

PACT

Anti-poverty Professional Learning
for the Teaching Profession

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The Educational
Institute of Scotland


The Scottish
Government
Riaghaltas na h-Alba

Joining the Dots on Poverty: Putting Professional Learning into Action



REPORT OF THE EIS PACT PROJECT
Phase One: November 2018 – March 2021

Kait Laughlin
Sandra Scott

**‘It is not Poverty which is shameful.
It is the existence of Poverty which
is shameful’** Joseph Wresinski

Foreword

The teaching profession in Scotland demonstrates its commitment to the pursuit of social justice, daily. For more than a decade now since the implementation of austerity, schools and teachers have endeavoured to mitigate the impact of rising levels, and deepening intensification of, the poverty experienced by our children and young people, and since child poverty doesn't exist in a vacuum, the poverty experienced by parents and carers and their wider communities.



Andrea Bradley
EIS Assistant Secretary
Education and Equality

In spite of efforts and initiatives so far, the poverty-related achievement and attainment gap has remained somewhat stubborn. The statistics that point to this conclusion are troubling on two fronts. They're a matter of national concern in terms of what they say about our society and our education system within it. And they're a significant source of anxiety when we consider what the statistics mean in terms of human experiences of poverty and life on low income- the daily struggles and disappointments that are marring the individual life stories of a significant number of the individual children and young people enrolled in our schools.

As a society and as a teaching profession in one of the richest countries in the world, we should neither accept the existence of poverty nor of educational inequity. Undoubtedly governments at both UK and Scotland levels have significant responsibility and power to act against poverty but with the necessary government support and funding, and with the right cultures in place, services such as Education also have a role to play.

Schools are where our youngest citizens go every day to learn and to play and to grow socially, emotionally and cognitively. Scotland has rightly committed to get it right for every child. To realise this commitment in full, steps must be taken to ensure that all young people, no matter their socio-economic background (or any other differentiating and potentially alienating factors) are fully and unequivocally included in the offer that schools make to their young people.

From learning in the classroom to learning at home, from school meals to school trips, from instrumental music tuition to access to digital devices, children and young people must have equal opportunity to benefit. Poverty at home should not be permitted to stand in the way of young people's happiness, sense of belonging and progress at school.

Teachers know this and are committed to delivering this in their own classrooms, though some have told us that they aren't always entirely sure of how to. This self-identified need for professional learning around equity is what led to the creation of what is now known as the EIS PACT Project.

Funded by the Scottish Government since November 2018, the Project offers teachers the opportunity to learn together, exploring the nature, causes and consequences of poverty particularly for young people's experiences of school education; and looking at ways in which schools and teachers can seek to mitigate the effects of poverty in the classroom and the wider school through policy, pedagogy, school ethos and culture.

The content of the PACT professional learning programme has been meticulously researched and designed in such a way as to be inclusive of all participants regardless of the depth of their prior knowledge of the issues. Everyone is encouraged and welcome to join what is now a growing PACT Community.

Importantly, and very much relevantly in light of UNCRC Adoption and the work of the national Human Rights Task Force, PACT professional learning features a strongly Human Rights dimension, viewing poverty as a violation of economic, social and cultural rights that requires to be corrected, not only through government action but by citizens, including our youngest citizens, understanding their rights and how to claim them. As one of our Project Advisory Board members commented recently, the application of a Human Rights lens to the issue of poverty within the PACT professional learning package 'is a game-changer'.

Turning to the PACT Project Advisory Board, on behalf of the EIS, I wish to express our deepest gratitude and appreciation for their guidance throughout Phase 1 of the Project. Ably chaired by Gillian Hamilton of Education Scotland, the Board has offered both sage advice and practical support over the past two and a half years. Its members have gone above and beyond what was initially asked of them and have done so always with grace and generosity of spirit. The PACT professional learning offer is as strong as it is because of the insights and encouragement that they have shared.

I know that PACT Co-Leaders Kait Laughlin and Sandra Scott are grateful for the support of the Project Advisory Board. Similarly, the EIS is strongly appreciative of the unshakeable commitment that both Sandra and Kait have shown towards this work since joining the Project in 2018. Not even a pandemic would shift them from the objective of creating a strong anti-poverty professional learning offer for Scotland's teachers. Thank you to them both for the legacy that they are leaving as Phase 1 of the PACT Project comes to an end. We have a very strong set of foundations to build upon.

Finally, I want to return to the partnership between the EIS and the Scottish Government which led to the creation of the PACT Project and the many successful outputs from it so far. The shared endeavour of the Scottish Government and the EIS to maximise the ability of schools and teachers to mitigate the impact of poverty in the classroom, is as strong now as it was when, at the 2017 International Summit on the Teaching Profession (ISTP), EIS General Secretary Larry Flanagan and Deputy First Minister and Cabinet Secretary for Education John Swinney pledged that unions and government would work together in common cause to create a package of equity-related professional learning for teachers.

The EIS wishes to thank the Scottish Government for the significant part that it has played in ensuring that the pledge made at the ISTP has been honoured. In 2017, if the need for such a pledge between education unions and government to act against poverty was stark, the ravages of the pandemic against the poorest individuals and communities within Scotland, have rendered it all the more essential now. The EIS looks forward to our continued joint endeavour as we look towards Education Recovery and Phase 2 of the PACT Project.

A handwritten signature in black ink that reads "Andrea Bradley". The script is cursive and fluid, with the first letters of "Andrea" and "Bradley" being capitalized and prominent.

Andrea Bradley

EIS Assistant Secretary
Education and Equality



**Anti-poverty Professional Learning
for the Teaching Profession**



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Preamble

This report is written in the middle of the Covid-19 pandemic: a time when pre-existing poverty has become even more dire, and one where previously hidden deprivation is more visible. Simultaneously, others are rendered invisible within the confines of our own homes. It is written in a time where the rampant inequality throughout the U.K. is reflected starkly in the disproportionate rates of infections and deaths from the virus amongst people and communities trapped in poverty.

Against this backdrop all our children and young people, parents, carers, families and communities have struggled with the demands of lockdown, but those who have the least money, space, and resources, as before, have struggled most.

Scotland's teachers, schools and local authorities have tried to meet the challenges of glaring societal inequalities in access to resources and to mental health support - as well as often Dickensian levels of poverty - in the lives of so many of our children and young people.

The PACT Project had to adapt our planned programme in order to deliver it online in the midst of what was a foreseeable crisis of poverty, as well as that of the pandemic which was less predictable, and it is to the great credit of the education profession, that teachers, and others in the field, found the time and energy to participate in the professional learning programme. We know that joining together in principle and practice to do everything possible to shut the classroom and school doors to poverty is an increasingly urgent priority.

Those who have engaged in the professional learning offered so far by the Project are Scotland's new fledgling PACT Community - 'PACTivists' - who recognise that pro-active anti-poverty work in Scotland's schools needs to 'join the dots' - from the cost of the school day, through to whole school learning and policy development - and understand that all our educational initiatives and frameworks are weakened at the roots by poverty. PACT states that culture change will only come about by a deeper understanding of the reality and impact of poverty and by calling it out for the political choice and Human Rights violation that it is.

It has been an honour for the EIS PACT team, to work with so many people - from inception to this stage - who are determined to make a difference for, and with, our young people and their families struggling with this reality every day. We share that determination, and hope that this report does justice to the need for PACT's pioneering work to continue to grow and to become fully embedded in Scotland's schools, as we come together - teachers, young people, families and communities - to truly 'build back better'.

Kait Laughlin & Sandra Scott

PACT Co-Leaders / March 2021



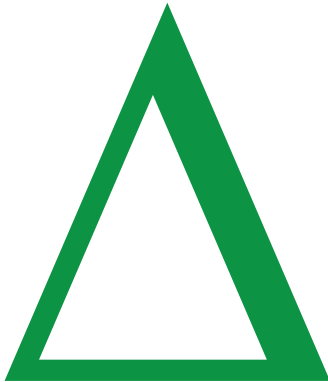
PACT

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The EIS PACT Project, funded by the Scottish Government, responds to the serious concerns of teachers about the growing levels of dire poverty amongst our children and young people. Schools can't solve poverty, but teachers want to do more to mitigate its effects.

PACT aims to support the profession to do that.



We use **blue** and **purple** to signify the PACT partnership of the Scottish Government and EIS, together with **green**, as the traffic light for more action on poverty in schools is set to 'Go'.

And we use the 'Delta' sign throughout to signify the drive for change that our Project represents.



We use the international sign for Human Rights, in recognition that living in poverty violates the Human Rights of our children, young people, families and communities, every day.

We capitalise the phrase 'Human Rights' to emphasise that these are not just abstract concepts, but a set of internationally legalised*, fundamental, and realisable entitlements for all.

* See, e.g., the International Covenant on Economic, Social and Cultural Rights.
<https://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>



Section 1

Genesis and Intent



Genesis and Intent

The ground-breaking EIS PACT Project grew out of preliminary discussions between the EIS General Secretary Larry Flanagan and the Cabinet Secretary for Education and Deputy First Minister John Swinney, at the 2017 International Summit on the Teaching Profession. The EIS and the Scottish Government then made a joint commitment to develop an evidence-based anti-Poverty professional learning offer for teachers. The Project was built on the Scottish Government's programme of commitments to tackling poverty and the EIS's long track record of anti-poverty partnership working and campaigning, and ably supported by an expert Project Advisory Board.

Phase One started in November 2018, with an extensive period of research and consultations with teachers, pupils, schools and communities across Scotland. Following a move online from the planned face-to-face 'Train the Trainer' model that had originally been developed, four learning sessions and a webinar have been designed and subsequently delivered across the second half of 2020, with a further short session in March 2021.

It is envisaged that Phase Two will return to the planned model when public health circumstances allow, incorporating feedback and learning from this revised Phase One.

What's in a Name?

The name of the project brings with it the significance of the Project's intention. PACT represents **a promise to act**. It represents a pact between teachers, learners, school leaders, families and communities; and, of course, between the Scottish Government and the EIS in the project partnership itself. Since its inception, the Project has demonstrated an active commitment from both the Scottish Government and education professionals to **act** – to collaborate in ensuring that we are doing all that we can to mitigate the effects of poverty for our young people in our schools.

Our Stance on Poverty...

PACT aims to take teachers from awareness into action and seeks to empower teachers to use education as an instrument of social justice.

As was so firmly stated by Professor Philip Alston, U.N. Special Rapporteur on Extreme Poverty in 2019, following his visit to the UK¹. - poverty is a political

¹ Watch his press conference here: <https://www.youtube.com/watch?v=NeozhyFY1i8&t=234s>:
Read the full report: <https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=23881&LangID=E>



choice and a systemic problem that should not exist in one of the richest countries in the world.

We know that teachers and schools cannot solve poverty, but they do have the power to mitigate some of its effects, and we know - because they have said again and again- that teachers want to know, to understand and to do more. The PACT Professional Learning offer is designed to support the profession in those endeavours.

'...Really inspired and proud to be part of a profession and union with this perspective.'

Teacher and PACT participant

... And on Human Rights

Crucially, the PACT Project takes a Human Rights-based approach (HRBA) to poverty and includes the potential for wider Human Rights Education in schools (HRE) – economic, social, and cultural rights in particular - as a foundational part of the programme. This reflects a growing awareness of the U.K.'s responsibilities on economic, social and cultural rights, and increasing commitments on Human Rights from both the Scottish Government and Parliament reflecting the importance and utility of a HRBA. In doing so, also supports the ongoing work and aims of Scotland's internationally-accredited Human Rights body - the Scottish Human Rights Commission.²



It also builds on research on Human Rights Education in particular, (domestically and internationally), with particular reference to several comprehensive studies examining the role of professional learning and initial teacher education in Scotland – see elsewhere in this Report.

Put simply, if we want to support our children and young people to be able to claim their Human Rights as adults, they have to know what they are – and there is a clear argument that this is particularly so around poverty related rights, in these times of endemic and increasing poverty.

² <https://www.scottishhumanrights.com/projects-and-programmes/human-rights-based-approach/>

³ [https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining\(2011\).aspx](https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx)



Therefore, the PACT Human Rights-based approach mirrors that of The United Nations Declaration on Human Rights Education and Training (2011, art. 2),³ which states the fundamental – and widely accepted – principles, that HRE encompasses education:

About Human Rights: awareness, knowledge and details of internationally recognised Human Rights – facts as well as understanding

Through Human Rights: use of inclusive methods that reflect and model the ethos, values and principles of Human Rights – about how we behave towards each other

For Human Rights: purposeful teaching and education to enable people – of all ages – to know their Human Rights and to be able to demand and claim them.



It goes on to state, in article 3(2):

“Human Rights Education and training concerns all parts of society, at all levels, including preschool, primary, secondary and higher education, taking into account academic freedom where applicable, and all forms of education, training and learning, whether in a public or private, formal, informal or non-formal setting. It includes, inter alia, vocational training, particularly the training of trainers, teachers and state officials, continuing education, popular education, and public information and awareness activities.”

Its sister United Nations’ initiative, The World Program on Human Rights Education (2005 – ongoing), is currently in its fourth phase (2020-24), with a particularly apt focus for our purposes – on Youth⁴, and we have drawn from its premises and lessons also.

People

Many people have supported the Project and its development throughout Phase One, and have advised, critiqued and enhanced it to help make it as it is now. Section Three gives more information, with our heartfelt thanks and a further list at the end of this Report.

⁴ <https://www.ohchr.org/EN/Issues/Education/Training/WPHRE/Fourthphase/Pages/FourthPhaseIndex.aspx>



Project staff and advisory board

Project Advisory Board

The EIS is grateful for the support of colleagues from a number of organisations, and with a range of valuable expertise, who share the ambition of the EIS and the Scottish Government to maximise the capacity of teachers and schools to mitigate the impact of poverty on children’s and young people’s experiences of school. The role of the Project Advisory Board (PAB) has been to provide advice and guidance to the Project on relevant matters at each stage from initial research and planning, through to piloting and initial delivery. The EIS and PACT Co-Leaders extend their warmest thanks to Advisory Board members for their commitment to the Project, for all their support, sharing of knowledge and expertise, and participation in PACT events.

Chair

The EIS would like to thank to Gillian Hamilton for acting as a valued Chair of the Advisory Board.

Membership

Membership of the Board includes representatives of Scottish Government and EIS, Education Scotland and Education Scotland-SCEL, ADES, and Child Poverty Action Group, University of Glasgow School of Education and Glasgow Caledonian University.

Bill Scott-Watson (Nov 18-Dec 19)	Scottish Government
Chris Gosling (From Jan 20)	Scottish Government
Sarajane Moffat	EIS Equality Rep, Dumfries and Galloway
Colin Finlay	EIS Learning Rep, Falkirk
Gillian Hamilton	Education Scotland-SCEL
Heather Robertson	Education Scotland
Brendan Docherty	ADES, East Renfrewshire
Elizabeth Gair	ADES, Dumfries and Galloway
John Dickie	Child Poverty Action Group
Professor Louise Hayward	University of Glasgow
Professor John McKendrick	Glasgow Caledonian University



The PACT Project Co-Leaders

The Project has two Co-Leaders, who have brought complementary backgrounds, experience, and skills that are reflective of PACT's dual approach to mitigating the impact of poverty: pedagogy and community.

Kait Laughlin, Co-Leader (Community)

Kait brought a wealth of wide ranging and in-depth experience to the project - in the fields of grassroots anti-poverty work, community engagement, learning and development, Human Rights Education, and cultural narrative research - including work in schools, and in both higher and adult education.

Kait has additionally enabled the project to foster deeper engagement between schools and young people, families and communities, while her work on poverty-related Human Rights Education has been tailored to support our educational frameworks and to enhance PACT's aim of fully embedding meaningful anti-poverty awareness and practice in schools across Scotland.

Sandra Scott, Co-Leader (Pedagogy)

Sandra joined PACT as an experienced English and Additional Support for Learning/EAL teacher and trade union activist. She has successfully developed and led teacher professional learning for Edinburgh teachers and is an EIS Equality Rep.

Sandra's experiences in teaching and EIS activism have shown her that poverty underpins many complex patterns of social exclusion which create barriers to achievement and adversely affect health and wellbeing.

As Co-Leader of the project, she set out to empower schools to challenge the stigma of poverty by supporting teachers to use education as an instrument of social justice.



Section 2

**PACT Professional Learning:
starting points**



PACT Professional Learning: starting points

We know that nothing starts in a vacuum, but rather grows from what is already present – sometimes visible, sometimes hidden. In addition to the beginnings we detailed in our first section here, and the commitments and shared agenda of both founding partners (The EIS and The Scottish Government), PACT Professional Learning (PL) highlights the importance of teasing out the hidden assumptions in our practices, policies and decision-making, and of making them visible and explicit. Only then can we see if they are valid, reliable, sustainable, and relevant, and therefore fit for purpose in supporting change in schools.

We need to be clear about the roots and potential effects of our narrative.

In that spirit, we re-state our PACT starting points here, and have deliberately, and continually, made these explicit throughout the PL programme.

We have three underlying premises:

1. Teachers' desire to know and do more about poverty

Teachers have told the EIS⁵ that they want to develop and deepen a shared understanding of the range of poverty-related issues and impacts which learners, their families, and communities, struggle with day after day.

'The problem is the problem; the person is not the problem.'

M. White, 1989

'Poverty is the problem; not those who endure it.'

PACT, 2020

This professional learning programme aims to meet that need and in doing so, unequivocally names poverty in all its forms as 'the problem'. In emphasising the primary importance of naming and understanding that problem – its nature, causes and consequences – we believe we best meaningfully contextualise both learners' and teachers' poverty-related experiences and actions, and inform and support plans for change.

We want to respond to teachers' desire for more action on poverty within our schools.

⁵ <https://www.eis.org.uk/campaigns/child-poverty>



2. The relevance and utility of a Human Rights-Based Approach (HRBA)⁶

As already stated, PACT takes a Human Rights based approach to poverty, in line with the U.K and Scotland's international treaty-based commitments, and this is reflected here in both theory and practice. This not only acts to support the Curriculum for Excellence⁷, and a wide range of other current and forthcoming school and societal Scottish Government frameworks⁸, but also explicitly furthers the aims of the U.N. World Programme for Human Rights Education⁹, and the U.N. Declaration of Human Rights Education and Training¹⁰ - amongst many more.

We want to change the narrative on poverty, in the same way as we have changed the narrative on children's rights.¹¹

'Our school regularly discuss the UNCRC, however, you discussed the importance of children knowing their Human Rights in a session.'

'... I have found the importance of stressing Human Rights and Human Rights Education to be one of biggest things I have taken away from the PACT course.'

Primary Teacher, Glasgow

3. The need for shared understandings and concepts, and a common language for effective collegiate working

While acknowledging and valuing that participants bring a wide range of experience and understandings of poverty gleaned from different settings, both educational and wider, this programme does not assume particular types of prior knowledge. We do so, not only in order that no-one feels embarrassed or worried about their level of awareness, but also because we want to emphasise

⁶ See, e.g., <https://www.scottishhumanrights.com/projects-and-programmes/human-rights-based-approach/>

⁷ <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-inclbctc1-5/what-is-curriculum-for-excellence>

⁸ <https://www.gov.scot/publications/national-health-wellbeing-outcomes-framework/pages/9/>

⁹ <https://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx>

¹⁰ [https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining\(2011\).aspx](https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx)

¹¹ For an interesting short film by Professor Laura Lundy, Queens University, Belfast on the process of the change of narrative around children's rights see: <https://www.youtube.com/watch?v=TFMqTDIYI2U>



shared experiences and explicit common understandings from our work together.

We want to facilitate 'a common language'¹² and framework that can act to maximise collegiate working on this issue within each school, and across the sector, while still drawing on that important diversity of background. In doing so, we also highlight the position that this can only happen with the provision of the necessary time and resources to create that space for developing shared narratives.¹³

¹² The phrase is inspired by poet Adrienne Rich: see 'The Dream of a Common Language' (1978)

¹³ See, e.g. <https://www.gtcs.org.uk/News/teaching-scotland/online-exclusive-teacher-leadership-and-collaborative-professionalism.aspx>



Section 3

Research and Consultation



Research and Consultation

The PACT PL Programme is built on wide-ranging mixed-methods research, encompassing desk-based research alongside field research and diverse in-person consultations. This section of the report is intended to give an overview of that research and its methodology, together with the priorities that informed our initial strategy. Chronologically, the first stage of the PACT Project was explicitly dedicated to research and evidence gathering in recognition that this was needed to fulfil our remit of designing an innovative ‘bespoke’ programme designed to meet a need/demand and fill an identified gap within teacher PL in Scotland. This needed a tailored approach, drawing on the newly employed Co-Leaders’ experience and complementary skills and expertise, to identify and draw on relevant previous work and gather additional evidence to inform the development of a new programme.

We have already expressed our gratitude for the support of our Project Advisory Board, both as a group and as individuals, for their time and the benefit of their expertise. We are also grateful to members of the Scottish Government’s Attainment Challenge, Pupil Equity Fund, Child Poverty and Social Security Scotland teams for their time and interest, and for sharing operational insights and policy development experience with us.

