State of the Art Literature Review in Romania on Schoolwide Discipline Prevention and Student Socio-Emotional Supports

Romania

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- A research literature review to assess thoroughly the status of schoolwide discipline prevention and student socio-emotional supports in Romania's current educational context.

D1.1: State of the Art Literature Review on Schoolwide Discipline Prevention

and Student Socio-Emotional Supports

ROMANIA

(1) Review of **10 research studies** on schoolwide discipline prevention with focus on the systems-change approach. Synthesize major school outcomes and main effective components of a schoolwide discipline prevention framework *(approx. 5 pages)*

A.   *Prevenirea și combaterea violenței în școală, Ghid practic pentru directori și cadre didactice (Preventing and Combating school violence, Practical guide for school principals and professors)* - *http://nou2.ise.ro/wp-content/uploads/2012/08/Prevenirea-si-combaterea-violentei.pdf-* represents a research study and also a training programme for school educators, fighting against school violence. This guide has emerged as a result of experience and research activities on the phenomenon of violence in school. It intends to support school principals and teachers who are interested in developing a non-violence school culture, based on a strategy of prevention. As a result, the research study provides:

- Synthetic information on the issue of school violence, as it was illustrated by recent research results in over 1200 of schools in Romania;
- Suggestions for developing a strategy to prevent and combat violence at school level, adapted to the specific context;
- Tools to identify the sources and causes of school violence (surveys, interview guides, family surveys, etc.);
- Suggestions for activities that can be carried out in order to prevent and combat violence, many of them being gathered from the experience of other schools;
- Reflection themes, exercises and controversial topics for discussion on the violence issue to stimulate a real communication between all school actors;
- A set of modules for teacher training activities related to violence in school.

The objectives of this study were to:

- Provide methodological support to school actors (pupils, parents, teachers, principals) to identify the phenomenon of violence and its causes;
- Provide methodological support to management teams for designing, implementing and evaluating anti-violence intervention strategies;

- Identify and promote examples of good practice at the level school units in the field of anti-violence initiatives / projects;
- Strengthen the partnership between key institutions with responsibilities in preventing and combating violence at the level school units.

B.   *Strategia Ministerului Educației, Cercetării și Tineretului cu privire la reducerea fenomenului de violență în unitățile de învățământ preuniversitar (Strategy of the Ministry of Education, Research and Youth on the reduction of the violence phenomenon in the pre-university education units)* - http://scoala-carol-plopeni.ro/Strategie_anticoruptie/OMECT%201409_2007.pdf – represents the legislative framework which supports schools in their fight against violence among pupils. It begins with an analysis of school violence phenomenon, the main forms and causes of school violence. The second part contains the national strategy: principles, actions and general recommendations, the role of each institution in order to prevent school violence, and, in the end, it highlights a comprehensive operational plan template for schools.

According to this strategy, each institution has certain role and functions, starting from the Ministry of Education and ending with the school itself. The strategy appeared as a consequence of the increasing number of violent behaviours among pupils. Based on this strategy, the County Inspectorates elaborates their own Plan to reduce the violence in school (The County Comission for Preventing and Combating School Violence is the main responsible in applying this strategy, coordinating all activities meant to combat and prevent this phenomenon). The recommendations included in the strategy address the family, the school, the individual and the curricula. At the curricula level, the strategy recommends the introduction of active debate during counselling classes, valorifying relevant topics for the violence problem (rights and duties, social abilities etc.).

