Optimising Well-Being and Learning Through Participatory Processes and Practices: an International Comparative Analysis of Ten Groundwork Case-Studies in Schools

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Abstract: The paper presents a theory of participation in systems of learning that emerges from our evidence gathered through partnerships between schools and the academy. The theory identifies young people need to endorse common principles of participation to include and respect all. Educational leaders' evidence informed intervention strategies can positively impact young people's inclusive and respectful participation in the action-research. The theory of participation conceptualises young people's need for opportunities to pursue their ambitions and interests. Leaders' intervention strategies may develop young people's participation in attaining target examination outcomes to achieve their ambitions. We then develop the theory of participation regarding young people pursuing independent interests and ambitions in association with the other, to enable them to be drivers of social change. To do this they need to understand their future identity as potential consumers, employees, employers, and entrepreneurs with Small and Medium Enterprises (SME) that challenge public corporations in a variety of ways. We theorise how young people are well situated to build capacity in Europe and globally using the social media networks they have already developed. Our evidence identified five participation principals of inclusion, respect, trust in the search for truth, constructive cross-cultural critique of alternative world views to arrive at a shared multicultural world view, and the generation of new knowledge to enable the re-imagining of new futures where young people are drivers of social change. From these principals we developed a theory of practice and four global standards as guidelines. First, a commitment to inclusionary partnerships and communities of practice. Second, distributed autonomy across stakeholders in the institution characterized by respect for individuals' associated rights and responsibilities. Third, constructive cross-cultural criticism underpinned by trust in a search for truth, using different group's constructed identity schema's to develop a shared multicultural world view. Fourth, the generation of new knowledge through structures and mechanisms to optimize participation.

Keywords: shared world views, inclusion, economic stability, polity, social change

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Introduction

There is an achievement gap in outcomes and equitable access to Higher Education, the labour market and social mobility between different groups of members of society based on race and culture (Howard, 2010; Bourdieu, 2000). Howard argues the gap in America is underpinned by a lack of particular funds of capital in America's classrooms manifested in deficit thinking that prevents full participation in school processes and practices. Our international comparative research presented here agrees with Howard and therefore agrees with Wagner (2010) that deficit thinking in education systems is a global problem. Further deficits can be seen in the economies within nation states. In some cases, nearly one in four is jobless and in some parts of Europe the youth unemployment reaches 50% (Manos et al., 2014). The achievement gap has impacted upon the transition from education to work, which has become more difficult with young people only gaining temporary contracts for which they are over-qualified (European Union, 2014). This has consequences for young people being educated to start independent lives, saving to buy a home, and building self-esteem and pride that will underpin the well-being of future generations. These difficulties often results in low motivation, or desire to start a family or become civically engaged (Horizon 2020; 2014). This in turn results in lower future earnings, insufficient social security protection, higher risk of poverty, and a loss of human capital in an unequal society (European Union, 2014). Young people with a migration background and/or disabilities also face multi-discrimination that needs to be addressed within whole communities rather than through exclusion and isolation (Horizon, 2020; 2014). The impact is a 'lost generation' who will face their own societal and personal challenges whilst not being able to effectively support a growing elderly population in the future (Castellani, 2012). The potential impact may be lowered well-being for all European Citizens (Castellani, 2012), leaving young people vulnerable to seeking ways out of poverty through radicalized high risk means.

This paper presents an international action research project, which aimed to examine and improve teachers' and students' participation in educational processes to narrow the achievement gap and optimize learning and learning outcomes. The action research is located in multiple sites from five continents Europe, Asia, South America, Africa and the Middle East, and the United States and includes secondary schools in Arabic Israel, England, Greece, Guyana, India, Kazakhstan, Nigeria, Northern Ireland, Pakistan, Republic of Ireland, and Russia and a steering group member from Chicago, United States. The research team have published the policy contexts of these nation states in IJSE (2012; 2014; 2017). The paper reveals

evidence of the impact of strategies to optimize participation in school processes and practices and theorises strategies to enhance participation as a result of the action research. We present summaries of six of the nation states' action research in this paper that provide proof of concept of the theory of participation from the 9 cases in this SI. The reader is invited to read all cases in full in this SI that provide the warrants for these claims made.

Our research focuses on the views of the school leaders, teachers and students however our findings reveal that stakeholders' voices are missing. Therefore as a result of this research we define stakeholders as school leadership and or management at local, district and national level, school personnel, students, parents, grandparents and extended families, governors, those Not in Education, Employment or Training (NEETs), young families, district school boards, national policy makers, Further and Higher Education Institutions, Members of the public including pensioners, and leaders and employees of local Small and Medium Enterprises, and large regional, and national employers, health service, police, and legal services, social services, and National Government, and Federated governance systems for example European Union Members of Parliament. We recognize that a limitation of this research is that we have not included a wider range of education stake- holders as participants, however we only discovered that we needed these voices and this gap existed by analysing the findings from this research.

Our research begins to address how schools can balance participation in school processes and practices with standardised curriculums through action research, conducted between Higher Education Institutions and schools. We agree with Darling-Hammond (2010) that a commitment to equity characterised by optimising participation, will determine ways in which young people can become drivers of social change for equitable economic, social and environmentally sustainable futures. Optimal participation in school processes and practices prepares young people for participation in economic, cultural and political systems in society. First, we consider the influence of district, regional and institutional leadership committed to developing inclusionary partnerships and communities of practice. Second, we examine institutional leadership that optimises participation to distribute autonomy and work towards cultural alignment underpinned by a search for truth in the critical construction of a shared world-view. Third, we explore the role of professional learning and a spirit of inquiry to make space for students', parents' and all stakeholders' capital to be recognised in identity schemas (Bourdieu, 2000). In this way we uncover the hidden curriculum where there is an unintentional disconnect between the school capital and the students', parents' and stakeholders'

aspirations, and capital to meet those aspirations (Howard, 2006). Fourth, we explore how human resource leadership and management can impact upon structures and mechanisms to develop communities of practice to optimize participation and narrow the achievement gap. Finally we present new theories of participation that we distill into eight principles of participation and eight global standards of participation.

Background and context

Despite much rich rhetoric concerning the importance of academic guidance for educational practice, there is still a gap between research conducted in higher education institutes and the daily practice of principals and teachers in schools (Briggs, Coleman & Morrison, 2012; Day, 2011; Hobson & Malderez, 2013). Jones, Fauske & Carp (2011) indicated that dialogue between researchers, school staff and school leaders is an essential tool for the creation of communities of inquiry and system thinking about improving the effectiveness of school processes and practices.

