonomy in order to reduce the risk of social exclusion before their legal majority age. The emancipated foster youth population experiences many difficulties in their transition process to adulthood –*e.g.*, the lack of educational achievements, difficulties in accessing to the labor market, lack of family relationships, and the fact of confronting the adult life without sufficient skills and support, among others. The aim of this paper is to present the view upheld by different professionals concerning the development of personal autonomy before and after the adulthood. The sample considered is formed by directors and social educators of Welfare System, as well as by counsellors of the transition to adult life program, a subsequent resource after leaving in care. The results of the interviews show that during the Welfare System, personal autonomy is not sufficiently developed because it does not adapt to the reality that they will have to face after reaching 18 years of age. It is our understanding that there is a need to implement urgent changes with the purpose of developing personal autonomy –as extending the time limits, establishing new specialized centres according to the specific needs of the young adults and monitoring and supporting the emancipated foster youth in case they experience a lack of resources during their transition period to adulthood.

Relevance

It is vital to investigate how autonomy is worked from foster care and from transition to adult life program. Thus, we will know what is being done in this regard, what good practices exist and how it would be possible to protect the foster youth population from situations of social vulnerability. Nevertheless, it should be noted that the number of investigations carried out at the national and international level have increased substantially in the last few years. Therefore, it appears to be that we are now more conscious of the importance of the period of
transition of this group.

Method

We are intended to know the opinions and experiences of professionals of the Welfare System concerning the development of personal autonomy before and after the adulthood. The respondents of our study belong to the region of Seville and the research question we intend to respond is *"What is the vision of professionals on development of autonomy in Welfare System?".* This study implements a qualitative methodology. The data collection will be performed through the interview. In summary, nineteen interviews will be performed by implementing a fixed set of questions –counsellors will receive 15 questions while directors and social educators will address 19 questions. The composition of the sample corresponds to the workers belonging to the selected institution: 2 counsellors, 8 directors and 9 social educators.

Results and conclusions

According to the analyzed sample, the outcome suggests that before young people turn 18 personal autonomy is not developed sufficiently. This is due to the fact that it does not adapt to the reality that they will have to face after reaching 18 years of age. Also, young people cannot develop a job and red tape undermines youth empowerment. The labor conditions and logistic issues do not allow professionals to develop personal autonomy properly. Because of this, young adults are overprotected making them to feel unable to confront adulthood due to their lack of preparation. This situation causes fear of loneliness, independence and

failure. This fear increases when approaching adulthood. In conclusion, there is a need to implement urgent changes with the purpose of developing personal autonomy –as extending the time limits, establishing new specialized centers according to the specific needs of the young adults and monitoring and supporting the emancipated foster youth in case they experience a lack of resources during their transition period to adulthood.

Questions

- What kind of differences have you noticed between young people who have lived with their parents and this collective?
- What other aspects can we work in order to empower young adults?
- Which of the current practices do you consider positive?
- What suggestions would you propose to improve personal autonomy and empowerment of young people?
- Which kind of training do you suggest in order to promote the development of empowerment in young adults?

Linda Rothman

HAN University of Applied Sciences, The Netherlands

Tilburg University, The Netherlands

Client Centered Care: An Organizational Perspective - Results of Two Best Practice Case Studies

In the Netherlands social work is currently undergoing change due to system- and organizational transformations. One reason for these changes is based on the need to better connect care and services based on client centered care. Empowerment is the overarching paradigm for client centered care. Empowerment is a multi-level concept that studies the individual, organizational and community level. Several studies have revealed that research on organizational characteristics that increase empowerment is needed (Peterson & Zimmerman, 2004). This is relevant since research showed a relationship between organizational empowerment (OE) and the effectiveness of the provided services and empowerment of clients (Boehm and Yoels, 2009; Haugh and Laschinger, 1996; Kanter, 1977; Laschinger, 2010). By gaining an overview of antecedents that influence OE, as well as the consequences of OE and the relationships between the different characteristics, we contribute to the conceptualization of OE and identify recommendations for future research. By doing so, this research contributes to the knowledge on the organizational dynamics that influence empowerment. This is useful for professionals and leaders in practice since they can improve practice by applying the knowledge in their work. This submission will focus on the latter by presenting the findings of a best practice casestudy.

Method

In this qualitative case study we conducted 69 interviews in two cases (best practice). In each case semi- structural in-depth individual interviews were held with professionals, managers, behavioural experts and the board of directors. Further group interviews were held with teams of professionals and the supervisory board. In the interviews we have asked the respondents how they: - determine what they do in their work, - participate in decision making, - collaborate with others, -share knowledge, -work on their (professional) development, - define the connection they have with the organization, how the organizational structure influences them, how the alliance is between them and the organization and which values and beliefs are directive in their work. We analysed the data using Atlas.ti. The analysis of the first case study is completed (36 interviews). The data of the second case study (33 interviews) is currently being analysed.

Results and conclusion

The preliminary results show that professionals are able to manage their own work in collaboration with clients, colleagues and network partners. They feel supported by their colleagues and the (higher) management. In addition the respondents argue that they are part of and involved in decision making processes that affect their work. Further, the participants showed a reflective and learning attitude concerning their (personal) development and shared knowledge amongst each other although the analysis showed that collaboration mainly takes place on a vertical level. The respondents argue that the extent of clientcenteredness depends on the relationship with the stakeholder. Also, the analysis revealed that most of the respondents share a similar set of values and beliefs which they use as guiding principles in their work. It seems that they, based on these values and beliefs, feel a strong connection with the organization. The results lead to the conclusion that personal leadership, social support, involvement and participation in decision making, having a reflective and learning attitude, knowledge sharing, alliance building and having a group based belief system positively influence organizational empowerment. This implies that professionals and organizations should invest in these processes in order to increase OE.

Questions for the audience

Which organizational characteristics contribute and/or hinder your empowerment as a professional?

Session C: Approaches on Social Inclusion and Welfare

Rosalie Metze

Yvette Wittenburg

HvA Amsterdam University of Applied Sciences, The Netherlands

Discussing the possible impact of learning communities on social inclusion

The urban environment of Amsterdam is currently going through some major changes. Examples are increasing gentrification, a growing number of citizens with mental health problems living in the neighbourhood instead of in institutions, increasing homelessness and senior citizens remaining in their own homes as long as possible. We see that, as a result, working on the social inclusion of all of these groups on a neighbourhood level is an increasing challenge.

As researchers and lecturers of the Amsterdam University of Applied Science, we believe we can and should contribute to solutions for these growing issues. Currently we already focus on this topic through research and development projects. However, to maximize our contribution, we see chances in the current development of our new Social Work Bachelor, which will incorporate a substantial module called 'Social Agenda'. In this module, learning communities of students, teachers, practitioners and citizens will work together on some of the grand challenges for the social domain, one of them being social inclusion. In our vision, small groups of students will be based in local spaces, such as public libraries or community centres, in underprivileged areas of Amsterdam, to work on social inclusion related projects. The content and focus of the projects should be determined in a dialogue with local stakeholders. A teacher will be present in the neighbourhood to supervise the learning project, and a researcher will be available for theoretical and methodological advice. Practitioners and citizens will be involved as well. Ideally, projects are linked with ongoing research projects within our university, so they can be continued over a longer period of time, and build on previous knowledge.

Theoretical background

Regarding social inclusion, our starting point is the notion that people are limited in their actions and possibilities because their environment is not adapted to them and their needs (Oliver, 1996). Following this notion, we view the environment as the starting point for solutions. Additionally, Veldboer (2018) stresses that the physical location where people experience inclusion or exclusion is relevant, and those at risk of being excluded are often socially or ethnically segregated, clustered in social housing in the city outskirts. So, particularly those disadvantaged neighbourhoods require extra effort to prevent or reduce social exclusion.

To increase the impact of the learning communities on social inclusion, Participatory Action Research (PAR) will most likely be the dominant research design (Kramer-Roy, 2015). This means that we aim for local

stakeholders to have a crucial role from the beginning until the end of the project, being equal partners to the students, teachers and researchers. This can take shape in co-research (Hartley & Benington, 2000), world café sessions (Fouché & Light, 2010), forum theatre sessions, tandem projects (in which a citizen/professional teams up with a student), etc.

Issues to discuss with the audience

Since we are still in the process of designing the learning communities, we would like to discuss good and bad practices the participants have encountered, concerning participatory action research and/or learning communities. We will also discuss issues concerning, for example, representation of different (and more difficult to reach) groups, preventing 'overload' of students, quality guarantees, sustainability of the results etc.

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Lizet Veldkamp

NHL Stenden University of Applied Sciences, The Netherlands

Design-based Research: The Boundary Practice of Vocational Education and Social Welfare

At times students may experience stressful life events or other challenges in life. These times additional help from professionals in mental health and social welfare may help students to achieve personal growth and success in their school career. How can we provide every student with the support they need?

A school for vocational education in Zwolle introduced an interdisciplinary team of professional help in the school. Psychologists, social workers and youth workers are working nearby teachers and vulnerable students. Sometimes even in the classroom. It is an interorganizational collaboration that takes up the challenge to support these students as a collective.

Cyclic and systematic development of the team with design based research has been an act of co-creating. Learning through doing, together with students and professionals from the social and educational welfare system. Analysing the collaboration with the Activity Theory (Engeström, 1987, 1994, 2001) and the theory of Boundary Crossing (Akkerman en Bakker, 2011, 2014) shows learning potential at the boundary practise of both systems.

Lizet Veldkamp is schoolcounselor and recently graduate Master Pedagogiek, Noordelijke Hogeschool Leeuwarden. Her design research has been rewarded a runner-up thesis prize from MOVISIE. MOVISIE is the national knowledge institute for a coherent approach to social issues. In this presentation she will share her experiences and insights with design based research, co-creating with students and learning at the boundary between the educational and social welfare system.

Relevance
- Design based research is complex. Sharing experiences and useful ideas on how to face this complex pedagogical challenges is relevant.
- Design based research can contribute to the development of new knowledge, particularly by mediating a dialogue between knowledge production and knowledge use.
- A professional in the lead to give voice and value to practical knowledge.
- Co-creating with students and professionals.

Method

Design based research is used to re-design the collaboration between the educational- and social welfaresystem by applying theory-based pedagogical design principles emphasising student-oriented collaborative knowledge creation.

The design based research includes qualitative and quantitative data collection. (incl. registration forms, evaluations, interviews, community of practise, worldcafé, student satisfaction survey)

Worldcafé with students, professionals and managers discussing the central question: How to make the right expertise easily available for students an teachers. Youtube-link: https://youtu.be/7lXp5zeq3fw

The thesis is online available on the website of Movisie. Link: https://www.movisie.nl/movisie-scriptieprijs-2018

Results and conclusion

- It is helpful to connect social welfare support to the lives of students at school.
- Organising professional help in school, nearby students and teachers is helpful for vulnerable students who won't, or can't, ask for help.
- Working together on one location stimulates co-creation
- Learning and developing trough boundary-crossing activities is important to transform the systems
- There is potential to change and shape the educational and social welfare system bottom-up.

Question

How can we create a sustainable improvement of the student support system?

Session D: Innovative Practices in Higher Education

Rod Brazier

St. Patrick's College London, United Kingdom

The Contemporary Academic Transformation of a 200+ Year Old Widening Participation College in Central London

The introduction of a number of new interventions and initiatives is having dramatic effects on student success and satisfaction at a college in Central London. A teaching methodology - 'Chunked Experiential Learning' has been designed and introduced in order to respond to the specific needs of students from a widening participation background. This teaching method is being facilitated by 'Experiential Teaching Practitioners' – a new wave of teachers who have replaced traditional, didactic lecturing with innovative, fresh, exciting lessons, designed to stimulate and engage students and lead them to academic and professional success.

Understanding students, and meeting their needs, is an ongoing challenge for widening participation institutions in Higher Education. The Office for Students, a new regulator in the UK, has called for increased ease of access for students from poorer backgrounds and the Quality Assurance Agency's Quality Code has been reconfigured to afford colleges and universities more autonomy in creating an educational experience which is relevant for their students.

As such, the college at the centre of this study has transformed itself academically. Through staff development and recruitment, the introduction of pilots and interventions and careful monitoring and measurement, it seeks to offer an education that is responsive to the needs of its specific student demographic.

Relevance of research for practice

In an era of league tables, measurement of student outcomes and the National Student Survey monitoring student satisfaction in a plethora of categories, the co-operation between teacher-researchers and student participants is, arguably, more prevalent now than ever before.

This study is researching and co-creating new teaching practices which has the potential to inform the field on a student-centred approach which empowers through student-led experiential learning and reflexive practice.

The research is particularly relevant for widening participation institutions, but also to those who wish to embark upon strategic educational transformation, wide-ranging staff development initiatives and cultural change.

It examines the practice of collaborating professionals, departmental interaction, professional reflexivity and the development of a student-specific teaching methodology – Chunked Experiential Learning – which fuses the work of Kolb (1984), Fink (2003) and the researcher's own doctoral research, to amalgamate study skills, experiential learning, taught content, formative assessment, reflection and feedback into every individual workshop.

Method

The introduction of a participatory action research ethos which involves teachers, students and administrators has sparked a range of research projects, with the resulting evidence being used to inform practice on an ongoing basis.

The interaction between theory and practice is demonstrated by insider researchers through the innovative use of both qualitative (student and staff focus groups, reflective diaries and lesson activities and lesson observations) and quantitative (surveys, questionnaires, correlational research and causal comparative research) research methods.

Results and Conclusion

Early pilots of the enhanced teaching methodology showed a strong impact on student success. Notably, submission rates increased by over 30% and pass rates increased by over 40% in comparison with both past and current student cohorts being taught the same subject (though in a contrasting fashion).

Student satisfaction, measured through student surveys also saw quantitative improvements (students expressed enhanced satisfaction in nine out of thirteen areas when taught using the new method). Students reflected qualitatively through in-class logs and Results could conclude that students were engaged and participated in active classroom activities. Confidence levels grew throughout term.

A thematic analysis of teacher views, captured through a reflexive observation log and focus groups, indicated an increased focus on; developing and designing innovative, engaging materials, teaching with technology, putting student engagement at the heart of their lesson intentions Teacher observations suggest that the teacher was motivated, enthused and had a feeling of freedom and experimentation when designing and teaching through Chunked Experiential Learning (CEL) methods.

A number of further interventions are currently in progress at the institution, including; the embedding of Chunked Experiential Learning across the entire college by 2019/20, a phased and ambitious staff development programme which awards Digital Badges to teachers who demonstrate competency in upto 23 crucial areas of teaching and the introduction of 'live assessments' to combat academic malpractice and to offer students a more experiential approach to demonstrate their learning.

