

The Impact of Poverty on Education

Synopsis of Seminars

Morning Options

1. Child Poverty Action Group 'Child Poverty and its impact on education'

This session will explore the relationship between child poverty in Scotland, children's health and wellbeing and the impact on their education. It will seek to identify action that needs to be taken at UK, Scotland, local authority and school level to ensure all our children get the best from everything Scotland's education system has to offer."

2. Reid Foundation : 'Poverty Is A Choice'

The seminar will consider how Scotland moves from debating poverty to defeating poverty with a presentation and discussion around the following statement.

"In political debate poverty is something you only talk about if you're attacking the other lot. In government and the civil service, it is assumed that poverty is an intractable problem. In wider policy debate, poverty is almost never seen as the priority. All of this is a cosy deal that saves us from having to address a single, compelling fact; others have virtually abolished poverty and have done so in countries poorer than ours. We also know how they did it. So it is time to accept that poverty in Scotland is a political choice and not a fact of life. Admitting this is the first step to doing something meaningful about it."

The seminar will go over a wide range of actions which I will argue are essential to take forward if we want to address this issue. It will also focus on the fact that since much of the blame is laid at the door of the school system, the EIS and schools are in a good place to start a campaign on this.

3. Initial positive school leaver destinations in Glasgow secondary schools in areas of deprivation.

This seminar will discuss some recent research undertaken by researchers from the School of Education, University of Glasgow in partnership with researchers from Glasgow City Council. The research was conducted in two phases.

Phase one aimed to examine the relationship between poverty and (1) success in public examinations and (2) initial positive school leaver destinations in Glasgow City Council secondary schools. The research constructed a tri-partite measure of deprivation (using free school meal data; Scottish Index of Multiple

Deprivation and Staged Intervention Data) that was subsequently correlated with examination and leaver destination data. Unsurprisingly, The results confirmed that poverty and deprivation have a negative impact on success in public examinations in these schools. However, the research uncovered that some schools in areas of multiple deprivation were recording high levels of initial school leaver destinations.

Phase two of the research sought explanations for these findings and consisted of key informant interviews in a number of these schools. Members of the research team interviewed Head Teachers and key staff associated with leaver destinations. The interviews provided insights into the factors that promoted high levels of initial positive school leaver destinations. These included: leadership vision and strategy; distributed leadership; operational work by designated staff and external links; the role of careers advisors; intervention at an early age and targeted intervention.

The seminar will provide an opportunity to disseminate the findings of the research and discuss the implications of the findings for secondary schools in Scotland.

4. Close the Gap

Growing up poorer: why women and girls are more likely to be poor, and why this matters

Women in Scotland are more likely to be poor, and be poor throughout their lives, than men. This seminar session unpacks women's poverty, and explores connections between poverty and education.

5. The Scottish Refugee Council

'Trapped – Destitution and Asylum in Scotland'

People seeking asylum in the UK are at risk of destitution throughout the asylum process, particularly when their asylum claim is refused and their support is withdrawn. Recent research by Glasgow Caledonian University estimates that several hundred men and women who have sought asylum live in Scotland, sometimes for years, without income, failing to reach even the United Nations (UN) target on global poverty of \$1.25 a day. This seminar will explore the poverty experienced by people throughout and at the end of the asylum system, the implications that this has for schools, colleges and communities in Scotland and solutions to end destitution.

6. Scottish Poverty Information Unit

Welfare Reform: the implications for disabled people

Many disabled people face discrimination in their daily lives at work, at home and in accessing services and the physical world around us. They are also a key

target group affected by a wide range of welfare reforms implemented and planned by the UK Government. This seminar will provide an overview of the key welfare reforms that affect disabled people and will discuss the implications for disabled people, including the situation of disabled workers

7. Citizen Advice Scotland 'The Impact of Welfare Changes on Scotland's Young People'

The UK Government's welfare reforms are having a significant impact on families and young people across Scotland. A series of reforms will take an estimated £2bn out of the Scottish economy during the lifetime of this Parliament, with reforms including Child Benefit rates being frozen, tax credit eligibility being tightened, childcare support being reduced, and lone parents expected to return to work at an earlier stage. As a result, the Institute of Fiscal Studies (IFS) predicts that 400,000 children in the UK will fall into relative poverty in the course of this parliament and by 2015 there will be over three million children in absolute poverty, meaning the government will miss the legally binding targets of reducing child poverty by 2 million by 2020. This seminar will provide an overview of the key welfare reforms that affect families and young people and will discuss the implications for the services that support them.

8.Children In Scotland The Impact of Poverty and Deprivation on Children's Learning. Can schools make a difference?

Teachers, staff and schools do so much more for children than helping them attain good assessment scores and exam results. Nevertheless, these measures demonstrate that Scotland is not doing a good enough job for its children and young people who live in our most disadvantaged areas or who are disadvantaged through other circumstances, such as being looked after.