Methodology

The PACT Co-Leaders have engaged in desk-based research across a wide range of texts: academic papers and books, ‘grey’ literature and websites, as well as EIS internal documents and publications, and with reports from the EIS, the Scottish Government and partners. In addition, we have read and analysed a wide range of other materials, including from the UK Government and the United Nations, also examining international examples, for example from Finland, Canada, and the USA.



.....

First Stage Evidence Sources: examples

- Previous EIS Child Poverty research
 - Scottish Government/Education Scotland research, reports, etc.
 - Child Poverty Action Group, Cost of the School Day work
 - Other key poverty and education topics and statistics from e.g., universities, ONS, Local Authorities, NHS Health Scotland, SCCYP , JRF
 - Professional Frameworks in education
 - Professional Learning methodology
 - Human Rights-based approach
 - Inter-disciplinary perspectives, e.g. sociology, psychology
 - Theories of change and culture development
 - Cultural narratives, self and identity
-

In addition, the start of this research phase coincided with the previously mentioned publication of UN Special Rapporteur Philip Alston’s report on Extreme Poverty and Human Rights in 2019. Professor Alston’s report has been a fundamental text for us in our work with teachers, describing the stark realities of poverty in the UK and presenting poverty as it is - an ideological and political choice.

‘People I spoke with told me they have to choose between eating and heating their homes, or eating and feeding their children. One person said, “I would rather feed my kids than pay my rent, but that could get us all kicked out.”



Children are showing up at school with empty stomachs, and schools are collecting food on an ad hoc basis and sending it home because teachers know that their students will otherwise go hungry.’ (p.16)



Further 'Grey' Literature and Academic Databases

Next, while drawing on the preliminary academic and professional research, we also drew further on our respective backgrounds, knowledge, and experience, deepening that knowledge trail 'from where we stood', consulting people and organisations, suggested sources and major publications, in a broad category-based evidence gathering phase.

This focused mainly, but not exclusively, on education and children and young people as overarching categories, and initially investigated under six interacting broad headings, with 'poverty' as a further category refiner in each field. Within these, when interrogating the literature base, we used a wide range of additional key word searches as needed.

Second Stage Search Categories

Poverty: the realities, ideologies, policies, (so-called) austerity, wealth, perceptions, attitudes, stigma, etc.

Learning, Teaching and Schools: assessment, homework, curricular costs, extra-curricular costs, food, etc

Health and Wellbeing – physical and mental

Human Rights and Human Rights Education

Families, Communities and Place

Teacher Professional Learning

As the research progressed, we continued to use a range of author and further key-word searches derived from these initial search strategies - including in academic databases, individual journals, books and websites - to follow the trail of new and developing ideas and possible avenues for inclusion. These, in turn, led on to other sources, ideas and sub-themes, which we have constantly refined and either rejected or included as meaningful and being worthy of further investigation.

¹⁴<https://cpag.org.uk/scotland/child-poverty/facts>



For example, we considered the particular needs of specific groups of young people who are over-represented in the poverty statistics and the specific or additional impacts that poverty may have on them and their families and communities.

Similarly, considerations of the concepts of self, identity and place have figured on our agenda, including an examination of issues around both living in a lower SIMD area, and living in poverty in an area/or going to a school in an area that is more affluent.¹⁴

Consideration and further research of these issues also led to a deepened understanding of the links between place and group and/or community-related pride or stigma, and identity for young people. These were set within further research on issues of identity and how the development of a coherent and positive sense of self may potentially be affected by poverty and its ravages.

Continuing this example, this then informed the development of part of the content of our learning strand entitled 'Perspectives from the Social Sciences', reflecting the strength of an inter-disciplinary research process in the final Programme.

In addition, our research continued to investigate not only the What of content and analysis, but the How of structure and process, and the Why of potential impact.¹⁵ Various models and theories of delivery, attitude-change and progressive culture change were considered for their fit and potential impact in our context and needs.

¹⁵ With special thanks to Professor Louise Hayward



Professional Learning Models

The PACT Project represents a new approach to professional learning on poverty: a union-led offer, co-designed by teachers, delivered by teachers, for teachers. The SCEL Professional Learning Scoping Study (2018)¹⁶ has been instrumental in shaping our thinking about the PACT offer of professional learning, both in terms of the scoping study's seven key propositions on effective professional learning, and its exploration of teacher-led models of local and national professional learning.

We have found the following findings from the scoping study particularly relevant to our work:

Teachers place highest priority on being the best teacher they can be for their students and seek professional learning that is focused on practical approaches that can be applied 'next day' in the classroom.

Teachers want more teacher-led professional learning that is differentiated to their needs and embedded in their everyday work.

Teachers seek support and encouragement in engaging in critical reflection and thinking, including accessing professional journals, research and articles.

Teachers spoke of 'imposed CPD' in different ways to teacher-led professional learning ... There was a high level of frustration with this type of activity, and it was clearly considered to be neither effective nor professional learning.

¹⁶ Professional Learning Scoping Study, Scottish College for Educational Leadership April 2018 <https://professionallearning.education.gov.scot/explore/the-national-model-of-professional-learning/>



Field Research

From PACT's beginnings, we have been aware that it is important to understand what is actually happening in schools in Scotland in the here and now, if we are to fulfil our remit to be responsive to the demand from the profession for our PL to be directly relevant in the classroom and school. Therefore, concurrent with our desk-based research, we also engaged in specific consultations and evidence gathering to inform the practical relevance of the programme.

Naturally, we started with teachers and schools. We visited schools in rural and urban areas, areas of obvious social deprivation and areas where poverty is hidden, and had wide ranging conversations with teachers, local authority representatives and school support staff.

A recurring theme across our engagements with schools has been the need to explore issues around attitudes, beliefs, and the stigma of poverty, particularly in the context of the influence of harmful stereotypes perpetuated by the media, and persistent narratives of the deserving and undeserving poor.



Edinburgh field research, 2019



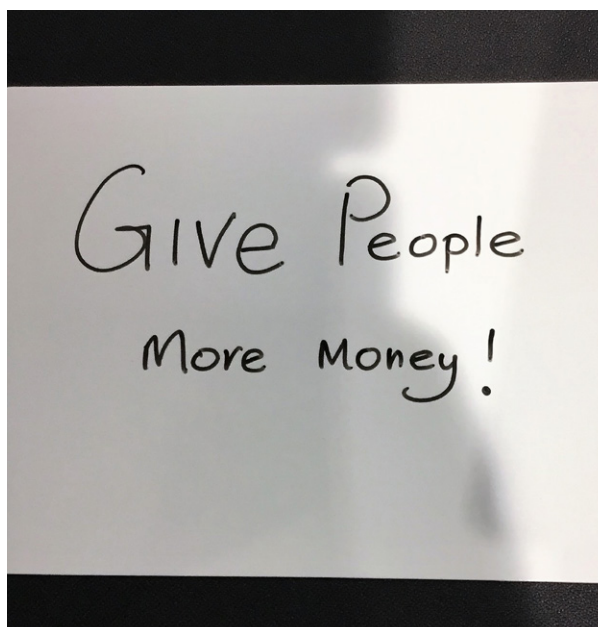
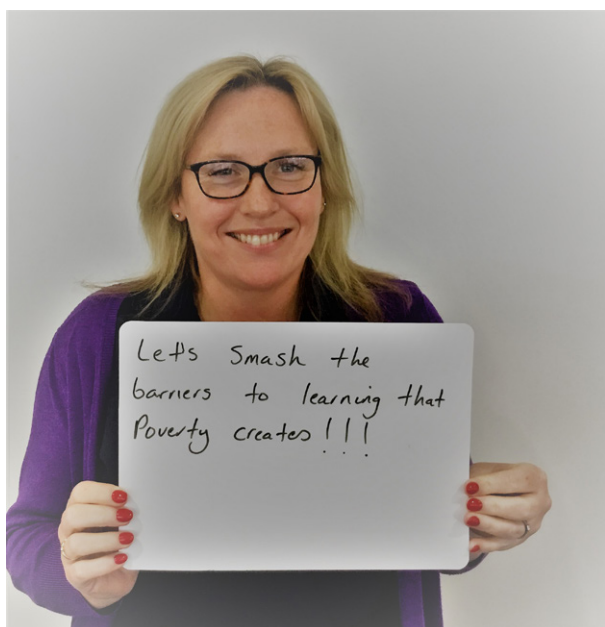
PACT Co-Leaders Kait Laughlin and Sandra Scott 'Waiting for the Ferry', Orkney field research, 2019

Workshops and Events

We also consulted extensively with EIS Learning Reps, Equality Reps, and the EIS HT and DHT Network through conversation, presentations and workshops, and with the wider EIS membership through stalls and activities at membership events, e.g., the ASN PL Conference and the EIS AGM, where we also held a PACT fringe event.

We wanted to make our consultation and evidence-gathering work as inclusive, interesting and engaging as possible, and so devised a number of activities to elicit a range of different types of evidence and responses.

In some, we asked teachers to send a message on poverty...



From NHS Health Scotland Child Poverty Network Event, 2019.

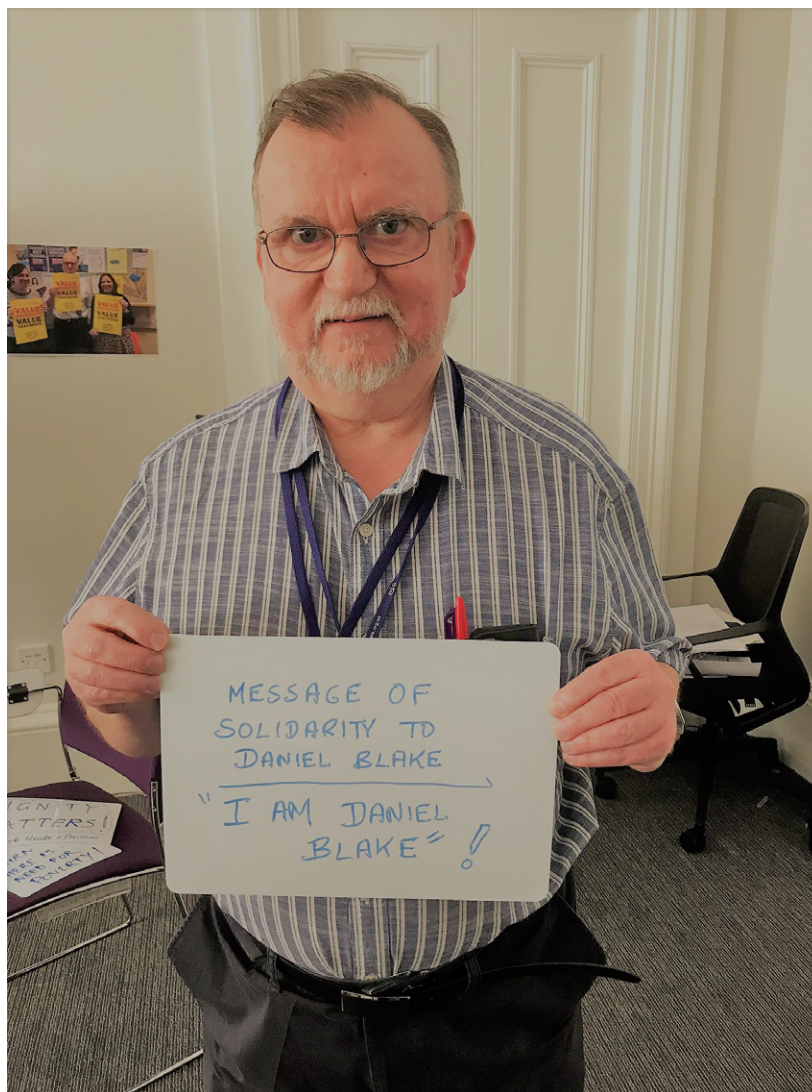
Learning Reps' Workshop

The initial EIS proposal to the Scottish Government had included the intention to involve the EIS Learning Reps Network, among others, in the delivery of the professional learning offer. We were keen to engage with Learning Reps at an early stage so we could, firstly, benefit from their experience as facilitators of professional learning for teachers and, secondly, engage them intellectually and emotionally in the work of the Project, with a view to securing their involvement at a later stage.

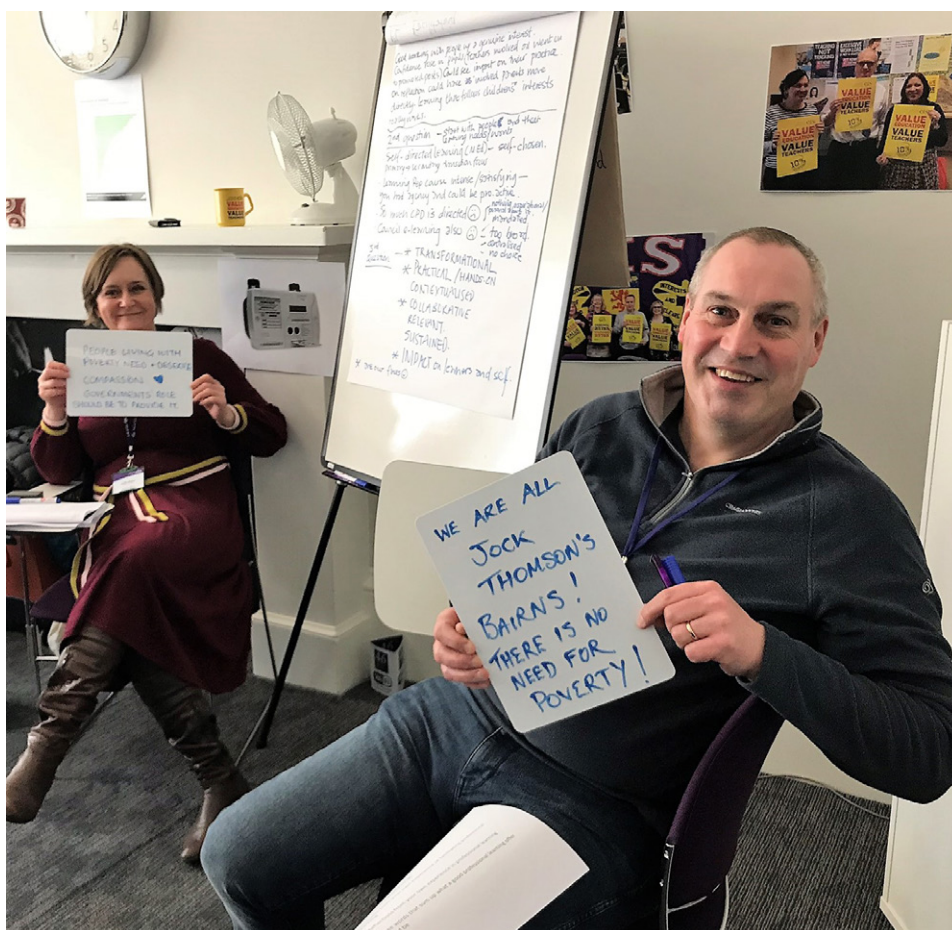
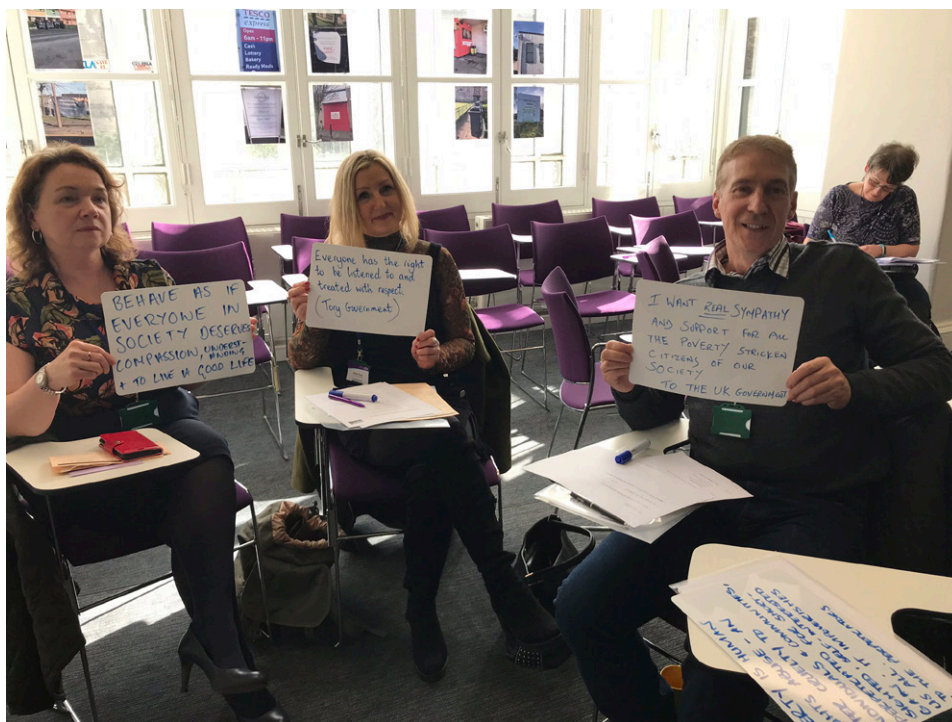
The aims of the PACT workshop for Learning Reps mirrored the aims of the project as a whole and centred around three main themes:

- Poverty: Nature, causes and consequences
- Poverty: Shining the spotlight and looking in the mirror
- Teachers and Schools: taking a stand and making a difference

Participant evaluations indicated a deep engagement with the aims of PACT and a real appetite to become involved in anti-poverty work as part of the Project.



From EIS Learning Reps Workshop, 2019



From EIS Learning Reps Workshop, 2019



Head Teachers' and Depute Head Teachers' Conference 2019

A PACT workshop took place at the EIS HT and DHT Network Conference 2019 where the Conference theme was of 'Empowering Schools'. Our workshop focus 'Heads Together: poverty, professional learning and school empowerment', allowed us to bring together a presentation and subsequent discussions around making our professional learning offer as relevant as possible to what schools tell us they want and need - particularly around newer social justice and child poverty frameworks that were emerging at the time. It also allowed us to find out more about what work is already happening and what more participants would ideally like to do in their own schools.

Participants were very engaged, with a number of interesting points emerging – here are some examples:

- The need to find ways of measuring impact – 'tricky'
- Issues of stigma making it 'difficult to identify who needs help'
- 'The Attainment Gap is the Attendance Gap'
- The need for targeted transition support around poverty issues
- And – an issue that has come up again and again – the 'need for joined-up thinking' and coherence and consistency.



EIS HT & DHT Conference, 2019



EIS HT & DHT Conference, 2019

L-R: Kait Laughlin PACT Co-Leader, Alison Thornton EIS President, John Swinney Deputy First Minister and Cabinet Secretary for Education, Sandra Scott PACT Co-Leader.



Questionnaire

We began our direct work with teachers early in the project by capturing the expertise of those already involved in EIS Networks. However, in order to supplement the broad stroke evidence-gathering from discussions, feedback events and workshops, we also wanted to capture the thoughts and expertise of EIS members in more detail. Therefore, we devised a short questionnaire designed to bring further insight into teachers' personal experience of poverty, as well as their experiences of, and emotional responses to, poverty in school.

It was distributed at the Learning Reps' Workshop, HT and DHT Conference, ASN PL Conference, and the EIS AGM 2019 with a clear commitment to anonymity and confidentiality. The sample size was limited, and, of course, we recognised that respondents were likely to be a self-selecting group, so make no claims for it being fully representative either of our membership or of the profession. However, qualitatively, the responses proved to be very interesting in that they further highlighted and confirmed some of the important underlying narratives we had already identified, as well as generating new ideas for further discussion.

Wider Community Involvement

Given the inbuilt 'community' dimension of the project, it will come as no surprise that we emphasise the importance of looking beyond the school and involving key partners such as community and housing groups, families, organisations representing people with protected characteristics, EIS activists, local authority representatives, CLD services and Scottish Government experts. Our research has highlighted many encouraging examples of existing anti-poverty work, from practical support to strategic literacy interventions. We also identified the need to look at the inconsistencies that can arise, and to find ways of working collaboratively – joining the dots – to address gaps in provision.

Drawing initially on existing contacts and networks, we widened the research net to involve further potential partners from grass-roots anti-poverty groups and third sector organisations working with, and for, some of the groups over-represented in the poverty statistics.

For example, semi-structured discussion/focus groups have taken place with parents at an informal community group drop-in day, at a pre-arranged community meal/meeting with mothers from diverse ethnic communities, and with members and participants in several anti-poverty groups – where

the discussion also included related issues of mental health and the effects of destructive poverty narratives.

We have also spoken to individual people, younger and older, within and outside school, who have told us more of the ravages of poverty in their lives, and in those of their families and communities, and of how crucial a positive school experience is in that situation – in so many ways. Some were happy to speak on film, and we have been privileged to be able to share their contributions as part of our PACT resources.

Our sincere thanks to all who supported our PACT research is given later in the Report. However, here are some further details for the purpose of illustrating the research underpinnings of the programme.