C.   *Violența în școală (School Violence)* - https://www.unicef.org/romania/ro/Violenta_in_scoala.pdf - ellaborated by the Institute of Educational Sciences (ISE), with the support of UNICEF and the County School Inspectorates; this document contains framework information regarding school violence and the legislative framework at national and international level. The study was based on a comprehensive field research which intended to closely observe the school violence phenomenon and its forms, causes and perspectives. Moreover, the document contains useful information regarding the school experience in preventing and combating the violence phenomenon, highlighting certain prevention and intervention measures. In this context, this study aimed to provide a picture of the phenomenon of violence in Romanian schools, identifying, at the same time, its causes. The study also proposed a set of recommendations on improving and preventing violence in school. The research objectives were:
- Evaluating the dimensions of the violence phenomenon in school;

- Identifying situations of school violence and developing a typology of the phenomenon;
- Identifying the causes of violence in school;
- Developing a set of recommendations for teachers and parents, for the purpose of ameliorating the phenomenon of violence in school.

D.   *Ghidul european de bune practici anti-bullying, realizat în cadrul Programului DAPHNE III (D. The European Anti-Bullying Good Practice Guide, developed under the DAPHNE III Program) - http://www.antibullying.eu/sites/default/files/guide_of_good_practices_ro.pdf -* is a study on the best practices against bullying and the most useful elements and approaches of this school violence phenomenon. The overall objective was the processing, evaluation and use of the results and best practices of the ongoing actions against bullying aggression to develop a common European strategy that will be implemented through the establishment of an anti-bullying network. It aimed to increase the effectiveness of EU policies and activities within the "Justice" Program. Direct beneficiaries of the project were children - victims in their school environment as well as children who are involved in aggression (as authors or observers). Indirect beneficiaries were teachers, parents, government agencies and NGOs who want to gain a useful tool to address the bullying phenomenon. Most good anti-bullying practices are related to increasing the degree of awareness, education and training of young people on the consequences of the bullying phenomenon. The study is also related to the following topics: increase the capacity to communication and connection to others, partnership development, policy changes and research.

E.   *Plan de măsuri pentru prevenirea, abordarea și monitorizarea violenței în școli (Action Plan to Prevent, Address and Monitor Violence in Schools) - http://www.isjilfov.ro/files/fisiere/PLAN_MASURI_VIOLENTA_IN_SCOLI.pdf -* contains two sections and a bibliography. Section 1 refers to the phenomenon of violence in schools, and Section 2 sets out the action plan. Section 2 describes the purpose, objectives and measures for implementing the plan.

The objectives are defined in terms that focus on:
a) actions to prevent and manage violence;
b) joint actions and training activities;
c) research and documentation;
d) follow-up / evaluation;

Each objective is important in its own way, but prevention and management of violence are the main objectives of the action plan. The Plan describes how the Ilfov County School Inspectorate intends to support and guide schools under their responsibility to prevent and cope with violence in schools.

Reports of the action plan are:

- Creating reference tools on the various issues that involve violence
- Creating and diseminating a list of existing resources on violence prevention
- Tackling violence in schools
- Elaborating an intervention strategy for each school
- Elaborating an emergency response plan for each school
- Developing an annual bulletin on school violence in Ilfov County
- Creating a Website and Forum on Violence in Schools

F.   *Proiect de intervenție "Absenteismul de la cauză la efect" (Intervention project "Absence from cause to effect")-* http://scoalaivasiuc.ro/proiecte/Proiect_Absenteismul_an_scolar_2016-2017_final.pdf - The purpose of this study was to identify/create intervention solutions to reduce the phenomenon of absenteeism by developing attitudes and behaviors according to the requirements of the school;

Specific objectives:

- Identify students at risk;
- Reduce or eliminate early school leaving situations;
- Avoid of evasive behaviors;
- Increase motivation and school performance;
- Improve communication between school and family, teachers and pupils.

The intervention solutions envisaged to:

- Strengthen the actions of school councils to prevent, tackle and manage violence in school;
- Effective intervention to ensure student safety during exceptional situations;
- Increase cooperation and joint actions between the different bodies;
- Specialist training of beneficiaries within the school violence issues;
- Ensure understanding of school violence by school staff education and school councils;
- Ensure that schools and school councils are familiar with their programs and prevention activities dealing with violence in schools.

