Postscript


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In Europe, if not internationally, the past decade in early school leaving prevention research and policy can be characterised as involving an emotional-relational turn. Some key features of this accelerated emotional-relational focus previously documented include the need to address authoritarian teaching and teacher conflict resolution skills, to prevent students being alienated from school. It also involves stronger integration of health and education policy and research, including emotional counselling supports and multidisciplinary teams in and around schools. This emotional-relational turn is argued here to include four further pillars as part of an inclusive systems approach: children’s voices, integrated bullying and early school leaving prevention supports, positive school climate, together with social and emotional education.