From The Poverty Truth Community



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Summary of Research

Extensive issue and needs-based desk research, and diverse consultation methods, including:

A series of school visits and discussions with staff in primary secondary, and special needs schools

Further interviews with other individual teachers and school leaders

A series of visits and discussions with Scottish Government team leaders, and with local authorities

Discussions on relevant issues with PAB members

Series of internal and external presentations workshops, stalls and consultations, e.g., EIS AGM, Learning Reps, HT & DHT Network, ASN Network, SLF, NHS Child Poverty Network, etc.

'Snapshot' questionnaires: on reps'/teachers' needs, wants, experiences

Third sector and Community based visits, events, participation, and further discussions, e.g., CPAG, CSREC, Queens Cross H.A., Castlemilk Care and Share, Poverty Truth Community, Poverty Leadership Panel, Bridging the Gap, Traveller Education Network, Faith in Community Scotland, etc.

Other involvements, e.g., participation in Edinburgh 1 in 5 Training event, Scottish Parliament's Human Rights Day event, etc.

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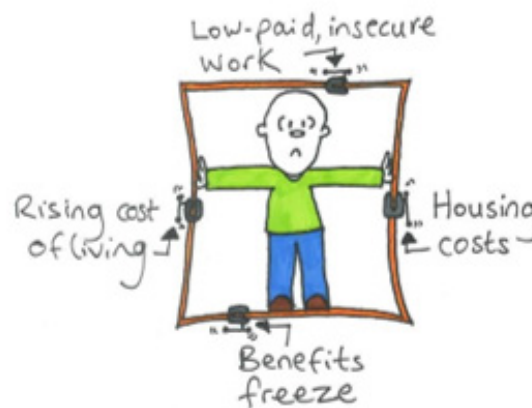
Having integrated and analysed our qualitative research overall and constructed a wide-ranging research database from which to draw – including resources on the experiences of groups over-represented in the poverty figures, e.g. BAME and Gypsy-Roma-Traveller families - we began refining and re-organising around the themes and programme structures that emerged from the work, as well as from the practical realities and interim feedback that arose during the construction and design of the professional learning materials, detailed in the following two sections.

While this dedicated and substantial research phase has enabled secure foundations for the development of the PACT Professional Learning offer, the onslaught of the pandemic crisis and its effects on teachers and schools, young

people, and their families and communities, necessitated a further period of topical research to inform a needs-led professional learning response.

This has further confirmed our underlying findings and approach, as poverty (and privilege) become more entrenched and our concerns more urgent.

Re-framing the narrative on Poverty..?



Slide from Core Module One

See: <https://www.jrf.org.uk/report/framing-toolkit-talking-about-poverty>



Section 4

Programme Themes



Programme Themes

Building on our starting points and the findings from our consultation and research, we developed five PACT Programme learning themes¹⁷, to be woven throughout the professional learning.

Theme One: Understanding Poverty Better

Learning Aim: To foster deepened understanding of the causes, nature and consequences of poverty in Scotland and the U.K., and specifically

- of the political and ideological contexts in which poverty can be created and perpetuated
- of the pressures of living in poverty for our learners and their families
- of the potential and cumulative impacts of poverty on lives and communities, with a strong emphasis on education.

Theme Two: A Human Rights Approach to Poverty

Learning Aim: To increase knowledge and awareness of the relevance and utility of economic, social and cultural rights, to poverty, and specifically

- Increased awareness of poverty as a violation of Human Rights
- Contextualised understanding of a Human Rights Based Approach to poverty (HRBA)
- Increased awareness of Human Rights Education (HRE) principles and methods.



¹⁷ For a useful tool/methodology in developing themes from data, see Braun & Clarke, (2006)



Theme Three: Pedagogical Approaches to Mitigating the Impact of Poverty

Learning Aim: To contribute to enhanced awareness, knowledge, and confidence in addressing poverty issues in education, and specifically

- Enhanced knowledge of potentially mitigating pedagogical theory and practice
- Increased awareness of relevant tools and resources to support learners who are experiencing poverty
- Increased confidence to explore relevant pedagogical approaches and engage in poverty-related classroom activities.

Theme Four: Creating a Whole School Anti-Poverty Culture

Learning Aim: To support an increased capacity to contribute to collegiate working and relevant whole-school policy and practice developments, and specifically

- Deeper contextualised understanding of whole-school approaches to anti-poverty work
- Enhanced knowledge of whole-school, practical anti-poverty interventions
- Enhanced potential to contribute to whole-school, anti-poverty ethos and policy development.

Theme Five: Further Professional Learning

Learning Aim: To enhance knowledge of relevant PL opportunities, and specifically

- Increased awareness of PACT peer support and collaborative working options
- Enhanced knowledge of poverty-related PL opportunities
- Increased awareness of additional relevant professional learning possibilities.



Section 5

**The Original PACT
PL Programme**



The Original PACT PL Programme

Overview

The Programme was originally designed for face-to-face learning, supplemented by a self-access distance learning option for those unable to access in-person delivery, which would also serve as a reminder and revision resource overall. This to be on a dedicated website, designed to house other learning resources and links for further reading, reflection, and research, as well as signposting to other relevant EIS and Scottish Government resources.

In addition, the website to serve as a forum for the wider PACT Community (see later in this section, and section seven).

As already detailed, the development of the Programme was informed by the experience and insights of, in addition to the EIS Education and Equality team, the Project Advisory Board, EIS Reps and Local Association Secretaries, and a wide range of critical friends and partners, both within and without the profession, importantly including young people, parents and local community members and organisations.

While the demands of pandemic restrictions in 2020 made it necessary to move our Phase One learning sessions online, in the absence of evidence to the contrary, it is still envisaged that the model detailed here is the ideal default model going forward. Therefore, this section gives further details of that as it was designed to be delivered, and which we understand, at time of writing, will provide the basis for the forthcoming revised Phase Two.

The professional learning sessions that became PACT PL Online, is discussed in the next section. Example slides from this are given in this section where they serve to illustrate important underpinnings from both modes of learning.

The PL Programme has three core, incremental modules. Whilst they can be taken as stand-alone modules if necessary, they are designed to be incremental in order to deepen understanding - maximum benefit is gained from signing up to the Programme. In addition, the programme vision was of a small range of additional tailored modules to supplement these, based on feedback and identified demand. In response to the uncertain and unprecedented times of 2020, these became first a webinar and then a tailored module on 'Poverty in the Time of the Virus', to reflect teachers' serious concerns about poverty and its impacts, amongst those with fewest resources during this time.



Overall Programme Design

The PACT anti-poverty professional learning programme Core Modules are designed for whole-school delivery, and to support individual awareness-raising, classroom activities, inter-disciplinary collegiate working, and whole school leadership and culture development.

As indicated, it was also anticipated that future PACT PL could be supplemented by additional tailored modules in response to need /demand, in order to understand the additional effects of poverty on specific groups of young people and their families, and/or for those with recognised additional support needs.

The Core Modules would be supplemented by the availability of online learning for those unable to access the whole-school offer, as well as additional online materials and resources to support each strand of the learning.

These would be made available on a dedicated PACT website, which would also be designed to allow interaction from Programme participants and other interested parties to share information, experiences and resources and to act as a peer support forum.

It was intended that the collegiate working and awareness raising actively encouraged throughout the Programme and through the website, would act to support the explicit development of a PACT Community, which in turn would foster greater sustainability (see section seven).

In addition, it was envisaged that a best practice Policy Development Forum would be encouraged, supported by insights from initial case study work designed by the Project Co-Leaders (see next section), and with communication aided and supported through the website and local networks.

Here are details of the Core Modules as they were originally developed, followed by details of the intended delivery model, and the revisions made necessary by the pandemic situation.



Core Module One

△ Shining the Spotlight on Poverty: what it is

Descriptor

We will focus on what poverty is and is not by examining its nature, causes and consequences; siting it firmly within its political and ideological context, and shining the spotlight on attitudes, beliefs and myths about poverty, inequality and wealth. In doing so, the module develops the role of poverty-related pedagogy within CfE, and explores what more we can do to translate theory into practical action by sharing research evidence, experience, insights, and good practice.

In addition, through our human-rights based approach to poverty, we provide an opportunity to learn more about Human Rights Education on economic, social and cultural rights, and governmental responsibility to 'Respect, Protect and Fulfil' them.

Aims

To widen understanding of the educational, cultural and socio-political context of learners' and their family's experiences of poverty, in order to best maximise individual and whole-school support; to lay the ground for the development of related culture change and relevant policy and practice development; to introduce or further develop selected pedagogical and whole school activities; to facilitate increased peer support and introduce opportunities for poverty-related collegiate working and professional learning; to introduce a human-rights based approach to poverty and demonstrate its relevance.

Leads to: **Module 2 – Digging Deeper on Poverty**

And other options:

- Supplementary modules
- Collaborative activities
- Research opportunities



Core Module Two

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

Descriptor

Poverty is both complex and simple. We further explore its essence and its many faces, through examining a range of potential impacts on both learners as individual young people, and as members of families, communities and wider society. Utilising case studies and lived experience as well as concepts from not only educational research, but also sociology and psychology, we will explore issues of poverty, wealth and inequality; identity, stigma and shame; risk and uncertainty; and examine a range of potential impacts on learning. We will highlight contested and controversial areas in the field and discuss and/or debate as appropriate. We will look at practical examples of what poverty can do - and does - to mental health and to lives, and at how teaching and learning about poverty together has the potential to empower teachers and learners in undermining some of these impacts.

The professional learning offer also draws on case studies and academic research to learn more about the potentially transformational impact of Human Rights Education (HRE) on thinking about, and acting on, poverty. We will examine how HRE can be practically used to strengthen links between existing educational frameworks and wider social justice initiatives in schools (e.g., CfE, Rights-respecting Schools, Nurture Schools, SDGs; Empowering Schools, Fairer Scotland Duty, and Child Poverty Action Planning etc.), and its potential to provide a coherent framework and narrative for relevant collegiate working and sustainable policy development.

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 actions; to deepen understanding of a human-rights based approach to poverty; to further the development of a whole-school approach to anti-poverty work.

Leads to: **Module 3 – Schools Against Poverty: the art of the possible**

And other options:

- Supplementary modules
- Collaborative activities
- Research opportunities



Core Module Three

△ Schools against Poverty: the art of the possible

Descriptor

This module acts to collate and consolidate the work done so far, both within the programme overall and within each teacher's existing practice and ongoing school actions, e.g., on the cost of the school day; UNCRC; learner voice; parental involvement, community outreach, etc.

Within a context of recognising that schools cannot solve poverty, we consider a wide domestic and international evidence base, to discuss and examine what else could be done within schools to ameliorate the effects of poverty on learners and their educational potential. Building on all of the above, we reflect on current and emerging statutory and good practice guidance, frameworks and policies, and explore their relevance and usefulness for Scotland's learning communities.

Recognising diversity both within the profession and within schools, the module will also provide an opportunity for discussion and reflection to enable each participant to identify ongoing priorities for self-directed professional learning - including offering further support through ongoing involvement in the PACT community, if desired.

Aims

To consolidate prior learning and understanding on poverty and its impact; to enhance knowledge of a range of potential interventions; to enhance pedagogical confidence on poverty and related classroom activities; to enhance knowledge of the role of poverty-related HRE in educational settings; to aid the development of whole-school, anti-poverty policies; to facilitate local, regional and national PACT peer support and collaborative activity; to support the development of personal and professional learning planning.

Module 3 can lead to:

- Developing the PACT Community
- Next steps in Career-Long PL Planning
- Supplementary Modules
- Collaborative activities
- Research opportunities
- PACT Train the Trainer possibilities



Module Delivery

The planned model was for a Train the Trainer model, building on expressed interest and commitment from EIS Equality and Learning Reps, with initial delivery of the three core modules and additional tailored training delivered over an intensive three-day residential programme.

This then to be delivered on a whole school basis – not only to EIS members - over three sessions by the trained reps within their own schools/areas (with additional support from Project Co-Leaders as needed), through an initial pilot phase, involving three local partnership authorities. Following extensive discussions, these partnerships had already been enthusiastically agreed in principle with three Local Authorities, spanning urban, rural and island areas, with their own diverse poverty-related demographics and covering both areas of deprivation, and of affluence.

It was then envisaged that following feedback, reflection and any necessary adjustments or revisions, further training programmes would be run with a wider pool of interested potential trainers.

Subsequently, and subject to further negotiation on funding and resources, the ambition and intention was for an invitation to take part in the PACT PL programme to be extended to schools across Scotland.

Unfortunately, owing to the unique circumstances of the pandemic, this planned model was made impossible to deliver in the currently funded timescale, and so, just at the stage of finalising details (dates, venues, etc.) of the Train the Trainer residential, plans in progress had to be shelved and adaptation made to what was possible for the foreseeable future.

This meant prioritising - honing and refining what had been a much longer and detailed training programme for trainers, into something deliverable online, and making it available to the wider profession as an immediate resource.

The online programme as delivered is detailed in the Section Six, along with more information on our case study work with Bellahouston Academy in Glasgow.



'Unfearties are individuals who are courageous in discussing children's issues, are making a difference in children's lives, and who are willing to speak up for, and stand alongside, children.'

<https://www.childrensparliament.org.uk/unfearties/>



Section 6

**The PACT PL Programme
2020**



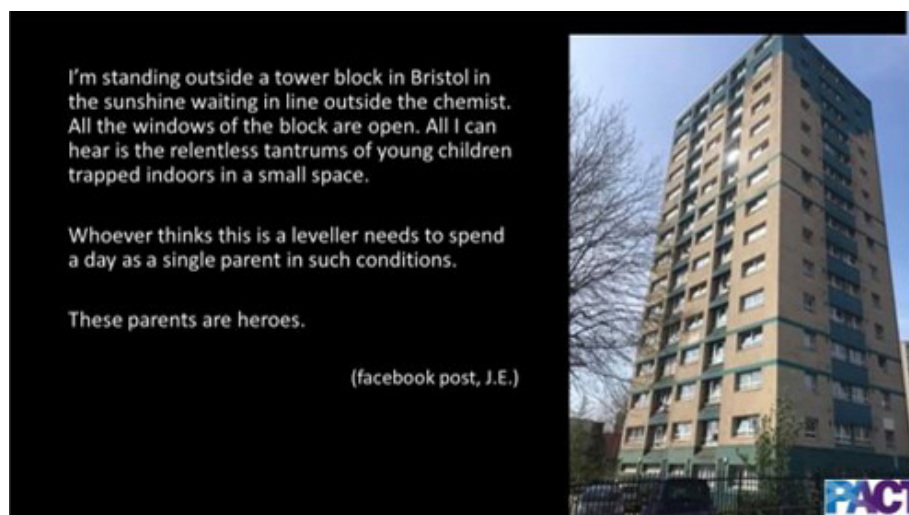
The PACT PL Programme 2020

As we all know, the world has become a different place since the development of the original whole school, face-to-face learning. As we began to move to the Train the Trainer stage, and to work with the pilot stage local authorities, the news of Covid-19 began to appear on our screens, but it all seemed distant and intangible. However, on 20th March 2020, all Scottish schools closed, and the first national lockdown began.

Inevitably, the pandemic necessitated changes to project plans, timelines, and modes of delivery, against a background where anti-poverty professional learning was more important than ever.

In addition to revising our Core Modules, as previously mentioned, we devised two additional PACT PL sessions to support teachers, in recognition of the cumulative stresses and potential trauma being experienced by young people and families enduring the double disadvantage of poverty - in addition to the lockdown pressures experienced, to varying degrees, by all of us.

Here's a slide from Core Module One that we think sums up some of those pressures for families across the U.K.



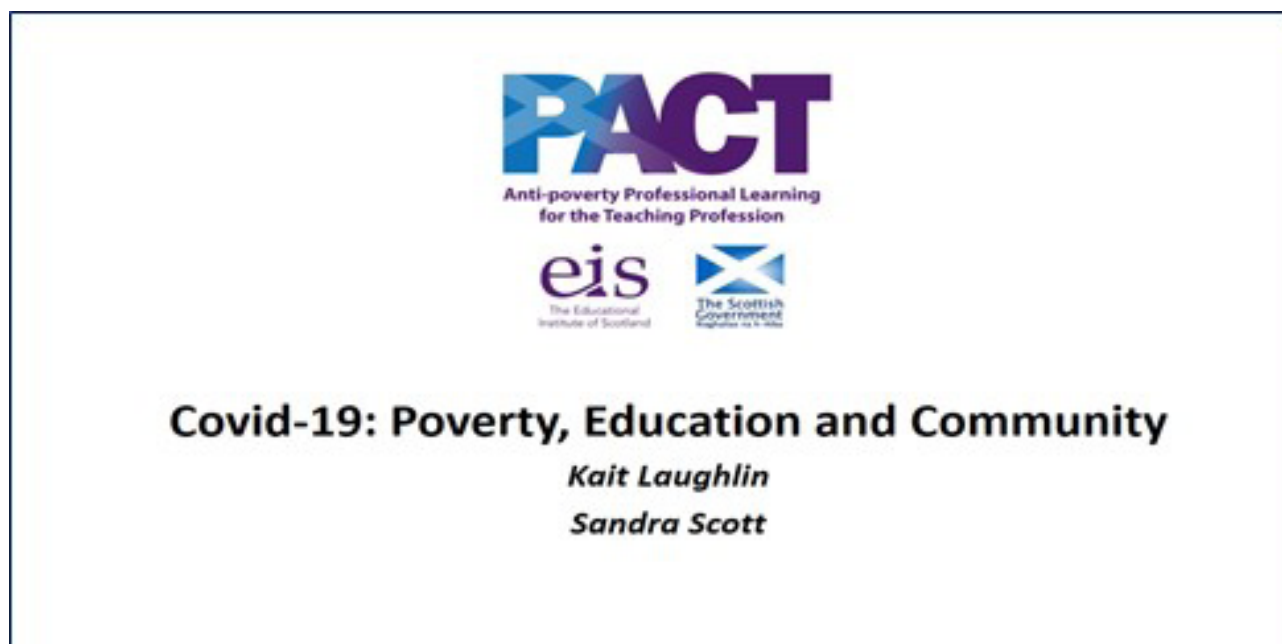


Session 1 – Coronavirus Webinar

We developed and delivered an immediate and responsive webinar in June 2020, to offer support and information, and to acknowledge and address some of teachers' concerns around supporting young people living in poverty during the pandemic.

Webinar aims:

- To provide immediate and tailored crisis acknowledgement and support on poverty-related issues
- To reconnect with members and renew the appetite for anti-poverty professional learning
- To share experiences of teaching in during lockdown.



The webinar was introduced and facilitated by EIS Assistant Secretary Andrea Bradley and structured around a series of presentations from guest speaker and Project Advisory Board member Professor John Mc Kendrick; EIS Local Association Assistant Secretary, EIS Equality Committee member, and primary teacher Joan Lennon; and PACT Co-Leaders Sandra Scott and Kait Laughlin.

These covered 'bigger picture' virus-related poverty realities and information, practical professional insights gained from school experience, and awareness-raising presentations on poverty and rights.



The webinar approached issues of poverty using the storm metaphor and images developed by the Joseph Rowntree Foundation.¹⁸



Participants gave positive feedback on their learning experience and many expressed a desire for further input. In addition, a number of relevant themes emerged from the online chat as issues to be taken forward and incorporated into future sessions. These have been published along with the webinar itself on the EIS website.

See: <https://www.eis.org.uk/PACT/PastPACTWebinar>

¹⁸ <https://www.jrf.org.uk/report/framing-toolkit-talking-about-poverty>



Session 2 – Special Topic Module

Emerging from the storm: Poverty in the Time of the Virus

PACT offered teachers an additional two-hour online module upon the return to school buildings in August 2020, building on the webinar and its feedback, and looking in more depth at issues of poverty in a pandemic.

Given the timescale, we conducted a small internal pilot of the module – approach, materials and structure - amongst both EIS colleagues and evaluation partners at the University of Glasgow. This gave us useful feedback, which we then incorporated into the final version for delivery.