G.   *CLIMAT: Managementul conflictelor în școală, derulat cu sprijinul financiar al Programului RO10 - CORAI, program finanţat de Granturile SEE 2009-2014 şi administrat de Fondul Român de Dezvoltare Socială (CLIMAT: Conflict Management in School, run with the*

financial support of the RO10 - CORAI Program, funded by the EEA Grants 2009-2014 and managed by the Romanian Social Development Fund) - http://climat.fpse.unibuc.ro/home The University of Bucharest, in partnership with the People's Development Foundation, launched the study within the CLIMAT project aiming to develop a strategy to reduce the level of conflict and violence in Romanian schools by promoting a peer-mediation system at national level. A comprehensive study on the phenomenon, causes and prevalence of conflict and violence in Romanian schools was thus developed (general schools, high schools, arts and crafts schools), including qualitative and quantitative methods, document studies, etc. It envisaged the collaboration with the stakeholders involved in combating school conflicts (counselors, mediators, education specialists, social workers) to develop a pilot mediation strategy to be presented in working sessions with decision-makers. The pilot program was meant to be implemented in a number of identified schools to correct the strategy based on the data gathered during piloting. The importance of the CLIMAT consists in proposing a policy to reduce violence in schools through mediation, to provide final implementation methodologies and to realize a broad awareness campaign at both policy makers and educational institutions in Romania.

H.   Educaţie cu stare de bine După o reţetă româno-daneză - Well-being Education After a Romanian-Danish recipe - https://rodawell.fpse.unibuc.ro/wp-content/uploads/2019/01/Educaţie-cu-stare-de-bine-online.pdf - This guide has been developed within the RODAWELL Project - The Romanian-Danish Center for Child Welfare, project funded by the Velux Foundation and implemented by University of Bucharest, Faculty of Psychology and Psychology Education Sciences, in partnership with VIA University College of Denmark. Rodawell had a duration of three years and was supported by the Ministry Education and the Romanian Agency for Quality Assurance in Pre-university Education (ARACIP). The mission of the project was to increase the degree of inclusion and generation of performance in learning by creating and promoting a model of education that puts emphasis on wellbeing in kindergartens and in kindergartens schools.

Rodawell's expertise and practices have been directed predominantly towards schools with a large number of children (in relation to the media at the school network level), vulnerable in the face of risk situations such as: special educational needs, poverty, migration parents, neglect, abuse or health problems. The vision from which the study started was the confidence that every child can and should be sustained in the learning and development process. It is believed that every student can develop appropriately, if seen as an autonomous person, if s/he benefits from a context favorable to the development of quality relationships with teachers and colleagues, if treated equitably and if all the elements of the school environment boost their growth. In fact, all these were the main pillars of intervention in the selected schools in the project, the main directions of the Rodawell model: autonomy, learning environment, interactions, inclusion. The study contains 12 chapters which cover topics like: one day at school, how to be welcomed at school, the class as a micro-society –

the invisible student, how do I get to school, emotional difficulties and disruptive behaviour in school, the student's perspective, relationship, group interaction, the relationship between students and parents etc.

I.   *CONSILIERE EDUCAŢIONALA Ghid metodologic pentru orele de dirigenţie şi consiliere - EDUCATIONAL COUNSELING – Methodological Guide for Guidance and counseling classes - https://www.scribd.com/doc/27976531/Adriana-Baban-Consiliere-Educationala*   -   the increasing number of school failures and dropouts, unhealthy behavior, emotional problems among pupils, are indicators of the fact that school has to do more in this direction. In order to meet these real needs, the Ministry of Education and Research proposes through the new National Curriculum the introduction of the optional discipline, Counseling and Orientation, for all three levels of education: primary, secondary and highschool. The new discipline meets the basic needs of any child and adolescent: self-knowledge and self-respect, communicating and harmonizing with others, possessing efficient and creative learning, decision-making and problem-solving techniques to resist to the negative pressures of the group. Developing a healthy lifestyle, controlling the stress, acquiring benchmarks in school and professional orientation are essential conditions for the harmonious development of the personality of the student.