Questions for the audience

- To what extent does experiential learning aide student success and satisfaction at Higher Education institutions?
- Does the need for 'work-ready' graduates indicate the death of didactic learning?
- Empowering students: Why are teachers so resistant to change?

Nadera Alborno

Catherine Hill

American University of Dubai, UAE

Co-teaching: Responding to the External Challenges of a Post-truth World

The purpose of this paper is to identify and examine how the practice of co-teaching in a graduate teacher education program can push back on the obfuscation of truth, and serve as a positive force in today's post-truth world. The Oxford Dictionary (2016) defines post-truth as "the public burial of objective facts…." .The widespread use of technology and social media released this environmental force for which educators were ill prepared. A daily rush of media messages continues to appeal to people's personal beliefs and emotions, thus negatively affecting the evolution of a just and inclusive society. Using a qualitative research design, this project collected data from two co-taught research courses in a graduate teacher education program. Utilizing critical discourse analysis, data were examined with regard to the practice of co-teaching as a response to the challenges posed by post-truth realities. Results revealed that co-teaching can lead students to think more critically, discern fact from opinion, disagree respectfully, trust evidence and better navigate a world increasingly littered by alternative facts.

Relevance of the research for practice

The phenomenon of post-truth is a complicated network of elements that are designed to attract, distract and confuse its recipients (d'Ancona 2017). This research is not only relevant but also timely. Purposeful education in a post-truth world is now a moral imperative. Educators need to know how to disentangle the truth from lies and expose the clever quips for what they really are: post-truth deceptions. The practice of co-teaching discussed in this paper addresses this imperative by modeling how to disrupt the injustices of a post-truth world. Cook and Friend (1995) define co-teaching as the experience of having two educators delivering meaningful instruction to students in a common setting. Plank (2011) further explains that students observing "their teachers learn from each other and even disagree with each other models for students how scholars and informed citizens within a community of learning can navigate a complex and uncertain world" (p. 5).

Method

This project was conducted at an American university in the Middle East. The study utilized a qualitative methodology to investigate: *how can the application of a co-teaching pedagogical model provide push back on a growing culture of deception in today's post-truth world?* In 2017 and 2018, two research courses were co-taught in a teacher preparation program at the Masters level. With a firm commitment to preparing teachers for an increasingly complex 21st century classroom, the authors served both as faculty for the courses and as researchers for the project. Data were collected from multiple sources, including reflective memos, end-of-semester evaluations, open-ended interviews with ten students (representing 10 different nationalities) and unstructured but intentional faculty reflections. Critical discourse analysis was used to examine the data and produce insights into the social and political realities of a post-truth world that tend to impede or promote an inclusive society.

Results and conclusion

Enabled by the 'permission structures' (Remnick 2016) of social media, students are exposed to fabricated stories, prejudiced ideologies and falsified research designed to attract attention and arouse emotions. This research proposes co-teaching as a practical solution to the assault of post-truth realities and a means of bringing people together.

Co-teachers and students engaged in collaborative problem solving, fact checking, respectful debates, risk taking in dialogue and mutual trust in challenging one another. Students interacted with colleagues from different cultures and opposing viewpoints. Several themes emerged from the data, including the role of evidence in critical thinking, an appreciation for opposing perspectives and increased commitment to collaboration as a means to problem solving. For example, one student noted, "*I now look for evidence for everything I read and I question more … Just because something is printed does not make it true….*" Regarding differing perspectives, one student wrote, "*I never thought about how hard but necessary it is to examine my own thinking about other people and cultures".* When asked what the experience of co-teaching meant to them, several students identified an ongoing and respectful dialogue of difference that emphasized evidence and the need to counter alternative facts.

Questions for the audience

- How did truth and reason become such an endangered species?
- What does 'post-truth' mean for our public discourse and our academic work? What can we do about it?

- Regardless of what we teach, are we teaching students how to apply critical thinking to the information they receive? How to recognize when information is being used to manipulate their opinions and perceptions?
- Do we understand how the use of social media impacts our sense of self and our understanding of the world?
- Are we focusing enough thought and research to the human cost of social technology?

Session E: Empowering Girls and Young Women

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University of Twente, The Netherlands

Enhancing Adolescent Maya Girls' Education through Peer Support[1]

In southeast Mexico, indigenous Maya peoples inhabit rural communities in conditions of poverty and social exclusion; their income is comprised of subsistence agricultural activities, subsidies from government programs, and remittances from their relatives who migrated illegally to the United States.

In these communities, women are expected to be subordinate to the male societal structures that create unequal life standards for women. Furthermore, indigenous women are more vulnerable than other women, not only because of unequal treatment within the family and community, but also because paradoxically, in Mexico, with its deep indigenous roots, there remains a high degree of discrimination against ethnic groups (Montaño, 2001, Quezada, 2008).

Education contributes to the enrichment of the individual's values, expectations and motivations to achieve better standards of living and well-being. Ensuring conditions of equal opportunities at all levels of education is considered an element of social change not only for the benefit of women, but also for their children, their family and the community.

Therefore, the aim of this research project is to support adolescent Maya girls who have interrupted their secondary education, so that they may achieve higher levels of schooling through a supportive community network in isolated villages of the Yucatan peninsula in southeast Mexico.

Relevance of the research

In the Yucatan Peninsula, southeast Mexico, only 48% of girls enrolled in primary school continue their studies at secondary level. The situation is even more difficult for Yucatecan Maya girls, the predominant indigenous group in the region, since poverty and gender norms limit even more their educational advancement. However, it has been statistically proven in the same region that once the girls finish secondary level, the achievement of higher levels of schooling increases considerably (SEP, 2018).

The purpose of focusing on this sector of society is that these girls are considered as forgotten girls, hence, the importance of work with them, enhance their educational opportunities through peer support[2], change the societal perception in these communities and influence others to return to school.

Theoretical background

This research project employs the theoretical contribution of Emile Durkheim, which defines education as a social fact and analyzes the role of society, in conjunction with the theoretical approach of Paulo Freire for his experience working with marginalized populations.

Putnam's concept of social capital is utilized to understand how peer support might improve academic outcomes and support the learning process among Maya girls in terms of their experiences of well-being, trust, friendships and interpersonal efficacy. Specifically, bonding social capital is used to register the social interactions of reciprocity and solidarity based on gender and indigenous background.

Methodology

This qualitative study employs community-based participatory research (CBPR), a methodology which allows the participation of the communities objects of study in equal terms with the researchers to create knowledge (Viswanathan, Ammerman, Eng, Gartlehner, Lohr, Griffith, Whitener, 2004, Darroch, & Giles, 2014, Etowa, Matthews, Vukic, & Jesty, 2011, Jull, Giles & Graham, 2017).

Issues to discuss with the audience

- Gender norms in rural communities
- Community agreement and participation
- Peer support based on gender and cultural background

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[2] This support system is composed of Maya girls with the same cultural background, with whom they have friendship or kinship ties; who live in the same region and are able to communicate in the same mother tongue.

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Does Mentoring for Young Women Introduce a Feminist Approach? A Scoping Review.

Youth mentoring offers social, educational and psychological bonds in order to give support. This support seeks for an affective link for a period of time and widens the social capital of the youth, among others (Rhodes, 2004). In addition, Clutterbuck (2012) highlights the social role of mentoring in the society because this kind of relationship promotes social changes in youth reality. This author also introduces the diversity view as a necessity in mentoring. He advocates that diversity is in the roots of the society, hence it should be part of all mentoring programs as well. Some mentoring programs for the youth are focused specifically on young women, thus to know the gender impact of such programs (Spencer and Liang, 2009).

Most of these programs pursue to empower young women in different spheres of the society, where they are excluded or discriminated. Due to this necessity of empowerment of young women, mentoring programs are built up beyond a feminist approach (Bay-cheng, Lewis, Stewart y Malley, 2006).

As a consequence, this research explores, through a scoping review of scientific works, whether mentoring programs for young women in social risk of exclusion introduce purposes related with feminist empowerment and the elimination of gender violence in youth ages.

Relevance of the research for the practice

Despite the fact that there are more than 201.000 works in scientific databases under the descriptor <<Youth Mentoring>>, only three used in this research point out the relevance of feminists' frame of thought so as to prevent gender violence against young women. Therefore, this article highlights the necessity of introducing the standpoint of feminist intersectionality and decolonialism in mentoring programs for young women in social risk of exclusions. These frameworks offer new tools for mentoring research to gain a better comprehension of the gender discrimination of young women in the society, but also in the mentoring relationship. Furthermore, the article gives new important keys and reflections for mentoring programs to improve the processes of empowerment in young women.

Methodology

This study is a Scoping Review *(Arskey & O'Malley, 2005)*. It has driven an exhaustive revision of the scientific literature about mentoring for young women. First of all, four criterion of inclusion and three of exclusion were defined in order to guide the research of scientific essays. Moreover, only scientific articles and reports that were published between 2000 and 2018 were accepted, from six different specialized databases. Secondly, during the research process there were two phases of screening. The first one was done beyond the descriptors <<mentoring program>>, <<young women>> or << adolescent women>>, <<foster care>>, <<gender>> or <<gender-based>>. In this phase the title of the articles, the abstract and key words of 1156 scientific works were revised. In the second phase, 21 essays and articles were analysed in detail and the dimensions of analyses were identified.

Results and Conclusion

The results after the revision show that the main topics of the programs of mentoring are feminine leadership in education, support for adolescent and young mothers, sexual education and sexual rights of young women, racist exclusions of young women in the society, and the transition to adulthood spheres. All of them seek to prevent the discrimination that young women suffer from these contexts, but not always the mentoring programs have a specific feminist mainstream as a framework to comprehend the dynamics of gender, power, racism, social class, among others, that are operating in such contexts. In fact, only 3 of the works revised are self-defined from these feminists' frameworks. Moreover, empowerment is understood for feminist programs of mentoring (*Femtoring*) as a process that young women would run with their personal resources and decide every step they wish to take. Therefore, it would be re-thought the assistance-based model from mentoring for young women in order to achieve a feminist empowerment. Finally, this review points out that mentors' experience is also a process of empowerment.

Questions for the audience

Can mentoring contribute to empower young women? How can feminisms contribute in developing a theory and practice deeply empowering for young women in mentoring programs?

Session F: Practices in School Development

Anne Eggink

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Responsive schools: how can schools cope with future challenges?

Education is facing strong challenges due to local or global developments in society (OECD, 2016). In the international exchange program Education for the Future (E4F) teachers and principals enrolled in a master degree program, inquire and discuss these challenges. For schools, it is paramount to be able to adapt to these challenges. Goodlad (1975) introduced the concept of responsive schools. Since then, the concept has mainly been used regarding schools' and teachers' adaptiveness to the differences between pupils in their classrooms. However, we define responsive schools as schools that are able to detect change in society and are hereof open to changes, challenges and opportunities in school, community and society and adapt pro-actively their work in response to these changes, challenges and opportunities.

Together with students from four countries we investigate the way individual teachers, teacher teams and schools cope with external challenges. What makes some schools more responsive than others? We asked the participants in the program to describe a major change in their own school and, the forces which caused this change. We analysed the role teachers, teacher teams, principals and other stakeholders played in this change. In this session we will present preliminary results of the study.

Theoretical background and relevance for practice

Schools are an integral part of an ecological community: they are part of and not masters of the environment (Goodlad, 1961). Garmston and Wellman (2013) distinguish adapted schools (focus on given boundaries, conditions and their fit) and adaptive schools (focus on identity, purpose and meaning). Adaptive schools have a clear sense of identity, close relationships with stakeholders (Sanoff, 2001), a productive tension between ambitions and external change forces (e.g. Drake, 2000), collect input for innovation from outside, foster a culture focused on learning, distribute trust through different members of the school community (Kershner & McQuillan, 2016). This sense of adaptiveness comes close to our understanding of responsiveness. In order to better prepare master students to take up their role in responsive schools we want to know which how responsiveness in schools develop and which factors on teacher, teacher team and school level play a role in these development.

Methodology

In total 60 principals and teachers from four countries participate in this research: Estonia, Switzerland, Liechtenstein and the Netherlands. We asked students to discuss in their team a major change in their school in recent years. Students described this change as comprehensive as possible using a very structured format. We asked them explicitly to be as complete as possible and to discuss the description in their team and eventually supplement it. Besides we held group interviews in national groups about the discussion the assignment evoked in schools. Afterwards we developed a common framework for analysis and each international partner selected eight cases to analyse. To select these cases we used completeness of the description as the primary criterion. Using the common framework we developed a code grid per country and order to come to grips on the patterns of development of responsiveness.

Results and conclusion

At the moment we are still involved in analysis of the national cases. First impressions are that changes originate more from the mission and vision of the school than from an orientation on external challenges. As far as external forces play a role the change is rather pragmatic and short term focused than innovative and long term focused. Besides, it is remarkable that a lot of students use theories learning in the master degree program to describe the development, but these more abstract description may veil what is really going on in practice. Unfortunately, the group interviews were held under such defective conditions that they are no useful for analysis

Question for the audience

- Does the definition of responsiveness make sense?
- How can we strengthen the research design in order to evoke awareness of openness to the environment on the one hand and to gather valid and reliable data on the other hand?

Charissa Doelwijt

Student, HvA Amsterdam University of Applied Sciences

A Design Research into the Quality of Developed Learning Materials

The program Social Care level 4 (MZ 4) is forced to rewrite the educational curriculum because of the revision in the qualification structure of Vocational Education. This means that the program must develop new teaching materials that are in line with the new qualifications. The education team (team MZ) has written the courses years one and two of the new curriculum. However, there is no clear strategy which indicates how the qualification requirements have been implemented in the curriculum with the corresponding learning materials. This complicates justifying the changes to the curriculum for inspection. As a result, the following main question for this research came about: "What are the characteristics of an instrument to monitor the quality of the developed learning materials of the program Social Care level 4 of the ROC of Amsterdam?"

For this design research, an instrument has been developed that can function as a guide in the development of learning materials and at the same time can monitor the quality of the learning materials. The developed instrument has been validated by experts (an educationalist and a process coordinator) and subsequently tested for usability by teachers from team MZ. With the findings from the theoretical framework, the preliminary research, the validations research and the practical test, the following design principles have been developed: the instrument is in line with different theories about effective vocational education; clearly indicates the function of a learning material; meets certain requirements to determine the quality of a learning material; can monitor the quality of a learning material and is useful for teachers without difficulty. The design principles that form the characteristics of the instrument have been elaborated in detail and thus provide an answer to the main question of this research.