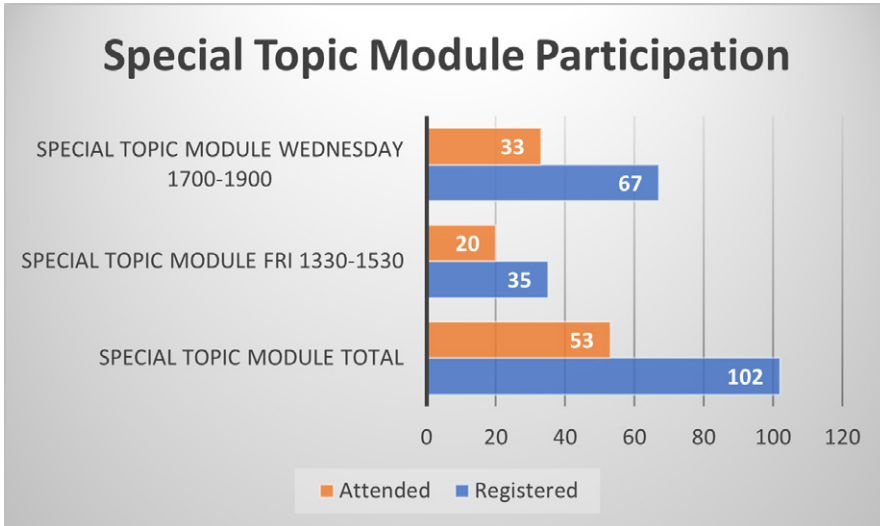
Special Topic Module Aims

- To provide further immediate and tailored crisis acknowledgement and support on poverty-related issues
- To provide relevant information and opportunities for awareness-raising and discussion
- To foster the development of collegiate support structures
- To introduce a Human Rights approach to poverty
- To equip participants with relevant practical tools and resources for the classroom and school

Although this session was developed as a response to the pandemic, we were aware of the longer-term nature of this crisis, so we wanted to make strong links to the Core Modules. This was on the basis that:

- it would, in practice, be an introduction to the PACT Programme
- teachers had voiced a need for support now, and so it made sense to use this to start building our peer-support structures and sense of PACT Community right from the start
- we should maximise our publicity efforts by encouraging interested participants to sign up for the PACT Core Programme.

The module was delivered via Zoom on Wednesday 19th August as a twilight session (17.00-19.00), with a repeat session on Friday 21st August (13.30-15.30), to give participants a choice to suit their working hours. 102 people registered for the sessions across the two days; as is often the case for busy teachers, not all were able to attend. However, in total we had 53 participants - 33 for the twilight session and 20 for the afternoon session.



The module was designed – as with all PACT modules - as a mixture of interactive sessions, presentations and discussions. Participants engaged fully in the small group sessions and discussions, with the Friday afternoon session being particularly lively, and at times, understandably emotional.

This also included contributions from education professionals, other than teachers, who were keen to participate (e.g., from Educational Psychology and F.E.), even on the explicit basis that the session was specifically aimed at teachers and schools – evidencing the level of interest in anti-poverty PL in the wider education community.



Core Modules

The revised and adapted two-hour PACT Core Modules were offered to participants in October, November and December 2020, along the same model as before, i.e., a 2-hour Wednesday twilight session repeated on Friday afternoon of the same week.

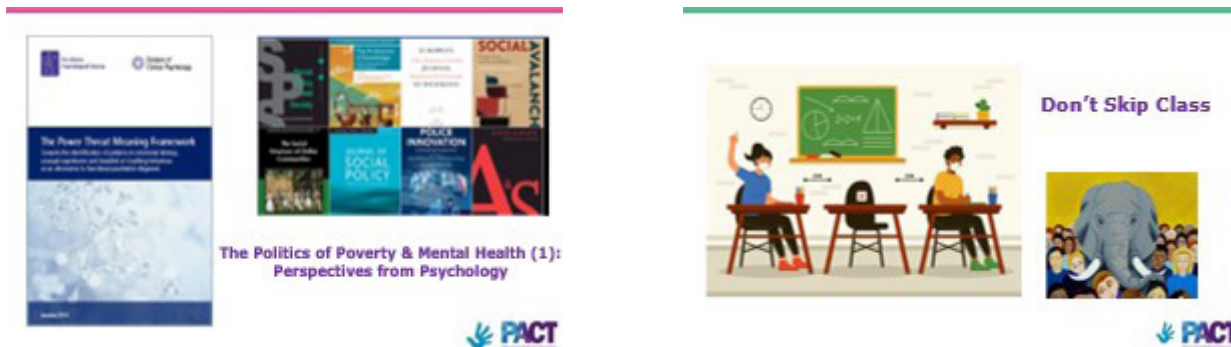
We used a refined version of the same learning aims as in the original module descriptors, adapting the same starting points, themes, and focused titles as in our already developed programme. The sessions themselves were also based as much as possible on our original plans, albeit in a much shorter time – which meant prioritisation of activities - compression of some, and adaptations to others - and inevitably, postponing delivery of some particularly interactive activities which were far more amenable to be delivered face-to-face.

By this time, we felt we had developed our experience and expertise in facilitating online PACT PL online, and that we were able to build a degree of trust between ourselves and participants. This allowed us to still keep the sessions interactive, in so far as that is possible online, and to create the right circumstances for discussion of the complex issues we needed teachers to address – both theoretically and emotionally - in addition to the practical work of poverty-proofing everyday activities.

For example, in addition to our main themes, as already detailed, we talked about the importance of culture shift and theories of change, and of developing a shared narrative on poverty.

We also, as in the original module plans, drew on a wide range of sources to illustrate different perspectives and ways of examining and framing poverty, from education itself, of course, but also from psychology and sociology (reflecting the inter-disciplinary nature of the learning). 'Perspectives from the Social Sciences' have been scattered throughout our learning sessions, encouraging thinking outside familiar frames of reference, and sparking fresh ideas around the importance of understanding not only the need for, and potential impacts of changing the narrative, and of cultural change, but also highlighting some of the institutional and psychological barriers that can aid or hinder it.

Examples included: cognitive dissonance¹⁹, the British Psychological Society's Power, Threat, Meaning Framework²⁰, cultural capital and habitus²¹, the importance of narrative, and narrative identity²², and of course, a common factor in all of this – social class.



These were presented and discussed within a context where our theme of Human Rights Education on poverty already acted to potentially expand, deepen and/or challenge, at least some of established or accepted ideas around poverty and how to discuss and act on that within educational settings, including findings and questions from particular Scottish-based studies.²³

Subsequently we have edited the Modules to make them suitable for online learning (removing any participant discussion involving personal content or that may inadvertently identify individual schools). They can be viewed at: www.eis.org.uk/Professional-Learning/PACT

¹⁹ For an interesting U.S. study, see Katherine Delany's 'Dissonance for understanding: Exploring a new theoretical lens for understanding teacher identity formation in borderlands of practice' (2015)

²⁰ British Psychological Society: <https://www.bps.org.uk/news-and-policy/introducing-power-threat-meaning-framework>

²¹ For a quick definition, see: <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095914456>

For a short film: <https://www.youtube.com/watch?v=87BPL62wyyU>

²² See, e.g., Schiff (2012), Bruner (2004), McAdams, (2011)

²³ See: Cassidy, Brunner & Webster, Teaching Human Rights? 'All hell will break loose!' (2014); Daniels, S. Global Citizenship Education and Human Rights in Scottish Education: an analysis of education policy (2019); Struthers, A. HRE: Educating About, for and through Human rights (2014); Struthers, A. Building Blocks for Improving Human Rights Education within Initial Teacher Education in Scotland (2015); Watts, E. (for BEMIS), A Review of Human Rights Education in Schools in Scotland (2013)



Reflections

The online format brought its own advantages and disadvantages. The enforced move from a physical and geographical-based pilot to online sessions allowed participants from diverse areas to more easily compare and contrast experiences, e.g., rural area versus urban area, or deprived area versus affluent area. On a purely practical level, moving the modules online removed the barriers of travel time/costs for many of those participants, particularly those outside major cities.

However, we were aware from the beginning that we would need to work hard to ensure that we maintained the human dimension that underpins all PACT work. Participants had the opportunity to use breakout rooms, post comments in the online chat or contact us after the session to discuss matters privately. We were, however, aware that not all participants would be comfortable with this PL methodology, so we endeavoured to make the experience as inclusive as possible, as detailed elsewhere.

This was particularly important, as, for some of our participants, we were dealing with issues of attitude change and the cognitive dissonance that can sometimes generate in the process, while for others, choosing to reflect sometimes on their own earlier experiences of poverty and/or the distress caused by the day-today reality for many of their pupils from low-income families, was not ideal in a disembodied session such as being online. However, the supportive atmosphere generated allowed expression of some of these feelings, and the shared concern of participants was often evident.



Although online was not how we originally envisaged delivering the sessions, they were generally very positively received by participants and were a valuable learning opportunity for us as PL providers.

Please see Section Eight for more on participants' feedback.





Core Module Overview

Core Module 1
Shining the Spotlight on Poverty: What It Is


Kait Laughlin
Sandra Scott

October 2020



Aims

- To widen understanding of the educational, cultural and socio-political context of learners' and their family's experiences of poverty, in order to best maximise individual and whole-school support
- To lay the ground for the development of related culture change and relevant policy and practice development
- To introduce or further develop selected pedagogical and whole school activities
- To introduce a human-rights based approach to poverty and demonstrate its relevance.
- To facilitate increased peer support
- To introduce opportunities for poverty-related collegiate working and professional learning






Core Module 2
Digging Deeper on Poverty: how it feels & what it does



Kait Laughlin
Sandra Scott


November 2020



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 actions
- To deepen understanding of a human-rights based approach to poverty
- To further the development of a whole-school approach to anti-poverty work







Core Module 3
Schools against poverty: the art of the possible

Kait Laughlin
Sandra Scott

December 2020




Aims

- To consolidate prior learning and understanding on poverty and its impact
- To enhance knowledge of a range of potential interventions
 - Pedagogy
 - Classroom activities
 - Poverty-related HRE
 - Whole-school anti-poverty policies
- To facilitate the ongoing development of the PACT Community
- To support the development of personal and PL planning





Participation

Having delivered all three PACT Core Modules, we would like to consider the data we have on sign-up and participation.

84 participants overall participated in the Core Programme:

- 48 attended 1 module
- 18 attended 2 modules
- 18 others attended all 3 modules.

Chart 1 (below) breaks down participants by sector and shows some participation from professionals outside the initial target group of Primary and Secondary teachers. Pattern of attendance varied with some participants starting later after hearing about PACT through word of mouth.

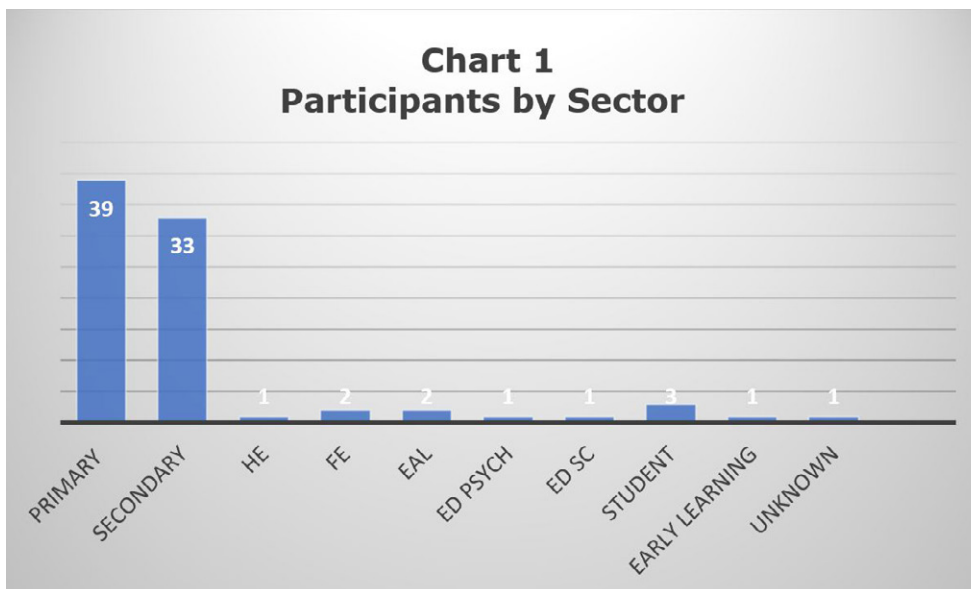
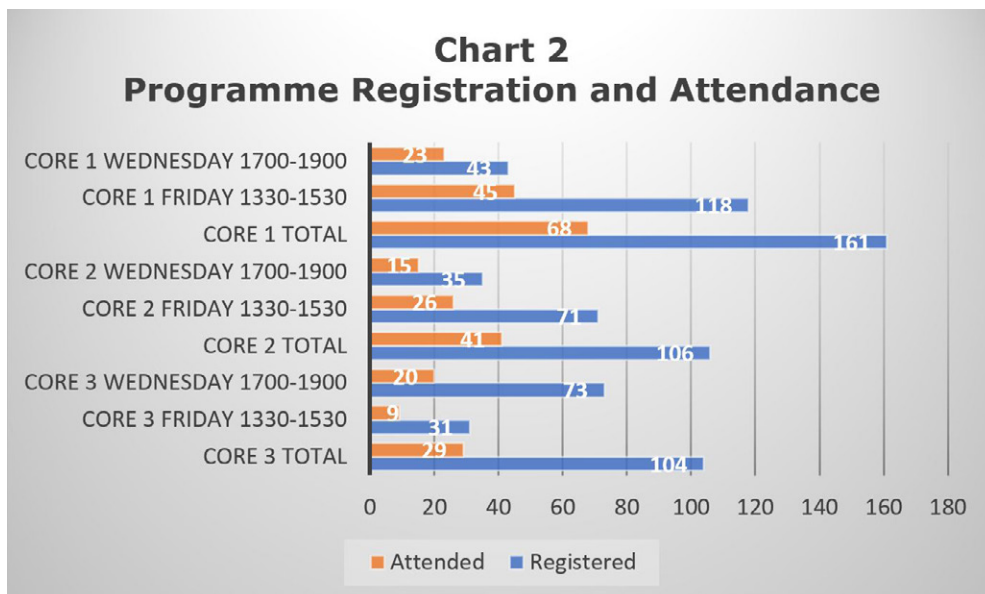


Chart 2 (overleaf) compares module registration and attendance and indicates significant drop-off. Given the intense pressures on teachers in the current situation, this was, to some extent, expected. There was a particular drop off on last Friday session which took place in December, perhaps resulting from a combination of additional pressures across the profession late in the term, and the run-up to the festive holiday.



As well as acknowledging the impact of world events, we feel that it is crucial to look at these numbers in the context of participant experience and feedback, which has been overwhelmingly positive to date (see Section Eight).

Policy and Culture Development Case Study

Alongside the development of the PL Sessions, the PACT Co-Leaders worked closely with Bellahouston Academy in Glasgow to develop a draft whole-school Anti-Poverty Policy. Bellahouston Academy sits within Glasgow City Council’s Govan Ward, where, pre-pandemic, according to the then most recent local Child Poverty Action Plan, 36% of children live in poverty. City-wide, Glasgow already has by far the worst child poverty figures in Scotland, which, without intervention, were set to rise to 42% by 2021.

In Glasgow, 40% of parents are lone parents, who have been particularly hit by benefit cuts and other regressive changes. Glasgow’s BAME families are also over-represented in the poverty figures and can be further impacted by poverty and discrimination in many ways.

Given the evidence of the number of young people from low-income families in the school community, the well-documented relationship between poverty/wealth and school attainment, and Bellahouston’s ongoing commitment to Equality, Inclusion and Social Justice, the school decided to embark on an innovative whole-school policy and action plan, to ‘poverty-proof’ their school. In doing so, they drew on the experience and support of the PACT Co-Leaders.



This work incorporated previous CPAG Cost of the School Day work and went further, to examine the principles, assumptions and processes of decision-making and policy development which underpin theory and action, in order to remove any negative impact on their young people - and their families – living in poverty.

Bellahouston’s commitment to change not only reflected GTCS standards and the commitments embedded in CfE, GIRFEC, UNCRC, NIF, and international and domestic Human Rights standards, but also, in its collegiate and inclusive developmental focus, reflected the Empowered Schools agenda, the Head Teachers’ Charter, Parental Engagement strategies, as well incorporating best practice in the spirit of the Fairer Scotland Duty – to give some examples amongst many.

In addition, it has the potential to evidence ‘Highly Effective Practice’ in the HGIOS Quality Indicators.

In leading the way in this work, with the support of PACT, Bellahouston’s school policy and its inclusive developmental process also has the potential to be a model for other schools, not only in Glasgow, but Scotland-wide.

Bellahouston Academy, with PACT support, developed the following draft statement of principles.



Poverty-Proofing Bellahouston Academy (DRAFT)

What We Need to Do – Part One

1. We are already doing a lot to support our young people, but we can – and should – do even more.
2. While we can't solve poverty, we need to lead the way in doing all we can to shut the school door on policies, practices, beliefs and attitudes that do not consciously and actively challenge poverty and its effects. Let's make a pact – staff, young people and families together.
3. We need a whole-school Policy on Poverty.
4. This Policy should begin with the default position that there are no additional costs to young people's full participation in all aspects of school life.
5. Exceptionally - any decisions to offer activities which do incur a cost should be justified in relation to clear, considered, and agreed criteria, including a plan on how to include those for whom the cost may be problematic.



Poverty-Proofing Bellahouston Academy (DRAFT)

What We Need to Do – Part Two

6. The development of our Policy on Poverty needs an audit of existing policies to check for effectiveness and consistency, and to increase awareness of unintended consequences for those on a low-income.
7. Developing such a Policy allows us to put our values and commitment to collegiate working and learner, family and community inclusion fully into practice right from the start – necessitating a targeted and specific Forum for meaningful input and involvement.
8. The process of developing our Policy will benefit from further collegiate reflection on relevant and meaningful classroom strategies and methods.
9. This will all require underpinning whole-school Professional Learning, focusing on agency, empowerment and whole school community engagement.
10. In order for the process to be sustainable and consistent, evidence shows we need an explicit 'Theory of Change', developed alongside all of the above and including other relevant partners.

For an update on the school's work, please see Section Eight.



Section 7

The PACT Community



The PACT Community

Teachers have continually highlighted the importance of peer support and working collegiately in making change within schools. If we are to make sustainable culture change, then a critical mass of 'community' is necessary, whether within a school, across schools in the same cluster, sector, local authority, or eventually, across Scotland. Teachers are already familiar with the utility of a whole-school and community approach used in more familiar frameworks, e.g., Rights-Respecting, Nurture, and Learning for Sustainability.²⁴

Creating a whole-school anti-poverty culture is one of PACT's underlying themes - a strand woven throughout the learning - and this can only be achieved by the involvement of the whole school in shared learning and support, to embracing change, and to challenge attitudes that act as barriers to that pro-active culture-shift. We were told again and again that everyone needs to be included in that community- office, catering, and facilities staff, and supply as well as permanent teaching and visiting services staff.

From the beginning of our consultative and awareness-raising process, and throughout the delivery and participatory processes of the PACT online programme, we have sought to introduce and to foster that sense of developing community amongst PL participants.

We have done this by:

- Being explicit from the beginning about that being an aim of the learning/ Project, and why
- Inviting, including and discussing further views on this
- Reflecting the positive responses to the above, welcoming participants as being, de facto, members of the PACT Community
- Inviting ownership and contributions from each and all as Community members, both within and without sessions (e.g., in resource packs, updates, etc.)
- Developing a shared language and symbols to consolidate that group identity, e.g., the delta sign as here (for change), and use of the international HR logo, and the potential ability to think of themselves as 'PACTivists', if that fitted with their own perceptions and desires
- Using those symbols, where appropriate, on our materials, alongside the PACT EIS and Scottish Government logos

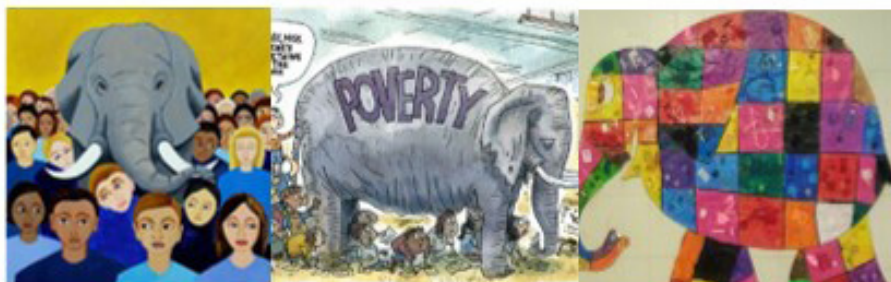
²⁴ <https://education.gov.scot/improvement/self-evaluation/whole-school-and-community-approach-to-learning-for-sustainability-lfs-self-evaluation-and-improvement-framework>



- Including PACT Community membership as part of our PACT completion certification recognition
- And finally, offering badges and stickers, reflecting PACT community membership, and as a way of reflecting to others, especially pupils - in a context of being made aware of the PACT Community and its learning – that they can raise and share issues in a safe place, either in the classroom, or privately on an individual basis.

This last point relates to an important focus from the Programme, where we have talked about the different faces of poverty as the 'elephant in the classroom' and used imagery as a way of getting across the different approaches needed:

- when being aware of the need to be sensitive around individual circumstances and pressure in a culture where stigma and shame exist
- when working to lessen those issues of stigma and shame by a Human Rights approach to poverty-related classroom activities and discussion
- and the additional need perhaps at specific times and in relevant situations, to be unapologetic and assertive in challenging policies and procedures, that may, perhaps, inadvertently act to exclude or embarrass young people from low-income families – and indeed, the families themselves.



Facing up to the Elephant in the Classroom

This slide is taken from Core Module 3 and brings together images and previous discussions on the many faces of the 'poverty elephant'

We are highlighting this here as we hope that visible displays of PACT Community memberships, or 'PACTivism', within school will potentially be a part of 'starting that conversation that matters', in whatever form it needs to take, and of fostering solidarity and collegiate working on the issue, both



within each school or cluster, and also across the 'PACTivists' community – especially for those who may find it difficult to work collegiately on this in their own schools setting. We talk more about potential barriers to this learning and practice later.