Counseling and Guidance offers the formal framework in which teachers can work not only the rational-intellectual reasoning of the pupils, but also the affective, motivational, attitude and social one. This practical study does not intend to emphasize that the complex training and development of the pupil must be realized only during Counseling and Guidance classes. However, Counseling and Guidance is the discipline of education that explicitly aims at this goal. The Discipline of Counseling and Guidance is one of the essential ways in which the school must follow its primary purpose: a student-centered formative process capable of valorizing diverse types of pupils and abilities respond to the needs of the community and infuse the society with persons competent for private, professional and public life. The relevance of the issue addressed by the the discipline explains the very large number of students, teachers and parents who opt for it.

J.   *Proceduri de intervenţie şi gestionare a situaţiilor de violenţă în mediul şcolar - Procedures for Intervention and Management of Violence in the School Environment, elaborated by* INSPECTORATUL ŞCOLAR JUDEŢEAN CLUJ şi CENTRUL JUDEŢEAN DE RESURSE ŞI DE ASISTENŢĂ EDUCAŢIONALĂ CLUJ (THE CLUJ COUNTY SCHOOL INSPECTORATE and CLUJ COUNTY CENTER OF RESOURCES AND EDUCATIONAL ASSISTANCE) - https://iamnotscared.pixel-online.org/data/database/publications/527_26%20violenta_cjrae_cluj.pdf- The issue of violence in school must become a theme of reflection for all those involved in the educational act. Moreover, the school has important resources to design programs to prevent violence and to break the vicious circle of violence in the school environment. There is very little

statistical data available in Romania to show the prevalence of harassment violence in the school environment, although at the empirical level it is known that this phenomenon is growing in our country, with a multitude of cases of violence in schools advertised by written and audio-visual media. Violence in schools is also considered as taught behavior being tangentially identified, in particular, in related to the violence of adults towards children, making the association between the family dysfunctional and potentially violent behavior of children of these types of families. To be able to run prevention and intervention programs is important understanding the phenomenon of harassment and violence in schools and the characteristics of both aggressors and victims. This study is based on field and desk research and approached the following themes, and in the same time, it developed clear activities that support the fight against school violence and disruptive behaviour:

1. Violence in schools - general issues

2. Classification of forms of violence by degree of severity

3. Intervention procedures for violence in school

4. Directions for intervention in cases of violence

5. Behavior monitoring file

6. Interview Guide for Parents

7. Interview Guide for Teachers / Teachers

8. Questionnaires (pupils, teachers, parents)

9. Lesson plans (primary, gymnasium, high school)

(2) Review of **5-6 research intervention studies** on promoting student socio-emotional well-being in school enviroments at primary, secondary and tertiary prevention level. *(approx. 3 pages)*

A. *Strategii de prevenire a violenţei în şcoală - Program pentru reducerea comportamentelor agresive în mediul şcolar (Strategies for violence prevention in school - Program for reducing aggressive behaviors in the school environment)* - https://tmenglish.files.wordpress.com/2010/05/strategii-prevenire-violenta.pdf - This present study aims to provide an intervention plan. It is addressed to teachers and pupils, structured on 3 levels, with specific objectives and methods which intend to combat the violence phenomenon in school. The first two chapters, Curricula and Behavior management in class, aim to prevent the emergence and the development of aggressive behaviors; they are designed for the whole class, while the third chapter represents a specific intervention approach in the case of students who already have aggressive behaviors at school.

1. **Curriculum of prevention a behavior aggressive** aims to provide information regarding emotional education, develop social skills, highlight the social issues, promote anger control strategies and provide tips for recognizing the agressive behavior.

2. **Behaviour management in class** aims to develop skills for monitoring and intervention on aggressive students, reduce the aggressive behavior in school, increase the frequency of active engagement in the teaching process and increase compliance at rules of behavior.