There has recently been increased demand for the use of empirical research evidence to guide education policy and practice in the field (Cooper, Levin, & Campbell, 2009; Levin, 2004). Various efforts have tried to improve collaboration between the academy and schools and colleges (Cordingley, 2008). Knowledge from academia has increasingly been directed to benefit practical professional work in many different fields in the past two decades. However, education systems have not reflected on their own work in nearly as systematic a way.

This research draws upon data gathered in a larger research project (European Conference for Educational Research (2012; 2013; 2014) where detailed accounts of the methodology are provided. The action research (McNiff, 2013) gathered both qualitative and quantitative data (Newby, 2010). The generation of new knowledge here presented may inform strategies for optimising participation to develop regimes for sustainable social and economic models. We also hope that the research will help guide the research agenda that focuses on the potential impact of postgraduate research on educational leadership development to optimise learning and innovation focusing on processes and practices of participation within the teaching profession and school and college (Lieberman & Friedrich, 2010; Deem, 2012).

We address the aims of the research by asking four questions. First, to what extent were inclusionary relationships and partnerships valued in the school community? Second, what kinds of leadership facilitated the distribution of autonomy to underpin cultural alignment or a shared world view in the school community? Third, what spaces existed for talk back

and critical reflection on the talk back in the school community? Fourth, what structures and mechanisms were developed to optimize participation to narrow the achievement gap? Finally, what new theories of participation can we present?

Review of literature

The value of inclusionary relationships: partnerships and communities of practice

Our research set the stage for partnership between an academic research- er and different stakeholders of schools in each of the six cases presented here and the Kazakhstan case, N.Ireland case, and Russian case case presented in the SI (Scharmer, 2007). The education literature has often called such partnerships 'professional learning communities' (Jones et al., 2011) or communities of inquiry (Carr, Fauske & Rushton, 2007). Inquiry here is based on the ability to ask good questions and to solve problems as a team within communities of practice with good relationships (Wagner, 2010). Wagner (2010) identifies that the most important skill employers look for in an employee is that they can ask good questions which underpins the ability to solve problems. Second, is the ability to engage in a good discussion, look people in the eye and give and take. Wagner argues that these skills are built on principles of participation characterised by relationships of trust. However, agendas of managerialism, performance related standards, and teaching to the test prevents developing inclusionary relationships built on trust, prevents dialogue underpinned by respect and prevents participation and the construction of a cross cultural shared world view.

Whilst standardising the curriculum potentially enables students to access the same knowledge required to pass high stakes tests, young people are constrained by a curriculum that is disembedded from their own lives (Howard, 2006). Young people with different cultural backgrounds require curriculums that are differentiated by ability and by cultural relevancy. Differentiating for cultural relevancy is important because Reay (2003) identifies curriculums are developed by dominant groups for dominant groups with deficit approaches to those who are not part of the dominant group (Howard, 2010). In other words those not of the dominant culture are evaluated, found wanting and need to adopt the culture of the dominant group whilst operating within their own culture. Thus marginalised groups need to become cultural straddlers to bridge the deficit thinking in the classroom. However, Stanton-Salazar (2010) finds that marginalised groups do not have access to networks and resources that will enable them to be-

come cultural straddlers to operate both in their own culture and that of the dominant group. Further, the dominant groups do not become cultural straddlers to meet the marginalised culture. Perez (2012) argues that when children at the age of five years old were given a white doll and a black doll, 15 out of 21 Black children said they preferred the white doll. The impact of stereo types at the age of five years old that perpetuates deficit thinking demonstrates the need for teachers to be trained to recognize and remove deficit thinking. Further the findings reveal teachers need to recognize children who are cultural straddlers and facilitate opportunities for children to bridge between cultures through encouraging participation in their classrooms. Indeed, they often unintentionally perpetuate unequal access to a standardised curriculum through deficit thinking underpinned by an evaluative approach to culture.

Supporting school personnel to facilitate young people's participation in developing identity schemas in their classrooms (Carter, 2008) may enable marginalised groups to gain pride in their cultural heritage. Developing identity schemas might be a history project that includes an exploration of the different forms of knowledge a culture has contributed to the world for example in medicine, engineering, art, spirituality, mathematics, literature and scientific knowledge. The identity schemas might provide a foundation for cross cultural critique (Taysum & Arar, 2018), that recognize different cultures' contribution to a world view that is located in the standardized curriculums. School personnel might be supported by leaders to develop identity schemas, respect different cultures' identity schemas and differentiate their lesson planning to be inclusive. Cultural differentiation along with differentiation for ability celebrates diversity whilst uniting on agreed prime principles of inclusion and respect (Taysum & Slater, 2014). Planning of this nature, that students are able to participate in takes time, and the model of the short school day in Finland would need to be adopted to enable teachers to have more time to think and plan lessons using Assessment for Personal and Social Learning (Taysum, 2019a) to optimise learning and learning outcomes and narrow the achievement gap.

Participation in the development of different identity schemas prepares the foundations for developing a professional community that empowers the school community to develop multicultural understandings and shared epistemological world views in their classrooms. Darling-Hammond (2009) endorses the creation of a professional community as a means of empowering the school community. Broadly conceived such a community of stakeholders includes school personnel as well as parents, pupils, and other local and national community groups of members as defined above (Fullan, 2005). The principles underpinning the partnerships and communities of practice are inclusion and respect where all groups are included in the

processes and practices of participation that are characterised by a staged approach to Learning to Critically Analyse and Reflect for Emancipation (Taysum, 2012).

The dual notions of connecting communities of research and practice and building networks for sustainable collaboration between academy and the education system goes well beyond the traditional structure of distributed leadership and Site-Based Management (Jones et al., 2011). These notions can be reached by transformational leadership that creates synergy to create a shared vision built through participatory professional dialogue. The participatory dialogue needs to optimise learning and teaching with a focus on exploring identity schemas, and the moral imperative of 'getting to know the self' and the role of the ego in interpersonal relationships. In South Africa 'ubuntu' is the position of a group that says: 'I am because we exist'. Ubunto means that the group subordinate their egos for the common or public good of the group to ensure successful survival together (De Liefde, 2007). Taysum (2012) argues leaders working for social justice recognize that being part of a dialogue is very different to educational communities listening to monologues from educational leaders, and passively receiving transmitted knowledge that they are not a part of co-constructing. The voices from dominant cultures suck the air out of the room and skew structural constructivism and the cross cultural critique of different world views. Thus the subordination of the ego, whilst maintaining healthy self-esteem and respect for the self in association with the other, potentially enables socially just democratic structural constructivism to come into being (Dewey, 1916; Taysum, 2012).

For leaders and managers to achieve such an approach and engagement with their community requires courage when operating within regimes of high accountability and high stakes testing. The shift in mindset that subordinates the ego when leaders' pay scales and job security are tied to students' performance in league tables, requires leaders to move in the opposite directions to that which is expected (Hargreaves & Dennis, 2012).