At the end of the programme, we asked participants if they saw themselves as part of a PACT Community – and if so, why – here's a sample of their responses.

I would like to be part of a PACT community, especially if it might be something that the Scottish Government wants to be rolled out across all schools.

Yes, I really would. It would be great to have contact with such a fantastic group of people again and discuss issues and practice. I feel as if the modules were just the tip of the iceberg. I found I felt really uplifted and encouraged immediately after each module.



Section 8

Feedback and Evaluation



Feedback and Evaluation

Overview

PACT Phase One has developed and/or delivered:

- Three Core face to face Modules (now to be delivered in phase two)
- Three Online Core Modules (delivered 2020)
- A widely attended online Programme Launch event (2020)
- One pandemic-responsive Special Module and initial webinar (delivered in 2020 also)
- One PACT Community PL and Reflections session (delivered 2021)
- School-based policy-development/good practice work (ongoing)
- Module Resource Packs
- Film resources
- Various workshops, presentations to diverse groups and stall activities at EIS and community events
- A wide range of partners and critical friend relationships, nationally regionally, and in local communities, including a partnership with three local authorities for our face-to-face learning
- A fledgling and enthusiastic PACT Community
- A dedicated PACT zone on the EIS Website (in progress - to be completed around end March 2021).

As would be expected, evaluation and opportunities for feedback have been designed into the Core Programme from the beginning. This section details the results from these exercises, together with some informal feedback on the earlier Covid-responsive sessions.

As a professional learning programme, the main evaluation process centres around PACT Programme Learning Aims:

- Thematic – throughout the Programme
- Modular – for each online Module

However, this is not a conventional learning programme – our innovative, interdisciplinary and bespoke approach, needs additional indicators to catch the sometimes seismic, sometimes nuanced, nature of the attitude and culture



changes we have sought to highlight, support and encourage. Therefore we have included participant feedback in other ways too – in the hope that this will adequately catch both the excitement and determination, as well as the realism and frustration that felt like the ‘PACT session mixture’.

There is a caveat, in that we draw attention to the fact that formal survey/questionnaire response rates overall were lower than we would have originally anticipated. It has been proposed that this is not surprising in the pandemic circumstances at the time, and the well-documented extreme pressures on teachers and schools. Therefore, we have not drawn any adverse conclusions from the relatively low response rate, especially given the overwhelmingly positive feedback from those responses we have received, and the great deal of engagement we have had from participants informally, and during and after sessions.

Evaluation Methodology

We used a mix of qualitative (formal and informal) and (a little) quantitative methods. (However, bearing in mind the earlier caveat as to number, the latter can only be seen as indicative).

Due to resource constraints, the majority of evaluation exercises were designed and analysed internally for this phase. Drawing on previous academic research knowledge and experience, responses were anonymised, and stored confidentially by Project Co-Leaders (please see questionnaire data privacy information in appendix 1).

However, in reflection of our commitment to best practice whenever possible, Project Co-Leaders also sought out opportunities for external evaluation. Therefore, we are delighted that an additional external evaluation study of aspects of the Programme’s potential impact has been conducted by Professor Tom Bartlett and Dr. Piotr Wegorowski of the School of Critical Studies at the University of Glasgow.



Programme Evaluation Exercises

1. A pre-programme questionnaire for participants, with four open-ended questions designed to not only further inform Programme planning, but also as a point of comparison for the post-programme questionnaire. These were designed around thematic interests:
 - On what they hoped to gain from (see Appendix 1) participating in the PACT PL programme
 - On what they would like to do, or thought they could do, at this stage, with the learning from the Programme
 - On any relevant experiences or specific strengths they were bringing to their participation
 - On whether they had any particular concerns or fears about participating.
2. A post-programme questionnaire along similar lines, but this time reflecting on experience, in order to highlight any changes and also to reflect the thematic learning aims', and gauge potential impact.
3. An online survey evaluation of each Core Module:
 - On meeting module learning aims
 - On delivery
 - On content
 - On structure
 - On resources.
4. To provide additional depth and perhaps a richer view of the overall PL programme 'journey' for some participants, we have included three 'case studies' - the experiences and thoughts of teacher participants given in more detail, in their own words.
5. Two anonymised focus groups independently facilitated by our academic colleagues from the University of Glasgow, examining whether there was any evidence of impact from the Programme on how PACT participants spoke about poverty and/or Human Rights, and Human Rights Education. These were conducted under University ethical procedures, and independently analysed and reported on by Professor Bartlett and Dr. Wegorowski.



6. Prior permission having been given from participants, we were able to record and then to review module discussions as well as the module written 'chat', thus allowing us to extract additional situational and informal feedback to supplement the more formal evidence gathering – this to further inform evaluation on not only overall themes, but also individual module outcomes.
7. Participants were also encouraged throughout to contact us directly with any feedback - positive or negative, e.g., we specifically stated that we were very open to hearing about ways that the programmes/sessions could be improved to best meet their needs, as well as any examples of practical and personal impact. This additional informal evidence is useful for providing specific examples to further illustrate participants' more general thoughts and experiences.

Policy and Culture Development Case Study

As detailed in section 6, our pre-pandemic work included working with a Glasgow Secondary School (Bellahouston Academy), to support anti-poverty policy and culture development.

Feedback was sought from the Depute Headteacher (Murdo Macdonald), who was responsible for leading the work.



Summary of Feedback and Findings

Numbers

1 & 2. Eighteen participants returned questionnaires. Of these, 13 returned only pre-programme questionnaires, and three returned post-programme questionnaires, with two participants returning both. Several participants expressed workload demands as the reason for not having the time to return them, while at least two people were unable to complete them due to illness.

For supplementary information, of those who had returned the first, but not the second questionnaire, two had previously expressed their enjoyment of the Programme and their intention to return the second, but didn't do so, while several others had contacted us through other means to express their satisfaction overall or had done so in the module chat.

3. We had 11 responses to the online survey on the Modules themselves.
4. We have three case studies to consider.
5. Four people attended the two focus groups run by our colleagues in the University of Glasgow. Three attended both sessions, one was only able to attend the first, while another person joined later, having been unable to attend the first.
6. We reviewed six online sessions together with the related online chat: the webinar, the special Covid module, three Core Modules, and the additional PACT Community PL reflections session.
7. These are treated as supplementary sources of feedback, varying from verbal contributions in discussions, through to short remarks in the online chat during sessions, to emails and telephone discussions.

We have given some examples here, for illustration, and to add to the overall sense of participants' reactions to the Programme.



Feedback and Findings

Themes: Learning Aims

Working with the evidence we have, while we cannot speak here of evidence for every participant, or for a large sample, we are confident that we have satisfied our intended Learning Aims for Themes 1 – 4 in our Core Module programme.

Due to the compressed nature of the original modules, while every effort was made to address Theme 5 also (including allocating additional time for discussion in Core Module 3), we also subsequently delivered an additional short PACT Community Reflective session to provide further information on some of the further or future PL opportunities that EIS PACT could offer to the profession (in the latter case to members). This also involved input from the EIS Professional Learning Coordinator on the EIS Action Research Grant Programme, and a brief discussion on potential individual and collaborative future work, perhaps as part of the PACT Community going forward.

Further information on these opportunities and plans will be available on the PACT zone on the EIS website. Given the currently uncertain nature of the timescale for future PACT work (Phase 2 – and beyond), we were only able to offer broad information about other related PACT future opportunities - to be updated when more is known.



Theme One: Understanding Poverty Better

Learning Aim: To foster deepened understanding of the causes, nature and consequences of poverty in Scotland and the U.K.

Comments: This is the theme on which all others depend. The content and activities of the Modules returned to this theme again and again, and there is clear evidence from participants' feedback, and through observation of interactive discussions as well as from the module online 'chat', of the increasing emergence of not only 'new' understandings, but a shared understanding and narrative.

Here are three example comments:

- Poverty is a key part of our Higher course. I also make sure that every class also looks at this area. I hoped to increase my knowledge and was not disappointed. I was slightly concerned but the presenters quickly ensured my fears were without basis, and I feel more confident teaching what I feel is a very sensitive topic
- Realistically I will use it in my own teaching and education. I will continue to treat the pupils I teach with respect and feel I have a much deeper understanding of how they might feel
- My school is in a very deprived area. I feel that having been on these courses that I have a better understanding of the adverse childhood experiences of many of the pupils.



Theme Two: A Human Rights Approach to Poverty

Learning Aim: To increase knowledge and awareness of the relevance and utility of economic, social and cultural rights, to poverty.

Comments: Most, if not, all participants were unfamiliar with this aspect of Human Rights Education, although knowledgeable around the U.N. Convention on the Rights of the Child. The discussion and chats reflected a growing awareness of this, and several participants expressed how important they thought this was for the classroom. Here are some examples: the first is from one teacher who contacted us after a session for additional resources she could use with her class.

Once again, we give three examples:

- I discussed it with some colleagues but most of my focus has been with S4 Essential Skills. I made up a series of lessons, (approximately 24 hours and I used some of the material you shared with me) on Human Rights, poverty and prejudice and they are building up personal knowledge, developing and debating opinions and widening their own experience of society
- I have found the importance of stressing Human Rights and Human Rights Education to be one of biggest things I have taken away from the PACT course
- Children in my class created pieces of discursive writing on the voting rights of prisoners and the children were very engaged by this. I wouldn't have had this idea without PACT stressing the importance of children knowing their Human Rights, as well as UNCRC.

These examples are obviously of relevance to the next theme also.



Theme Three: Pedagogical Approaches to Mitigating the Impact of Poverty

Learning Aim: To contribute to enhanced awareness, knowledge, and confidence in addressing poverty issues in education.

Comments: The PACT Programme is proud of its stance and aspiration to support teachers' journey from theory to action, and so many of our activities have been geared to classroom interactions – on dealing with that 'elephant in the classroom' - backed up with resource packs that includes relevant films, discussion points, and activities relating to each Module.

Once again, here are three examples of feedback on this theme:

- Most useful? ... The extra knowledge that I have obtained and perhaps a more gentle and considered approach to my teaching. I can use it to greatly enhance my presentations and my teaching
- I've also had discussions with the children about the distribution of wealth in Scotland (using the statistics from module 1 about the richest families in Scotland) and Human Rights.
- Greatly enhanced my knowledge in the subject area. Excellent presentations

And another, this time on the Module Resource Packs...

- Very high-quality resources for my classroom.



Theme Four: Creating a Whole School Anti-Poverty Culture

Learning Aim: To support an increased capacity to contribute to collegiate working and relevant whole-school policy and practice developments.

Comments: Teachers were very interested in this topic, shared information around it, and engaged in very lively discussions on relevant issues - such as how PEF money is used in their schools, the differences in links between schools and communities from area to area, and whether they felt fully involved in decision-making.

In addition, as possible starting points to realising the potential of this aim, they clearly evidenced some instances where practical contributions to whole-school policy and practice were being made already (see examples elsewhere in this section).

However, just as important for initiating change, some articulated the beginning of a process of identification of barriers to meaningful contribution for themselves and their colleagues:

- Can I just take the time to mention how useful and insightful I found last night's session. Today, I have already spoken to management to discuss amending the policy that children bring their iPads into school charged
- Ideally, I would like to take it forward in my school, but I do not think the Head Teacher will be willing to do this. From hearing the other teachers and watching some of the films it is clear to me that you need a HT that wants to implement these policies and if that is not the case it is very difficult to get any change. ... I will place all your resources in a shared folder in the school network for staff who are interested to read and maybe come to future PACT training.

By way of a third example here, and as part of demonstrating the richness and range of evidence we have considered in making our analysis and judgements, here is an extract of an online in-module chat involving twelve participants during a capacity-building exercise on policy development.

We had asked participants in their break-out rooms to do a SWOT (identify Strengths, Weaknesses, Opportunities and Threats) analysis on a 'No Cost to the School Day' policy (see also our Policy Case Study in this section). This is some of the feedback in the main discussion - each bullet point is a change to the next contributor.



- Huge **Strength** is that all children would be able to access a residential trip either at home or abroad
- **Strength**: No child would be left behind/miss out
- **Strength**: Increase in school attendance
- **Strength** ...levels the playing field
- **Strengths** - enable all children to go on trips/inclusion
- **Weaknesses** - where would funding come from? would we go on less trips?
- **Strength**: improved participation and less avoidance
- **Strength**: cultural changes potentially
- Budget to provide for everyone runs the risk of trips being cancelled as it's not sustainable
- **Threats**- the gap continues to widen
- Having come from a school in a poor area the concern is that by saying no extra cost some people that couldn't afford a family holiday may miss out on a holiday which would have been vital for them
- **Strength** - Make teachers think about the value of what they are planning for the children - does there need to be a cost for the experience?
- **Threats**: can the funding run out? What if new cohort feel they have fewer opportunities than previously?
- **Opportunity**: Could theoretically level the playing field, but children from more affluent families would be going on family holidays also so how level would the field actually be?
- **Threats** - middle class attitudes
- **Weakness**: would there be a "race to the bottom" in avoiding cost-intensive opportunities?
- PEF funding
- **Opportunities**: greater focus on equality and sustainability in the school ethos. Making a school more rooted in its community and a source of leadership
- Yes. Another **threat** - would the number, location etc of trips be at the discretion of HTs and vary across Scotland?
- Obviously then children going to school in more affluent areas would still have huge advantages over children in less affluent areas. A postcode lottery...



Theme Five: Further Professional Learning

Learning Aim: To enhance knowledge of relevant PL opportunities (including the PACT Community).

Comments: Much of the intention behind this theme has been somewhat difficult to realise in the pandemic times in which the online sessions took place, and in which this is being written (please also see comments earlier in this section). The original theme was developed for the face-to-face programme, with a staged process and further PL options available at each stage – many of which are still not feasible at time of writing.

However, we have continued to include and prioritise this learning aim, emphasising the PACT Community’s potential to offer online peer support and collegiate working possibilities, even in these ‘disconnected’ times.

- See yourself as part of the PACT Community? I certainly do I think every teacher should have an obligation to take part in these sessions
- I think for me, finding out that the PACT community existed was the most useful thing
- I would love to be part of the PACT community. It’s inspiring to see so many people working together to improve the quality of our young people’s lives. I also love learning from intelligent and knowledgeable people. I feel from my own work experiences and studies, I also have something to offer to the Community.

And, more generally,

- Really enjoyed everything and would certainly sign up for any other relevant courses.

We have also compared the ‘before’ and after responses of the two participants who returned both the pre- and post-programme questionnaires, together with their other responses for added interest. Please see Appendix 2.

We are pleased to see self-reported evidence of positive impact and engagement, and that the design of our questionnaire enabled that to be captured, even though the numbers returning both were so low.



Module content, structure, delivery and learning aims

Core Module One: 6 responses

Core Module Two: 0 responses

Core Module Three: 5 responses

Obviously no meaningful quantitative information can be derived from such a small sample. However, on our scale of 1-7, participants rated module indicators highly overall (delivery, content, structure and resources), as well as module learning aims. However, please do note the feedback comment in the qualitative feedback below, as well as further details given under 'Comments'. (Raw data also available on request)

Feedback from online survey:

- Ideal learning resource
- I have used some of the videos about Human Rights and they have stimulated discussion
- Not used as yet but as a Modern Studies teacher some of the facts around poverty and the impact of poverty will be really useful
- I am not in class full time at the moment. I have however shared all the resources with my team
- (On Core Module 1) For aims 5 and 6 to be met I think the course would need to be run in my local authority or in my school. We have no contact with the participants between sessions, for example on a shared chat platform therefore I cannot claim an increase in peer support of collegiate working. I think a participant's school would have to sign up to taking the aims of this project further otherwise PACT is just another initiative, one of numerous, that comes into education. I think it is impossible for a school to keep up with everything
- There was a range of really useful points for discussion but also really appreciated the signposting to a range of further study and evidence.



Examples of other feedback and the level of enthusiasm on individual modules:

- Thank you so much - extremely thought provoking and inspiring. Looking forward to the future modules!
- I thoroughly enjoyed the module on Wednesday. You are both so knowledgeable and passionate, it's great to hear about your views, research and other pieces of learning
- What a wonderful session. Thank you!
- Can I just take the time to mention how useful and insightful I found last night's session
- I am very much looking forward to the future sessions and I have been telling everyone who will listen how wonderful the PACT professional learning is!
- Thank you very much, really enjoyed this session tonight :)
- Fantastically helpful session, thank you. Look forward to the mailings and subsequent sessions.

And later – when requesting resources:

- Thank you for the great sessions so far, I look forward to the next two.

After the end of the Core Module Programme

- Many thanks to both of you, it's been really good to think about all this, and very keen to keep in touch
- It has been so useful to engage with PACT and I will continue to do so, in the future
- Thank you very much. It's been very thought provoking.



Comments:

As evidenced, feedback from participants through the questionnaires and online survey was generally very positive, which was also the case with the other forms of feedback on the modules.

With the exception of one participant (see below), any criticisms of the module delivery or structure, were around either preferring/needing more time for discussion, recognising the difficulties inherent in online learning generally, and/or seeking more opportunities for developing peer support structures and sharing good practice. These are not unexpected, and perhaps not surprising, given the limitations and time constraints already detailed through having to move the Programme online.

While within a context of explicitly saying that the sessions and resources had been useful for her, one participant felt that she would have preferred a greater degree of moderation of the online chat during module discussions, and perhaps avoidance of encouraging 'off the top of the head' responses in some of the sessions. In that instance both Co-Leaders met with the participant, having reviewed module chats, and explored and addressed her concerns with her. She expressed her appreciation for the discussion. We all agreed we were glad of the opportunity it provided to explore some perhaps less obvious pressures around online learning and interaction.

This is included here in the spirit of recognising that we all have something to learn, and of gratitude for our colleague in engaging in that exploratory process with us. In addition, just as we have listed examples of positive impact here that more typify responses, we feel it is important to communicate that these were given against a background that explicitly and actively invited constructive criticism.

In that spirit, mindful that not all participants continued to engage after Module 1, we have actively sought feedback, including through our post-session questionnaires as to any reason why, or what difficulties that people may have had fully engaging with the programme.

This quote reflects the most usual response, which, unsurprisingly, was 'workload', with 'childcare' given by some as an issue also. At least one person inadvertently only registered for one module, and then not realising it (in this period of increased demands), as he did not then get reminders.

I unfortunately just couldn't fit in attending the modules because I've been working 12-14 hour days for most of this school year.

(PT Secondary, rural school)



We received no feedback that anyone did not continue because of dissatisfaction, but we would recommend that this information should be actively sought in future evaluation phases of the Programme. We also acknowledge that the views we have gathered and detail here are more likely to be positive, being from people who are motivated and engaged with the PACT ethos and ambitions already. However, everything that we have detailed in this section still points in the same direction, and so viewing them together as a set of indicators we are confident that they paint a very positive picture of the reception and impact – potential and actual - of PACT Phase One, under very demanding circumstances for everyone.

While space and resources have limited us to a broad analysis here, we have tried to be as representative of participants' views as possible. However, this is not an academic study, but it may be that some of the anonymised raw data will be of use in future research and analysis, participants already having given their consent to this potential future use of the questionnaire information, if deemed appropriate by The EIS.

Barriers to utilising PACT learning

In a wider sense, several participants were concerned to identify the barriers that they felt they would, or in some case, actually had, encountered in school - either from other staff, or more commonly directly from senior management - or because they felt that the culture in their school was simply not designed to allow the sort of changes that have been discussed, to happen (e.g., see case study 3).

One important recurring theme was a failure to 'Join the Dots', something that we also heard again and again in our pre-programme consultation phase – this is reflected in the title of this Report.

And of course, it was also a common recurring theme of how would teachers find the time, alongside so much else in their workload?

However, while once again recognising that our Phase One participants were, of necessity a self-selecting group (and also not involved in a whole-school delivery programme), the dominant sense was of a real desire, and sometimes even a desperation - born of distress at the conditions endured by many pupils - to act, and a determination to understand better, to do more in their classrooms, and to help make change across the school.



Case Studies

These are essentially more detailed examples of types of engagement and interest in the PACT PL:

1. Secondary school teacher, modern studies
2. Primary school teacher (primary 7)
3. Secondary school teacher: support for learning.

1. This teacher contacted us as he wanted to contribute his views.

I have made my appraisal non subject specific as I thought it would be better to give my opinion on how I felt about the modules and what impact they had on me as a teacher and as a resident in an area where life is a constant struggle against the scourge of poverty.

Having been part of this learning group I would suggest that if given the opportunity all teachers and especially new entrants to the profession should try and undertake this course of study. I feel that it would be of tremendous benefit and would lead to greater awareness of their pupils and the inequalities that are prevalent in our educational system.