3. **Interventions specifically addressed behavior aggressive** aims to develop management skills which control and combat aggressive behavior in school context, train the children who are victims of the aggressiveness of others (recognize the aggressive behavior, improve assertiveness).

B.   *Prevenirea violenței în școală – resurse pentru școli și profesori (Preventing violence in school - resources for schools and teachers)* - http://scoalagimnazialaluncapascani.ro/wp-content/uploads/2015/01/Prevenirea-violenței-în-școală-–-resurse-pentru-școli-și-profesori_GHID.pdf - This guide has been created within the project "Improvement quality of education at Lunca High School, Pașcani, through international professionalisation of staff"; it was funded by the EU through the Erasmus+ program, Key Action 1 and was implemented during the period 2014-2016; it addressed teachers and educators. The set of materials on violence prevention in school - resources for schools and teachers - contribute to improving and deepening knowledge about many types of aggression. It also provides information on how to diminish the spread of aggression, developing skills and competencies required for prevent, identifying and responding effective and consistent to intimidation incidents. This guide gives some possibilities to understand what violence, aggression and bullying are, and which are the differences between them. The overall approach used in this guide places a major focus on the theoretical information that is designed to make people able to apply each strategy in conflict and aggressive behavior prevention in school.

C.   CATÎRU (căs. ANDREASON) ECATERINA, *Strategii educaţionale destinate ameliorării comportamentului elevilor (*CATÎRU (married ANDREASON) ECATERINA, *Educational strategies for improving the students' behaviour)* - https://doctorat.ubbcluj.ro/sustinerea_publica/rezumate/2011/stiinte-ale-educatiei/Andreason_Ecaterina_Ro.pdf - The purpose of this research was to investigate strategies for improving students' behavior and teachers' beliefs on how to control students' disruptive behaviour. Specifically, it intended to explore the possible associations between the degree of use of the management strategy categories on the students' behavior (positive strategies and restrictive strategies – consequences negative and severe punishments) and teachers' beliefs on how to control students' behavior. The study also aimed to identify the degree of use by teachers of the analysed strategies and what differences may occur

depending on the teacher's level of teaching experience; to identify beliefs about the control according to the teachers' didactic experience; to identify the impact that a specific training program in the field of student behavior management, addressed to teachers, may have on pupils behavioral management strategies and on the teachers' beliefs regarding the control of participation. The first three chapters present the theoretical aspects of the investigated problem, and the following two describe the research methodology, results and conclusions.

D.   Valentin Cosmin BLÂNDUL, *INDISCIPLINA ȘCOLARĂ PRIN NON-IMPLICAREA ELEVILOR,* STUDIA UNIVERSITATIS Revista Științifică a Universității de Stat din Moldova, 2010, nr. 9(39) – *SCHOOL INDISCIPLINE THROUGH STUDENTS' NON-INVOLVEMENT*, Scientific Review of the State University of Moldova, 2010, no. 9(39), https://ibn.idsi.md/sites/default/files/imag_file/11.Indisciplina%20scolara%20prin%20noni mplicarea.pdf – This study discusses about the consequences of the lack of involvement of students in school activities, affecting their well-being in the school environment. Moreover, the study promotes certain solutions to this issue, such as:

- encourage the student to use his/her own language for self-stimulation;
- teach children to use metacognitive strategies, learning how to learn as effectively as possible;
- make children accustomed to express and publicly argue their opinions;
- develop social skills for cooperation and active participation;
- develop critical thinking.

As a consequence, the study highlights the leading role of the teacher in the process of creating a proper environment for pupils, as all of them feel confortable.

E.   Dragoș HUTULEAC, *Promovarea stării de bine în școală - Promoting well being in school* - https://www.grin.com/document/435177 - The main purpose of this study is to demonstrate that by promoting well-being in school, we achieve an effective, integral educational act that is balanced with outstanding outcomes for students both intellectually and in terms of their personality. Promoting well-being in school ensures the development of responsible citizens, aware of the qualities and limits of the people, who will integrate well into the social reality offered by the contemporary society.