Scotland's schools have led a number of initiatives and programmes to try and combat inequality over the last decades, what do teachers tell us works? Is a focus on early years sufficient or must it be sustained throughout primary and secondary? How can parents be more effectively involved? Must we make sure that our schools are available throughout the holidays to give children more opportunities to learn? Do we need to target resources more to areas of greater need?

Teachers are in the forefront of giving our children and young people more opportunities to thrive, this seminar will be an opportunity to discuss and share ideas for what needs to be done in the context of the financial cuts underway at local level and the impact of welfare reform on low income families.

9. National Union of Students

Unlocking Scotland's Potential: The role of higher education in supporting social mobility

As NUS Scotland research has shown, despite having all the necessary building blocks in place Scotland continues to have the worst rates of access to HE for those from our most disadvantaged communities. There continues to be a real social divide not just in who goes to university, but just as importantly, where they go. At too many of our universities, entrance depends on your background, not your potential.

We know that universities cannot do it all to solve society's ills, but there is clearly much more that all universities can be doing across Scotland to give access to higher education to those that have demonstrated the potential but lack the privilege.. They have a clear role in improving social mobility and ending the country's perpetual and devastating cycle of poverty. With examples of great practice already in place at many universities, and legislation which supports local efforts to improve fair access going through parliament, we now have the opportunity to address, and remove, these glaring inequalities.

This session by NUS Scotland will look in more detail at these issues; start a debate on how we can improve the record of our universities, and especially our most elitist ones; how schools, colleges and universities can and should be working in partnership, supported by government, to improve social mobility; and the role of civic Scotland in all of this.

10. Poverty Alliance : Rural Poverty

The experience of poverty within rural contexts in Scotland can highlight different issues and barriers from poverty experienced in an urban context. This workshop will explore key issues of rural poverty in the current context and will share findings from our recent research 'Surviving Poverty the Impact of Lone Parenthood' highlighting barriers lone parent families face.

Afternoon Options

1. James Watt College : Credit Unions

James Watt College will deliver a presentation on their project, its origins and its operation.

This will involve:

Explaining the financial capability concerns surrounding young people, specifically young people living in North Ayrshire.

Detailing how we engaged with politicians and organisations to provide us with support and advice.

Providing information on how a group of students (JWCMoney1) researched and developed an enterprise activity specifically to engage with the student, and wider community, in order to address the links between financial capability and poverty.

2. East Ayrshire Council : The Greenmill String Orchestra Project

The project is designed to engage large numbers of children in an orchestral experience that not only develops musicianship and technical ability but provides a broad range of transferable skills that enhances each student's ability to learn as individuals and within groups across all areas of the curriculum.

The strength of the project lies in its integrated approach to learning. All students learn within each year group, where Orchestra is considered like any other subject, English, Maths, Science or PE. This ensures that any issues of bullying, non-participation and/or opt-out are eliminated in full. The string orchestra is also used as a means of enhancing other curriculum areas.

The curriculum for the project is carefully designed to ensure that students are encouraged to not only accept the information that is given, but to analyse and understand it in a variety of ways, ultimately gaining a deeper and wider understanding of the subject.

Peer learning is also strongly promoted, where students are encouraged to develop knowledge with others rather than only accepting that which is handed to them by the teacher. Every child is given the opportunity to engage in music and work towards fulfilling their individual potential as successful and confident musicians and learners.

Our session will give you an insight into the project as well as an opportunity to learn a stringed instrument from the experts – the pupils themselves.

3. Comenius Project : Supporting newly arrived children into education

Glasgow City Council Education Services have been working within the EU Lifelong Learning Comenius Regio programme with the city of Marseille, developing teacher education and pedagogical approaches to enhance primary/secondary transition for newly arrival bilingual young people. The partnership has included the Universities of Glasgow, Aix en Provence and the National Inspectorates, plus multilingual primary and secondary schools in both Glasgow and Marseille.

This collaboration funded by the British Council has involved the development of a model designed to incorporate observed best practice within race equality education in Glasgow and Marseille and new developments to further meet the needs of newly arrived bilingual learners. The evidence for the model has been informed by the professional learning of EAL and FAL teachers observing the identified needs of newly arrived pupils in pastoral care and second language provision. Factors which either limit or enhance the experience of migration and equality of opportunity have been identified and explored, including the socio and economic factors and expertise from an initiative in a Berlin primary school to support bilingual learners has also been used to enhance the professional expertise of second language teachers in Glasgow and Marseille.

The workshop would present the research, impact and delivery of this EU collaboration to develop equality of opportunity for newly arrived young people across Europe.

4. St Kentigern's Academy Rights, Respecting Schools

As part of St. Kentigern's drive to achieve UNICEF's Rights Respecting School Award a pupil group (S1-S6) was set up called "Seen & HEARD". The aim of the group was to empower young people in the school community to learn about their rights as set out in the UNCRC. The Seen & HEARD pupils won a UNICEF competition to make a short docu-film about article 27 "the right to a decent standard of living" The film provides a unique opportunity to find out the views

and personal experiences of young people about UK child poverty. The short film and its soundtrack are the results of their concerns and their call to action.