The role of transformational leadership requires a level of service that is connected to volunteerism, whilst also advocating for adequate resources that will enable correcting the schools' social and organisational structures, and mechanisms within the education system. The focus of the advocacy is to drive ongoing evidence informed critical analysis of the practice in schools to stop the perpetuation of any deficit thinking that can lead to social reproduction of inequalities. The role of transformational leadership in supporting communities of practice that develops and recognises different identity schemas has the potential to prevent disenfranchising those who are seen or labelled as "different" (Yukil, 2001). Jones et al. (2011) identified a three level analysis of ethical leadership, which includes perspectives of

'justice, caring and critique' (p.21). The ethics of caring is highlighted by a process of growth and change, where the school community is asked to work harder and smarter when advocating on behalf of pupils, particularly those who are most vulnerable because they are not members of the dominant group.

Structural, Mechanistic and Systemic change to optimise continual improvement in communities of practice, needs inclusive practices, which take various forms and dimensions such as: academic inclusion (curricular access and participation, both policy and practiced based), social inclusion (race, ethnicity, class, gender, sexual orientation, those recognised as disabled by society, age, political stance, and religious beliefs, philosophies and cultural heritages), and organisational inclusion (access and opportunities for advancement, extra-curricular activities, leadership and authentic of involvement (Marshal & Gerstl-Pepin, 2005, p. 115).

Leadership that facilitates participation

Studies have investigated the practice of social justice, equity and democratic participation in institutional processes and practices (Taysum & Gunter, 2008; Francis, 2010; Lindsey et al., 2011; Rudduck & Flutter, 2000; Smith, 2012); this research trend is reflected in increasing research on the practice of social justice in education, in both developed and developing societies (Oplatka & Arar, 2015). The introduction of democratic concepts and practices in educational institutions requires the awareness and motivation of educational leaders. School leadership can play an important role in developing gender relationships particularly when leading change in contexts characterised by traditional patriarchal hierarchical cultures. Leaders who introduce structures and mechanisms to optimise participation in their education institutions might involve parents in the development of identity schemas through home school networks (Collins-Ayanlaja & Taysum, 2020). For participation to be authentic all groups need to be heard which is made possible by operationalising prime principals of inclusion, and respect Barnett (2000). Lumby (2008) indicates that educational leadership can play a major role in establishing pedagogic transformation. The pedagogic transformation might be optimised if it includes the parents in the development of classroom regimes that promote participation value diversity, engage in school and cross-cultural communication, model inclusive practices, and engage in critical reflection (Darling-Hammond & Rothman, 2011; Gerstl-Pepin & Aiken, 2012).

In the implementation of the evidence informed change strategies and mechanisms to impact structures, it is important to examine how leaders, managers, teachers, and students think the innovative strategies have made things better for them, and their learning and whether they have

improved educational outcomes (Macintyre & Wunder, 2012). Kaba (2000, p. 21) argues there is a gap in the literature regarding secondary school students' individual perceptions of their participation once they have been given a role in the process. Research is required to fill this gap.

Constructive cross-cultural criticism

Once young people, school personnel, parents and stakeholders have grasped their role to participate as a right, they accept the responsibility that comes with this role. Their responsibility is to ensure they include and respect all community members and their multifarious funds of cultural knowledge underpinned by the principle of cross-cultural critical analysis. In the process of cross-cultural critical analysis young people will be able to reflect upon the identity schemas they have developed and compare and contrast the different identity schemas. The critical analysis will consider the impact of unequal regional conditions, expectations, and levels of trust that expectations will be met (Möllering, 2001). Trust that the process is committed to a search for truth will be essential (Barnett, 2000). An important part of the school participatory culture therefore will be to think about competing world-views that underpin the knowledge in the classroom. The young people need to compare and contrast the knowledge they have with the new knowledge and gain deep understandings of how their world view connects with the world view being taught in the classroom (Howard, 2006). The students might find that new knowledge makes them question their identity schema and may cause angst. The young people may need time to work through the angst and may choose to change their old identity schema for a new one that incorporates the new knowledge, or their old knowledge may be reaffirmed. Angst is uncomfortable so young people may need to develop resilience so that they can keep going and be comfortable with being uncomfortable. To do this they need to have space and time in the curriculum to carefully consider where world views collide within the classroom and beyond, and to explore these together through a process of integration (Evanoff, 2007). Here integration is realized through what Evanoff calls cross-cultural criticism (Evanoff, 2007). Students also need the thinking tools to engage with constructive cross cultural criticism for example the framework Learning to Critically Analyse and Reflect for Emancipation (CARE). The young people need to learn how to reflect back on how cultural alignment facilitates the development of multicultural agents. These thinking tools will also enable them to be drivers of social change to potentially develop inter-generational communities and evolving gender relationships in democratic societal systems. The long term educative project focuses therefore on changing minds at an individual and community level to change lives at an economical, cultural, and political level.

Structures and mechanisms to generate new multicultural knowledge in education systems

A policy analysis needs to explore how National, district and institutional policy as structure can support the development of participation in schools. All the cases in this study started with an analysis of the policy context to enable current practice to be understood in its historical roots (Taysum et al, 2012; Taysum et al., 2014; 2017). Policies as text need to identify how the principles of inclusion, respect and constructive cross-cultural critique of alternative world views have been legislated for in the past, which informs how they are currently legislated for, which informs how they will be legislated for (Taysum & Iqbal, 2012). Policy needs to be supported by inspection regimes that prioritize leadership that values relationships, partnerships and communities of practice that share autonomy (Ruddock & McIntyre, 2007) underpinned by inclusion, respect, and constructive cross-cultural critique. Expectations may need to be flexible as new knowledge is generated as a consequence of hearing more voices through enhanced participation (Taysum, 2012b). Mechanisms within policy structures operationalize the principles. These include mechanisms that enable the constructive cross-cultural critique of world views that are located in the co-construction of schemes of work, and lesson plans with staff, students, and parents. There is potential to build capacity across the research sites through the world wide web using information technologies that will enable the creation of transnational stakeholder collaborative communities (European Parliamentary Service Scientific Foresight Unit, 2015).

The mechanisms will also enable the co-construction of learning during the lesson that is culturally relevant and student centred (Freire, 1972) whilst maintaining a balance with the standardized curriculum. Culturally sensitive formative and summative feedback to individual students will inform future learning and the critical reflection on the whole process of learning. In this way teachers can gain an insight into their students' funds of cultural capital and enable them to disrupt hierarchical social regimes characterized by dominant groups at the top and marginalized groups at the bottom (Howard, 2006).