A secondary goal is to show that promoting well-being at the level of the teaching staff improves overall school performance, increases the quality of teaching, increases attractiveness to the profession, reduces stress and increases professional efficiency.

This paper is structured on four chapters and conclusions, each chapter trying to clarify what is "well-being" and how it can be promoted in the multitude of activities related to the proper functioning of the school. Thus, the first chapter describes what is "the state of well-being" and the factors that influence it, both individually and collectively, using in the

explanation a recent study done by the Romanian authorities on this theme, as well as the opinions provided by the literature and various field research activities.

The second chapter steps into the school world to show how this "well-being" can be implemented in the institution, especially in the classroom and among the pupils, highlighting the benefits of this effort, relying on some field research activities, on the specialized bibliography and on the personal author's experiences in class both as a student and as a pedagogical practitioner.

The third chapter analysis the importance of well-being in the case of teachers and how it can influence their relationship with the students. Moreover, the chapter highlights the factors which influence the teachers' mood and ways of improving their emotional state.

The fourth chapter Case study on measuring the enthusiasm of students in the preparatory class at their onset in school life is a field research which highlights the degree of enthusiasm and desire of students to become part of the formal educational system. According to the research findings, the author elaborated certain recommendations meant to improve the students' feelings and emotions.

(3) Based on the above research evidence, explain how the schoolwide discipline prevention framework could be adapted in your country context. Identify potential barriers of implementation and provide possible/feasible solutions. *(approx. 1 page)*

Romanian educational system faces certain problems, such as violence, bullying, early school leaving, difficulties for students to adapt to the group and sometimes the school environment may become unhealthy for the emotional intelligence development of students. But these problems and difficulties are not generalised and as a consequence, the Ministry of National Education and the Counties Inspectorates are more and more interested in implementing successful measures which can improve the educational system, preventing the disruptive school behaviour. We consider that the main actor in the prevention process is the teacher, so the schoolwide discipline prevention should start from the teacher's specialised training to act properly. Moreover, cultivating a good relationship between school, teachers and parents is the key of success of this process.

In the educational system, the most important prevention way is in fact the curricula adaption and change. It means that it is necessary to introduce in school handbooks texts which are motivational, cultivating noble feelings and attitudes: self-awareness, assertiveness, empathy, etc. In order to achieve this, teaching methods should focus on creating an active participative climate that mobilizes the thinking and energy of all students. The second direction should improve school discipline management: formulating clear rules defining positive behavior; establishing a unitary managerial vision, based on fairness, consistency and coordination within the educational team; monitoring and continuous surveillance of the spaces inside and outside the school. The next approach to the situation is to develop social skills by organizing extra-curricular activities of an applicative nature, in which students are assigned responsibilities, they are asked to take attitude, decisions. An important role is played by parents' councils, which can contribute to the implementation of the educational project. That is why the supervisors must include regular

meetings with their parents in their work program, debates, information, establishing a common plan of measures and solving cases of indiscipline.

As it is a sensitive process, it may also face certain problems such as: the parents' lack of interest and involvement, the teachers' lack of specialized training, the curricula inflexibility. Thus, from the moment the children go to school, the parents should be actively involved in their school life through periodical meetings, workshops for parents organized in school etc. Moreover, the specialized institutions should organize training courses for teachers in order to help them cope with the disruptive behaviour of certain students, facilitating school environment adaption of students facing difficulties. The curricula inflexibility is the most serious problem the schoolwide discipline prevention process may face. The Ministry of National Education and the specialized institutions should continuously work to improve the curricula (what they do nowadays), but the process should be accelerated, as for the moment it takes too much time to introduce the curricular changes in schools.

The joint efforts of partents, schools and specialized institutions will assure the success of schoolwide discipline prevention.

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