As a follow-up to the developed instrument, an implementation plan must be written. This ensures that the instrument can be successfully implemented and used within team MZ, enabling improved accountability towards the Educational Inspection.

Relevance of the research for practice

My design research about developing an instrument that can be used to develop qualitative learning materials and monitoring the quality of the developed learning materials, complements two congress themes: responsive education and participatory research.

Responsive education

Due to the change of the competences in the vocational schools by the government, the program MZ 4 had to reconstruct their curriculum (Herziening mbo, 2017). This change is not unfamiliar to vocational schools, because the need to provide programmes that are needed in society (looking at the job market), changes rapidly (Herziening mbo, 2017). Vocational schools need to balance between external needs (the rapidly changing society) and focusing on their own vision and ambitions (De Bruijn, 2006). The conclusion of my design research embraces this balance due the input of different experts and teachers.

Participatory research

My design research was built in different phases (see appendix) which each time are defined by five design principles. During the different phases experts on education in vocational schools and teachers of the program MZ 4 were interviewed in a focused conversation. Their input combined with literature research ended up in a hand-guide (the instrument) that teachers can use to develop and monitor qualitative learning materials.

The method used for my design research was the Context Intervention Mechanism Outcomes logic (CIMO-logic) (Deyener, Tranfield en Van Aken, 2008). This method explains the different phases and outcomes of the research. See the next table (Doelwijt, 2018)

Intervention	Mechanism	Outcome
1. Motive and problem statement *(Diagnosis)*	By describing the reason and the problem, the change and the development process are analysed.	The context and necessity (diagnosis) of having an instrument, which can function as a watch guide and can monitor the quality of developed learning materials, are made known.
2. Theoretical framework *(Literature)*	The terms that apply to this research are explained by means of the theoretical framework.	The terms that apply to the research are added to the design principles that apply to the instrument.
3. Preliminary research *(Qualitative research and desk research)*	By means of the preliminary research, the findings of the teachers and the documentation aimed at the educational curriculum and the associated learning resources are made known.	The findings are added to the design principles of the instrument. The first design of the instrument can thus be developed (prototype 0).
4. Validation research *(Qualitative research)*	By means of the validation research, experts can validate Prototype 0 of the instrument	The findings are added to the design principles of the instrument. Prototype 1 of the instrument can thus be developed.
5. Practice test *(Qualitative research)*	By means of the practice test, teachers can test Prototype 1 of the instrument	The findings are added to the design principles of the instrument.
6. Conclusion *(Answer to the main question)*	By combining all the findings and reformulating the design principles, the instrument can be adapted in the final version.	The instrument can serve as a guide for the development of qualitive learning materials and monitor the quality of developed learning materials. In addition to the accountability towards the Educational Inspection, focussing on the link between the qualification dossier and the educational curriculum of team MZ 4.

Results and conclusion

As explained in the previous sections the result of my design research is a hand-guide that teachers can use to develop and monitor qualitative study materials. This hand-guide is specific for the program MZ 4 because the vision and ambitions of the team (experts and teachers) were translated into the hand-guide. Other vocational schools and their programmes may differ in their vision and ambitions. To effectively use the hand-guide there must be an extensive implementation plan with a carefully chosen implementation strategy. My recommendation would be to structure different goals in phases and how to accomplish them. Interventions can be adjusted through evaluation moments and evaluation criteria. It is important that the implementation plan is provided with feedback from the client (school, our program) due to feasibility and time (Caluwe & Vermaak, 2006). The different roles/actors that are involved during the implementation must be described. This is necessary, because it makes clear which competences the different roles/actors have and how they can be used during the implementation.

In addition, the cooperating and obstructing factors are explained and responded to. The last step is to realize the constraints to successfully run the implementation (Caluwe & Vermaak, 2006).

Questions for the audience
- What kind of process would you follow to extract the vision of a team of teachers?
- In which way would you combine the results of this vision?
- How would you translate the vision of your school in the study materials you use?
- Is the vision of the school incorporated in the study materials? If yes, in which way? How is this visible?
- Are study materials efficiently used at your school? What is the cause?

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Parallel session 2

Time: 13.30 – 14.45

Session	Title session	Author(s)	Title presentation	Format
A Room: 05A26	Towards Inclusion in Higher Education *Chair: Kitt Bosman, HR University of Applied Sciences Rotterdam*	Fiona Veraa *HvA Amsterdam University of Applied Sciences, The Netherlands*	HBOotcamp: Empowerment Program for First Generation Students. How to Capitalize on their Strengths and Navigate Their Way into University?	Round table
		Anne Kooiman *Rotterdam University of Applied Sciences, The Netherlands* Diana van Dijk *Rotterdam University of Applied Sciences, The Netherlands*	Towards Responsive and Inclusive Education for Students with a Refugee Background in Higher Education	Present and discuss
B Room: 05A30	Inservice Teachers Development *Chair: Anne Eggink, HvA University of Applied Sciences Amsterdam*	Berber Langelaan *HvA Amsterdam University of Applied Sciences, The Netherlands* *UvA University of Amsterdam, The Netherlands*	How to Strengthen Novice Secondary School Teachers Adaptive Teaching Skills in the Superdiverse Urban Classroom	Round table
		Marieke Bloothoofd *HvA Amsterdam University of Applied Sciences, The Netherlands*	Teachers' Professional Learning: A Framework for Inclusive Practices in Secondary Education – an Exploration	Round table
C Room: 05A34	Children's Needs in Education an Youth Care *Chair: Linda Rothman, HAN University of Applied Sciences Nijmegen*	Zsolt B. Major Réka Csuta Anna Gyetvai Zsuzsa Horváth Éva Pap *Bokréta Children's Home Budapest, Hungary*	Beyond the "Art of Child and Youth Care" – Research Design for Bridge in Deeper Way Children's and Staff's Mind Representation about Needs and Interests of Children	Present and discuss

			Györ-Moson-Sopron County's Child Care Center, Hungary		
			Esther de Jong *Laterna Magica Amsterdam, The Netherlands*	Contributing to Subjectification: Guiding Children to Ask Themselves the Question How they Are, Instead of Who they Are.	Present and discuss
D **Room: 05A38**	Social Leaving and Empowerment Through Education *Chair: Leonore Daalderop, InHolland University of Applied Sciences Amsterdam*		Rochelle Helms *HvA Amsterdam University of Applied Sciences, The Netherlands*	Out-of-school Programs and their Benefits for Underprivileged Youth: Pursuing Educational Equality	Present and discuss
			Miguel-Ángel Ballesteros-Moscosio *University of Sevilla, Spain* Estefanía Fontecha Blanco *University of Sevilla, Spain* Macarena Anastasio Acosta *University of Sevilla, Spain*	Intercultural Teacher Training in Response to Intolerance: A Strategy for Social Empowerment through Education	Present and discuss
E **Room: 05A42**	Systematic approaches for complex problems *Chair: Marco Snoek, HvA University of Applied Sciences Amsterdam*		Floor Goettsch *NHL Stenden University of Applied Sciences, The Netherlands*	How do you Become an (PBS) Expert Team in School?	Round table
			Jan Sanne Mulder *InHolland University of Applied Sciences, The Netherlands*	How to Deal with Complex Social Issues in your Organization in Education or Social Work?	Present and discuss

Session A: Towards Inclusion in Higher Education

Fiona Veraa

HvA Amsterdam University of Applied Sciences, The Netherlands

HBOotcamp: empowerment program for first generation students
How to capitalize on their strengths and navigate their way into university?

As officials in Higher Education and government officials push for inclusion and equity (Bormans et al., 2015; Elffers, 2018; Inspectie van het Onderwijs, 2016, Min. OCW, 2015; 2018, Onderwijsraad 2011, Van den Broek et al., 2018; Vereniging Hogescholen, 2016), it becomes increasingly important for students of traditionally disadvantaged backgrounds to receive support as they enter university.

One noteworthy resource is a so called 'bridge' program (or summer school), a pre-academic intervention to ease the transition to university. Pre-university 'summer bridge' programs are generally designed to enable commencing first generation students to get a kick start on building college knowledge, become acquainted with university resources, university expectations and their 'new role' as a university student, develop the structure needed in order to meet these expectations and provide peers, alumni, faculty, and staff as a support system before the official academic year begins (Bir & Myrick, 2015; Cabrera et al. 2013; Kallison & Stader, 2012).

The effectiveness of pre-university summer bridge programs and similar empowerment programs has been the subject of a number of studies, conducted in the Netherlands (Herpen et al. 2016, Slijper et al. 2016) and abroad (Maggio, White Molstad, & Kher, 2005; Moore et al. 2007). While hundreds of articles have been published with theoretical ideas on how to meet the needs of first-generation college students, surprisingly few 'hands-on' *good practices* are available in the Netherlands with the do's and don'ts of this type of targeted intervention. The round table strives to add to the literature by examining the perceptions and expertise of congress participants who have experience with (interventions for) underrepresented students, such as first generation students (students who are the first in their family to attend university).

The Amsterdam University of Applied Sciences (AUAS) currently explores the design and implementation of a bridge program. This empowerment program will be called *HBOotcamp*, with the slogan '*get fit for HBO*', and will be launched in the summer of 2019. The AUAS wants to demonstrate its commitment to widening participation, however, in the Netherlands targeted support and outreach programs for first generation students are relatively new. One of the many

challenges is any stigma associated with first-generation status. Yet, the vision of *HBOotcamp* is not about 'fixing' deficiencies through remedial work to address student weaknesses. The philosophy is that first generation students are not problems, but pioneers, who should be welcomed to the way of working at university. During *HBOotcamp* the perseverance, grit, tenacity, resiliency and ambition first generation students bring to the table will be celebrated. At the round table session ideas are welcomed to brainstorm on how to reach these students before they enter university, how to embrace their uniqueness, and generally, how to implement this intervention successfully. Congress participants who advocate on behalf of first generation students or have experience with this type of targeted support are very much appreciated to share their tips and tops.

Previous research (Veraa, 2018) showed that incongruity between the demands and expectations of higher education and students' comprehension hinders students, particularly those students who are the first in their family to attend university. *HBOotcamp* wants to help students to navigate through the unfamiliar territory of higher education by showing how to enact their new role as university student. This means that the workshops and group sessions at *HBOotcamp* need open and frank conversations about the largely unspoken cultural expectations and social mores.

Professionals familiar with the concepts of Pedagogy of Inclusive Excellence or other academic and social advancement programs are encouraged to contribute to the round table discussion. We shall reflect on ways on how to guide students to understand how to enact role-related expectations. After this round table session congress participants will have gained a better insight into available tools that help students socialize in 'becoming a university student' during a bridge program. The session enables participants' conceptual thinking about what it takes to introduce the role of student successfully and how this can be achieved during a bridge program. It facilitates reflection among participants on ways to scaffold students' development, the type of support that is currently available, the type of support that should be offered, the timing of its deliverance and the delivering agent. This insight can advance a dialogue at the home institution of congress participants around the adjustment issues of first generation students in their first year in higher education.

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Towards responsive and inclusive education for students with a refugee background in higher education.

Academic success and access to the Dutch labor market is a central aspiration for young people with a refugee background. However, accessing education and studying successfully requires certain knowledge and skills.

The objective of this research was to recommend how the Rotterdam University of Applied Sciences can support refugee-students to be successful in their study. We analyzed the responsiveness of the University, how students experience this and how this meets their needs. The study yielded knowledge about inclusive education in general and more specific about refugee-students.

The University offers different forms of general support and services valuable for refugee-students, such as language courses. There is also support specifically targeting refugee-students. This support consists of providing information, (study) skills training and facilitating meeting students with a similar background. Students also struggle with barriers which are not addressed but that hamper academic success and study progress, such as feeling lonely and weighed down by their situation and experiencing a lack of connection with Dutch students.

For education to be more responsive, understanding is required from lecturers and students regarding the background and specific challenges that refugee-students face. In the discussion, we would like to explore the role of master pedagogues in the (social) inclusion of refugees in Dutch society.

Relevance

This research aimed to gain more knowledge about students with a refugee background in higher education. More specifically, about how refugee-students find their way in the Dutch higher education system, the barriers to study successfully and sources of (academic) resilience, and finally, how the Rotterdam University of Applied Sciences responds to this.

These insights are not only relevant for Higher education institutes, but also for lecturers and other involved educational professionals. They too should be aware of these sometimes hidden mechanisms of in- and exclusion and how to be responsive.

Methodology

Ten first-year students with a refugee background were interviewed twice, half way their first year and six months afterward They were asked about in what ways they are studying successfully and about the role of the University and its contribution to study success. Three senior year students were asked about academic success, study progress and sources of support in retrospective. Additionally, ten staff professionals were interviewed about the support accessible for this group and how this needs the meets of this group. We also analyzed how many students of the first year progressed in their study or dropped out.

Results and conclusions

Refugee-students face various obstacles in different phases of their study. During the admission phase, educational professionals lack accurate information about admission regulations related to their situation, according to the students. Some students stated they experienced it as a fight to be admitted.

The University offers general support and services, for example study career coaches and advisors for study related- or transcending problems. Above that, the University established a special Information and Support office for refugee-students, aiming to help (potential) students to enroll into the University, to find their way as a student in the University, with language courses, skills training and with social meetings for students with a similar background. Although the support is highly appreciated, not all interviewed refugee-students or educational professionals were aware of the existence of this informational and support point.

There are also barriers and issues that students struggle with that are not addressed but that hamper academic resilience and study progress. Because of a poorer command of the language, they need more time to study than fellow students. Although they possess the required level of Dutch to be admitted to the University, studying in Dutch is a great challenge. Students are often not aware that they can apply for more time during exams, or for the use of a dictionary during an exam.

Students shared that they felt lonely, found it difficult to connect with Dutch students and felt weighed down by their situation.

We present implications of these findings for responsive education in the light of more diverse student population, with a focus on refugee-students. For education to be more responsive, understanding is required from lecturers and students regarding the background and specific challenges that refugee students face.

Questions for the audience

- In what way are these results recognizable?
- What are shared experiences and possible interventions in Higher education?
- What role could Master Pedagogues and other professionals or volunteers play in supporting refugees in accessing education or employment?