Teacher preparation is complex because it is frequently done through standards. Standards are associated with job descriptions of role incumbents and enable policies to be delivered. Therefore for teachers to be prepared for learning to be culturally relevant, and open to constructive cross-cultural critique standards for participation need to be developed. The standards themselves need to be flexible for participation and act as guidelines that are open to constructive cross-cultural critique (Taysum, 2012). The flexibility needs to be balanced with non-negotiable standards that ensure coverage of curriculum content related to examination syllabi. Thus the

standards need to enable young people to have every chance of becoming college eligible without being bored, and demotivated through what Dewey calls miseducation. Miseducation 'blocks the mind through boredom, fear or indoctrination' (Pring, 2007, p. 27). Wagner (2008) argues that teaching to the test that aims to optimize student outcomes is boring and demotivating.

Methodology

The action research had four stages. The first stage was data collection through the administration of interviews. The interviews were informed by the conceptual framework using the five values from Rudduck and McIntyre (2007, p. 176): "that are to do with openness, attentiveness to the views of others, mutual respect and support."

1. Advocacy by institutional leaders;
2. Enabling structures and practices;
3. A school culture that values and listens to all staff;
4. A culture of inquiry and research among teachers;
5. A tradition of pupil involvement in decision-making.

The interview schedules were adapted for teachers and for students and each had prompts and probes (Denscombe, 2008). The findings from the interviews were analysed by individual team members followed by an international comparison which informed the construction of two questionnaires, one for teachers and one for students, to test the model of participation for proof of concept that emerged from the findings from the interviews that enable generalisations to be made and mainstreaming to occur (see methodology chapter in this special section journal of Italian Journal of Sociology of Education).

The second stage of the action research was the analysis of the data, which provided a base line data set that the professional researchers presented to the school leaders along with literature to theorise the findings. The school principal and leadership team analysed the findings, which informed collegial dialogue and underpinned recommendations on best practice strategies that included mechanisms to impact structures to improve participation. The importance of this dialogue, that was based on dialogue with the students is an important part of the EU (2009) Youth Strategy and The Council of the European Union's (2019, p. 1) The European Union Youth Strategy 2019–2027. The strategies were implemented with relative confidence because they were informed by dialogue without compromising on professional standards of the teaching profession or narrowing the curriculum offer.

The final stage was the repeat of the first stage of data collection and analysis to reveal the impact of the change strategies by comparing the

original base line data with the new data. We recognize and respect when writing up this methodology section that School leaders are using data regularly at many points along the continuum of school life (Goldring & Berends, 2009). When presenting this boundary crossing action research it is important to note that the school leaders and teachers we worked with, facilitate and make informed decisions based on ongoing data. This data supplemented any data that we provided to the school leaders and their staff members.

The leaders we worked with had different reactions to the collaborative work with professional researchers in order to critique best practices (Baker & Richards, 2004). The reactions varied from mistrust to developing trust. In nation states where there was violent conflict the School Leadership Team had to overcome two concerns. First suspicions that the researcher worked for the inspection regime and would use the evidence to try to close the school. Second if participation was developed the locus of control would shift from the principal to the staff, students and parents, which would leave the principal vulnerable in regimes that hold the principal ultimately accountable for students' outcomes. However, over time the nation states' partnerships reported in this paper developed more trust between researcher and school. Moreover, the researcher- school partnerships were valued and collaborative, with the researcher frequently acting as the schools' secretary. The schools invested time and money into the research project by making members of staff and students available to participate, for which we thank them. We sincerely trust they have found their returns on investment meaningful and worthwhile.

The position of the researcher as an outsider, and issues of power were considered, and negotiated very carefully with all participants within the British Educational Research Association ethical framework (2011) and all local ethical frameworks. All participants were assured anonymity, confidentiality, the right to withdraw from the research up until the point of publication, and provided informed consent. Without the full support of the schools in this research, the project would not be possible.

The state of participation: summaries of cases

Case study: Arab school in Israel

The Arab school is a medium state senior high-school and serves 562 students. The school is positioned in a rural village, with students mainly belonging to a low socio-economic strata. The interview questions related mainly to five axes: the respondent's participation in decision- making at both classroom and school level, the effect of mutual relationships between

teachers and students on the learning process, the extent of awareness that effective dialogue offers learning opportunities for both teachers and students, the opportunities that the school leadership provides for both sides to participate in decision-making and how school learning/teaching is connected with the outside community either now or in the future.

Phase 1 revealed Cultures, practices and leadership systems that influence participation. Students were motivated to be involved in shaping the school's daily life and participating in decision-making whenever the opportunity arose. However, practice, shaped largely by traditional Arab culture with its hierarchical structure did not meet their expectations to be active participants. Teachers and students engage with different participatory processes at the classroom level and less in decision making in the whole system level. Stake-holders value trust, "trust is often identified as the sine qua non of successful collaboration". All the leaders embraced the findings, which indicated that both teachers and students expressed motivation and desire to be involved in shaping the school's daily life and participating in decision-making whenever they had the opportunity. They used terms such as belonging, caring, giving and unity to express what this participation meant to them. Moreover, warm feelings of satisfaction brightened the atmosphere when the team was shown how respect, understanding, equality and justice could positively affect learning and the teaching processes for both teachers and students. All of the leadership members were excited to see how these values could enhance the relations between them and their students.

As a result of the discussion of these findings The Senior Leadership Team formed a committee and developed change strategies to widen participation by teachers and students in school policies and practices and strengthen commitment by:
- Increasing teachers' attention and empathy for students (Carter, 2008; Stanton-Salazar, 2010; Taysum & Arar, 2018);
- Developing trust among the staff and students (Möllering, 2001; Barnett, 2000; Wagner, 2008);
- Giving teachers and students a voice through mechanisms that fostered confidence and respect (Barnett, 2000);
- Prioritizing participatory skills (Marshal & Gerstl-Pepin, 2005).

The proposals that emerged from the focus group discussions were intended to deepen processes of participation in the school. There are two dimensions of proposals that relate to the dimension of values, the development of a culture of trust among the teachers, that would support the expression of opinions and enable the voices of students and teachers to be heard through mechanisms that fostered respect, and the development of skills for meaningful reciprocal and inclusionary discourse. It was also

suggested that the development of teachers' empathy for students through teachers' personal tutoring that would enable pedagogical relationships to develop would increase teachers' care and concern for the students' learning experience. Thus too it was proposed that increased teachers' involvement would strengthen the culture of support and civil involvement (volunteerism) in the school's daily life and in the surrounding community. Other proposals relating to changes in the dimension of the school culture, organizational routine and in the level of the staff's commitment were thought by the research participants to be extremely important, especially in light of the fact that this is a minority society that "must look after itself by itself" and construct its future. It was felt that adherence to the suggested processes as part of a discourse of care and concern and social commitment would improve the process of empowerment of the school's graduates and enable them to be drivers of social change (Horizon, 2020).