Last October I was fortunate enough to be given the opportunity to join the Pact community and be given the opportunity to complete a range of modules looking at poverty. The course presenters Kait and Sandra were very welcoming and their delivery manner was done in such a way that everyone was put at ease and could enjoy the course. It was evident that it did not really matter what your prior knowledge was as there was something there for everyone to enhance and develop your learning.

As a Modern Studies teacher poverty is a key component part of the social issue's element of the Higher course and despite many years teaching, I believe the modules provided new ideas and concepts that will greatly enhance my delivery of the topic and greatly improve the learning experience of pupils.

As well as completing the three modules I particularly enjoyed looking at the special module which looked at poverty during the current pandemic. This module brought home to me the difficulties that many have faced and the lack of meaningful support that has been made available.

On my return to school, I am determined to ensure that every teacher is



made aware of the problems of poverty and the terrible strain many of our pupils and their families are living under.

During the lockdown I completed a variety of courses but none of them inspired me or raised awareness to the extent that this did. It was a pleasure to be part of this and more people should take the opportunity to take part if the chance arises.

2. From Primary 7 Class Teacher: extracts of her PACT 'journey' over the Programme, and on Human Rights Education.

On Core Module 1 – Email 29/10/20

... Can I just take the time to mention how useful and insightful I found last night's session. Today, I have already spoken to management to discuss amending the policy that children bring their iPads into school charged.

I am very much looking forward to the future sessions and I have been telling everyone who will listen how wonderful the PACT professional learning is!

On Core Module 2 – Email 16/11/21

Thank-you again for another insightful and engaging session on Wednesday!

...In terms of the changes we've made following the sessions, the iPad 'contract' has been amended to delete the section about the charging of iPads. I've also had discussions with the children about the distribution of wealth in Scotland (using the statistics from module 1 about the richest families in Scotland) and Human Rights. We discussed some of the 'myths' that you 'busted' in module 2, relating to rights being dependent on responsibilities and the rights of people in prison...

I'm hoping to embed information on Human Rights into our discussion writing, this term. I'll let you know how we get on.

Email 3/12/21

I'm very much looking forward to hearing the discussion around social, economic, and cultural rights. I feel it's so important to engage children in real world issues that impact them.



In Session online chat 5/3/21

Our school regularly discuss the UNCRC, however, you discussed the importance of children knowing their Human Rights in a session. There are good resources on the Anne Frank House Museum website about Human Rights and I plan on implementing these learning experiences when we go back to school.

.... I thought that children knowing that living in poverty violates their Human Rights is of huge importance.

... Children in my class created pieces of discursive writing on the voting rights of prisoners and the children were very engaged by this. I wouldn't have had this idea without PACT stressing the importance of children knowing their Human Rights, as well as, UNCRC.

3. Support for Learning secondary teacher: individual and group feedback, and the barriers she sees to putting her PACT PL into practice.

Email 8/9/20

I can't get anyone interested in my school to create a discussion group. It might be due to workload post lockdown. I have also asked my departments SMT link and he said the city have told him that the focus for school development plans has to be focused on post lockdown plans.

Email 19/9/20

I am happy for you to use my feedback as an example. I am really frustrated because me and another teacher have been trying to get the school to restart Rights Respecting Schools but can't get anywhere with it.

Email 9/11/20

I like the term 'pactavists' but I am not sure people will understand what PACT means without doing the course.

GROUP



Sorry for the delay in sending the feedback from my group. Not sure if anyone else has given you feedback already. The text in blue is my own thoughts post last webinar.

(Break out Room Task) Imagine: in your school all costs associated with full participation in school life are met by the school

Strength: all equal, no charity, removes the embarrassment of having to ask for help, transparency (schools are not good at letting staff know how money is spent and what money there is to spend), true cost of education could be calculated and audited (we felt money is often wasted), remove judgements made by staff over pupils not having kit/equipment/paying levies etc., may change the values and ethos of the school.

Less likely that expensive school trip that are only accessible to wealth families will be offered.

Weakness: People take advantage of this model and waste resources or don't care for them in the same way.

Opportunity: to get buy-in from parents. To get representatives from the whole school community involved in decision making.

Threat: people in the community will not agree to this and there will be objections

I have attended and listened to what has been said in your webinars and they have certainly got me thinking. Last week you posed the question, "What Human Rights narrative do we have in schools?" I completely agree with this question, but I think for this to be a question that gets answered properly other things need to change in our profession.

... I think the main issue for me as an individual is that the last two schools, I have worked in, have been middle class. There is are a significant number of 'wealthy parents' who ask for things for their children and they get it. They have a lot of power.

...If there is a real desire for change, there need to be real time set aside for frank and open discussion and everyone in a school has to be part of the discussion.



Email 15/11/21

Thank you for another inspiring session.

After PACT Community Session 8/3/21

I am sure you will know, like the others in the meeting, I am passionate about this subject. Working in SFL I see at first-hand every day how a section of the school population is disadvantaged.

... It was good to see that the whole group were disappointed that you are both moving on, this really shows how much both your passions came across to us all.

... In school there is hardly any discussion about these issues.

So for me, the barriers are:

- Senior management not making poverty a subject that is on the SDP
- Poverty as an issue not part of the staff training
- Transparency on how money is spent in schools
- Affluent people making decisions at the local government level with little real understanding of the poverty in their area
- A lack of time in school to have meaningful conversations with staff
- Staff workload so great they have 'no brain space' left when they do attend whole school staff meetings
- Educational priorities changing too frequently, and staff can't keep up
- The gradual accumulation of work pressure since CfE and the new national system was put in place - staff exhausted
- A disconnect between the education staff in the local authority offices and the schools
- I have checked the share drive from my PC at home and there was a Poverty Week last year in the city but it won't let me access the documents from home. In school, we are on a different network from the staff in the council offices and never look at the intranet. I suspect this is where these things are advertised
- I don't work in a school where a large percentage of pupils are visibly poor. There is a perception that 'everyone' in XXX is wealthy... I think in my area much of the poverty is also linked to debt.

Thank you again.



External Evaluation Exercise: focus group findings

“If you’re not aware of Human Rights, then you can’t demand them.”

Interim report on attitudes to poverty and Human Rights before and after the PACT programme

As previously detailed, two anonymised focus groups were independently facilitated by Professor Bartlett and Dr. Wegorowski, from the University of Glasgow. They examined whether there was any evidence of impact from the Programme on how PACT participants spoke about poverty and/or Human Rights, and Human Rights Education.

Once again, numbers were not high, nevertheless the Report is clear in demonstrating differences in how participants discussed these issues between the first and second focus groups in a variety of ways, demonstrating positive impact from the PACT PL.

The Summary Report is attached here as Appendix 3.

Policy and Culture Development Case Study: Bellahouston Academy, Glasgow

For a reminder of background details, please see Section Six.

Comments and additional context

Having progressed our work together in 2019, and early 2020, we had supported Murdo Macdonald, DHT of Bellahouston Academy in his desire to develop a whole-school anti-poverty policy and culture, and a series of plans for associated pupil, parent and community involvement in the process of positive change.

We were privileged to have the opportunity to interview, and in some cases, to film, members of the student council and other pupils on their views on a range of relevant poverty issues within their school and more widely. (One of the resulting short films was part of the PACT presentation at the Scottish Learning Festival in 2019, another was shown at the PACT Project Launch, while yet another accompanies the official launch of this Report.)

When the disruption of the pandemic and lockdown happened, Mr. Macdonald was determined to continue the work – seeing it more necessary than ever - and has been impressively successful in making real positive changes within his school for those pupils and their families living on low income.



As well as the following contribution from Mr. Macdonald, he has been generous in his praise of the PACT contribution to his thinking in a further short film, where he gives more details on his commitment to 'poverty-proof' his school, and what he has been able to do - and influence. All films will be available on the PACT website.

From Murdo Macdonald, DHT Bellahouston Academy:

"Some years ago, I listened to a hungry pupil who hadn't eaten all morning explain to me why on a Friday, he didn't have his usual breacktime roll and sausage as this would mean that he couldn't have the regular staple of the West of Scotland school canteen, Friday Fish and Chips. He told me that it was due to the money on his Free School Meal card not covering both. This conversation and my own lived experience continue to fuel the passion behind the anti-poverty work I have carried out over the past few years.

As an EIS member I had heard of PACT and over the last few years I have developed my understanding of how poverty affects our young people and families. But it is not enough just to talk, talk, talk about it. Working with Kait and Sandra on drafting a school anti-poverty policy enabled me to learn and think about ways in which we could tackle the issues many families face. It's no use though simply saying kind words, virtue signalling and tokenism. Working with PACT gave me the confidence to carry out substantial anti-poverty work and not simply see it as an add on, something nice for the school to do, but as something that must be integral to our work.

NHS nurses regularly come into schools to vaccinate pupils and I used the concept, 'vaccinate against poverty' when I met with Sandra McDermott, then Head of Financial Inclusion for Glasgow City Council in August 2019. I spoke with her of my idea of having someone who would help Bellahouston Academy families claim all the monies that they are entitled to, but for a myriad of reasons had not claimed or didn't even know about.

Soon after this meeting I met Sharon Graham, a worker at GEMAP, a Financial Inclusion charity, who was to be Bellahouston Academy's Financial Inclusion Support Officer. Sharon attended



parents' meetings, answered calls and when the Council agreed to print and post a financial guide out to all our families, Sharon became extremely busy helping our families.

Then the pandemic began.

Sharon continued to help our families claim a staggering £400,000, to which they were entitled. Many families received backdated monies running well into the thousands of pounds. This model is now being rolled out across the City to all the Secondary schools and some Primaries.

Last week I delivered 100 desks to pupils who didn't have anywhere to study at home. This followed staff hearing of pupils with nowhere to learn on at home and a study in Zagreb which correlated aspirations of families towards their children going on to Further Education being linked to whether or not they had a desk to study on at home.

My remit at Bellahouston now has strategic responsibility for Financial Inclusion on it. This is a huge step forward and one which I feel will underpin the work the school does across all areas in the future.

Working closely with PACT and sharing thoughts, opinions and strategies reminded me of why I became a teacher in the first place, it boosted my belief in this kind of work and the huge, as yet mainly untapped, potential of using schools as weapons against poverty."

We reflect on Mr. MacDonald's ongoing work, and the rest of this evidence, in our next section.



Section 9

**PACT Co-Leaders'
Reflections**



PACT Co-Leaders' Reflections

On 26th November 2018, when we took up our posts as Co-Leaders of what was then known as the EIS Equity-Related Professional Learning Project, we knew that we were forging a path into new territory. The Project was something unique: a professional learning partnership between the Government and a teacher trade union. Another partnership, a pact if you will, began that day between us as Co-Leaders, both from different professional backgrounds but with the same ambition to support Scotland's teaching profession to mitigate the impact of poverty in schools.

EIS PACT is clear in its recognition that teachers alone could never solve poverty – and on its stance on poverty as a societal problem and an ideological and political choice. However, we heard that teachers urgently wanted to know more and do more, and we were determined to support, challenge, and inform that desire for understanding and action, through our Scotland-wide invitation to the profession to make a PACT on poverty.

We stand here now, two and a half years later, reflecting on how much we have learned from each other, and, of course, from our colleagues, partners and participants. As PACT Phase One (and its funding) comes to an end, and we both move on from the EIS PACT Project, we want to say that it has truly been a privilege to be able to research, develop and deliver the PACT Professional Learning offer to teachers across the country.

Our ongoing reflections have continued to be far reaching and aspirational. We have summarised some of them for you here, in the hope that they will be of interest as we consolidate our learning from Phase One, and in the hope that they will be useful for our colleagues in the ongoing development process for PACT Phase Two.

We are grateful for the opportunity to contribute in this way before we move to pastures new. While the thoughts in the section are purely our own, they are based on our PACT experiences and our own professional learning over the last two years. They represent selective reflections – and in some cases further development – of our PACT Programme themes and ideas.

The Elephant in the Classroom

We have long been aware, both from research and lived experience, of the stigma and shame surrounding poverty. For teachers, regardless of their own lived experience or lack thereof, poverty can be a taboo subject – the 'elephant in the classroom'. Such an emotive subject carries with it fear - fear



of creating further stigma and embarrassment, fear of using the wrong words and/or fear of exposing our own personal histories. We have heard teachers say that they want – and need - to be supported to recognise, confront, and overcome these barriers, individually and collectively.

While fears around addressing this sensitive subject are both reasonable and understandable, we want to look at the issue from another perspective. Too many of our young people have no choice but to deal with poverty, and so we must not shy away from discussing it. In our discussions, young people themselves have told us that they want to explore poverty in the classroom – ‘... and not just in a big talk in assembly’ .

We believe that learners (and teachers) who are already poverty ‘experts by experience’ deserve to have their reality reflected back and validated, and their lived experience named - not as an individual fault or failing, as much of the media constructs the story - but rather as resulting from an ideology that is wrong and can be confronted.

... In all the Classrooms, even when we can't see it

And those who don't know it's there, need to see that reality for the first time - and hear a different narrative on poverty, understand its lessons, and learn how we can all contribute to change. We know that the majority of children who live in poverty do not live in areas of multiple deprivation, so no school is free of having to deal with this ‘elephant in their classrooms’, in truly seeking to meet the needs of all their young people.

Our first group of PACT participants has included teachers based in schools where poverty is hidden, and we have heard how school assumptions based on culture and social class help to create a narrative that does not include or reflect reality for everyone – with all the potential for shame and embarrassment that brings. We have also heard, from some, of a resistance within their school to acknowledge this, of a denial of poverty in their midst when faced with a predominant culture of assumed comfort, and, we would say, privilege.

Therefore, we want to reiterate that our PACT evidence and experience confirms and strengthens the original intent of the Project, that all Scotland's schools have a role in changing the narrative on poverty, and that PACT learning really does need to be in all Scotland's schools, not just those in obvious areas of multiple deprivation.

²⁶ Pupil Council Members (2020), Glasgow Secondary School

²⁷ A term increasingly used (along with ‘lived experience’), including by Scotland's Poverty and Inequality Commission: see: <https://povertyinequality.scot/publication/guidance-for-the-poverty-and-inequality-commission-involving-experts-by-experience/>



Joining the Dots

Having had the privilege of building on the foundations of existing anti-poverty work and learning from many examples of good progress across Scotland, we have become so very aware of the need to 'join the dots' on poverty, in so many ways – so much so, that we chose it for the title of this report.

If there is a real desire for change, there need to be real time set aside for frank and open discussion and everyone in a school has to be part of the discussion.

Support for Learning Teacher, and PACT participant

First, on professional learning: we want to reiterate that 'dots need to be joined' across the school, with all staff experiencing anti-poverty professional learning together. A small number of staff gaining expertise is a good first step but there is no substitute for involving the whole school, including non-teaching staff. It is self-evident that a culture shift is only achievable and sustainable when everyone is on the same journey, and with a shared narrative to guide them. We have tried in our work in PACT, to highlight that need, and to help develop that shared narrative on poverty, without which there can be no truly shared anti-poverty culture in school.

On the process of development for change: just as poverty is a systemic problem rather than an individual problem, educational mitigations need to be systemic – and systematic - too. Schools need an emphasis on the joining-up of policies, processes, and structures in order to create and maximise any desire for change. We heard so often about great intentions... initiatives... collegiate and collaborative meetings and discussions... but with so many of the plans and so much hard work just 'falling between the cracks'.

I came out of Cost of the School Day training in the morning and walked straight into a meeting planning the next school trip abroad... Nobody talked about what we had just heard and changing policy on that at all. I was so frustrated and angry.

Secondary Teacher and PACT workshop participant

As always, we are not being critical of any of our hard-working colleagues here, as we totally understand how this happens, and how making change takes time, energy and effort – all even more difficult to spare in these often 'crisis management' times – but rather offer our observations in commiseration and support. We kept hearing how much time, energy and effort was thought to be going to waste, and how this resulted for many in feeling frustrated and often powerless. Individual support and case by case decisions can help, and



are sometimes needed, but clearly impact will be limited. Committed teachers can make a difference in schools, but we must ask ourselves what happens when those individuals move on, or how much they can do in isolation...?

In addition to whole school initiatives, teachers have told us of so many things that they do as individuals or in small school groups to support children and young people – many of these teachers reported high levels of distress in what they were seeing. They told us how they wanted to feel more empowered through collegiate working and whole-school policies that recognised the impact of young people's poverty on teachers, and that supported them emotionally and practically to make change, and to do it together with them.

I lie awake at night worrying about some of the kids in my class... I try to stop myself crying. It's truly awful, parents are doing their best, and I do what I can, but it's not enough.

PACT Questionnaire response (2019)

A coherent and explicitly anti-poverty, or 'poverty-proofing' policy co-constructed with teachers, young people and families is more likely to lead to sustainable action through ownership of that shared narrative, and to avoid the unexpected consequences²⁸ so often inherent in top-down policy development. We believe that the example of the draft policy given in this report is a good example of 'joining the dots' on poverty. We also believe that the evidence points to such a policy being most effective when it is based on rights, not charity.

A Human Rights-Based Approach to Poverty (HRBA)

While this was not stated explicitly in the original thinking behind the Project (though the EIS has had a longstanding commitment to the realisation of Human Rights), we believe it implicit in the original intent and operational in the necessary focus of the Project on rights not charity.



An HRBA became a pivotal theme in the PACT Professional Learning offer, and as we move on, we are keen to ensure that we have fully consolidated its natural – and crucial – role in our anti-poverty landscape going forward. It provides a foundational counter-narrative to the poverty-creating and justifying hegemonic narrative that the EIS has firmly stood against in its campaigns on this issue, and we hope that

²⁸ Beware of 'unexpected consequences' when developing policies – they need to be actively thought about.



it has perhaps brought some additional insights that may be useful in future campaigns also.

A Human Rights-based approach can transform a school's approach to poverty. As detailed elsewhere in this report, research demonstrates, and participant feedback underlines, that anti-poverty school-based work is more inclusive, empowering, and sustainable when based on rights – not charity. It is surely incontrovertible that our learners are entitled to know their Human Rights around poverty-related violations, and teachers are in a crucial position to help them discover this knowledge through Human Rights Education (HRE) – as human beings and future adults – and not just on their UNCRC rights as children.

There is sizeable research within Scotland on this, some of which is cited in this Report, but to alleviate any residual concerns we feel it is worth repeating that HRE and a Human Rights-based approach supports, and is supported by, the concepts and principles within our existing educational frameworks such as CfE, Nurture, and Learning for Sustainability. In terms of teacher professional learning, it can clearly act to support practitioners to sustain many GTCS standards.

Such an approach also aligns with Scotland's National Performance Framework and the explicit cultural development aspirations of the Scottish Government, with the aims of the Scottish Human Rights Commission, the principles of Scotland's new Social Security system, and serves to support and realise important international Human Rights commitments, including on HRE. Topically, also, for schools, it also serves to support and potentially strengthen our new Fairer Scotland Duty.

Most importantly, however, an HRE and Human Rights-based approach defends the Human Rights of our children, young people, families and communities - by empowering them with the information, understanding, and skills needed to claim them.

The Importance of Community and Place: 'Embedded Schools'

We give apologies for re-stating the obvious here, but it is necessary for establishing context on this nuanced, and, we believe, important, point. Schools don't exist in a vacuum, and the community in which they are sited is where our children live their lives, within families, which are within communities in turn. Every school is part of a wider community, and we know there is so much good work going on already from committed teachers and school leaders in reaching out beyond the school. The following comments are



not intended to minimise that in any way – and we celebrate all those who are already doing this.

However, based on our experience, we have come to believe that our ongoing efforts to make closer links between schools, families, and communities may benefit from thinking about an additional term - 'embeddedness' – to complement, but also to go further than our normalised term of 'engagement'.

This thinking has been inspired by our reflections from dialogue with, and observations from, our community partners, as well as evidenced by the effects and impact of the anti-poverty focus of our 'case study' school already mentioned.

The difference lies, in our view, in a need for a kind of changed 'hierarchy' in our 'engagement narrative', in which we believe that schools are more likely to achieve – or in some cases to have achieved – meaningful 'engagement', if/when they recognise that the relationship between the community and school is a decision for 'the community' to make. Our position is that the decision is, in practice, theirs - whether to embrace the school or not - and thus whether to allow it to become embedded within their community.

To elaborate, while we recognise that this is a very broad brush, nevertheless, it has been long recognised that middle-class communities tend to have close connections with 'their' schools, with a high standard of parental and community engagement, and much research has been devoted to examining relationships of values, class, and power which may support that, and conversely can act to undermine that relationship when these are perceived to be at odds with each other.

We present two examples here to illustrate the point we are trying to make:

In the first case – that of our Glasgow Castlemilk Community partners, local people, mostly women, - who have set up a 'care and share' emergency food hub in the street outside their homes, we were struck with how they spoke about their local school, and how pleased they were that staff had put posters up in the school, had sent information out to parents in their bulletin, and were pro-actively telling people about how to get help there. (A short film we made together is on the EIS/PACT website.)

It felt to us that these community members were reporting the school sharing their reality, seeing this through their eyes – as opposed to them being expected to exclusively share in and adapt to, the school's reality.

