

PACT

Anti-poverty Professional Learning
for the Teaching Profession

eis
The Educational
Institute of Scotland


The Scottish
Government
Riaghaltas na h-Alba

Core Module 2

Digging Deeper on Poverty: how it feels & what it does

Participant Resource Pack





Resources for Module 2 Participants

Thank you for joining our PACT online Core Module 2 Digging Deeper on Poverty: how it feels & what it does on 11th/13th October 2020. It was a pleasure to work with all of you. As we said in the online session, we would like to share with you some further resources related to our presentation. Edited recordings of the live sessions will soon appear on the EIS website if you would like to refresh your memory or share the experience with colleagues.

<https://www.eis.org.uk/Professional-Learning/PACT>

We hope that you will find these useful. However, there is so much more that we want to share with you, so this collection of resources is very much a starting point. As we continue to progress through the programme, we will continue to share more resources, and we would also welcome your own suggestions for further reading.

In addition to the resources in this collection, we would also like to take this opportunity to remind you of the resources and information available from the EIS's own long-standing Child Poverty Campaign. These can be found at: <https://www.eis.org.uk/Campaigns/Child-Poverty>

As always, please get in touch with us if you would like to give us any feedback or discuss any of the issues from the module. Thanks for engaging with the PACT community and we hope to see you again soon.

With kind regards,

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Core Module 2

Digging Deeper on Poverty: how it feels & what it does

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Aims

- To deepen understanding of poverty and its effects
- To deepen understanding of its potential educational impacts
- To increase awareness of good practice and research-based evidence on teaching and learning around poverty
- To provide information and resources on developing classroom activities and whole-school approaches to anti-poverty work
- To deepen understanding of a human-rights based approach to poverty



Everyone has the right to enjoyment of the highest attainable standard of physical and mental health

International Covenant on Economic, Social & Cultural Rights, art 12 (1976)

See: <https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx>





Digging Deeper on Poverty: how it feels & what it does

- **Under the Skin:** Stigma and Shame
- Poverty Perspectives: Psychology

A wee break

- **In the Frame:** Working to full capacity
- Unifying the narrative: beyond the UNCRC
- Poverty, pedagogy and praxis



Under the Skin

stigma (noun)

Pronunciation /ˈstɪɡmə/

A mark of disgrace associated with a particular circumstance, quality, or person.

shame (noun)

Pronunciation /ʃeɪm/

A painful feeling of humiliation or distress caused by the consciousness of wrong or foolish behaviour.




For further information and analysis on Hogarth's Beer Street and Gin Lane, please see:

<https://www.bbc.com/culture/article/20150610-london-city-of-sin>

[Poverty lines: where are the poor in art today? | Art | The Guardian](#)

[Art reflects evolving perspective on poverty | Arts | DW | 29.06.2011](#)



The propaganda machine of the war on the poor



Benefits Street trailer:

<https://www.youtube.com/watch?v=XkKJQF1xSJU>

Please see the following further reading:

Unlearning Deficit Ideology and the Scornful Gaze: Thoughts on Authenticating the Class Discourse in Education, Paul C. Gorski
[deficit-ideology-scornful-gaze \(cortland.edu\)](http://cortland.edu/deficit-ideology-scornful-gaze)

'We did the Slum!'—urban poverty tourism in historical perspective

[M Steinbrink](#) - *Tourism Geographies*, 2012 - Taylor & Francis

[Malte Steinbrink 2012 We did the Slum - Urban Poverty Tourism in Historical Perspective.pdf \(d1wqtxts1xzle7.cloudfront.net\)](#)



The Roles We Play

"A human being's greatest misfortune is not to be hungry, to be unable to read nor even to be jobless. The greatest misfortune of all is to know that you count for nothing, to the point where even your suffering is ignored."

Joseph Wresinski
Founder, ATD Fourth World



"The media often make us seem so different, so much less than others, this gives us the chance to show that we are just normal people trapped in abnormal circumstances that we did not create."

Bea, Carer



"When you live in long-term poverty, you have to depend on services that are delivered with suspicion and disdain. They make you feel humiliated. The stereotyping of all poor people dehumanises them in the eyes of others."