The school principal identified that extrapolating the impact of the pilot research to build the school's capacity was very challenging. This may be because the process of the research was prompting teachers to think and act in different ways, and ask more questions about their practice beyond the scope of this research project's parameters. The principal's testimony was as follows: "The involvement of an education researcher in the school's daily work is especially important in a school serving disadvantaged students, this enabled the school to attain high quality and excellence, even in the periphery. Partnerships between the school/college the academy and policy makers have the potential to make important links between research, policy and practice. These links are not sufficiently exploited for the benefit of school practice".

The principal also stated: "there is a lot to do in order to mobilize school culture and organizational routine towards institutional participation, especially in the light of the fact that this is a minority society that must look after itself. Working in partnership strengthens collective commitments towards our students and future generations."

Overall, the research is powerful in that it provided evidence informed strategies, tools and mechanisms to the school that increased commitment to enhancing democratization processes.

Case study: England

The large English coastal secondary school with approximately 2500 students was already committed to research and postgraduate research programmes. The impact of this action research was difficult to extrapolate from the school's own proactive research agenda supported by different universities. The evidence revealed relationships between all stakeholders were valued with committed attempts to include all. A leadership meeting

I attended with eighteen colleagues enabled the evidence from Phase 1 to be considered and I presented a paper: 'Balancing rational morality with virtues a missing link in the national curriculum?' that emerged from the analysis of the evidence from Phase 1 presented in Taysum (2019a).

The response to the presentation of findings and the paper revealed a sense of shared meaning making that indicated a distribution of autonomy in the institution with a principle of respect (Barnett, 2000). The collective dialogue enabled voices to be heard facilitated through the collaborative critique of findings. Strategies focused on empowering others and the relationship with the self in association with others that built associations of trust (Möllering, 2001; Barnett, 2000; Wagner, 2008). The principal stated that it was important to distribute autonomy and stated: 'with regard to ego, you learn to move from proving (to external agencies) to improving learning, to being more confident and it is about the achievement of others and not the self. The principal continued that for participation to occur the systems put in place need to be supported by 'humble servant leadership and it is important not to be financially dependent on keeping your job and to be liberated from fear that enables you to let others achieve'. Evidence revealed young people were developing trust in their voices being valued through the student council, and with their personal tutors in tutor time each morning. Further evidence revealed young people were planning their learning with teachers and engaging in peer review for special projects.

Peer review offers opportunities to reflect on ways in which learners are meeting the standards and marking criteria mapped back to intended learning outcomes, which informs planning for future learning. This might be developed in other areas beyond special projects. The principal identified a continued commitment to future structures and mechanisms to ensure: 'Everyone has a right to be heard, but with that comes the responsibility of having a voice and of being part of the social. Rights, responsibility and respect - restorative justice to modification of behaviour... We bring different cultures and faiths together and arrive at a right and wrong moral code. We are flexible with expectations when there are transgressions. There is a paradox because every community has human behaviour and I believe it is a post-modernism that has allowed that to be illuminated'. Strategies to facilitate constructive cross-cultural critique of world views to work towards a shared multicultural world view is being developed.

Overall the research revealed evidence informed strategies focused on optimizing Inclusion (Marshal & Gerstl-Pepin, 2005), underpinned by developing values of respect and working to create trust (Möllering, 2001; Barnett, 2000; Wagner, 2008). The principal informed me of plans to develop understanding of the self and the ego, in relation to the other which connects with the constructive cross cultural critique of alternative world

views (Ishii et al., 2007; Darling-Hammond & Rothman, 2011; Gerstl-Pepin & Aiken, 2012). The development of a shared world view provides opportunities for cultural straddling which leads to the generation of new knowledge (Taysum, 2012).

Case study: Guyana[1]

A Case Study Approach following the work of two Primary School Heads from different parts of the city and whose style of Leadership formed the basis for each school's role within their respective communities and the nature of participation.

The first: a top performing Grade 'A' School with 908 students, 30 full time teachers and three Specialized Staff from other schools to support the permanent staff, with 30 purpose built classrooms and where academic achievement, is highly recognized within the community and gives the school a sense of national pride. This form of recognition comes from the Ministry of Education and the majority of the parental community. This Head exudes a sense of deep pride, however, a quiet level of awareness and understanding as well as a critical knowledge context of morality and a clear conceptual ground of discipline standards within the school.

The second: an 'average' school Grade 'B' with 324 students, may soon be designated a Grade 'C' School due to the falling number of students on the roll, in the new School Year in September 2015. The school has 10 full time teachers with 10 purpose built classrooms and where academic achievement, though not very low, is not recognized within the community or by most parents. This non recognition is manifested through the lack of support, and the fundamental situational /contingency approaches which are characterized by the Head through a moral value framework and an ethical approach; in essence, the basis of her professional knowledge and expertise as well as 'facilitative empowerment' towards her teachers.

Hence, after a programme of discussions with both Heads on separate occasions, and through a narrative analysis, the process of developing theoretical constructs about different approaches to school management and leading, varying aspects of their Leadership Styles have emerged. In addition, the nature and level of community participation seems to show leading from a sense of what is morally right and increased attention to values, emotions and intuition.

In depth interviews with six secondary school students

This Group of students, currently aged 15.6 to 16 years, will be sitting this year, 2015, the Grade 11 Examinations, The Caribbean Secondary Education Certificate, (CSEC). Two years later, they will subsequently be sitting

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[1] Full case not presented in this Journal.

the Grade 12 and Grade 13 Examinations, which are in Two Parts named The Caribbean Advanced Professional Examination (CAPE). This latter examination encourages Career Choices among the students as subjects are grouped accordingly and thus these students are all currently in the process of making very important decisions about their future educational requirements and career pathways.

Based on reflections from the Pilot study, regarding the number and range of questions asked, there were fewer questions and more in depth probing among these secondary school students. These questions related to their Learning at School and Classroom Levels; their Aspirations for the Future and of their Connections/Involvement within the local communities. Their responses clearly indicated an increased understanding of the impact and influence of their local communities, and also of their future development, personal and professional including the focus on their career trajectories outside their school.

This is a move away from their initial reluctance for in depth interviews, as this group now showed a willingness and genuine enthusiasm to discuss their future academic/professional development plans. This approach clearly provided the opportunity to explore areas of interest that seemed beneficial to the overall project.