Session B: Inservice Teachers Development

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How to strengthen novice secondary school teachers differentiation skills in the superdiverse urban classroom

Urban schools in the Netherlands are facing increasing numbers of pupils from more diverse backgrounds. Novice teachers in urban secondary schools must deal with issues that apply to all novice teachers, such as classroom discipline and a high workload. In addition, they must adequately address super-diversity in the urban classroom by adapting their teaching to the various socio-cultural and cognitive differences between pupils (Staat van het Onderwijs, 2018; Severiens, 2014; Gaikhorst, 2011).

The complexity of their work makes beginning novice urban teachers feel inadequate, which can lead to an outflow of teachers from these schools or from education in general, or to survival strategies that don't reflect best practices (Tomlinson et al, 2003). Research has shown that teacher professionalization programs can strengthen competence and contributes to teacher quality and teacher retention (Mc Cormack & Thomas, 2003; Van Veen ea, 2010).

This project entails a literature review, followed by a field study in which good practices will be collected based on the theoretical framework. The review and good practices collection will be the starting point for the development of a program that aims to strengthen urban secondary school teachers' differentiation skills, self-efficacy and urban job motivation. This program will be developed and evaluated.

Relevance

The socio-cultural and cognitive differences between pupils and the related complexity of urban teaching is currently an important issue. It is accordingly seen as such by the Dutch school inspectorate (Staat van het Onderwijs, 2017). here are various induction projects in the Netherlands aimed at supporting and professionalizing novice teachers (Snoek, 2017), but none with specific attention for strengthening differentiation skills of novice urban teachers. This project focuses particularly on challenges novice teachers in the urban context face by developing an effective pd intervention focused on differentiation, for novice secondary school teachers in the urban context.

Theoretical background

Teaching a mixed-ability class is a difficult and complex issue for today's educators. This calls for teachers who are sensitive for, and can adequately adapt their teaching to all different social-cultural backgrounds and learning needs of their pupils (Banks et al, 2001; Gaikhorst, 2014; Severiens, Wolff en van Herpen, 2014, Denessen, 2017). Teachers who differentiate adjust their teaching for students of differant abilities in the same class with the intent of maximizing each student's growth and individual success by meeting each student where he or she is and assisting in the learning process. Differentiation is a philosophy or a way of thinking about teaching and learning rather than a single instructional strategy (Tomlinson, 2000, 2008). As Tomlinson (2001) stated, differentiating instruction can occur by focusing on the process by which students learn, the products or demonstrations of their learning, the environment in which they learn, or the content they are learning, but even though differentiation appears to be very promising, one must be aware of its complexity and the challenges that teachers are up against while struggling to apply it into their everyday practice As research on teacher professional development programs suggests, professional development on differentiation that aims to change teachers practices must not only provide an introduction to the theory but is ideally a very thorough process with active learning in practice through continuous reflection, inquiry, observations, coaching and duration is a key feature of success .

Issues to discuss with the audience

In this round table session I would like to present my first thoughts on the focus of the pd intervention, focusing on changing beliefs through reflective practice. In this round table session the audience is invited to be a critical peer by commenting, giving input and share ideas.

Marieke Bloothoofd

HvA Amsterdam University of Applied Sciences

Teachers' Professional Learning: A Framework for Inclusive Practices in Secondary Education – an Exploration

Influenced by demographic and social change and a shift toward more inclusive educational systems, today's classrooms are characterized by increasing diversity, resulting in a growing complexity of teachers' pedagogical tasks. Both national and international research indicates that teachers don't feel adequately prepared when it comes to teaching special educational needs [SEN] students and experience feelings of frustration and isolation (Ayramidis & Norwich, 2002; Bangs & Frost, 2012; Buchanan, Gueldner, Tran, & Merrell, 2009; van der Woud & Beliaeva, 2015).

The need for effective professional development [PD] regarding teachers' inclusive pedagogical practice, gave rise to this educational design research.

The study resulted in a PD method based on the principles of Professional learning (Cole, 2004; Timperley, 2011; Fullan, 2016) Lesson study (Dudley, 2012), Collaborative inquiry (Nelson & Slavit, 2008; Garet, Porter, Desimone, Birman, & Yoon, 2001) and the Assessment for intervention model (Pameijer, 2017).

Although the initial framework of the study still holds up to recent insights and recommendations, a more holistic and systemic approach towards implementing inclusive policies is needed for the initial design to evolve into a more sustainable form of professional development. To establish new directions for this ongoing research project, we would like to present a conceptual framework and discuss the dilemmas arising from this broader conceptualization of teachers' professional learning within an inclusive educational context.

Relevance

Evaluation of inclusive policies in the Netherlands and Belgium revealed that, although teachers are involved in professional development activities, this does not lead to a significant change in their teaching practices (Ledoux, 2017; Departement onderwijs en vorming, 2017). Research confirms that schools are not fully able to realise the conditions needed for inclusive education (Van der Bij, Geijsel, Garst, & Ten Dam, 2016). In addition, numerous international studies stated that teachers feel neither prepared nor supported when it comes to teaching SEN students (Ayramidis & Norwich, 2002; Jenkins &

Yoshimura, 2010; de Boer, Pijl, & Minnaert, 2011; Bangs & Frost, 2012). This underlines the urgent need for dedicated PD methods.

The design adds to existing PD methods, as the underlying concepts had not yet been integrated in a single PD method (Andreou & Rapti, 2010). Nevertheless, on it's own it will not be sufficient in realizing inclusive teaching practices. Therefore it is necessary to further conceptualize appropriate PD moving beyond the original design and imbedding the method in a systemic conceptual framework, which incorporates both personal and contextual factors influencing teachers' inclusive pedagogical practice

One of the design requirements that had to be met was that the design had to function as a catalyst for the implementation of Assessment for intervention [AFI] model (Pameijer, 2017). In the Netherlands and Belgium (Flanders) the AFI- model is promoted as a professional standard in the matter of realizing inclusive education, shaping both teachers' inclusive practice and professional development.

The model originates from the field of educational psychology and is used for practice-based assessment focusing on understanding the problem at hand (diagnosis) and providing recommendations (intervention) tailored to the specific conditions, circumstances and needs of those involved (Pameijer, 2017). Although the AFI-model is highly valuated, there are still a lot of obstacles to overcome. Research states that teachers, for example, find it difficult to translate their classroom observations into students' educational needs and interventions (Ledoux, 2017; Departement onderwijs en vorming, 2017).

The AFI-model was developed for use in primary education therefore further research is necessary. Only when we fully understand the implications, use and limits of the model within the secondary school context, can the AFI-model become instrumental in realizing inclusive education. Until this is the case, the model is at risk of becoming yet another system, increasing teachers' workload, without bringing about the change for which the system was initially introduced.

Theoretical background

Although skills and knowledge are important, it's teachers' attitude that is most significant in realizing inclusive teaching practices (MCFarlane & Woolfson, 2013; Ross-Hill, 2009). Skills are essential to action, but in the presence of skills action is not guaranteed. In order to act, we must be moved to do so and that is a matter of attitude, not skill or even knowledge (Splitter, 2010). An attitude is a positive or negative evaluation of some object (Ajzen & Fishbein, 1975). Attitudes are linked to behavior trough the formation of goals. For behavior to occur one has to gain a liking

(attitude) to some object to an extent that there is a desire to obtain it. Only when this desire conjuncts with a perceived attainability, in other words there is a reasonable expectancy that one is able to attain the desired object, the formation of goals may occur. Finally, for these goals to actually initiate behavior they have to be dominant in that specific situation (Kruglanski, et al., 2015; Kruglanski, Baldner, Chernikova, Destro, & Pierro, 2018)

In the Netherlands and Belgium inclusive policies are more about broadening regular education than completely integrating special and mainstream education. In these hybrid settings teachers' attitude toward inclusion becomes even more important. SEN students in mainstream education who receive additional support are often automatically labeled as "special", even though mainstream teachers are not aware of SEN students effective needs (Cloerkes, 2007). Perceiving students as in need of 'something special' results in teachers feeling that they don't have the knowledge and skills to teach SEN students. Research on this subject consistently stresses that teachers indeed don't feel prepared. Teachers' perception regarding their professional capacity to teach within inclusive contexts leaves them discouraged, feeling they are asked to perform a difficult task for which they have not been trained (Bangs & Frost, 2012; Fuchs W. , 2010; Ayramidis & Norwich, 2002). As a result teachers maintain a negative attitude towards inclusion, preventing them from implementing inclusive classroom practices (Ayramidis & Norwich, 2002; de Boer, Pijl, & Minnaert, 2011).

Teachers' attitude towards inclusion is also influenced trough their beliefs and assumptions regarding students' behaviour and abilities. Teachers tend to attribute learner differences that are outside the 'norm', mainly to student characteristics and factors outside the school community (Andreou & Rapti, 2010; Ayramidis & Norwich, 2002; Ainscow, 2014; Slee, 2012). These external attributions (Weiner, 1985) prevent teachers from examining their pedagogical practice on the level of effectiveness, student evolvement, outcomes and wellbeing (Timperley, 2011). In order for teachers to change and adopt new teaching strategies, they need to experience ownership towards the social-emotional, behavioural and cognitive problems they encounter in their daily practice (Kulinna, 2007). Teachers' attitude towards inclusion is also influenced by their self-efficacy beliefs (Bandura, 1977). Low self-efficacy beliefs combined with external attributions may result in the use of ineffective pedagogical strategies (Kulinna, 2007). Furthermore, the self-efficacy beliefs of teachers form a key mechanism in realizing teacher change (Bandura, 1977). Teachers' actions are paired with what they believe about their personal teaching and the perceived abilities of their students. Therefore teachers' who have low self-efficacy beliefs may not provide their students appropriate instruction (Fuchs W. , 2010).

Teachers' attitude is a prerequisite in realizing inclusive teaching practices. Implementing inclusive policies therefore needs to start with the mindset of teachers and school organizations, investigating beliefs and assumptions regarding SEN students and the development of a sense of responsibility for including all learners (Ainscow, 2014).

Collective beliefs

The original design focused mainly on the beliefs, knowledge and skills of the individual teacher. In order to realize a more sustainable approach to realizing inclusive education, the design must take into account that teachers' professional learning does not evolve in isolation but takes place within the context of the school organization. The behavior and actions of teachers are not only influenced by their own beliefs but also by the collective beliefs of the school organization. These collective beliefs, among others, influence teachers' instructional practice, classroom management and their ability to respond effectively to obstacles and setbacks (Bandura, 1993; Goddard, Hoy, & Woolfolk Hoy, 2000; Tschannen-Moran & Barr, 2004).

In addition, collective beliefs impact the effort teachers are willing to invest when it comes to finding new teaching strategies for students who are struggling (Hoy, Sweetland, & Smith, 2002; Goddard, LoGerfo, & Hoy, 2004).

Issues to discuss

In order to establish new directions for the initial design to evolve into a more sustainable approach in realizing inclusion, we would like to discuss with other practitioners and/or researchers the following dilemmas.

- The tension existing between teachers' (and school organizations') need for professional development and a broader conceptualisation of realizing inclusive teaching practices which requires a shift in focus on an implementation mind-set towards a focus on continuous professional learning. How would this shift in thinking effect teachers' pedagogy?

- How can we balance the ambivalence between recognizing and denying learner differences in education? Both are associated with negative outcomes (stigma/denial of opportunities). How does the AFI model relate to this matter?

- What are the implications of educational concepts like *Inclusive pedagogy* (Florian, 2015), *Universal design for learning* (Hall, Meyer, & Rose, 2012; Meyer, Rose, & Gordon, 2014) and *Response to intervention* (Fuchs & Fuchs, 2005; Fuchs, Fuchs, & Compton, 2012) in realizing inclusive teaching practices within secondary schools in the Netherlands?

Session C: Children's Needs in Education an Youth Care

Zsolt B. Major

Réka Csuta

Anna Gyetvai

Zsuzsa Horváth

Éva Pap

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Beyond the „Art of Child and Youth Care" – Research design for bridge in deeper way children's and staff's mind representations about needs and interest of children

Background

The research is designed in collaboration of two Hungarian Children's Home Center. Antecedent experiences came from staff trainings based on a Hungarian developed CYC (Child and Youth Care) practical model focusing on satisfying the needs and interest of children. Feed-backs and experiences showed that staff's mental representations can differ from children's one about the efficiency of satisfaction.

We got further inspiration from Tim Moore's and Lisa McCabe's presentation about perception of safety in CYC from the children's and from staff's point of view.

Objectives

We aim to serve more details about differences in the concerned perception. In our research design we adapt elements from Niklas Luhmann's System Theory and Özséb Horányi's Communication as Participation Theory. We develop a logical frame which is able to create a structured system of data analysis within we could identify more precisely what really matters for children living is residential CYC institutions.

This paper presents the project's pilot part's preliminary findings.

Methods

We designed a special interview to be taken with care leavers. In the name of methodological triangulation, the interview has several parts: a narrative retrospective life-story telling

(before/in/after living in CYC institution); completed with the "Satisfaction with Life Survey" (SWLS), additionally asking them about the personal meaning of the factors of the survey; followed by semi-structured "implicit type" questions (e.g. finishing sentences) about their main needs/interest.

Our aim is to map in a comparative structure what system exist in care leaver's mind about the evaluation of their life situations, and what are its parameters?

International knowledge-exchange – support the practice

We plan to draw up this "map" through enforcement by future results coming from comparative international research collaborations.

The findings will be feedbacked into the practice by building in them into further staff training's program.

Questions for the audience

- What kind of results do you know in international comparative researches about the differences between children's and staff's mental representations concerning to the needs/interest of children?

- Did anyone research on comparative way the background of willingness to develop within pedagogues?

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Esther de Jong

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Contributing to Subjectification: Guiding Children to Ask Themselves the Question How they Are, Instead of Who they Are.

According to Gert Biesta (2012), there are three functions of education; qualification, socialisation and subjectification. Biesta explains this last concept as the ways in which education contributes to the 'emerge' of human subjectivity; the ways of being that hint at independence from existing orders. But what do children, parents and teachers thinks this means and how does this take place in daily classroom practise? In this 2-year process, the researcher submerged in Biesta's theory with the goal to make this concept part of daily teaching and accessible to talk about. In her research *How are you?*, she tried to create common language together with her subjects of examination, to get a better framework of what subjectification means and to get the conversation and discussion started. After that, she took those findings to start the project *Subjectification; but how?* with her co-teachers, to find out how to give this common language an actual place in their daily practise. It contributed to the schools inclusive vision and mission and enhanced the pedagogic interactions between teacher and child.
Esther de Jong (31) works as a pedagogue and teacher at Laterna Magica in Amsterdam, where she, in a team of 6, creates education in a Unit for 120 children, aged 8 to 12.