Kathy, Human Rights Activist



Find out more about the ATD project here.

[The Roles We Play: Recognising the Contribution of People in Poverty | ATD Fourth World UK \(atd-uk.org\);](https://atd-uk.org/)



Film clip: **EMA = Unintended Consequences**: Michael, Pupil Council member, Bellahouston Academy, Glasgow

For full five-minute film, see:

<https://www.eis.org.uk/PACT/Bellahouston>

Activity Reflection Points: Exploring the Situation ...

- Should it have been avoided? Is there ever a trade-off in these kinds of situations?
- What is the role of attitudes and values in assessing these trade-offs?
- How *could* it have been avoided?

- Do you know if there may be similar situations in your school?
- What kind of process could be in place that would avoid similar situations in future?
- What needs to happen for that to come about?

- Who needs to get on board with that?
- Role of Pupil Council in anti-poverty planning?
- And Parents... the wider Community?

Reminder: useful resources & further learning



CPAG: Cost of the School Day Toolkit

<https://cpag.org.uk/scotland/CoSD/toolkit>

And for further learning:

<https://elearning.cpag.org.uk/course/view.php?id=34>

See also: **The 1 in 5, Edinburgh**

<https://education.gov.scot/improvement/practice-exemplars/the-1-in-5-raising-awareness-of-child-poverty-project-in-edinburgh/>

Other Perspectives on Poverty: Psychology

The Politics of Poverty & Mental Health (1): Perspectives from Psychology

Five 'Austerity' Ailments:

1. Humiliation and shame
2. Fear and distrust
3. Instability and insecurity
4. Isolation and loneliness
5. Being trapped and powerless

Five important indicators of a psychologically healthy society

1. Agency
2. Security
3. Connection
4. Meaning
5. Trust

Psychologists Against Austerity (PAA)
The Psychological Impact of Austerity – A Briefing Paper, Psychologist Against Austerity.

Five Austerity Ailments: <http://www.psychchange.org/psychologists-against-austerity.html> See also: <http://www.psychchange.org/>

On 'Othering': Ciuffetelli Parker, D. (2015). *Poverty and Schooling: Where Mindset Meets Practice*. Toronto: Ontario Ministry of Education. In: <https://www.education.gov.scot/improvement/research/poverty-and-schooling-where-mindset-meets-practice-2015/>

From Psychology (2): Cognitive Dissonance

From Psychology (3): Narrative

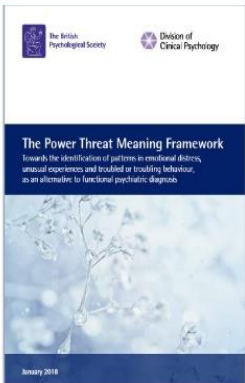
Great deal of research on the importance of, and impact of 'Narrative' on the individual:

- In developing, and maintaining a *Sense of Self*
- In constructing a personal and shared sense of *Identity*
- In *Imagining* the possible – that things could be *different*

Reflections on **Cognitive Dissonance**: we touched upon possible cognitive dissonance in the reality for young people living in poverty vs. a narrative of educational aspiration, and a potential role for Human Rights Education in resolving that dissonance. Here's a U.S. paper about cognitive dissonance that we think is interesting generally, as well as being adaptable to exploring that idea further: <http://www.osba.org/-/media/Files/Resources/Improving-Education/cognitive-dissonance.pdf>

Narrative, the Self and Identity: Large body of work in psychology: here's a very quick overview: <https://www.youtube.com/watch?v=Nmqg6xnY86o>

For further reading, a good place to start: *Narrative Identity*, McAdams, D.P. & Mclean, K.C. (2013). <https://journals.sagepub.com/doi/10.1177/0963721413475622>



**From Psychology (4):
Power, Threat, Meaning Framework**

the british psychological society

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What is it?

'In summary, this framework for the origins and maintenance of distress replaces the question.... *'What is wrong with you?'* with four others:


- *'What has happened to you?'* (How has Power operated in your life?)
- *'How did it affect you?'* (What kind of Threats does this pose?)
- *'What sense did you make of it?'*
(What is the Meaning of these situations and experiences to you?)
- *'What did you have to do to survive?'*
(What kinds of Threat Response are you using?)