Young people are routinely represented in one of two ways, either as a threat to popular culture and a problem to be solved or as a future hope to a generation as drivers of social change, yet, vulnerable due to their lack of experience (Bessant, 1993). Understanding what constitutes the perceived value of foreign education to Secondary School Students from a high performing school, seems to provide confirmation of the importance of individual judgement of own success as the foundation of 'value related expectations' and suggests that academic practice should be concerned with a wider range of competencies, or capabilities, and responses to individual attitudes, shifting emphasis towards a greater spectrum of social issues (Kuznetsov & Kuznetsova, 2011). This connects with how the individual views themselves and their ego in relationship with the other, and implications for the development of societal regimes that Collins Ayanlaja and Taysum (2020) explore.

Research indicates that among the benefits of an international educational study was an increase in the participants' cultural experiences and enhanced career prospects rather than viewing education in terms of 'academic study for its own sake' Middlehurst and Woodfield (2007, p. 56). In addition, what was also evident from the responses was the expected recognition that will be given on returning to your 'home' country after studying abroad and subsequently the perceived career development expectations.

Focus group discussions with four primary school teachers

A focus group discussion among a small group of primary school teachers, four in number, three experienced teachers spanning over fifty years of service among them. The fourth member who is from the Senior Management Team with twenty five years of service, volunteered to participate as the fourth teacher had other urgent commitments. This highly vocal group whose declaration of a 'passion for teaching' was clear and unequivocal, readily described what they saw within their current roles as 'inhibiting factors' to their effectiveness as teachers.

From the evidence collected during the teachers' discussions, there appears to have been some confusion about the roles and responsibilities of Teachers and thus, this uncertainty seemed to present difficult challenges for this group. Within the current climate of Educational Reform and Change, there seems to be considerable debate and emphasis about the newly required standards within schools, which seemingly tend to draw away much needed 'contact time' for the students with the teachers and also appears to impinge on the level of interaction and participation between the teachers and the community.

This approach was emphasized as they outlined their 'professional identities', their understanding of themselves as professionals (Etelapelto & Vahasantanen, 2008), including personal and institutional aspects of being a teacher (Beijaard et al., 2004). However, their Horizontal Knowledge, which is related to the every day, is verbal and has a context and a tacit nature and locality. Its acquisition is via peer group and at work and thus reflects the teachers' active and meaningful participation within the community (Bernstein, 2000). This approach from the teachers appears to make a unique impact within the programme of integrating members of the local community as an essential aspect for the well being of the school.

These semi structured group interviews/discussions with the teachers showed a number of significant areas of interest. These relate to Teacher Development, Community Expectations and their 'love' of the work they do, within the classroom and outside within the community.

What has to be noted however, is that there is a significant gap between the Pilot Study completed 2013 - 2014 and this current Research Programme, 2014 - 2015. This was due to difficulties encountered for some period by the researcher. Consequently, it was not possible to carry out Action Research Projects within the chosen schools, due to the fundamental changes of management and delivery of the schools' curricula. The relevant approval could not be gained in time and thus it was felt that it was best to utilize what opportunities were given, so as to be able to develop themes and interests within the current education system.

What is hoped therefore is that these three aspects of Research would offer a little further insight and understanding into the current role of 'community participation' from a small sample of schools. In addition, the findings from the Pilot Study for the Horizon 2020 call, 'Young People as Drivers of Social Change', from which themes emerge should contribute to this very important and challenging discussion. These qualitative data is currently being analysed and it is hoped will offer some contribution though limited to the ongoing Research Programme.

Case study: India

The government school that participated in this study is located in Gurgaon district in Haryana, northern India. The students predominantly come from low income socio-economic backgrounds and belong to Dalit communities [a group of people historically discriminated against through the Indian caste system]. The relationship between roles, responsibilities and involvement in decision-making processes is formal and structured according to the principles established by the government for all state supported secondary schools. Research data suggested the importance of making visible tensions between government secondary education provision assumptions about learning as the transmission of knowledge and the students' conceptualisations of learning. The students' 'identity, authority, and visions of the self and the future' that can be explored through consultation which is inclusive of their voice (Marshal & Gerstl-Pepin, 2005; Barnett, 2000; Goody & Watt 1963 as cited in Collins & Blot 2003, p. 8). Through the process of the study research participants recognized that the current support mechanism for students needed to provide more opportunities to create democratic and inclusive spaces in order to enhance diversity, integration and social cohesion through developing opportunities for professional placement and inclusive places and spaces for social activities and developing shared world views (Ishii et al., 2007; Darling-Hammond & Rothman, 2011; Gerstl-Pepin & Aiken, 2012). However, this was done through voluntary project work, or volunteerism as extra-curricular provision in liaison with local non-government organisations and university lecturers. The principal commented that 'We do try to liaise with local non-government organisations to give them extra support but this is dependent on the organisations' goodwill and can't be structured properly'. Awareness of the constraints they encounter in top-down decision-making process and practices impacts on their ability to lead change and improvements that are responsive to students' requirements and specific to the context in which they work. The research findings indicate that the following are valued as crucial practices for contributing to the provision of equitable secondary education for all:

- Enhanced access to democratic and inclusive spaces enhancing trust and respect (Möllering, 2001; Barnett, 2000; Wagner, 2008);
- The value of building new knowledge and practices in an interconnected globalized world, underpinned by critical thinking (Ishii et al., 2007; Darling-Hammond & Rothman, 2011; Gerstl-Pepin & Aiken, 2012). The development of a shared world view provides opportunities for cultural straddling which leads to the generation of new knowledge (Taysum, 2012);
- Involving both teachers and students (Marshal & Gerstl-Pepin, 2005).

However, barriers to pursuing education that emerge through wider socio-economic and culture norms students' home environments continue to present obstacles in the realization of this within the formal school structure. The barriers are compounded by a top-down approach to decision-making practices and processes established by the government in state schools. In order to enhance and further develop the equitable socio-economic mobility of the majority of students, new theories needed to be developed. These need to connect personal aspirations with the economy and young people's everyday lives. A priority is career progression and transitions from secondary education to further education that can be better understood and operationalised through developing stakeholder participatory processes and practices in school communities.