Relevance of the research for practise
The research' and projects aim was to contribute to the discussion what content and form subjectification could have, by giving those who it's about (the children) and those that need to effectuate (educators) a voice. The connection was made between written theory and actual practise about this complex question. It gave grip and support for teachers to reflect on their doings in relation to subjectification and contributed to a common language to use in teaching teams. To combine different perspectives from both theory and practitioners, the researcher was able to give her management team an operative advice how to implement this in all the Units of Laterna Magica.

Method
The method of research was a qualitative survey, focused on obtaining insights and finding the central tendency of the views and opinions about the concept subjectification. Children, parents and teachers were interviewed in focusgroups; all starting with the same question; What are, in

your opinion, the ingredients of a good life? The distinction that Biesta makes (it's about how you are, not who you are) was leading in the conversations that followed. In the analysis, findings and quotes were compared and summarized to one or more categories. The results and findings were set out in seven core themes, which were presented to the schoolteam. After that, the researcher started a project to refine the common language and to invent ways to make subjectification visible in the team's daily actions. The teaching team regularly held meetings, where the content was further investigated through study of theory, reflections, Socratic conversations and observations.

Results and conclusion

The results of *How are you?* were categorized in seven core themes, or *'worlds'*, inspired by Max van Manen (2014) who asks what worlds are worthy to be pushed forward, for kids to find their individuality. At first a world with yourself; full reflection and finding your own direction. A world with others; combining contact, communication, empathy, appreciation and respect. A world with the world; being part of the bigger picture. A world with resistance; to learn through experience and making mistakes and finding balance doing so. A world with clarity; to make agreements and to be honest. A world with awareness; to have an open and inquisitive attitude. And a world with who and how, that those two can't be seen apart from each other.

The project *Subjectification, but how?* showed that, to give this concept an actual place in daily practise, constant reflection is necessary. It found out that contributing to subjectification, means knowing your own values, knowing why you act how you act and seeing your role (or lack of it) in the part. It's also important to give it a visible place in team meetings, plans etc. In conclusion, subjectification is a polyphonic concept, which deserves to be discussed and investigated by educators.

Questions for the audience

- What are your views, ideas and images about subjectification?
- Is your interaction with kids from a socializing or a subjectifying nature?
- Where and how does subjectification takes place in your own practise?
- Does subjectification deserves a place in the classrooms daily practise?

Session D: Social Leaving and Empowerment Through Education

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Out-of-school Programs and their Benefits for Underprivileged Youth: Pursuing Educational Equality

Out-of-school time (OST) programs create opportunities for underprivileged youth to develop their personal, social and academic skills. The Netherlands also has various OST programs with varying content, duration and for different age-groups. However, scientific research into the effects of these Dutch programs on the personal, social and academic development of youth is lacking. Questions in regards to which ways to best design and organize these programs remain largely unanswered. The Amsterdam University of Applied Sciences has partnered up with the IMC Weekendschool, a nationwide two year OST program specifically focusing on the talent development of underprivileged youth. A quasi-experimental design has made it possible with pre-and posttests to measure the effects of this particular OST program on aspects such as Social-Emotional Learning (SEL), school experiences, school well-being, professional interests and knowledge of professions. The research started in 2016 and the first datasets with pre-and posttests are complete. Results on both the effect study and a retrospective study researching a large group of alumni present meaningful findings in regards to the necessity of high quality OST programs that can effectively enhance equal opportunities for underprivileged youth. Ongoing research into the design and content of the program will also be discussed.

Relevance of the research for practice

Educational professionals and politicians continually grapple with the question how to best enhance the opportunities of underprivileged youth. When regular education does not suffice in creating equal opportunities, OST programs can support youth, enrich their worlds and facilitate social-emotional and academic skills (Blomfield & Barber, 2011). Research into the effects of OST-programs has shown an increase in Social-Emotional Learning (SEL) (Durlak, Weissberg, & Pachan, 2010) and also effects on the development of academic skills (Lauer et. al, 2006). Also, children from low-income backgrounds are more in need of OST programs and benefit more than their middle-income peers (Miller, 2003). The presented research will inform practitioners how OST programs contribute to SEL. Which program features are essential to reaching the desired

effects , what is required of professionals, of program content and also of the participation of youth? When can OST-programs make a difference in the lives of underprivileged youth?

Method

Two research projects and results will be presented. The first concerns a quantitative retrospective study. Participants consisted of 190 alumni having completed the program between 1998-2015. The questionnaire focused on SEL competences such as motivation, future perspectives, social connectedness, self-confidence, social skills, as well as content (of the subjects) and results (applying the knowledge obtained at the program in one's own life). The second research project is still ongoing but first results will be presented. The first of two cohorts was recently completed in June 2018. Students (n=180) from grade 5-6 were surveyed during a pre- and posttest between 2016-2018. The measurements consisted of five surveys. These focused on Social-Emotional Learning (SEL), school experiences, school well-being, professional interests and knowledge of professions.

Results and conclusion

The retrospective study results show an average to strong influence on all SEL concepts. Alumni appreciated the way in which the program transfers knowledge via guest teachers from the working world. The respondents thought the new knowledge was interesting and they learned more about their own interests. As a result, alumni experienced broader future perspectives and more personal influence on being actively involved in society. Also, alumni reported having a more favorable view of education in general due to the program and being more motivated to finish high school. A few moderators influenced results: Alumni still actively involved in alumni-programs showed more positive results. Also alumni having gone to vocational high schools (VMBO) were more positive than alumni going to higher levels of high school. Finally, alumni having followed the program in an urban context were also more positive than their provincial alumni peers. Results of the first cohort of the second research project are still being analyzed but will be presented during the congress. First analyses show positive effects of the program on different aspects of school experience, professional interest and knowledge of professions.

Questions for the audience

What can we learn from the results that show alumni who still participate in alumni programs, are more positive about their experiences? Are alumni programs of significant value to underprivileged youth and how does their social capital expand in this regard? Also the result as

to why students at vocational high school (VMBO) are more positive than their peers in higher levels will be explored. Is this group more sensitive to stereotyping and in greater need of positive role models? Finally, the urban education differences will be discussed. How does youth growing up in an urban setting differ from their provincial peers?

Miguel-Ángel Ballesteros-Moscosio
Estefanía Fontecha Blanco
Macarena Anastasio Acosta
University of Sevilla, Spain

Intercultural Teacher Training in Response to Intolerance: A Strategy for Social Empowerment through Education

Located in an area of the city of Seville (Andalusia - Spain) characterized by a high index of immigrant population and the existence of areas at risk of social exclusion nearby, the I.E.S. Miguel de Cervantes tackles its educational task facing two complex social problems. The present work tries to describe the development of the intercultural competence in the teaching staff of the school centre, especially in its educational response to prejudices and stereotypes towards people of other cultures and beliefs, based on the considerations of students and teachers. We start from a mixed design of research, for the sake of a better understanding of the phenomenon studied, using questionnaires and interviews for its development. The results indicate, on the one hand, the disparity of perceptions that students and teachers have about the level of intercultural training of the latter, and on the other, the need to sensitize and train the teachers of the school in order to enable the implementation of a real intercultural curriculum, a fundamental issue in the society of the 21st century.

Relevance

Through teaching practices, it is intended that people of different cultures and beliefs are integrated into the host society, conceiving coexistence and cultural plurality in a positive way.

The need for an intercultural model in schools appears when students with different cultural backgrounds are integrated into the classrooms, a faithful reflection of the multicultural reality of European society. One of the rights of citizens, seeking to facilitate their full integration into society through the educational system, is to contemplate this interculturality in educational institutions. Consequently, it is necessary to analyze and review their practices in order to achieve an effective intercultural intervention, which necessarily involve the development, between teachers and students, of what has come to be called Intercultural Competence. These skills allow the student to develop successfully in a multicultural situation. Interculturality would be understood from a democratic, critical and global perspective, overcoming mutual knowledge and specific training.

Methodology

We develop a mixed research design, in which we use, in an integrated way, quantitative and qualitative methodologies. Likewise, we start from an ethnographic and phenomenological perspective, which allows us, on the one hand, to focus on describing and knowing, and on the other hand, to understand the shared meanings about teacher training that both students and teachers have. Our objectives were:

- To know and analyse teacher training in interculturality.
- To study and analyse teachers' perception of intercultural training.

We use survey and interview techniques, validating the instruments created ad hoc -questionnaire and interview script- following the Delphi technique. These instruments were applied to a sample made up of the teaching staff and the 3rd and 4th year students of the Compulsory Secondary Education of the I.E.S. Miguel de Cervantes. The data were analyzed with SPSS V.22 (quantitative datas of the questionnaire), and AQUAD 7 (qualitative collected datafrom the interviews).

Conclusion and results

In a context as heterogeneous as the Secondary School center where our study is located, in which different cultures coexist with very diverse social and economic characteristics, of national or immigrant origin, and in which 43% of the total number of students enrolled are of immigrant origin, registering up to 20 different nationalities, the most abundant being Spanish-speaking, the results obtained show that students recognize that classes include contents that allude to diverse cultures while at the same time they consider teachers trained in intercultural issues, an aspect that coincides with the vision that teachers have of themselves. However, the teachers themselves do not consider the quality of the training in this respect in a positive way and consider that it is an issue that should be addressed as it arises in the daily life of the school.

Likewise, students consider that their teachers teach them to resolve conflicts through dialogue, in addition to being open when communicating with them, essential elements in the development of an optimal level of intercultural competence.

In general, the results obtained make us think that it is necessary a process of critical reflection in the teachers of the school about how they are responding to the intercultural question and if it is pertinent or not to propose a formative action in interculturality of the teachers of the I.E.S. Miguel de Cervantes.

Questions

- Why is it important to be trained in intercultural competence? Are there tools for exchanging knowledge among education professionals to develop it?

- Is there a common concept of "intercultural competence" in the different countries of the European Union and how to work it at school?

- What challenges does the multicultural society present to today's school? Is there a uniform reality in the European context?

- What is the role of the school in the development of a more just and tolerant society? How could ICT in schools help to develop intercultural competence optimally?

- Does promoting intercultural competence mean developing critical thinking in European citizenship?

- How to overcome resistance to change through the development of intercultural competence?

- What are the best teaching strategies for the development of intercultural competence? How is this done in the different European countries?

Session E: Systematic approaches for complex problems

Floor Goettsch

Student, NHL Stenden University of Applied Sciences, The Netherlands

How do you become an (PBS) expert team in a school?

This design examination takes place in a secondary school in the province of Groningen. The school has been exposed to many changes over the last few years. Due to a transition the structure of the organization changed dramatically. A new, team centered way of organizing the staff, divides staff in smaller educational teams of teachers who are responsible for the education and counseling of a specific group of pupils. In this organization structure there are also, so called, expert teams that focus on a specific topic. Van der Hilst (2015) claims that most schools form teams without a strong vision on 'why' they are working in teams. Therefore it is important to have a shared vision on educating and having shared goals. Van der Hilst (2015) claims that results of pupils improve when a team coordinates their didactic and pedagogical approach.

Relevance and background

Five years ago the school committed to School Wide Positive Behavior Support (SWPBS). PBS is a method that systematically tackles and prevents problematic behavior and bullying. "The foundation for *school-wide* PBS lies in the application of these features to the whole school context in an effort to *prevent*, as well as change, patterns of problem behavior" (Horner & Sugai, 2005, p. 360). In the early stages of my research it became clear that this first introduction and implementation had not succeeded yet. The school principals still express the need for a recognizable pedagogical approach. Therefore a small team of teachers is now called the PBS expert team and has the responsibility to incorporate PBS in the new team structure.

The main question in this design examination is what the team of teacher need to be able to become a team of (PBS) experts. And therefore it is an example of research into the needs of professionals that are taking the lead. The research is conducted in four phases: diagnoses, design, implementation and evaluation. A small desk research containing group interviews and a literature review into ways to professionalize and become an expert led to the design.

Implementation started this school year and is still in progress. The design is a blueprint that supports this group becoming PBS experts. It aims at rebuilding knowledge about PBS, expanding theoretical knowledge about learning and changing so they can (re) implement PBS

and be more successful. The design starts with setting up a training about PBS for the staff in the school. They do so using a method that is inspired on a lesson study cycle. Research about the professional development of teachers tells us that teachers learn more effectively when they are active and learn inquiry based. It also emphasizes the importance of learning together with colleagues. (Van Veen et al., 2010 p. 29-30) The fundament of the design is teachers working and learning together in their expert team.

Issue to discuss

- What do we talk about when we talk about experts? At what point does someone become an expert? When does a team become an expert team?
- Is it wise to lay the responsibility of a school wide method like PBS in the hands of a small group of experts? Shouldn't all the teachers in this school be an expert in PBS?

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Jan Sanne Mulder

Inholland University of Applied Sciences, The Netherlands

How to Deal with Complex Social Issues in your Organisation in Education or Social Work?

As a social worker, teacher, counsellor or manager, you are regularly entangled in all kinds of social issues with clients and colleagues. Most of the issues are easily and routinely resolved. Others are tough and stubborn, and the problem drags on and on, year in and out. Beside all sorts of rules and regulations, you are confronted with persons who have a stake in the issue, like students or clients, parents, colleagues, managers and other supervisors. An important part of the complexity of the issue is that nearly every stakeholder looks at the issue differently. Some find the issue not very urgent, others do. Some see the issue as a possibility to endorse an agenda of their own. Others do really see a problem but don't think it is theirs. They blame others, like management, government or parents. Etcetera. In short, you have to deal with very divers and often opposite *preferences,* that are in themselves all very understandable and legitimate.

There are no quick fixes for that kind of issues, no recipes easily to apply. Still, as an involved *insider* you want to do something to contribute to improve the situation. How can you contribute to loosen up and improve the situation? Including the diversity of preferences in an unruly organisational context? How can you do that contributing *systematically*? This presentation deals with this question.

We, lecturers and students of the Pedagogy master course of Inholland University, are for some years now looking for answers to that question. The students, all employed in education or social work, locate a complex social issue in their daily work and they experiment with changing their behaviour in order to achieve improvement. Sometimes they are successful, sometimes a little and only for a while, and sometimes not at all.

There is, of course, a fast body of knowledge on how to systematically deal with complex social issues. Many authors recommend the *intervention cycle* as a base for action. A core element of the intervention cycle is separating the analysis of the situation from an intervention in the situation. Analyse first and change later. Our experience with that separation is not great. On the one hand the students sometimes encountered change opportunities during the analysis phase. Opportunities they regretfully ignored, because they felt that action was premature. On the other hand, when the students presented the results of their analysis, the results became part of the

complexity of the situation. The results were ignored, contested or, if accepted, watered down and rapidly losing impact. Most of the time the previous activity of analysing felt like a waste of time that had to be redone during the change process.