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Here's an introduction to the above - the British Psychological Society's **Power, Threat Meaning Framework**, including a short film. We think this has the potential for further insights on the impacts of poverty for our young people, their families and communities, as well as the potential to be complementary to the ACE's model.

<https://www.bps.org.uk/power-threat-meaning-framework/introduction-ptmf>

In the Frame





Building School Culture

Talk about the kids you love (and resist deficit language).

Engage families outside and inside the walls of the school.

Forge community partnerships.

Culturally Responsive Pedagogy

Socio-cultural consciousness - an awareness of how socio-cultural structures impact individual experiences and opportunities.



High expectations - hold positive and affirming views of all students of all backgrounds.

Desire to make a difference - see themselves as change agents working towards more equity.

Constructivist approach - understand that learners construct their own knowledge.


Deep knowledge of their students - know about the lives of students and their families; know how students learn best and where they are in their learning.

Culturally responsive teaching practices - design and build instruction on students' prior knowledge in order to stretch students in their thinking and learning.

Facilitating Activist Education

- Design projects that connect with curriculum expectations in ways that bring together schools and communities.
- Partner with education minded community activists like food banks, shelters, environmental groups, cultural and community animators.
- Provide exemplars of excellence to which students can aspire.



Friendships

"A lot of people, I think, that have maybe got a lower income, round about the school, seem to be isolated and they've no got a lot of friends." (S4)

Facilitating Activist Education: see here for this and other linked research briefings:

<http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatworks.html>

Poverty and Schooling: Where Mindset Meets Practice:

<https://education.gov.scot/improvement/research/poverty-and-schooling-where-mindset-meets-practice-2015/>



For this, and the series of Council of Europe films:
https://www.youtube.com/watch?v=3ZjBVE4wpgY&list=PLMD_RYvUcCYnxGX5mWJqS0jzDdKPgaWP&index=2&t=8s

successful learners	confident individuals	responsible citizens	effective contributors
attributes <ul style="list-style-type: none"> enthusiasm and motivation for learning determination to reach high standards of achievement openness to new thinking and ideas capabilities <ul style="list-style-type: none"> use literacy, communication and numeracy skills use technology for learning think creatively and independently learn independently and as part of a group make reasoned evaluations link and apply different kinds of learning in new situations. 	attributes <ul style="list-style-type: none"> self-respect a sense of physical, mental and emotional well-being secure values and beliefs ambition capabilities <ul style="list-style-type: none"> relate to others and manage themselves pursue a healthy and active lifestyle be self-aware develop and communicate their own beliefs and view of the world live as independently as they can assess risk and make informed decisions achieve success in different areas of activity. 	attributes <ul style="list-style-type: none"> respect for others commitment to participate responsibly in political, economic, social and cultural life capabilities <ul style="list-style-type: none"> develop knowledge and understanding of the world and Scotland's place in it understand different beliefs and cultures make informed choices and decisions evaluate environmental, scientific and technological issues develop informed, ethical views of complex issues. 	attributes <ul style="list-style-type: none"> an enterprising attitude resilience self-reliance capabilities <ul style="list-style-type: none"> communicate in different ways and in different settings work in partnership and in teams take the initiative and lead apply critical thinking in new contexts create and develop solve problems

Successful Learners – in Whose Image?

"A challenging upbringing should be seen as a strength, not a weakness"

Olivia, 16

"My behaviour is a form of communication when words won't suffice."

Nia, 17

What is Curriculum for Excellence?

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence>

Introduction to main policies governing Scottish education:

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/>

Confident Individuals & Responsible Citizens – Whose Story?



Effective Contributors – in Whose Image?



Unifying the Narrative: *Poverty and Human Rights*

Re-stating some Poverty Narratives



- **Post-poverty:** people don't believe poverty exists today, in this country (?)
- **'Self-makingness':** people blame individuals for being in poverty - they should try harder and work more.
- **Fatalism - The game is rigged:** people think there will always be poverty... nothing will ever change.