Case study: Nigerian School

Two junior secondary schools (one public owned and the other private) set in a semi urban suburb in the Federal Capital Territory of Nigeria with diverse ethnic groups and which is in close proximity with the University provided the setting for the study. Although the schools have participated in different researches before, the action research was the first time research results were presented to them to deliberate upon and inform their practice. The impact of this research was all too evident. Findings revealed that stakeholders valued close relationships with an ethic of care and trust. However, culture was an inhibiting factor which has socially constructed roles and responsibilities based on variables such as gender, and age. The leadership in the schools were initially in denial that their existing school leadership practices did not reflect social justice. However, when they reflected on the findings of the study that young people in the school wanted a break with tradition and have a voice and participate actively in the school decision making process they became alarmed. The leadership reasoned that where students begin to question their status, and teachers are disgruntled, this is a recipe for trouble because they may begin to challenge the school authorities! Consequently, the educational leaders planned to enhance their practice through a transformative change process that that will guarantee more

stakeholder involvement in decision making in the school (Imam, 2014). However transformative change requires more than just participation in decision making, it requires stakeholders being trusted and given greater autonomy and trust in the search for truth (Möllering, 2001; Barnett, 2000; Wagner, 2008), rather than be told what to do by a higher authority. The school leadership policies on students' involvement in decision making at the classroom level are still evolving as gender discrimination still ensures that boys and girls grow up without learning about inclusion (Marshal & Gerstl-Pepin, 2005). Through the process of socialisation the young people learn their places and roles in society are differentiated along gender lines. What this action research showed is that using evidence that connects practice with research through networking between academic researchers and practitioners a process of transformative change in leadership practices in the schools is facilitated (Brundrett & Rhodes, 2014).

Case study: Republic of Ireland

The coeducational, second-level community school with over 600 students displayed full commitment to the research. From the outset there was a relationship of implicit trust between the school community, management, teachers and students, and the researchers. This is not to say there were no challenges. As with every school, living entities tinged with day to day issues, obstacles presented themselves. However, open and transparent communication, on a foundation of democracy and social justice, ensured an inclusive research environment supportive of school culture and each individual. These values helped redress the cultural challenges and practical obstacles encountered on the research journey (O'Hara, McNamara & Harrison, 2014).

Despite challenges encountered, the school leadership was dedicated to providing opportunities for democratic inclusion in school processes Inclusion (Marshal & Gerstl-Pepin, 2005), The leadership style was reminiscent of a distributed leadership approach, looking to harness and build upon the capacity of all stakeholders within the school community, to maximise teaching and learning outcomes (Duignan, 2007) underpinned by principles of respect (Barnett, 2000). This leadership style is congruent with Senge's (2000) Learning Organisation, where everyone cares and feels they make a difference. It is a style for developing and sustaining a multicultural society as it builds trust in a collaborative, empowering environment, embedded in a democratic, rights-based leadership, and education.

In some instances, even in the then existing climate of industrial relations and economic tensions, teachers stayed later than their normal working day, with a full timetable. This was unsurprising as reflective practice is stressed in Irish education.

As the researchers in the Irish Republic host the Centre for Culturally Responsive Evaluation and Assessment (CREA), and with the growing multicultural population in Ireland, a cross-cultural approach underpinned the research throughout its life (O'Hara, McNamara & Harrison, 2014; Ishii et al., 2007; Darling-Hammond & Rothman, 2011; Gerstl-Pepin & Aiken, 2012).

Despite austerity and the scarcity mentality, the leadership worked to empower students and teachers, providing them with a voice in decision-making. A Green Schools Committee was reinstated, having lapsed with more student involvement from all years; more students were recruited as Young Social Innovators (YSI); teachers and leadership began collaborating on teachers' issues to monitor quality and improve rate of students' work. There was a reaching out to the locality, inviting members of wider society to become more involved in the school, projecting an enlightened perspective into the community. This increased participation from the community was a new concept.

Comparative Analysis

Findings across all cases in this Special Issue of IJSE including the 6 presented in this paper revealed leadership systems need to be underpinned by the following principles:

- inclusion (Marshal & Gerstl-Pepin, 2005) respect (Barnett, 2000);
- trust in the search for truth (Möllering, 2001; Barnett, 2000; Wagner, 2008);
- constructive cross-cultural critique of alternative world views to arrive at a shared multicultural world view (Ishii et al., 2007; Darling-Hammond & Rothman, 2011; Gerstl-Pepin & Aiken, 2012;)
- the generation of new knowledge to enable the re-imagining of new futures where young people are drivers of social change (Taysum, 2012).

The theory of participation we present is that these principles facilitate the conditions for the development of partnerships and communities of practice, and shared autonomy across the education system for optimal participation in school processes and practices (Scharmer, 2007; Darling-Hammond et al., 2009). The partnerships, communities of practice and shared autonomy need to be based on building relationships open to constructive cross-cultural critique of alternative world views (Darling-Hammond & Rothman, 2011; Gerstl-Pepin & Aiken, 2012; Ishii et al., 2007). The generation of new knowledge came from a spirit of inquiry characterized by asking good questions and developing the thinking tools to address the questions in communities of practice which were operationalized by mechanisms associated with evidence informed change strategies within the policy structures.

Widening collaboration and participation: theory for practice

From our research our theory for practice is that every child and family deserves to fully participate in the economic stream of society along with the cultural dimension of society. Stakeholders required the right capital to engage with the curriculum and to fully participate in school processes and practices. To widen collaboration the leadership and management teams of Schools require open minds and a desire to inquire into the potential for optimizing participation in schools of staff, children and families. Commitment to partnerships and communities of practice aims to empower young people to be drivers of social change (Marshal & Gerstl-Pepin, 2005). We advocate the action research strategy presented here be operationalized. To do this educational leaders might work in partnership relationships with a Higher Education Institution to develop research agendas. The research agendas need to focus on enhancing distributed autonomy across stakeholders in the institution working towards cultural alignment for the construction of a world view (Ishii et al., 2007).

Communities will require the thinking tools of constructive cross cultural criticism. We see this best operationalized through Postgraduate Research (PGR) programmes at Masters and Doctoral level. These PGR courses may be linked to national standards, and to a commitment to using theory and practice to retreat from replicating the status quo to move to widen participation (Dewey, 1916) with a view to narrowing achievement gap (Howard, 2010). Structures in the form of policy as text are required to develop participatory processes and practices characterized by inclusion, and respect and trust that expectations will be met through a commitment to seeking truth (Marshal & Gerstl-Pepin, 2005; Möllering, 2001; Barnett, 2000; Wagner, 2008). Mechanisms are required that enable daily classroom practices to integrate all funds of capital into the overt and hidden curriculum to generate new knowledge (Taysum, 2012b). A new contribution to knowledge from our international research are the five principles we have presented. From these five principles we present five global standards as guidelines (Taysum, 2012) that emerge from the principles of participation that require further research to enable proof of concept:

1. Leadership that is committed to partnerships and communities of practice.
2. Leadership that distributes autonomy across stakeholders in the institution working towards cultural alignment for the construction of a shared world-view.
3. Leadership that develops trust that expectations to search for truth will be met.
4. Leadership that cultivates constructive cross-cultural criticism to develop a shared multicultural world view.