So, inspired by the sciences of complexity and change, we looked, in scientific literature, for a heuristic to guide our action, that does not separate analysis from intervention. For now, our students experiment with a change method that is derived from the scientific method, that is from the *empirical cycle.* It is a thorough reinterpretation of that cycle, intended to meet the complexity of social situations. It is akin to action research but also rather distinguished from it. The method does not deal with precise statements but with broad *felt difficulties.* There is no collecting of data but gathering of living *stakeholders.* Experimenting does not mean manipulating elements in a controlled scientific setup but *constraining day-to-day interaction* of stakeholders. Preferences of the insider and other stakeholders are not seen as bias but as the *raw material* of the change/research process. High quality is not achieved by reliability and validity but by *accordance* and *antifragility.*

We are by far not sure that we're on the right track, although the impact of our students in their organizations seems to improve. In the presentation we elucidate that change methodology and give an example of the use of that methodology and like to discuss the difficulties and possibilities of solving complex social issues from the insider perspective.

Questions we like to discuss are:

- What are your thoughts and ideas on how to effectively contribute to improving a complex social issue in your work? What kind of action really stands out on having impact?
- What kind of heuristic did you experience as the most suited to structure your action to intervene and explore a complex social issue?

Parallel session 3

Time: 15.15 – 16.30

Workshops and poster sessions

Session	Title session	Author(s)	Title workshop / poster	Format
A	**Room: 05A26**	Rochelle Helms *HvA Amsterdam University of Applied Sciences, The Netherlands* Odette Spee *HvA Amsterdam University of Applied Sciences, The Netherlands*	Social Inclusion, Education and Urban Policy for young Children	Workshop
B	**Room: 05A30**	Szabinka Dudevszky *Rotterdam University of Applied Sciences, The Netherlands* Rosan van der Zee *Koplopers project youth team, The Netherlands*	Heads Together: Co-designing the Participation of Youth with Mental Health Issues	Workshop
C	**Room: 05A34**	Marco Snoek *HvA Amsterdam University of Applied Sciences, The Netherlands*	How can Teacher Leadership be Strengthened and what is the Role of Teacher Training?	Workshop
D	**Room: 05A38**	Gladys Simonis *Hobéon, The Netherlands* *HvA Amsterdam University of Applied Sciences, The Netherlands*	Customization "Unlimited"? Customization in Preparatory Secondary Vocational Education	Workshop
E	**Room: 05A42**	Spark van Beurden *University Utrecht, The Netherlands* *Bureau Beschermjassen, The Netherlands*	How Families and Professionals hold a Transcultural Space for Diversity and Empowerment in Collective Learning Communities	Workshop
F	Students and Teachers for	François van der Sanden	Self-regulation: A Development of Nature	Poster

Room: 05C34	Future Education	*Arnhem-Nijmegen University of Applied Sciences (HAN), The Netherlands*		
	Chair: Bert van Veldhuizen, HvA University of Applied Sciences Amsterdam	Maria de Fátima Destro de Arruda *Caieiras Municipality, Department of Education, Brazil* Tatiana de Camago Morias *Caieiras Municipality, Department of Education, Brazil*	Project "Teacher in my house" – In the Perspective of Inclusive Education	Poster
		Mario Leon Sanchez *University of Sevilla, Spain*	Good Practices of Effective Schools in the Attention of Immigrant Students	Poster
		Mario Leon Sanchez *University of Sevilla, Spain*	Teachers' Role to Enhance Intercultural Values	Poster
G **Room: 05A34**	Challenges in Youth Care *Chair: Martijn Dozy,* *HvA University of Applied Sciences Amsterdam*	Clara Sanz Escutia *Autonomous University of Barcelona, Spain*	CALEAMI Project: A Longitudinal Study to Evaluate the Outcomes of Care Leavers in Catalonia	Poster
		Marta Sabate-Tomas *Autonomous University of Barcelona, Spain* Clara Sanz Escutia *Autonomous University of Barcelona, Spain* Josefina Sala Roca *Autonomous University of Barcelona, Spain* Laura Arnau Sabatés *Autonomous University of Barcelona, Spain*	The Intensive Education Residential Centres (CREI) in Catalonia (Spain) Profile and Evolution of the Teenagers Cared for.	Poster
		Prevan Moodley *University of Johannesburg, South-Africa*	Movie Pedagogy: Teaching Therapy Practice with LGBT Clients	Poster
		Floor Middel	(How) do Gender and the Region where	Poster

Workshop A: Social Inclusion, Education and Urban Policy for Young Children

Rochelle Helms

Odette Spee

Amsterdam University of Applied Sciences

Europe has been facing a strong growth of population and has a need for inclusive education and an inclusive policy. For an Erasmus+ Project we worked together with eleven international partners to develop social inclusion in the field of Early Childhood Education and Care (ECEC), explicating intercultural competences to combat discrimination and segregation. We approached our goals with different perspectives: research, education, policy and the work field. Through transnational meetings, work field visits, student exchanges and research projects we developed different products including a literature review, a framework of interprofessional competences, a policy paper, films with best practices and a course framework to develop social inclusion in higher education. For this workshop we would like to present the framework, which incorporates the other products and work with some learning materials to demonstrate how we wish to improve social inclusion and also gather feedback to further improve the product. We will work with the literature review which we will present shortly and then show the video interviews and questions will be discussed to deepen the conversation. Relevant themes in regards to inclusive environments such as children's participation, parental involvement and interprofessional collaboration will be the starting point.

Relevance of research and development project

These years cities are rapidly growing and social environments change along with new populations – moving to cities from the countryside, from other countries, from poorer parts of the world or fleeing from the world's war zones. Western countries are also facing neo-nationalism, patriotism and strong exclusion in politics as well as in everyday life. These developments ask for dynamic and creative environments for present and future population, environments that are open for change and ready to embrace and include newcomers in existing cultures. The cities must keep moving in order to avoid segregation – in urban planning, in social institutions, in culture. This project aims at creating possibilities for young children and their families to grow up in environments that allow diversity to thrive and enhance social inclusion. Through developing

products focusing on best practices in cooperation with the work field and policy makers, social inclusion is enhanced.

Short description of the tool of methodology (the product in our case)

Based on the literature review on inclusion, the interprofessional competence profile and the films, a concept framework is being developed for higher education students. The aim of the module is to deepen the understanding of social inclusion in theory and practice. In this concept module three strongly integrated elements are developed: content/learning activities, didactics and organization. The concept module includes Intended Learning Outcomes that focus on analyzing theory, applying it on different levels such as practice, policy and organization and exploring how these different elements influence each other, comparing these elements internationally and creating suggestions to improve the local practice of social inclusion. The content and learning activities will largely be based on the four other products: the literature review, the competence profile, the filmed interviews and the publication for local policy makers. These products are supplemented with didactic tools such as assignments, discussion material and study questions.

Theoretical background

Inclusive education is a challenging task for early child education and care (ECEC). UNESCO IBE (2008) interpret inclusive education as "an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination" (UNESCO IBE, 2008, p.18). A systematic approach to inclusion focuses on providing high quality education and care in schools that effectively meet the academic and social learning needs of all the learners in the local community, including children with migrant background, a multi- and/or minority language background, gifted students, and students with disabilities. Social inclusion has not been a prominent theme on the Dutch agenda for children in the early years. Social inclusion is only an implicit theme in the Dutch Childcare Act from 2005 and the Act on Inclusive Education from 2014 for elementary schools defines inclusive education with a strong emphasis on children with special needs only. Social inclusion was not an explicit theme either in vocational training profiles but this is changing. There seems to be some room between the ideological curriculum and Dutch regulations, curricula and ECEC practice (Fukkink & Negenman, 2017).

Set up of the workshop

Program workshop

1. Ice breaker question: Ask participants what they think social inclusion is, write this down on a piece of paper. Then address plenary.
2. Introduce ourselves, the project, present the program of the workshop.
3. Project's mission and vision, products developed and specifically the product to be presented during the workshop are presented.
4. Brief lecture on the literature review, one of the products.
5. A case will be presented and in groups participants will be asked how social inclusion can be enhanced on a practical, organizational and policy level. Which interprofessional competences are essential?
6. A best practice interview-film will be presented and afterwards reflection questions will be discussed in pairs.
7. Plenary closure with gathering of feedback: tips and tops on post-its.
8. Feedback on the workshop is also asked for separately on post-its.

Workshop B: Heads Together: Co-designing the Participation of Youth with Mental Health Issues

Szabinka Dudevszky

Rotterdam University of applied sciences, The Netherlands

Rosan van der Zee

Koplopers project youth team, The Netherlands

Promoting the participation of youth with mental health issues is one of the eight actions of the European Youth Strategy (2010-2018) towards an inclusive society. Youth with mental health issues tend to drop out of school, traineeship or work more easily. Koplopers, a project by and for young people based in Rotterdam, is aimed at improving this participation. Key points in the approach of the project are the application of experiential knowledge and the participation of young service users. The stigma attached to discussing mental health problems is being put aside by a team of experienced experts and researchers by making it topic of conversation. They strive to unravel the facilitating and impeding factors regarding the inclusion of youth with mental health issues in various contexts. Based on the identified factors small-scale interventions are developed to improve the participation.

In the interactive workshop, conducted by a young experienced expert and a researcher, the strengths and drawbacks of the participatory research and development will be presented and discussed. What are the implications for researchers, social workers and educators of respecting the tenet "Nothing for us or about us without us?".

Relevance of research and development project

The main objectives of the European Youth Strategy, which Koplopers originated from, are to provide more and equal opportunities for young people in education and the job market, and to encourage them to actively participate in society. Since our project mainly focuses on the participation of youth in society and as it even includes youth in the very project itself, it truly resonates these main objectives.

The workshop offers insight regarding two relevant themes: the improvement of participation of young people with mental health issues as such and the strengths and drawbacks of the implemented tenets of participatory research and development. What are the implications for

researchers, social workers and educators of respecting the tenet "Nothing for us or about us without us?".

Short description of the tool of methodology

Koplopers, a three-year project financed by the Dutch government is carried out by the universities of applied sciences of Rotterdam and InHolland. At the start of the project a team of young people was formed. All of them have personal experience with mental health issues. Together with a team of researchers they planned activities in order to improve the participation of young people with mental health issues. In the first eighteen months Koplopers contributed to 55 meetings involving 700 participants. The aims of these activities- differing from presentations at an international congress to small scale conversations with key figures- was to bring the topic of mental health into discussion. Subsequently action was taken to identify the impeding and facilitating factors in participation. Peer-to-peer conversations on this topics were being held with students in higher education, patients of a psychiatric youth clinic, clients of youth work and of the youth employment office. In the next stage these findings will be analyzed and small scale interventions based hereon will be developed.

Theoretical background

Koplopers is inspired by the theoretical concepts on service users valued research and citizen led action.

The valuation of experiential knowledge and the involvement of experienced experts are the key points of the project strategy. The youngsters involved in the Koplopers project are not regarded as 'needy' objects of research and intervention but as 'needed' actors for change.

Young people themselves have relevant knowledge on the barriers, good practices and needs for societal participation. For example they can learn us more about the important role of stigma and auto-stigma in these matters. Giving voice to them and acknowledging their expertise and talents can increase the quality of the research and the practice-based rigour.

However, in the actual execution of the research and development it becomes clear that a paradigm shift is a future which we aspire to reach but have not yet attained. At the moment, we still have a long way to go if we are to change the tenets "done to" and "done for" into the tenets "done with" and "done by".

Set-up of the workshop

The interactive workshop is conducted by Rosan van der Zee, experienced expert and Szabinka Dudevszky, project leader of Koplopers. In the workshop the participants will be challenged to identify their own prejudices in a Stigma Quiz. The project will be presented referring to the underlying theoretical concepts and the strengths and drawbacks of the participatory research and development will be presented and discussed, initiated by a creative Thought Bubble.

Workshop C: How can Teacher Leadership be Strengthened and what is the Role of Teacher Training?

Marco Snoek

Amsterdam University of Applied Sciences, The Netherlands

Abstract

Many post-initial Master's programs in the Netherlands aim and claim to support teachers in their development as 'teacher leaders'. This raises the question how the concept of teacher leadership needs to be understood and what conditions this leadership of teacher requires from teachers (in terms of qualities and competences) and from schools (in terms of cultures and structures).

Starting point of this workshop is a review study (funded by the National Educational Research Foundation NRO) which answers questions like : why is teacher leadership so popular in the Netherlands (and beyond), what forms of teacher leadership cam be distinguished, what is the possible impact when teacher take the lead, and what conditions are import to take into account? (Snoek, Hulsbos & Andersen, 2019)

Both in research studies and in Dutch practice there is mainly attention for individual and formal leadership of teachers (role based teacher leadership), while there is hardly attention for collective and informal forms of teacher leadership (community based teacher leadership).

The review study leads to a number of new questions:

- What is the added value and pitfall to emphasize the leadership of teachers (in contrast to the leadership of other actors in schools)?
- To what extent do we need to understand 'leadership of teachers' as an individual quality of certain teachers, or as quality that is expected of every teacher?

Relevance

The concept of teacher leadership is increasingly used in professional development programmes for teachers in the Netherlands. Both Master's programmes and in CPD programmes within schools aim to develop the leadership of teachers. This raises the question what can be understood by teacher leaders, what qualities they need and how these qualities can be developed and strengthened in CPD-programmes.

This was reason to start a review study to answer the question *how leadership of teacher scan be strengthened in Dutch schools*.

This question is especially relevant for Masters's programmes Pedagogy, as teacher leadership is the focus of (some of) those programmes and as for graduates from those Master's porogrammes becoming a teacher leader in their schools is an important career option. From earlier studies (Snoek, 2014), this career perspective cannot be taken for granted.
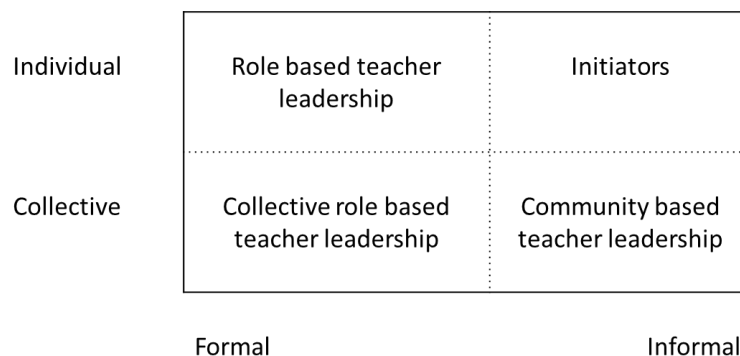
For that reason, I will connect teacher leadership with career opportunities for teachers using a recently developed 'career map' of the teaching profession (Snoek, de Wit, Dengerink, van der Wolk, van Eldik & Wirtz, 2017).