Stating some Human Rights Myths

- We all have Human Rights in this country
- Human Rights are unrealistic/idealistic
- Human Rights get abused by chancers
- What about my Human Rights
- Human Rights are a bourgeois construction
- Human Rights begin at home
- Rights go with responsibilities



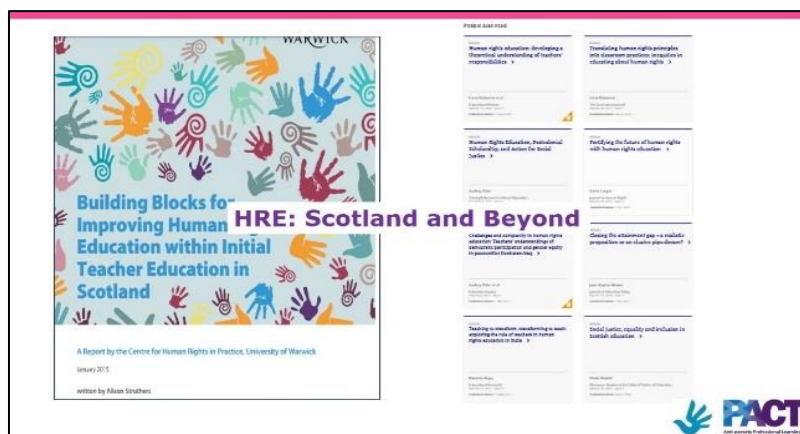
Poverty Myths: 3 broad categories:

- Denial
- Blame
- Acceptance

Human Rights Myths: same 3 broad categories:

- Denial (of violations, of validity, of universality)
- Blame (for wilful abuse by rights-holders, by 'others')
- Acceptance (of violations, of conditionality)

Unifying the Narrative: *Human Rights Education*



Building Blocks for Improving Human Rights Education within Initial Teacher Education in Scotland (2015), Struthers, A. Human Rights Centre at Warwick University.

https://warwick.ac.uk/fac/soc/law/research/centres/chrp/publications/building_blocks_report.pdf

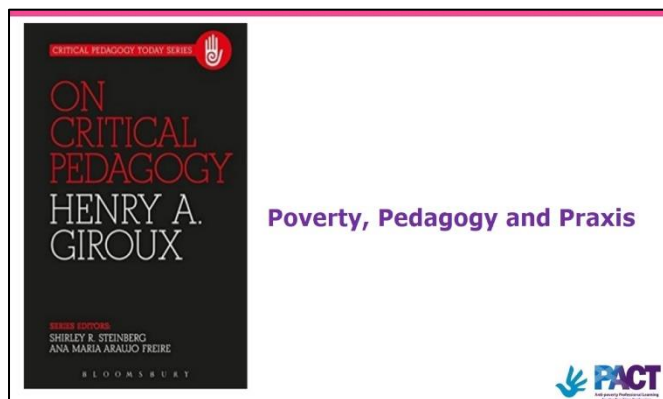
A Review of Human Rights Education in Schools in Scotland, Watts, E., for BEMIS (2013). See here for link and for other resources:

<https://bemis.org.uk/publications/>

Human Rights Education in Scotland: Challenges and opportunities, Daniels, S. (2019).

<http://cradall.org/workingpapers/human-rights-education-scotland-challenges-and-opportunities>

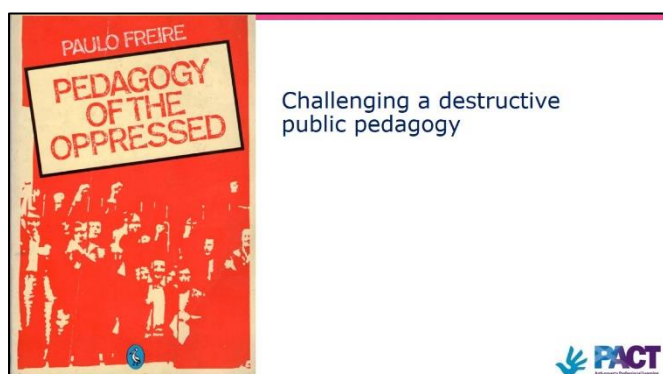
Poverty, Pedagogy and Praxis



Critical Pedagogy (in dark times)

Within neoliberal ideology, the market becomes the template for organizing the rest of society. Everyone is now a customer or client, and every relationship is ultimately judged in bottom-line, cost-effective terms. Freedom is no longer about equality, social justice, or the public welfare, but about the trade in goods, financial capital, and commodities.