5. Leadership that advocates for culturally relevant structures and mechanisms that facilitate optimal participation.

We have identified how the different cases have engaged with the standards using a scale of categories; 'no evidence', 'developing', 'proficient' 'accomplished' and 'distinguished' in Table 1. We also read the other ground work case studies published in this Special Issue of IJSE through the framework and invite the reader to do the same for their organisation.

Table 1 - Engaging with Global Standards of Participation

	Leadership that is committed to partnerships and communities of practice	Leadership that distributes autonomy across stakeholders in the institution working towards cultural alignment for the construction of a shared world-view.	Leadership that develops trust that expectations to search for truth will be met.	Leadership that cultivates constructive cross-cultural criticism to develop a shared multicultural world view.	Leadership that advocates for culturally relevant structures and mechanisms that facilitate optimal participation.
Arabic Israeli	Proficient	Developing	Developing	Developing	Proficient
English	Proficient	Developig	Proficient	Developing	Proficient
Guyana	Proficient	Developig	Proficient	Developing	Developing
India	Developing	Developing	Developing	Developing	Developing
Kazakhstan	Developing	Developing	Developing	Developing	Developing
Nigeria	Developing	Developing	Developing	Developing	Developing
Northern Ireland	Developing	Developing	Developing	Developing	Developing
Republic of Ireland	Proficient	Developing	Developing	Developing	Proficient
Russia	Developing	Developing	Developing	Developing	Developing

Conclusions

The primary goal of this study was to present a boundary crossing Education and Skills Model for Empowering Young Societal Innovators for Equity and Renewal (EYSIER). The model emerges from a boundary crossing action research project located in multiple secondary school sites from five continents including Arabs in Israel, England, Guyana, India, Kazakhstan, Nigeria, Northern Ireland, Republic of Ireland, Russia. The findings reveal a continuum of impact from the action research. At one end action research empowers young people to develop entrepreneurial styles for societal innovation for equity and development focusing on co-creating ethical, rights based, evidence-informed solutions to problems in intergenerational and diverse school contexts. On the other hand, young people were disempowered and played no part in any decision making about their school career or future engagement with the labour market, and not permitted to take part in the action research.

Theorising the findings enabled the team to identify five principles for empowering young people to be societal innovators for equity and renewal. From these principles emerged five standards that underpinned an Education and Skills Model for Empowering Young Societal Innovators for Equity and Renewal (EYSIER). From this model we offer the following activities as teaching opportunities based on this study.

Teaching opportunities/ suggested learning experiences

Our findings revealed there was also a disconnect between young people's learning, and their aspirations to get a permanent job, buy a home, start a family and contribute to a pension and their nation state's welfare. Due to priorities of government targets we found schools were focusing on student outcomes in high stakes tests, rather than scaffolding young people to gain the knowledge, skills and experience they need for full civic engagement.

Our findings revealed young people saw the curriculum as disembedded from their lives, and the economy as disembedded from their lives. Our research identified schools in this study did not develop a global participation value that education and/or job seeking, and/or employment policies and practices and procedures build the confidence, self-esteem and resilience of young people.

Our research also revealed education policy as text did not require schools in this study to develop a Global participation value to address the gaps in young people's knowledge about local, national and global patterns of consumption and debt; engagement with Small and Medium Enterprises as entrepreneurs, employees, employers to compete with global public corporations that outsource and undermine Gross Domestic Product (Taysum, 2019a); provide thinking tools to enable young people to be drivers

of change by building lives with permanent employment, being homeowners, having families and contributing to a pension related to growing ageing populations; young people understanding how to re-embed the economy into society, and advocate for such innovations for a sustainable economic, social, and ecological model (Taysum, 2019a).

Our research also revealed education policy did not require schools in this study to develop young people's thinking about their environment, and that they can be proactive in developing sustainable economic, social and ecological models (United Nations, 2016). Our research identified that schools in this study do not develop a Global participation value to address the gaps in young people's knowledge about public and private spaces, including developing cities, designing homes, maintaining safe public spaces such as parks, green belt, woods, the sea shore, museums, art galleries, band stands, sports facilities and arenas.

We recommend that research into these values be conducted to establish global standards of participation to add to the five in Table 1 that were established from this research.

We recommend further research is carried out for proof of concept of these principles and standards for Global participation. We have developed an insert innovative framework here. From which we intend to publish a Youth Engagement System that develops intergenerational, multicultural relationships including evolving gender relationships. The research will focus on enabling young people to find creative responses to becoming drivers of social change for equitable sustainable futures.

We offer the following activities as teaching opportunities based on this study.

- By using the cases we have documented educational leaders might critically reflect on the extent to which structures enable the inclusion and respect of all stakeholders' funds of knowledge and capital in the learning that takes place in their districts/institutions.
- Educational Leaders might consider the role of their ego, and knowing themselves in their leadership. They might critically reflect on how they feel about shifting power from themselves to the other through sharing autonomy. They might consider what their fears are in this process. They will need to examine what support they have for sharing leadership within a context of accountability where job security is on the line.
- Educational Leaders might be asked to write a critical reflection for each of the five standards as guidelines here presented and the further three values that our research identified needed further development through policy as text. From these critical reflections they might develop key questions and a research agenda that effectively address the improvement of all stakeholder participation in their districts/institutions. Crucial to the

research agenda is that all members of communities of practice might be asked how they perceive their levels of participation.

- Educational Leaders might consider what mechanisms they need to operationalize in their districts/institutions to enable teachers to gain deep understandings of their students' and parents of students' different funds of capital. Mechanisms will need to include constructive cross-cultural criticism of different world views to enable cultural alignment or integration to occur of the different funds of capital within the learning (Ishii et al, 2007). Educational Leadership students might then consider how they can address the question: 'how can we teach what we don't know?' (Howard, 2006).

- Educational Leaders might consider what is optimal participation? Some individuals may be shy and prefer the written word, and all come with different funds of capital and power. Involving parents in home-school networks requires use of technology (This Special Issue of IJSE Editorial). This is particularly the case if parents from low socio-economic backgrounds may take three jobs to make rent (Shields, 2007). How will change strategies to enable participation be underpinned by principles of inclusion and respect?

- The research here presented is a snap-shot of a larger research project, which underpins the bid for further research into enhancing young people's participation in processes and practices to enable them to become drivers of social change. The focus of the social change is on a more sustainable economic, social and ecological model characterised by developing intergenerational, multicultural relationships including evolving gender relationships, and those recognized as having special educational needs. The aim would be to build capacity for the innovative framework through mainstreaming and working closely with policy makers to enable Education Policy as a Road Map to Achieving the Sustainable Development Goals (United Nations, 2016).

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