The second example is around conversations with Murdo Macdonald, DHT of Bellahouston Academy (with a catchment area covering areas of high



deprivation), who has written earlier, and who we have referenced elsewhere in the Report and in this section. Mr. Macdonald was discussing the huge impact that the schools' anti-poverty ethos and initiatives were having on the parents and families of pupils, and he said, "The school (meaning enrolment) is absolutely full this year... totally full. The word is out..." and went on to say that he meant that the community had heard that the school cared and understood how difficult it was for many families, money-wise, and wanted to help those who were struggling in practical ways that made a difference (such as bringing in an independent benefits advisor and supplying collapsible desks to young people who had none).

We were struck how, in both these cases it was schools who 'went to the community', who didn't only try to bring to people in to them, but who recognised that it was their role to listen and to pro-actively support the community in what the community needed them do to, to support the young people in their care.

In doing so, they signalled in a different way from just 'engagement' that they were on the same wavelength and that they knew and valued the communities they served – recognising their strengths, offering and accepting support, and standing with them publicly and in solidarity against the ravages of poverty. And in doing so, becoming accepted by that community of place as 'one of them' and so becoming more firmly 'embedded' within it.

In this conceptual model, it becomes the responsibility of the school to develop grass-roots channels of listening to community realities and to support their articulation of what they need from the school, to act on that within their boundaries and possibilities, and to signal clearly to the community that they are doing so.

In offering this reflection, we hope that it may contribute to the body of ongoing thought on creating conditions in which the engagement of what are sometimes termed 'hard to reach' parents and families becomes more possible.

Supporting Pride in Place

And on a separate but very much related point under the 'Embedded Schools' heading: we were struck when one of our Project Advisory Board members made the point early on that it was important that schools encouraged a sense of connection and pride in young people around their local area – the place where they lived their lives.



We agreed, and used this pivotal thought as a 'seed' which went on to support the eventual development of a strand of evidence-based professional learning that emphasised the role of pride in their own community, in the positive identity formation and psychological well-being of our young people.

Reflecting the importance, once again, of the cultural narratives that underpin the ethos and attitudes reflected in our schools, as a forum within which young people search for a sense of connectedness and identity, we argue for an emphasis on geographical place - where currently many neighbours and community groups are stepping up to support each other through crisis, in - as our Castlemilk friends say so well - 'love and solidarity'.

We heard that point made early on, that schools have the power to resist traditional narratives of education as a 'way out' of the place a child has grown up, as it resonated with our experience and understanding. Instead, we have emphasised how schools can help to develop communities and nurture a sense of place and community identity - but only if they are seen as understanding the realities of life in that community - and that is where our anti-poverty professional learning comes in.

And we believe, in order to be effective as possible, it should be an interdisciplinary offering that offers insights based on the criteria of how effective they are in helping us to understand better, and that it should be a community-orientated experience, as well as being theoretical and pedagogical - praxis, as well as practice.

Don't Skip Class

As well as poverty, we think that it is important to name the other elephant in the classroom: social class. As we have already touched upon, education as we know it often prioritises middle class interests and goals. Our interdisciplinary research has led us to explore these issues using perspectives from the social sciences such as cultural capital and 'habitus' (referenced elsewhere in this Report).

In the current context of the pandemic, far from going away, as some would have us believe, class has become even more noticeable. The disproportionate impact on working class communities - whether urban and post-industrial, or rural or island - is more evident than ever.. from the everyday lack of access to services to the truly appalling death rate.

And yet, in those very communities worst affected by Covid and class-based discrimination, people are working together to support their neighbours in



those acts of love and solidarity – we have given one example here, but we could give many more.

Given what we have already said, it will come as no surprise that we believe that schools must be supported and challenged to confront class-based unconscious bias and to challenge attitudes and assumptions if they are to truly value working class voices and experiences.

We believe that it is important to remember, as we discussed in our PACT learning, that ‘... the purpose of education is not to make everyone middle class’.²⁹

The PACT Community and Peer Support

We knew from initial consultations in our research phase that we wanted to promote a model of professional learning where participants could continue to reflect on and apply their learning in their own settings. It was clear from research³⁰ that the impact of ‘stand-alone’ PL would be limited if participants did not have opportunities for reactivation of that learning through collegiate discussion and application in a teacher’s own professional setting.

Therefore, in a direct reflection of our research journey and our developed sense of the importance of ‘community’, we have sought to introduce opportunities to develop a sense of peer-based community amongst PACT PL participants. We hope that being part of the fledgling PACT Community will empower teachers to develop and share ideas for action in their schools, and to begin to meet aspects of the identified need for such a professional support network around these issues. Participant motivation to be a part of the PACT community is informed and encouraged not only by strongly established existing frameworks, such as GTCS Professional Standards, but also teachers’ own personal commitments to social justice.

Of course, such a model requires time, resources, and commitment if it is to thrive. We are conscious that it is, as yet, new and fragile, particularly in these exhausting times, but we believe it has the potential to offer much-needed support, good-practice sharing opportunities, and to be a resource within which to develop collegiate working and leadership on anti-poverty work within Scotland’s schools.

All the sections here are, of course, also dots that need to be joined – more on that later..

²⁹ Gilbert, Ian. *The Working Class*, Crown House Publishing, Carmarthen 2018

³⁰ Professional Learning Scoping Study, Scottish College for Educational Leadership April 2018 <https://professionallearning.education.gov.scot/explore/the-national-model-of-professional-learning/>



Section 10

Phase One
Recommendations



Phase One Recommendations

These recommendations emerge from insights and imperatives based on the EIS PACT Phase One work, as detailed in this Report. The recommendations are not intended to be prescriptive but rather to inform and support both ongoing anti-poverty work in schools, and the development of PACT Phase Two. We also hope that they may contribute to the wider body of thought on this issue.

Recommendation for local authorities, school leaders and teacher trade unions: Consider whole-school approaches to anti-poverty work

While individual anti-poverty work in schools is undoubtedly valuable, whole school approaches such as policy development and pedagogical interventions have the power to strengthen and sustain the school's support for learners growing up in poverty.

As well as reacting to poverty issues as they arise, schools should consider consistent and proactive approaches e.g., financial inclusion work and elimination of curricular costs. Poverty must be a significant consideration in school improvement planning and Covid recovery planning.

Recommendation for the Strategic Board for Teacher Education: Actively support and resource Human Rights Education on poverty

While the whole PACT Project is innovative, the inclusion of a strong Human Rights dimension is an innovative strand within that, with an educational approach that we believe is unique in Scotland. The success and impact of this from Phase One is detailed here, and provides further evidence, if any is needed, that this approach gives a much-needed foundation for anti-poverty work, with shared language and concepts consistent with developing a cohesive and meaningful common narrative around our educational and social justice frameworks.

PACT has responded to calls from the profession - supported by further inter-disciplinary Scottish-based research as detailed here - to bring wider professional learning on Human Rights Education to teachers. That research also emphasises the importance of incorporating this into Initial Teacher Education, as per our international commitments on HRE.

This would clearly be logically consistent with the EIS PACT PL Programme going forward, and could provide a coherent scaffolding for developing this



body of knowledge and skills in a sustainable and meaningful way, therefore we recommend that interested parties engage in further dialogue on how to progress Human Rights Education within the teaching profession in Scotland.

We also recommend that while that wider dialogue is ongoing, HRE on poverty is recognised as being urgently needed, and that further specific PL training on this is considered in preparation for the PACT Phase Two.

Recommendation for local authorities and school leaders: Highlight the importance of community and place

We have come to understand that we must put not only young people and their families, but the wider communities in which they live, at the centre of our developing understanding on poverty - how it feels and what it does. In doing so, we believe that it is communities themselves who are the 'gatekeepers', who may hold the keys to meaningful engagement with low-income families, and who decide on whether or not a school is embedded within that community. These opportunities for action are now supported across the profession by the Empowerment agenda.

For guidelines and advice on involving experts by experience, we recommend consulting Scotland's Poverty and Inequality Commission's Guide as mentioned earlier in the Report – referenced here once more for convenience³¹.

We have given examples, and made some suggestions here as to why and how, we may use the insights generated by our Phase One work to support that, therefore our recommendations in this section are simple:

- For links between schools and geographical communities of place, or in the case of more affluent areas, communities of interest (e.g. campaigning organisations and support groups, etc.), to be included as a priority in school improvement and recovery planning, to support any existing work already being done
- That due recognition is given to the importance of local Community Learning and Development Workers in developing the 'bridges' to support this work going forward
- That the above is sited within a process of meaningful engagement with learners and families in the process of anti-poverty policy development and school culture shift. Community partners should also be involved in developing the questions to be asked, as well as being part of developing the answers. 'Consultation' is not enough.

³¹ <https://povertyinequality.scot/publication/guidance-for-the-poverty-and-inequality-commission-involving-experts-by-experience/>



Recommendation for local authorities, school leaders and teacher trade unions: Connect with and sustain the PACT Community

The PACT Community enables teachers to support each other in their anti-poverty work and to continue professional discussions arising from PACT professional learning or from school experiences. Teachers should be supported to sustain the PACT community online until local face-to-face teacher networks can be established. As with any other professional network, teachers will need adequate time and resources to fully benefit from, and contribute to the development of, the PACT Community.

Recommendation for EIS PACT and Scottish Government: Sustain the PACT PL Momentum

While we are 'keeping the pot boiling' in disseminating the learning from Phase One, supporting our new PACT Community, and making plans for developing EIS PACT Phase Two, we recommend further specific considerations as worthy of attention:

- The inclusion of external specialist PL input on poverty-related HRE to be delivered as part of the Phase Two Train the Trainer programme. As already detailed, this is still an emerging field in Scotland, particularly around poverty, and our future PACT Train the Trainer programme will necessitate a developed understanding in this area.
- We have raised the need for acknowledging that there may be concerns for some teachers around teaching about domestic poverty in the classroom, on dealing with potential parental responses to relevant policy changes, and perhaps on incorporating an HRBA and HRE into classroom and school discussions on poverty.

Future EIS PACT work should include prior research to be conducted on these issues, in order to adequately address any concerns within a future PACT PL offer.

- Inter-disciplinary learning on poverty has been an important and welcome part of the PL offer, and so we recommend that specific efforts should be made to develop input and partnerships to sustain and develop that.
- In response to the keen interest expressed by colleagues, consideration should be given as to how to extend the PACT PL offer in the future to include Early Years, FE and HE.



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- In order to ascertain the full impact of future work, an external evaluation process should be built into any PACT PL Programme from the beginning, thus providing a solid base for expansion if sufficient impact is generated.
 - Education Scotland PL endorsement is sought for the Programme.

Recommendation for local authorities, school leaders and teacher trade unions: Join the Dots

PACT research has highlighted evidence of highly effective practice in anti-poverty work across the educational landscape, often in partnership with valued third sector partners.

We would like to encourage schools to step back and look at the whole picture, making links within and across school communities to mitigate the impact of poverty in education.

And, of course, we draw attention to our own attempts to aid that process of joining the dots through our Recommendations here.



Thanks



Thank You

PACT would like to extend heartfelt thanks to all who made this project possible by giving us their time, expertise and commitment. We stand together with you in solidarity in the fight against poverty.

Firstly, to the courageous and compassionate women of the Castlemilk Quad Hub who give to their community with love and solidarity. Special thanks to Cathy, Margaret, Maureen, Margaret and Sarah.

To our PACTivists and PACT participants – it has been such a joy to work with you all, and to share in your passion and commitment in these hard times.

To our Project Advisory Board Members, who have been our touchstone throughout.

To Bellahouston Academy – a school that nurtures the art of the possible. Special thanks to Murdo Macdonald, Leon Georgonikos and the 2019-20 Pupil Council. Keep the flame burning.

To Professor Tom Bartlett and Dr Piotr Wegorowski, University of Glasgow. Thank you both for your enthusiastic support, time, energy and expertise.

To social Justice film maker Stuart Platt, for going above and beyond the call of duty and for putting us all at ease on camera.

We are grateful for so much time, energy, support and enthusiasm from PACT friends in education – whether in schools, colleges, universities, in parents' groups, or in local authorities, and of course, within The EIS itself - and in particular, to:

Alison Dickie, Vice-Convener Education, Children and Families, Edinburgh City Council

Eileen Prior, Connect

Elizabeth-Anne Gair, Dumfries and Galloway Council (also PAB member)

Jean Miller, Head of Inclusion and Equalities, Glasgow City Council

John Heywood and Molly Page, I in 5, Edinburgh

John McKendrick, SPIRU, Glasgow Caledonian University (also PAB member)

John Thin, Dumfries and Galloway Council

Julia Sproul, Strategy and Insight Team, City of Edinburgh Council

Louise Hayward, University of Glasgow (also PAB member)

Morag Miller, Service Improvement Officer, Orkney



Nikhat Yusaf, EAL Teacher and ASL Service Leader, Edinburgh ASL Service
Julie Hutchison, Staff and pupils, Kirkwall Grammar School, Orkney
Staff, North Walls Community School, Orkney
Staff and pupils, Redhall School, Edinburgh
Staff and pupils, Royal High PS, Edinburgh
Staff and pupils, St John's RC PS, Edinburgh
Scott Calder and Jo Kirby, The Northern Alliance
Traveller Education Network Scotland
Vincent Spicer, Castlebrae Community HS, Edinburgh

The EIS

EIS Equality Reps
EIS HT/DHT Network
EIS Learning Reps
Dumfries and Galloway Local Association
Glasgow Local Association
Joan Lennon, EIS Equality Committee
Nicola Fisher, EIS Equality Committee
Orkney Local Association

We thank our Scottish Government colleagues for additional help and expertise, and for sharing their learning with us:

Bill Scott-Watson
Andrew Fraser
Julie Anderson
Stephen O'Neill
Tom Wallace
and, of course, Chris Gosling our Project Advisory Board member.



And also,

Ashleigh Jenkins and Kerry McKenzie, NHS Health Scotland Child Poverty Network

Kara Brown, Office of the Children and Young People's Commissioner Scotland

We have been privileged to learn so much from our partners, critical friends and activists in the Community and Third Sector, including:

Arun Gopinath, Central Scotland Regional Equality Council

Birgit Harris, and members of Sandy's Community Centre Peer Project, Edinburgh

Corrinna Bain, and members of ATD 4th World

Elaine Downie, Brian Scott, and all the members of The Poverty Truth Community, Glasgow

Ewan Aitken, Cyrenians

Iain Johnston and Pauline Edmiston, Faith in Communities Scotland

Members, Castlemilk Care and Share

Members, Citizen Activist Panel, Poverty Leadership Panel, Glasgow

Sara Spencer and, of course, John Dickie, CPAG (our Project Advisory Board member)

Shona Stephen and Nicola McGrath, Queens Cross Housing Association, Glasgow

Tricia McConologue and members of Bridging the Gap, Glasgow

PACT has been embraced and supported by so many over the course of this journey so far, and we want also to say thank you to everyone else who has given us the benefit of your insights and experience, sent us resources, and given feedback on our work

We want you all to know that we have greatly valued your input and help in maximising the impact of the PACT Project's work in our schools, and sincerely hope that you will continue to be our 'critical friends' going forward.



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Appendices



PACT Professional Learning Programme

Participant Questionnaire (1)

Dear Colleague and PACT Participant,

We are delighted that you are taking part in the PACT Professional Learning Offer. In order for us to tailor some of our exercises in our Core Modules specifically to the needs and experiences of those involved, it would be helpful if you were able to answer a few questions for us please. We would also like to use the information as part of our research and evaluation process.

Good research and evaluation of the PL offer and its outcomes and impact will be invaluable going forward, and allows subsequent PL work to be soundly evidenced based, and to better meet the needs of the profession, so we are grateful if you are happy to give us your time in this way.

However, we do want to emphasise that the questions are entirely voluntary, and if you don't want to take part, or do not want to answer any particular question – that's absolutely fine too.

If you would like some more information before deciding, please take a moment to read on.

More Information - *Why we are asking you this and How the information will be used*

You will see that this questionnaire has a place for a number at the start of each section. This refers to the 'participant number' that we will allocate when you return your questionnaire directly to us. It will be a unique number, used only for the purpose of research and evaluation, and will not be used to identify you personally in any way, apart from being randomly allocated to each response as they arrive back.

We will keep a list of participants and the corresponding number. This will be kept confidentially by the PACT Co-Leaders, who will not share it or use for any other purposes, other than for reminding you of your participant number if you forget it in future. You can also withdraw your responses at any time by contacting the PACT Co-Leaders directly, and the list will provide a safety check that we are withdrawing the correct data. Any such request will also be treated in confidence, of course.

We are allocating a number to each person, as we think it is the best way to anonymise and co-ordinate responses for analysis purposes as, e.g. it allows us to map changes over time, to match up the 'before' and 'after' questionnaires with the module by module evaluations (where the same number will be used), and/or to easily group evaluation responses according to school sector or geographical area, etc..



We will use some of the anonymised research findings in our end of first stage PACT Project Report, and may potentially also use the information in subsequent research publications.

However, of course, if you are not happy for us to allocate a research participant number to your response, then that is fine – please just let us know when you send your questionnaire back, and we will only include or analyse your information on a more general overall response basis, without any follow-on number. And, as we've said, if you prefer not to answer any or all questions, then that that is fine too – this is entirely voluntary, and we don't want anyone to feel under pressure in any way.

If you do decide to complete the questionnaire, please be assured that all copies will be stored securely in a password protected file (separate to the numbered list), and accessible only to the PACT Co-Leaders. These files will be fully deleted once the analysis is completed.

As always, please do get in touch if you have questions or require further clarification on anything.

About Responses

Please either type straight into the questionnaire, or print off, write in your responses and scan back in - as you prefer. Responses can be as long or as short as suits you, and will be anonymised by the PACT Co-Leaders and only used for the purposes detailed. You don't need to use all of the space available, but on the other hand, if you do need more space for any answer, please just add in another sheet. It's entirely up to you.

There are no right or wrong answers – we value each individual perspective and position. There are two sections: the first is about you, the second, about your school.

Section One: questions in the first set are designed to support you in articulating what you would like to gain from being involved, and whether there are any concerns or fears you may have about the experience, that we may be able to address (without identifying anyone), within the sessions.

They also provide a starting point for your own journey through this professional learning programme that you may wish to copy and reflect on later, and as discussed above, may serve as the first part of a 'before' and 'after' comparison to evaluate the utility and impact of the programme.

Section Two: the purpose of the short questions in the second section is once again to gather some information for our evaluation and research purposes (e.g. demographics of those involved).

Thank you for taking the time to read this.



Number

Section One: About You

1. Please tell us what you would ideally like to gain from participating in a PL programme of this kind. This may be knowledge, understanding, skills, confidence, reassurance, peer support, being heard, learning from others' experiences – to give just some examples... and may be all, any, or none of these. Please be specific if you can.



2. If your ideal is/was realised, what will/would you do with what you have gained?

i) Ideally

ii) Realistically (if that's different)



3. Are there relevant experiences and/or specific strengths you feel you bring with your participation in the programme?

(It's ok if the answer is no.)



4. Do you have any concerns or fears about participating? For example, sometimes people feel embarrassed as they feel they should know more about a topic, or that their views and experiences will not be listened to or respected, or that they may use the wrong words or ... so many things... we are all human.

Please feel free to tell us anything you want to share here. It's also fine if you don't have anything, but please tell us that too (so that we know you haven't just forgotten to fill it in).



That's it – thank you very much!

Please email your response directly to klaughlin@eis.org.uk or sscott@eis.org.uk where it will be detached from your email and then only be used, stored, and/or referred to by your participant number.

If you would like to talk to us about anything here, we will be very happy to do so – please just get in touch at the email above.

With kind regards,



Kait Laughlin and Sandra Scott

Project Co-Leaders

October 2020



Please note: these are not selected extracts. The responses are given in their entirety to illustrate potential impact from the learning, in participants’ own words - apart from where some details have been removed that would identify people. These are signified by the insertion of ... or xxx.

Similarly, these have not been ‘selected’, but are detailed here as they returned both pre and post-core programme questionnaires.

Questions

1. Pre- Core Programme: Please tell us what you would ideally like to gain from participating in a PL programme of this kind.
2. Post-Core Programme: We asked you earlier about your reasons for joining the PACT PL Programme, and about your hopes for that. Please tell us if your hopes were realised or not, and what helped, or hindered, that happening.

Q. No.	Pre-Programme	Post-Programme
<p>21 Teacher -Sec. -Town</p>	<p>To become informed about the reality of poverty, especially child poverty, in Scotland and in particular its impact on health and well-being, quality of life, equality of opportunity and educational attainment.</p> <p>To participate in a collegiate framework to explore how the principles of Trust, Autonomy, Collegiality and Empowerment might be harnessed, through enabling teacher agency and confidence, to identify, challenge and ultimately combat attitudes and practices which permit the persistence of inequality.</p>	<p>The single module that I attended delivered everything I could have hoped for in terms of content. If anything, it was so content-rich that the time available for any interactive component was limited.</p>



	To become armed with the knowledge, confidence and skills to act positively and encourage others to do likewise.	
29 Teacher - Sec - ASN - Rural	Connecting with other practitioners with a similar outlook. Being able to learn about other practice elsewhere – I live in a remote location. Increased confidence.	Had to check back what these were but I would say yes. The community helped – just being around other practitioners who cared about similar things. This has honestly given me more confidence.

