

Self-Directed Activity

Strand Three: Systems and Structures

Systems and Structures Mapping Exercise:

Activity Description:

Sometimes the macro systems are easier to identify and name as enablers and barriers to inclusive education such as:

- global economic markets and trends,
- global (in)stability – wars, migration, global warming,
- Think Tanks and International Non-Government Organisations (INGO) agendas such as World Bank, UNICEF – e.g., Education For All
- Trade and migration agreements (EU trade agreements, policy agendas, open borders)
- International Agreements and co-operations – European Union (EU) Legislation, Monitoring, and Reports, United Nations Convention on the Rights of the Child (UNCRC), United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- National government agendas (programmes for government),
- National economic stability and agendas (Smart Economy)
- Policy directives – including Department of Education circulars, updated curricula, Department of Further and Higher Education, Research, Innovation and Science mandates, quality assurance / standards implementation
- Trade Unions and Workers Rights, Employer’s Rights
- Housing Crisis
- Teacher shortages
- Years long waiting times for medical diagnosis, intervention, and treatments

Other systems, closer to the student and the educator, are harder to identify and name. For this activity we would like you to do three things:

1. Can you identify, using Bronfenbrenner’s bio-ecological systems theory model (2006) to identify the types of systems that surround and impact on your practice as an educator and on the students, you have? Write them into your diary.
 2. Post your answers on the discussion forum replying to the initial comment in the systems and structures chat.
 3. Read your colleagues’ comments and find other educators who have named something that surprised you, or that you may have forgotten, and build on their ideas and thoughts.
- **Objective:** To help trainees understand the complexity and interconnectedness of systems and structures in their environments and to develop skills in identifying key elements and their interactions through dialogical processes with their peers.



Bronfenbrenner's bio-ecological systems theory (2006)