Theoretical framework

Although leadership of teachers is not a new concept and can be recognized in the lives of many teachers, there is a growing interest in the concept in present times. In the Netherlands this can be explained by the debated on (the experienced lack of) professional space and freedom of teachers. Ina way, the attention for the leadership of teachers can be understood as an emancipatory movement to restore the professional status and autonomy of teachers. However, next to this emancipatory perspective which might lead to individual ambitions of teachers, another perspective can be used which emphasizes the needs from society to offer the best education for children. These needs ask for schools and teachers to innovate and improve and therefore for the collective effort and leadership of all teachers. This perspective is an appeal to all teachers.

The review study is based on 44 research papers and 2 review articles, on Ditch policy and practice publications, interviews with teacher leaders and school heads. We define teacher leadership as the process in which teachers – based on their expertise and affinity – influence colleagues, school leaders and other actors within and outside the school. This influences extends their own classrooms.

Within the literature we distinguished four different types of teacher leadership (see figure 1).

	Formal	Informal
Individual	Role based teacher leadership	Initiators
Collective	Collective role based teacher leadership	Community based teacher leadership

Design of the workshop

After a short introduction of the outcomes of the review study (20 min), the participants discuss which type of teacher leadership applies to them and to their organization. Second question is how community based teacher leadership could be strengthened in their organizations.

- What is the added value and the pitfall of emphasizing the leadership of teachers (in contrast to the leadership of other actors)?
- Where can inspiring examples of community based teacher leadership be found?
- To what extend do we need to understand leadership of teachers as a quality of every teachers? And what are the implication for teacher leaders, schools and teacher education institutes?

Using the career map for teachers, participants are invited to map their career development and to discuss how it can be avoided that teacher careers are dominated by fixed positions and can invite to share leadership.

Workshop D: Customization "unlimited"? Customization in Preparatory Secondary Vocational Education

Gladys Simonis

Hobéon, The Netherlands

Amsterdam University of Applied Sciences, The Netherlands

How far would one go in offering tailor-made tuition to a Preparatory Secondary Vocational Education student? Where does one draw the line? And may the line be drawn at all? What if you as a teacher are convinced that a student's needs are better served at another school, while his parents at all costs demand him to remain at your school and that more customized education should be offered to cater for his special needs? Ethical queries and moral considerations regarding the subject of customization in Preparatory Secondary Vocational Education; that's what this workshop is all about!

Relevance of research and development project

Providing students with education and care while taking account of all individuals is the challenge that the Preparatory Secondary Vocational Education sector is facing. After all, a student who has exactly the same level for all subjects is the exception rather than the rule. Let alone the type of care each student demands to facilitate his or her development. This calls for adjustment of the current structure of education. For example, it requires flexibility and differentiation, putting the student first. Schools try and get their hands on this issue but run into different queries, such as the extent to which education should adjust. This raises the plain question: 'customization … but how?'

Methodology

A moral discussion is a structured deliberation based on a moral dilemma from practice or theory with the purpose to eventually arrive at an answer to a moral question, under the direction of a trained discussion leader (Van Dartel H. & Molewijk, B., 2014). The moral deliberation tool is particularly suited to address, discuss and negotiate issues in organization. First the problem is introduced as a case and then the focus is put on the conflicting values. Next, all stakeholders are mapped, as well as the missing information. Then ethical arguments are formulated to support the conflicting values. The moral discussion ends with the weighing of the various arguments on

the basis of which the participants make a choice. In conclusion, the feelings and emotions that always come into play when discussing values are shared with each other.

Theoretical background

The moral deliberation, also called ethical deliberation or dilemma method (Bolten, H. & K. Van Rossem, 2014, Van Dartel, H. & Molewijk, B., 2014, Van der Zande, M., Baart, A. & Vosman, F., 2014) enables a step-by-step approach of an ethical reflection on a dilemma. A dilemma is understood as a situation in which there are a) conflicting values and b) a choice that has to be made. Both options have downsides, making it seem a choice between the devil and the deep blue sea. However, no choice is also a choice, in any case a choice must be made. The ethical reflection that a moral discussion advocates appeals to moral competences as being able to: - define a dilemma; - dwell on a dilemma; - primary judgment; - entering into different perspectives; - making explicit values and norms; - seeing possibilities; - making a well-considered decision (Graste, 2003).

Set-up of the workshop

The workshop starts with a presentation of findings, based on the graduation thesis 'Maatwerk in de dop' (Customization in the making) by alumna Gladys Simonis, about customization in secondary education (vo). The presentation of the findings leads to a case. In this case, an ethical and moral issue is posed to the participants. The participants are divided into a number of groups, each focusing on the field in which they work. The groups are expected to approach the ethical and moral issue from the perspective of their own professional field. Subsequently, a moral discussion will take place between the different groups, under the guidance of a facilitator. The moral deliberation is held to better understand the case, to see multiple perspectives and possibly to formulate an answer, a decision or even a solution. If the latter does not succeed, then still several ethical arguments have been identified and weighed, which may have led the participants to new thinking.

Workshop E: The Case of *Het Beschermjassenhuis*: How Families and Professionals hold a Transcultural Space for Diversity and Empowerment in Collective Learning Communities

Spark van Beurden

Bureau Beschermjassen

In this workshop we illustrate what caring and effective contemporary-empowering family support can look like, by introducing the action research-based work model *Het Beschermjassenhuis*. In *Het Beschermjassenhuis* an interdisciplinary and multi-ethnic team welcomes a family and their social worker to explore how to bring the counseling process forward. Starting from a learning question of the social worker, the family and team are invited to search together for answers. Working with biographical-narrative dialogue and 'transcultural resonance' within the team, we embed the family in their familial and cultural resources (Tjin A Djie & Zwaan, 2016) and offer multiple perspectives on the issue (Moro, 1990). As such, *Het Beschermjassenhuis* creates a collective learning community (Wenger, 2010) among families and professionals. We tackle the urgent questions: Who needs to receive empowerment and who needs to give it? How do we grow our ability to provide space for different perspectives as a resource rather than an obstacle? And what about the empowerment of professionals? Conform our experience-oriented learning approach, we take congress attendants along in a workshop that allows them to experience first-hand how to use their own family and cultural history to learn together, create space for diversity and empower families ánd professionals.

Elaborate workshop description

Social programs concerned with the empowerment of migrant and low-income families are increasingly initiated to bridge mismatches between social services and minority families. However, culturalist tendencies in public discourses and neoliberal reforms in education and social work present conceptual and practical dilemmas attached to the notion of empowerment. Studies that have critically examined emancipatory policies and programs shed light on how non-mainstream families are perceived as 'unknowledgeable' and 'in need of empowerment'. In their wish to "activate those that lag behind" (Van den Berg, 2016) western emancipatory ideals may (unintentionally) dismiss families' own familial and cultural resources; reinforcing assimilation rather than allowing for diversity and family strength (Gillies, 2005; Ghorashi, 2018; Holvino & Kamp, 2009). In addition, neoliberal perspectives increasingly enter the work sphere, holding professionals individually accountable for social work 'failures' (e.g. the Dutch case of Savanna

in 2004). Underlying the issues of empowerment and professional accountability are some fundamental epistemological questions: Who is in power to define and create family knowledge, development and care? Who needs to receive empowerment and who needs to give it? What about the empowerment of professionals? And with respect to our present-day context of super-diversity (Vertovec, 2007), how can we grow our ability to provide space for difference as a resource rather than an obstacle?

In order to tackle these issues and illustrate what caring and effective contemporary-empowering family support and professional development can look like, we introduce the work model *Het Beschermjassenhuis*. Originating in a 2017/18 action research-based project, the work model provides a contemporary-emancipatory practice that moves beyond the 'empowerment of minority families in need' and challenges notions of expertise, knowledge production and justice in family support and professional development. Conform our experience-oriented learning approach, we take attendants along in a 1-hour workshop that allows them to experience first-hand how they can use their own family history to learn together and empower professionals and families.

Drawing upon transcultural-systemic family studies (Moro, 1990; Tjin A Djie & Zwaan, 2016) and social learning theory (Wenger, 2010), the work model provides a transcultural space in which families and professionals form a learning community together. In *Het Beschermjassenhuis* an interdisciplinary and multi-ethnic team welcomes a family and their social worker to explore how to bring the counseling process forward. Starting from a learning question of the social worker, the family and team are invited to search together for answers. Working with biographical-narrative dialogue and visualizations (such as genograms and life lines) and 'transcultural resonance' within the team, we embed the family in their own familial and cultural resources and offer multiple perspectives on the issue (Moro, 1990; Tjin A Djie & Zwaan, 2016). As families explore their family knowledge through the unfolding narrative and mapping out of their family rituals, their expertise is mobilized to support the professional, and in such themselves. Derived from the intention to learn together, *Het Beschermjassenhuis* works with the collective empowerment ('eigen-kracht') of both families ánd professionals.

The work model is grounded in several theoretical perspectives. The first is derived from the transcultural-systemic work of Moro (1990) and Tjin A Djie (Tjin A Djie & Zwaan, 2016), who both offer postmigration families a 'protective wrap' ('beschermjas'; Van Bekkum, Helberg, Tjin A Djie, & Zwaan, 2010) by meeting them in a group of diverse professionals. This group embodies the 'we-oriented' social structure in which many non-western migrants are socialized. Moreover, by including the familial, cultural and historic background of both professionals and families as

diverse perspectives on the issue, knowledge becomes plural and as being co-constructed in relation with each another. As such, the 'multiperspectivity' offered within the group serves as a means to de-centralize knowledge and adapt to the diversity between and within families. Furthermore, it invites for professionals to reflect upon how their own background resonates with the family narrative, in order to gain insight into 'blind spots' that may frustrate the counseling process.

Second, we draw upon Wenger's (2010) 'communities of practice' perspective to conceptualize the exchange among families and professionals as holding a social learning space. Wenger and Trayner define this space as "(…) *social containers that enable genuine interactions among participants, who can bring to the learning table both their experience of practice and their experience of themselves in that practice*". By positioning professionals as 'learners', families are upgraded to a 'knowledge-owning' status. As such, their own experiences and family wisdom become available as a learning resource in the counseling. Professionals on the other hand are dismissed to provide all expertise and be knowledgeable; instead they can find support and collaboration in the group of professionals and clients to enhance their practice and share accountability. At last, thinking as a learning community adds an additional dimension to the counseling, by providing a collective meta-analytical lens; as we work, we reflect upon what we learn individually and collectively and how this informs our future practice. In this way, the empowerment found can be collectively anchored.

Find more information about *Het Beschermjassenhuis* here: https://www.beschermjassen.nl/beschermjassenhuis/

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Poster session F: Students and Teachers for Future Education

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Self-regulation: A Development of Nature

In the work as a pedagogue we increasingly come across children with a problem in self-regulation. These children need help to control their behaviour. One should stimulate the executive functions in the prefrontal cortex of the brain to develop self-regulation. Executive functions are higher cognitive processes to plan and direct our everyday activities such as inhibition, task initiation, emotion regulation and sustained attention (Dawson & Guare, 2016; Delfos, 2010).

In the present time children are less and less in contact with nature, while nature teaches us a lot of skills and brings us to personal development. Nature has a positive effect on learning (Louv, 2007; Mieras, 2016).

In the study "Self-regulation: A development of nature" the development of self-regulation is linked to working and playing in nature. The study gives answer to the question: Can executive functions which are necessarily for self-regulation be stimulated by working and playing in nature.

To investigate this question, an action research has been carried out. To measure effectiveness through quantitative data, a pre- and post-measurement was done by a questionnaire, in which six executive functions were questioned. During all outdoor days executive functions were observed before and during the intervention. The intervention consisted of assignments aimed at stimulating executive functions.

Finally focus group interviews were held among staff and pupils. They were asked about experience of the outdoor days and how the outdoor days would be given shape in the future.

The post-measurement shows us a progress of all executive functions who are requested in the questionnaire. A significantly difference was showed by the executive functions: Task initiation and sustained attention.

During the observations frequently all executive functions were observed. The intervention did not effected the following executive: planning/prioritization, organization, task initiation, flexibility. Response inhibition and emotion regulation are often seen during the intervention.

The study also shows opportunities for stimulating all executive functions during the outdoor days.

The focus group interviews shows us the possibilities of stimulating executive functions during the outside days.

We can conclude that executive functions can be stimulated by working and playing in nature. The teachers want to integrate the outside day more in education. Stimulation of executive functions will be the main course of the outside day.

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Teacher in My House, in the Perspective of Inclusive Education

The project "Teacher in My House from the perspective of Inclusive Education" was created in 2014, when the teacher Maria de Fatima Destro de Arruda took a classroom of the 4th Year together with the municipal education network of Caieiras, and felt the need to narrow the ties with his pupils so that their passage through them would result positively. It was a low-income room with a lot of discipline issues. He felt at once that he should create alternatives for them to trust his figure more. He believed that only with the confidence of these students and their parents could it actually have satisfactory results. Then he had the idea of visiting his students in the counter-shift of classes, to win the confidence of those involved (students and parents). He did so.

According to Helm and Lang (2005): "The effects of poverty on children's development and education include lesser verbal expression and developmental capacity (Duncan and Brooks-Gunn, 1998). Children from low-income families are more subject to reading difficulties and poor academic performance than those from higher-income families (Snow, Burns and Griffin, 1998)

In addition to the risk factor, it is aggravated by the situation presented by deficiency, global developmental disorder, high skills and / or giftedness, the target audience of the ESA (Specialized Educational Assistance) or even the student who presents any Special Educational Need - SEN. Both are part of the public served by the Department of Specialized Education - EDESP. In line with education in the perspective of inclusive education, we agree with the aforementioned authors when they point out as necessary strategies:

- Develop independent learning;
- Encourage an emotional involvement with learning;
- Optimize the environment and culture to which the child will be exposed;
- To prioritize the strengthening of already established intellectual abilities, in search of the evolution of other cognitive areas;
- Inducing the autonomous resolution of problems;
- Engage parents in the student's academic development process;
- Do not create high expectations as the responses to the procedures appliedin each case.