Giroux (2013)



What does this mean in the classroom?

Just give everyone an iPad...?

or

Enabling learners to understand hidden messages through a critical lens

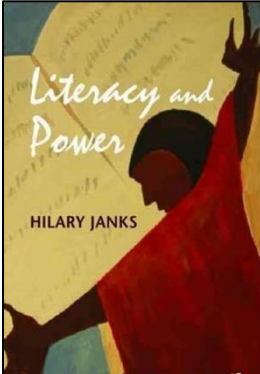
Challenging the power relations implicit in texts

Encouraging students to interrogate societal issues and to critique the structures that are seen as norms



Henry Giroux: Where is the Outrage? Critical Pedagogy in Dark Times
<https://www.youtube.com/watch?v=CAXj87RRtsc&t=4087s>
 And see: <https://truthout.org/articles/a-critical-interview-with-henry-giroux/>


For an overview of Paulo Freire, Pedagogy of the Oppressed, see:
<https://www.developmenteducationreview.com/issue/issue-30/pedagogy-oppressed>



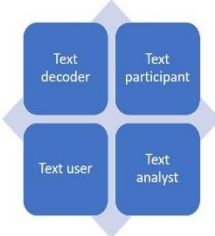

Critical Literacy

Challenging the dominant narrative in the classroom

HILARY JANKS



Four Resources Model (Luke & Freebody 1999)



Fake news and critical literacy

The final report of the Commission on Fake News and the Teaching of Critical Literacy in Schools
Compiled by the National Literacy Trust

- Only **2%** of children have the critical literacy skills they need to tell if a news story is real or fake
- **Half** of children (49.9%) are worried about not being able to spot fake news
- **Two-thirds** of children (60.6%) now trust the news less as a result of fake news
- **Two-thirds** of teachers (60.9%) believe fake news is harming children's well-being, increasing their anxiety levels
- **Half** of teachers (53.5%) believe that the national curriculum does not equip children with the literacy skills they need to identify fake news




Share your experience of Critical Pedagogy and Critical Literacy approaches in your classroom. How could you use these approaches to teach about poverty?

If this is new to you, talk about activities you hope to do in the future.

You may wish to structure your discussion as a SWOT analysis as we did last time.

- Strengths
- Weaknesses
- Opportunities
- Threats




<https://criticalliteracyinscotland.files.wordpress.com/2019/11/critical-literacy-asking-critical-questions-ng2019.pdf>

<https://www.gtcs.org.uk/News/teaching-scotland/72-critical-literacy.aspx>




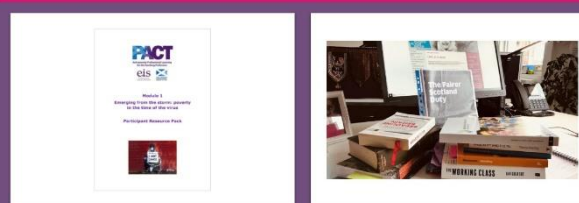
Feedback extracts: Learning Reps

- Inspire hope for the possibility of change
- Consideration of the sensitivities in teaching about poverty for the students who are living through it.
- Teaching 'agency' is crucial alongside understanding of our socio-political and economic context.
- There is the threat of poverty even when the parents are working – zero hours contracts, etc. Teachers need to understand the implications of parental employment circumstances.




Feedback extracts: HTs and DHTs

- It can be difficult to identify the kids who have issues with poverty – especially when families feel like they have to hide it because of perceived stigma
- Everything in our attainment report is related to PEF
- Everything we do – we have to ask how it will impact on our families.
- Working in the home has been so valuable - builds trust and communication
- Tricky to find ways of "proving" the impact of the work
- Resource and staffing implications

Homework – reading and reflection



Thank you once again to all the participants in Module 2 for your interest and engagement. And thank you to new readers for your interest also.

Please do get in touch with any resources you would like to share with the PACT Community.