The seminar will focus on

- a) St Kentigern's Academy cluster approach to the Rights Respecting Schools Award and their journey to achieving the award.
- b) The pupils experience of making the film and their successes so far in raising awareness of child poverty such as gaining a Rotary International Young Citizen Award 2012 and the launch of the Seen & Heard UNICEF teaching pack which explores rights and child poverty in the UK.

5. Wester Hailes Education Centre : Global Citizenship

This seminar will explain the 10 year school partnership with Barkly West high school, South Africa and how they have developed a number of joint curricular projects. The seminar will illustrate how the school has developed and sustained its partnership and share ideas that may be applied in other schools.

6. Westquarter Primary School Falkirk: 'Nurture: Not a Notion but a Necessity'

Poverty in Education- how does it manifest itself?

Improving educational outcomes for children and young people is restricted by the social malaise of poverty which is widespread across Scotland. It is the impact of poverty on children's ability to access education that concerns us. Day and daily we see an impoverished sense of self and poor expectation and choice. Education can be a 'way out of these circumstances' but with poverty comes a lack of ambition to achieve this.

This workshop will explore this issue and look at what we in Westquarter Primary School and Falkirk Council are doing to address this through our nurture class and the adoption of nurturing principles throughout the school and community.

WORKSHOP OUTLINE

The workshop will look at the Nurturing programme in context of Falkirk Council. We will discuss how Westquarter Primary School has taken this forward and their journey towards becoming a nurturing school. There will be an opportunity to

hear from staff and from family support about the challenges and hopes for the future. This will consist of a mixture of presentation and participative workshop.

WORKSHOP OUTCOMES

1. To understand nurturing principles.
2. To appreciate the highs and lows involved in becoming a nurturing school and the practical implications.
3. To identify barriers to learning and the appropriate interventions.
4. To develop an understanding that staff need time to make meaning and sense of their role in society and the implications and responsibilities of GIRFEC.
5. To appreciate that people can make a difference- it's about relationships!

7. Smithycroft Secondary School Young Parent's Support Base – 'Supporting young mums to stay in education'

The YPSB was set up at Smithycroft in 2010. It supports young people across Glasgow pre and post birth to stay in their school and continue with their education. Smithycroft itself also has provision for up to 10 young girls to continue their education, pre and post birth, with an onsite nursery dedicated to the project. The project has received huge praise from a variety of sources and is viewed as a model of extremely good practice. The seminar will allow you to hear more from the Headteacher of Smithycroft and from two S6 pupils who have been instrumental to the success of the project.

8. An Inclusive and Collaborative Approach for Young People-in conjunction with APEX Scotland

The session will outline the history of changing inclusive practice within Dunfermline High School and APEX colleagues will share their perspective. Handouts will be available and discussion welcomed.

Apex Scotland helps ex-offenders and young people at risk realise their potential through employment, with the aid of training and seminars.

9. Falkirk Council Locality Model

'Tackling disadvantage and inequality and, as a consequence, improving education and life chances of children and young people'.

This workshop will consider how a multi agency model of support for vulnerable children and families, which involves teachers working with other allied

professionals, has led to improved educational and life outcomes for the children involved.

Often, single agencies hold information which, taken in isolation, may not appear to be significant. However, when this information is shared with other agencies, and it contributes towards a more holistic picture about the child and family, there is an opportunity to implement more effective assessment and an identification of needs. This workshop will demonstrate how Falkirk Council's Locality Model allows children's needs to be assessed in local forums with timely supports identified to help children and their families improve educational outcomes for those involved.

WORKSHOP OUTLINE

The workshop will use the GIRFEC (Getting it right for every child) 5 Key Questions and National Practice Model Assessments to illustrate how a multi agency approach taken by locality services can make a positive difference towards achieving positive outcomes for children and young people. The session will consist of a mixture of presentation and participative workshop.

WORKSHOP OUTCOMES

6. Explanation of the role of the Falkirk Locality Model by teachers and other professionals and its use of shared multi-agency, consent, assessment, practical fast solutions and supports.
7. Opportunity to learn from multi-agency peers; consider how to highlight issues on a multi-agency basis - including attendance, parenting and behaviour. The use of the Integrated Assessment Framework will also be considered.
8. Review of the assessment and the wellbeing indicators, including positive and negative factors,
9. Discussion on the importance of sharing information leading to better outcomes; and feedback from children and parents who have been supported by services via the Locality Multi Agency Groups (MAG).

10. – Castlemilk High School: School Leaver destinations

The objective of this workshop is to demonstrate the importance of the following:-

- Knowing all of our children
- Joint working with SDS
- Involvement of Parents at Options
- Early identification of MCMC pupils
- Liaison with External Agencies (16+, Youth Complex, Glasgow Life , Ardenglen Housing Assoc etc)
- Bespoke programme for Winter Leavers
- Monitoring and Tracking