Visits occurred every 15 days, each day in a student's home, informally, according to the

availability of each family. It is worth noting that the purpose of the visits was not, nor is it of a social nature, although it permeates this field. The purpose of the previous and current project is purely educational, aiming at the integral development of the student with a disability. In planning for the visits were glimpsed general goals thought as the root of the project:

a) To know the family and context where the student is inserted;

b) To establish greater interaction between teacher and student, providing trust and bond;

c) To foster greater interaction between teacher and student, conquering trust and bonding with family;

d) To develop the understanding and critical analysis of the student reader and writer;

e) Allow, from new strategies, better performance in writing;

f) To stimulate the desire to go to school, this being their effective need for personal and social development.

For the present project, these objectives are maintained by other more specific ones, listed according to each case and decided with the team in advance. The specifications will follow the philosophy of inclusive education addressed by the Department, provided for in its own legislation.

Development

The steps to follow for the development of the project are:

- Discussion, in team, to decide which students will be contemplated with the visit of the teachers. It is worth mentioning that specialist teachers will conduct double visits;

- Conducting a conversation wheel with the students to present the project;

- Explanation to the parents and family about the project and the visit, with scheduling of the day to occur;

- Observation and response to possible questions about the project, as the need arises;

- Survey on the students' interest in participating in the project, as well as on the authorization of family members about the visit in their homes;

- Invitation to teachers of the regular classroom to participate in the visit;

- Forward authorization to the parents, so that they decide on the participation and authorization to be part of the project, maintaining a previous documentation;

- Execution of the visit with a schedule, lasting no more than two hours;

- The next day the student reports to the room how the teacher's visit was;

- Parents receive a questionnaire regarding the importance of the project;

- The student visited makes a personal story, telling how it was to have the teacher in your home, with your parents, when your limitation allows you. To those who can not because

of disability caused by disability, the family members will be responsible for this report, describing the reactions of the student;

- The report will be part of the portfolio prepared by the amount of reports and will be formed by the end of the current year of the project;
- The project lasts one year in each class.

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Good Practices of Effective Schools in the Attention of Immigrant Students

This project proposal seeks to identify and promote methods and practices in the support of immigrant students in secondary schools. Good practices pursue the development of inclusive educational processes for students from immigrant origin in formal and non-formal educational contexts (Carreres & Sánchez, 2016).

This project proposal seeks to identify and promote methods and teaching practices for integration of immigrant students into secondary schools.

This proposal aims to identify factors that hinder social and educational integration. The goal is to generate applicable knowledge for the educational agents involved, such as teachers, social educators, principals, and so on.

This knowledge will constitute a support in the intervention with young people from immigrant origin in secondary schools. The main idea is to establish a network of shared learning and to identify good practices and indicators of efficient leadership in the management of educational institutions.

The objective is to collect good practices and resources, to be used to improve school quality. A list of diagnostic-evaluation tools, creating a collective network integrated by teachers, managers, families, associations and key stakeholders (Alexander, 1997).

The methodology will include scores obtained in the diagnosis by means of multilevel statistical modelling using linear hierarchical models (HLM). Once the schools with good practices have been identified, information will be collected using qualitative methodology, through semi-structured interviews carried out with key informants (teachers, school managers and educational inspectors). The information will be analysed by grouping it into categories and subcategories, thus obtaining a repository of good practices focused on the process of integration of guidance-care for students within the framework of a school as a learning organisation.

The information will be analysed by grouping it into categories and subcategories, thus obtaining a repository of good practices focused on the process of integrating students into the framework of a school as a learning organisation.

In short, this research process seeks a better social and educational inclusion of students of immigrant origin at risk of social exclusion (Escudero, González & Martínez, 2009).

Relevance of research for practice

Good quality support for integration of immigrant students is an educational challenge at European level. Considering the strong migratory movements that we are experiencing (Eurostat), the accurate educational intervention and accompaniment are decisive in terms of social justice. Receiving correct attention in schools is crucial for the inclusion of immigrant students in social and community settings.

The factors that difficult educational inclusion include cultural discontinuity between immigrant communities and schools, as well as poor school leadership and management (Massot & Palou, 2013; Martínez-Celorrio, 2015). These two aspects are particularly important in secondary schools, as the students are experiencing in this school stage key changes and transitions, including to make decisions regarding their professional and academic future.

Development phase

This project is currently in the stages of design and initial development

Results

Non-applicable

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Teachers' Role to Enhance Intercultural Values

This project proposal addresses the role of teachers in generating and promoting situations and experiences that enable the learning of intercultural values. The school is conceived as an open organization, based on a collective project guided by values and on the development of social processes of learning and communication (Baldwin, 2016). In this context, there is a need for educational professionals capable of generating and managing collective knowledge and the development of shared values (Layne & Lipponen, 2016). Scientific literature highlights the importance of the teaching role in working with students on intercultural values. The motivation and involvement of teachers is also decisive. (Coyle, 2015; Holmes, Bavieri & Ganassin, 2015).

The objectives are to identify the training and skills of teachers for the generation of spaces and for the transmission of intercultural values. This implies the development of concrete strategies by teachers, with an intercultural approach, based on collaborative work and the generation of values that promote educational and social integration.

The methodology will be experimental and mixed. In a first phase, a documentary analysis, Delphi method and discussion groups will be carried out among primary and secondary school students. The aim of the first phase is to gather perspectives and experiences. In a second phase, didactic materials and settings will be generated. In this way, integral educational processes and the acquisition of applicable values within and outside school contexts are promoted. Special attention should be paid to understanding students considering both schools and community settings, as interconnected fields necessary for the development of students (Augustowsky, 2003).

Relevance of research for practice

Based on this overview, it is proposed to generate teaching strategies for the development and integration of intercultural learning in the classrooms. The interrelation of the activities carried out by teachers would lead students to understand the classroom and the school as an environment for the transfer of values and skills beyond educational contexts (Gelabert, 2006). This condition will allow to apply the acquired knowledge in other contexts.

The development of an approach based on intercultural values and strategies will lead to a greater sense of learning, beyond the normative curriculum. Teachers are in charge of building learning

that can be applied in practice (Mata & Román, 2005; Rivilla & Domínguez, 2005). The knowledge generated in schools has an impact on the students' value and belief systems. This learning produces changes in their personal identity and improves their social skills.

Development phase

This project is currently in the stages of design and initial development**.**

Results

Non-applicable

Poster session G: Challenges in Youth Care

Clara Sanz Escutia

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CALEAMI Project: A Longitudinal Study to Evaluate the Outcomes of Care Leavers in Catalonia

The CALEAMI *(Care Leavers Moving to Independent Life)* project is a longitudinal study that aims to evaluate the outcomes of care leavers in Catalonia (Spain). It is a participatory project resulting of the collaboration between the Federation of Entities offering Assisted Projects and Apartments (FEPA) and the Autonomous University of Barcelona Research Group on Children and Adolescents in Risk (IARS). Consequently, the project is led by a committee comprising the FEPA professionals, care leavers, and researchers from the IARS Research Group. Besides, there is an advisory board that offers support in some of the phases of the project. This advisory board consists of other expert researchers, care leavers, professionals and administration technicians. The project will collect information to preserve, improve, or readjust the transition-to-adulthood support services and programs in Catalonia. The project proposes the creation of a system for monitoring the experience of care leavers in their transition to independent life, thereby obtain empirical evidence about the success of these youth. The aim is to monitor different groups of young people from the ages of 18 to 26, selecting each year a new representative group of care leavers.

Relevance of the research for practice

Longitudinal studies in the field of care leavers transition are presented as a necessary strategy to redirect the existing support services, as shown by the work of Dr Courtney in the US context through the Midwest Study and the CALYOUTH.

In Catalonia the data show the benefits provided by the transition support services (ASJTET, 2011), although there are only a few cross-sectional studies addressing this issue (Montserrat y Casas, 2010; Montserrat, Casas y Sisteró, 2015; Sala, Villalba, Jariot y Rodríguez 2009; Arnau-Sabatés y Gilligan, 2015). In this context, the CALEAMI project was born.

The project will provide quality information to the support resources managing organizations for adjusting the existing programs maximizing their effectiveness. At the same time, it will be useful

in policy creation processes for designing new services. It will also help to understand how young people experience the transition process.

Phase of development

The questionnaire for collecting information is currently being developed. We have finished the design stage and we are in the validate stage at the moment. Morw specifically,we are designing cognitive interviews to validate the instrument. Then, we will start with the pilot test of the questionnaire.

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The Intensive Education Residential Centers (CREI) in Catalonia (Spain): Profile and Evolution of the Teenagers cared for

This research seeks to understand the trajectories of those teenagers who lived in Intensive Education Residential Centers (CREI) in Catalonia (Spain), and the factors that may have influenced their process, especially, in the youngsters who performed a positive evolution in the centers. This project stems from a specific request of the Catalan Government that was interested in gathering information about the youths attended in the CREIs in order to improve the intervention carried out.

CREIs are for young people, in the custody of the Catalan Government, aged between 12 and 18, who require a temporary and intensive educational attention due to behavioral problems. There were 4 CREI in Catalonia when the research was developed and all the population of the centers was considered.

Data from 86 cases that lived in the centers for one year or more (time considered by professionals as necessary to conduct a meaningful intervention) was collected using a semi-structured interview. It sought to collect information about different fields such as profile on entry, behavioral problems, education, job training, intervention progress, relationship with staff members/caregivers, social support network, and destination after leaving the center.

It must be underlined that the study was characterized by participatory work dynamics between the research group, the administration and the centers.

Relevance of the research for practice

The main contribution of this research is that it was proposed as a collaborative work in its entirety. Already the topic and research questions arose from a specific request from the Administration and subsequently the professionals of the centers and the technicians of the Administration participated actively in the design of the research and the discussion of results.

On the other hand, this is an exploratory work that supposes the beginning of a research path in a field, the Intensive Education Residential Centers (CREI) of Catalonia, which was non-existing.

The research should be used by professionals as a starting point for the reflection of their practice and the improvement of the centers based on the evidences found.

Results and conclusion

Data showed that most of the youngsters arrived at the CREI when they were around 15 years old (SD=1.4) and their average stay was 22.5 months (SD=11.25), which meant they left the center when they approached adulthood (18 years old in Spain). It was also seen that young people who had evolved positively were those who mostly had an early adaptation to the dynamic of the center, created a positive bond with the professionals, had a good relationship with people from inside and outside the CREI, attended external resources, and resided more time in the CREI. Only a few cases had substance abuse, committed offences or escaped from the CREI.

On the other hand, young people who did not significantly improve were those who mostly consumed drugs, had committed offences, ran away from the CREI, did not have anyone available outside the center and if they had them, the relationship was negligent.

The study concluded it was necessary to make an integral intervention with the youngsters focusing on all aspects of their life; implement specific programs to deal with substance abuse; develop a systematic monitoring process to follow the youths after leaving the center in order to maintain the support, extend the positive impact of the intervention and facilitate their successful performance in their out-of-care life. This is above all because most of them went back to the same environment from which they were removed or they started an independent life on their own. Consequently, it is also essential to work with the families while their offspring is in the CREI.

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Movie Pedagogy: Teaching Empowered Therapy Practice with LGBT Clients

Popular movies can be used to train and empower counsellors, psychotherapists, and social workers in empowered inclusive practice with sexual minority clients. This poster session describes my ongoing innovative teaching practice of using popular movies in the training of psychotherapists in a higher education setting. Student psychologists are required to use movies in a written assignment about working with diversity, particularly when helping lesbian, gay, bisexual, or transgender (LGBT) clients. For the assignment, LGBT movie characters function as hypothetical psychotherapy clients. Apart from exploring the therapeutic intervention, trainee psychotherapists engage in multiple self-reflective positionings and personal evaluations to inform compassionate practice and nonheteronormative awareness. They use the assignment to gain awareness of the therapist's self to prevent microaggressions and examine their countertransference and cultural bias. This leads to empowerment of both therapist and potential clients. Therapeutic practice becomes an activist enterprise ethically attuned to both privileged therapist positionings and oppressed subjectivities of clients. The poster session audience is expected to engage with the movie pedagogy task, interrogate the in-depth guidelines for the task, and enquire about the details that support the examples in the poster that are drawn from learners' self-reflections of doing the assignment.

Floor Middel

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Disparities in child protection decision-making: (How) do gender and the region where families origin from elicit biased decisions?

Research has shown that decisions in child protection practice seem impacted by disparities, which implies that decisions are affected by demographic characteristics of families, such as gender or the region where people origin from. For instance, our previous study showed that it is more likely that child protection services are provided when child maltreatment is committed by mothers or by fathers from migrant families. While existing research has mostly focused on detecting such disparities in decision-making, we propose a research project that aims to reveal mechanisms that underlie disparities in decision-making. In an experimental 2x2 vignette study, we will present participants with a case about a child who has been maltreated. We will randomly manipulate the ethnicity of the family and the gender of the parent who maltreated the child. Subsequently, we will ask participants (professionals and students) how they judge the parents. The Stereotype Content Model (SCM) states that perceptions of humans are shaped by three core dimensions: warmth, competence, and morality. We will investigate whether these person perceptions mediate disparities in child protection assessment (i.e., did maltreatment take place?) and decision-making (i.e., is a child protection intervention needed?).

Relevance of the research for practice

Our research project aims to gain knowledge about the mechanisms that are associated with disparities in decision-making. This knowledge can be incorporated in education for (prospective) professionals in the field of child protection, with its main goal to diminish disparities in child protection decision-making. It is of significant importance to combat biases in decisions that seem associated by gender or the region where people origin from. Firstly, according to the CRC children should not be discriminated based on their own or their parents' gender or ethnic or national origin. Child protection agencies should reflect these nationwide ambitions for equality as underlined in the CRC. Secondly, both gender inequality and discrimination based on the region where people origin from have a negative impact on well-being of individuals. Ultimately, when this project can contribute to diminishing disparities, it could enhance well-being of families who are involved in the child protection system.

Phase of development

We have conducted a first study in which we detected disparities in real child protection decisions (manuscript ready for submission). Currently, we are designing the vignette study where we aim to gain more knowledge on the mechanisms that underlie child protection decisions.

Results and conclusion

In our previous study, we have detected disparities in child protection decision-making. We have found that maternal maltreatment and the intersection of being a father and have a migrant background is associated with an increased likelihood that child protection services are provided. In our next project, the experimental vignette study, we aim to investigate potential mechanisms that underlie disparities in decision-making.