Pre: Do you have any concerns or fears about participating?

Post: We asked you earlier about your reasons for joining the PACT PL Programme, and about your hopes for that. Please tell us if your hopes were realised or not, and what helped, or hindered, that happening. We also asked if you had any concerns or fears about participating. Are you happy to let us know how you feel now?

Q.No.	Pre-Programme	Post-Programme
21	No fears or concerns. Quite the reverse.	I was always keen to participate and had no concerns or fears. I am disappointed at missing out on Modules 2 & 3*
29	Only that it may be an echo chamber of people who already share my views and many of the approaches will be school wide/local authority level work and it may be difficult for me (due to my own hectic workload as well as being a rather alienated practitioner of complex needs and as such away from the rest of the school), to have any practical impact or benefit to anyone.	Yes – I looked back. I still think the issue is a complex one – and changing culture and values a herculean task. When I think about all that might need to change, I can feel exhausted and overwhelmed. I realise that actually just doing small things when I can, and constantly raisin it is all that I can do but I feel more confident to know that there are like minded others.

* Participant was unable to attend 2 & 3.



Pre only: Are there relevant experiences and/or specific strengths you feel you bring with your participation in the programme? (It's ok if the answer is no.)

Q.No.	Pre-Programme
21	A history of political and trade union activism. A commitment to and love of lifelong learning. A commitment to and love of collegiality. A commitment to and love of Scotland and its people.
29	I have completed... (additional) training ... I work with pupils with complex additional support needs.

Post only: Can you tell us please what you found most useful from the programme, and if there was anything you felt wasn't useful?

Q.No.	Post-Programme
21	I felt enthused and empowered to lead dialogue with my work colleagues about how poverty in schools affects the lives of our pupils and their families and how we should not feel powerless to be agents of change. I felt I had gained a framework of understanding as well as a vocabulary with which to share that understanding. No part of the module I attended failed to contribute in some way to these outcomes.
29	I found it all useful but the area and scope of it is utterly massive and there are many different aspects. I felt this was very much a grounding, orientating first step and there is so much more to be done.



Pre: If your ideal is/was realised, what will/would you do with what you have gained?

i) Ideally (ii) Realistically (if that's different)

Post: What will/can you do with the PACT Learning?

i) Ideally, I'd like to... (ii) Realistically, I plan to... (if that's different), (iii) I've done this already...

Please also tell us about any support and/or barriers you may have found, or anticipate, in carrying PACT learning back into your school, classroom, or other setting.

Q.No.	Pre-Programme	Post-Programme
21	<p>(i) Ideally, make fullest use of my various professional and meta-professional roles and areas of activism (teacher,xxx. xxx, xxx) to drive dissemination of these ideas and engagement with them through professional learning of the teaching profession, promote increased awareness of how these ideas are inextricably linked with the Professional Standards and Values, and beyond to the wider community and the country as a whole through political activism.</p> <p>(ii) Realistically, the same, but with awareness that there will be difficulties and challenges to be faced and overcome. Chief amongst these is the perennial issue in the teaching profession of crippling workload, which remains a priority for ongoing activism, and against which backdrop all</p>	<p>I retired in August but am still available for supply... I am still very active in my trade union... this allows me to apply my professional learning to influence and lead my members and colleagues to enlarge their awareness and understanding of their capacity for challenging the acceptance of poverty and acting to reduce its impact on the school lives of our pupils.</p> <p>As a result of not just PACT PL but also other related and simultaneous political 'awakenings', I have also become an activist in other arenas which have a potential to impact on poverty... the only 'planning 'I can claim is to be open and vigilant for opportunities to make a difference.</p>



	other activism is undertaken.	
29	1.Increased confidence, reassurance , ideas and motivation	<p>If I ever had a suitable cohort, I would broach poverty awareness as part of PSE/RMPS teaching in a human rights framework.</p> <p>It has broadened by own professional definition of inclusion in a more concrete way. Inclusion has tended to be framed in terms of cognitive or behavioural barriers to learning with well meaning staff giving sage nods to the 'whole' child and Maslow's hierarchy. I think this kind of work provides a more concrete action oriented framework.</p> <p>I discuss it when I can. The biggest barrier is the way departments/LAs are organised. They tend to fire fight what is deemed urgent (i.e. what they are personally held accountable for) instead of what is important. By this I mean people are forever swamped and charging around too busy for new information.</p>



If you haven't already done so, can you tell us please, if, or how, you feel this learning could potentially impact on children and young people in your school, or other setting?

Q.No.	Post-Programme
21	<p>COVID and the resultant need to support remote learning have increased the awareness of "digital" poverty, and schools, local authorities and central government have had to adapt quickly and respond to the need for equity in the delivery of such learning.</p> <p>Whilst major inequalities remain, at least these experiences caused increased awareness of the wide-ranging effects of poverty and meant that those in leadership roles became more receptive to input from those advocating a radical approach to "poverty-proofing" the curriculum.</p> <p>Serving on the xxx affords an opportunity to influence local policy and increase awareness of these issues.</p> <p>Leading PL as xxx gives a medium through which the PACT message can be promoted.</p>
29	<p>It would be nice to develop a scheme of work but guess what – I am swamped and this is outwith what my current cohort could access. I feel the human rights approach has the potential to raise the status of poverty impacted people the same as other marginalised groups.</p>

Do you see yourself as being part of the new PACT Community? If so, can you tell us why? If not, can you also tell us why please?

Q.No.	Post-Programme
21	<p>Probably YES. Certainly, willing to do so in my union roles. The picture of how return to in-school learning as COVID restrictions ease is far from clear and contingent on prior-unknowable data, so the scope for PACTivism as a post-retiral supply teacher is as yet unclear.</p>
29	<p>Yes, I really would. It would be great to have contact with such a fantastic group of people again and discuss issues and practice. I feel as if the modules were just the tip of the iceberg. I found I felt really uplifted and encouraged immediately after each module.</p>



We are interested in hearing what you think our next steps should be, and what support and resources you think would be needed to make that happen. If there is anything else you want to share, please use this space for that too.

Q.No.	Post-Programme
21	Left blank
29	<p>Would be nice to develop some teaching materials and a course surrounding this – a smaller version of the RSHP relationship education site.</p> <p>Banks of practical good practice with links to funding ideas – breakfast clubs – snacks etc Discussions around summer holiday issues Work surrounding digital literacy inequalities and hardware Would be good to look for books/novels too. I also think a research community with university links would be valuable...</p> <p>I am personally really interested in Closing the Attainment Gap work but have come to realise that this tends to offer some apology for poverty for those who are cognitively gifted or able and be some escape route. It leaves behind ... (others) and does little to address the problem of poverty (particularly as you conceptualise it in a rights framework). Again, this is within the framework of replicating middle class privileges and desperately trying to extend those to those who are capable. For clarity, of course, I believe and am personally utterly committed in looking at research which redresses (particularly) early deficits in language development and the attainment gap. I just want to set it in context. I did write to the XXX and I did say I would rather not be pulling the proverbial dead fish out of the river but stopping the source of the poison in terms of education, attainment and poverty.</p>



“If you’re not aware of human rights, then you can’t demand them.”

Interim report on attitudes to poverty and human rights before and after the PACT programme

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1. Introductions and background

We are both researchers in Applied Linguistics at Glasgow University, which means we are interested in all aspects of how language is used in social and professional life. We got to know Kait through previous work, and Kait introduced us to Sandra as we saw the potential to work together on the ways in which people talk about social issues such as poverty within different areas of the education sector.

We were very interested in the PACT project generally and, after much discussion, Kait and Sandra asked us if we would be able to contribute to the programme by evaluating its potential for raising awareness of poverty as a human rights issue amongst teachers. This was seen as a first step towards developing an integrated approach to potentially embedding poverty-related human rights more in the curriculum and in educational practices.

This brief report is a synopsis of that evaluation. The report is divided into the following sections.

1. Introduction
2. Methods
3. Summary of Results
4. Feedback on the PACT workshops
5. Limitations and suggestions for future work

2. Methods

The object of our evaluation was to see if we could identify ways in which teachers’ attitudes towards poverty had been changed and enhanced as a result of the PACT programme, and in particular with regard to the question of poverty as a human rights issue. Our main aim was not, therefore, to quiz participants on what they had learnt during the programme, but to talk to them in Focus Groups before and after the series of PACT sessions, about the causes and effects of poverty and the possibilities and responsibilities for change. We would then analyse the language used to see if we could detect any changes in the underlying perspectives and attitudes that framed the participants’ discussions. To achieve this, we played only a minor role in the conversation, introducing key ideas through questions, but being careful not to prime any opinions and ideas. And in particular, we didn’t



introduce the idea of human rights into the conversation but allowed it to arise naturally in the participants' talk. As far as possible we used the same prompts to discussion in the two Focus Groups.

Given the extreme pressure teachers are facing now, even more than usually, the uptake for the Focus Groups was quite limited, but we nonetheless held two very lively sessions, and we would like to thank the five participants who gave up even more of their time to make these events possible.

Two Focus Groups were held, one before and one after the start of the PACT programme. There were four participants in each group, with three people attending both. Each session lasted roughly an hour and was recorded and transcribed (with participants anonymised).

We then analysed the data with a particular focus on how the participants discussed the causes and effects of poverty and their perspective on families in poverty as being either in need of outside help or of being (en)able(d) to improve their situation through various means, including activism. We also marked up any specific mention of human rights or rights-related concepts and noted any direct evaluation of or feedback for the PACT programme itself.

We then looked through the data from the two Focus Groups and identified what we saw as the main shifts in orientation between the two sessions. A summary of these differences follows. These summaries are only indicative of the more detailed analysis we carried out and, while the analysis as a whole identified notable shifts, the small scale of the study means that even the detailed results are only indicative of the potential changes in attitudes that could be identified through more extensive research.

3. Summary of results.

The results of the analysis are grouped by theme, but these are clearly interconnected ideas and there are overlaps between them. Similarly, none of the differences noted between the two sessions are absolute, just changes in overall tendencies.

(i) A shift from focusing on individuals to focusing on systems.

One noticeable difference between the two Focus Groups was that in the first session there was more of a focus on individuals as victims of poverty while in the second session there was more emphasis on the failings of the system that create these problems. While the participants at no time blamed those in poverty for their position, representing the problem as a systemic issue moves the discussion away from concepts of individual responsibility and closer to the idea of universal Human Rights.

For example, we find in the first Focus Group plenty of examples of how individuals and groups suffer because of poverty:

...how it [poverty] affects everything else: how it affects attainment, how it affects concentration, how it affects engagement... (FG1)

...they don't have, they don't have the same options to choose from in order to make good decisions, so in fact it's made for them. They're more likely to be in debt because, you know, not wanting to deny their children the opportunities that other children have, they will go into debt, for example... (FG1)



Yes, without self-esteem, it's difficult, probably almost impossible, to aspire to anything, because you know if you get used to deprivation, your sense of self-worth will be, well, I don't really deserve it, I just have to get by as best as I can. (FG1)

That is not to say that there are no critiques of the system in the first session, as the following quotes show:

I think it has to ultimately come from government as well... I think ultimately if a quarter of your children are living in poverty, then that is a government's problem. They are the citizens you know of those governments, and ultimately it's their responsibility, so we need to think I guess of a way that we can get the government to really focus on this as a goal that need to be achieved in a way. (FG1)

I know just in my head that teachers in schools are just in a really good position to maybe offer the support to families. I'm not sure what the mechanism is though for that... (FG1)

The difference in the second group is that such references to systemic problems are both more frequent and more detailed, highlighting specific issues rather than pointing to a general failure:

I think you're bang on the whole covid being, shining a light on systemic inequality that's been there beforehand... (FG2)

they've cut youth work back down to like minimum, so these people that are helping children in poverty don't even exist now... (FG2)

...lack of affordable quality childcare in this country, the whole United Kingdom, really undermines a lot of things... so especially women could go back to work, or go back to study, and kids could get a very grounded, rounded environment to mix and play, and be less kind of silos and isolated. (FG2)

It's quality housing. It's access to social housing. It's just so many factors. And now on top of that we've got covid and the use of foodbank has skyrocketed.... (FG2)

(ii) A shift from empathy to support and empowerment

As we noted above, in the first session there was a focus on the individual as victim, which created an emotional response from the participants, as captured in the following quotes:

...teachers tend to be, well, tend to be a caring bunch, and often empathetic, and it can be very very upsetting to see the effects of poverty... (FG1)

We tend to, I don't know, have maybe a slightly sympathetic feeling about it, whereas a lot of people in the big wide world that haven't encountered or experienced poverty have quite a maybe a hard attitude about it of you know it's choice, get on with it, sort yourself out type of think. (FG1)

Recognising the limitations of such an attitude, one of the participants in the first **session** made the following very telling comment about his aspirations for the PACT programme to come:



And I just get very very very very angry. I suspect one of the effects of this course will be to increase that sense of anger but then maybe hopefully to encourage us to do something about it... (FG1)

As following example illustrates, the attitudes expressed in the second session did move away from empathy and care towards a narrative of empowering those in poverty to play a more active role in claiming their rights:

When I worked in education in [place] twenty years ago, we had quality programmes that were regulated by the government, that were not for profit, and they were subsidised to certain levels, depending if you know what you needed, so especially women could go back to work, or go back to study, and kids could get a very grounded, rounded environment to mix and play, and be less kind of silos and isolated. (FG2)

Similar attitudes are also clear in the following sections.

(iii) From problems to solutions

The examples above illustrate a further tendency that we noted, and that was to shift from a focus on problems towards a more solutions-centred discussion. Thus, in the first session, the following comments would be typical:

...the way the schools are structured as well. It's very old fashioned, so if you're lucky enough to have a head teacher who's passionate about sustainability, or poverty, or whatever it is within your area... and there is just no drive from above... They're not all delivering the things that the government are saying that they are delivering. (FG1)

Because even if the government suddenly threw a huge amount of cash at the problem, or gave schools or local authorities extra money, the uptake for some of the resources are very poor. (FG1)

So it's almost like a complete culture change needs to happen. (FG1)

The following comment, from the second session, is much more solutions-based, and also highlights the idea of empowerment as opposed to empathy:

Maybe we can get them to be looking more into retraining, helping them to find support in terms of going back to college and things like that... Because the government of course will say that they can't do everything but at the same time if people don't see that they have a pathway to go anywhere, then they're stuck. If there's some way we could help them find that pathway and help them along somehow, maybe that's something that's going to help them improve their situation as well. (FG2)

(iv) Inclusion at all levels and general conscientisation

One of the most striking themes to come out in the second Focus Group was the idea that everyone should be included in decision making: teachers, those in poverty themselves, and wider society.

This is identified as a problem in the first session:



I think teachers talk about it in the staffroom, and we might talk about it between each other, but I don't think it's talked about openly enough.... the poorer people are forgotten about. (FG1)

Learning how to overcome this problem was seen as one of the reasons for attending the PACT sessions, as shown in the following quote from the first session; but it in the second session that these ideas are developed:

But one of the attractions of this particular thing that we're going to get involved in is to try and give teachers a common language with which they can start to discuss this and engage with it, and maybe use a little bit of autonomy and agency and empowerment even to actually start to do something about it. Maybe get a bit more militant. (FG1)

...there is plenty of scope actually in school to have dialogue about such thing. (FG2)

...within academic group that you're responsible for and can develop that rapport with and looking at wider societal issues. (FG2)

I think that also comes back to the fact that until there is more awareness within everyone, so people in different industries were made to do this training as compulsory part of their development, the more people in general public are going to be aware of it, the more people are educated about it and can then put pressure on the government. I think for too long governments have relied on the fact that "oh it's alright those people don't really understand that" so they'll get away with doing this and they xx do something about it. (FG2)

And this raising of consciousness is connected to an increase in activism (so connecting to the second theme, above):

But one thing of course as teachers that we always have to have at the forefront is that we are raising adults of the future. So we have a huge responsibility through our teaching to raise equality, you know, and to raise fairness in society. Because the best we can hope for is that they are going to grow into adults that are going to keep fighting for social justice. (FG2)

This is further connected to the need to have those affected by poverty being involved in the process, in stark contrast to the existing system:

And I just think if there were more people who have gone through PACT training, not training, PACT programme, or had their consciousness raised contributing to and making policies, the sort of "nothing about us without us"... [as opposed to] the Eton-educated Westminster bubble kind of thing". (FG2)

This whole theme, and its interconnections with several others, is captured in the following quote from the second session:

I think one of the advantages could be, when we're having, when we're out of this, when we can have people back in schools, I would like to see parents coming more often. I would happily as a teacher have some of my parents every day. One to understand what the heck we do, because that's something that's obviously been bothering a lot of teachers, with the attitude that we're coming up against just now. But also to maybe kind of try to identify for parents new opportunities, especially those parents that do find it challenging, who are in that kind of situation. Maybe we can get them to be looking more into retraining, helping them to find support in terms of going back to college and things like that. And it's maybe some way in which we can inspire them, you know, give them that inspiration that they're not finding maybe elsewhere.



Whereas a school I would think is full of inspiration, and working with young children and conversations that they would witness that we have every day in how we tie it into society and what's going on around the world... (FG2)

(v) More or less direct references to human rights

Human rights were indexed indirectly by linking poverty to other social issues as in the following examples from the second session:

...any kind of disabilities and racial inequalities. (FG2)

...because we deal with those families and see the challenges they face and their children. Or if it's to do with institutional racism, you know, we know these things exist anyway. So I guess in terms of our profession we're maybe a bit more connected to those things because we work every day to try and balance those out, at least within the classroom experience for children. (FG2)

And if that momentum again, in terms of, I mean I do a lot of work around race equality because this year has really seen that momentum build. And in the same way we need the same momentum around poverty and inequalities that we've seen this year to keep going, you know, to try to put pressure on these people ultimately who have power to change these things (FG2)

I think there was a report out at the start of November, end of October from the OECD specifically on global citizenship, and Scotland ranked fourth in all the countries that were studies for the young people having more awareness of things like refugees and the challenges around them, and that kind of thing. So there is hope. I hope we are on the right path, compared to other parts of the country. (FG2)

I've also seen the willingness (in students) to imagine things being better and fairer and really quite a clear idea of what fair might look like. (FG2)

But one thing of course as teachers that we always have to have at the forefront is that we are raising adults of the future. So we have a huge responsibility through our teaching to raise equality, you know, and to raise fairness in society. Because the best we can hope for is that they are going to grow into adults that are going to keep fighting for social justice. (FG2)

Rights are also more directly referenced:

In the UN report, a couple of years ago, he quite clearly stated that poverty is a political issue. (FG2)

Socioeconomic deprivation is like the tenth protected characteristic that the Westminster didn't want to take on, isn't it? (FG2)

we're legally obliged to challenge racism and hate crimes and things like that, or issues that violate it, and I know that most of my colleagues don't even know what the nine protected characteristics are... (FG2)

The need to embed rights in the curriculum is also directly expressed several times:



Because the best we can hope for is that they are going to grow into adults that are going to keep fighting for social justice. And I think that has been lacking in our curriculum for many years, apart from touching on here and there, it needs to be embedded through everything we do, in terms of sustainable development goals and their importance and their impact. (FG2)

...but one of the things I do think when I attend these kind of courses is that they need to be somehow more embedded out in everything that we do, especially for teacher training as well. (FG2)

...but I think these things in terms of equality and diversity and poverty, they need to stop being these one-off courses that you choose to go to. I think that's the biggest problem. It's choosing to go to these things that are fundamental human rights. Everyone should be at these. (FG2)

...we complained about the fact that the new equality and diversity training that has been set up and has been rolled out to reps was optional as well... (FG2)

And in the words that we have chosen as the title of this report, pithily linking all these themes together:

because if you're not aware of human rights, then you can't demand them. (FG2)

4. The value of anti-poverty training

In addition to the general themes identified in both focus groups, in the course of the second focus groups, the participants also shared their reflections on the anti-poverty training. One of the major themes that emerged in relation to change was the need for training to be mandatory. Anti-poverty awareness was seen as essential to systemic change, and one participant suggested that training programmes should be made available to the general public:

I think that also comes back to the fact that until there is more awareness within everyone, so people in different industries were made to do this training as compulsory part of their development, the more people in general public are going to be aware of it, the more people are educated about it and can then put pressure on the government.

In relation to teachers specifically, a general lack of anti-poverty training was noted both in teacher training and as part of Continuous Professional Development.

I do think when I attend this kind of courses is that they need to be somehow more embedded out in everything that we do, especially for teacher training as well. I did the postgrad, and I think we must have had a couple of hours here and there about poverty, because there's so much to cover in a one-year degree, but I think these things in terms of equality and diversity and poverty, they need to stop being these one-off courses that you choose to go to.

And I've been a teacher for 23 years, and in my 23 years I've never had a CPD session in the school on this, ever. And some people in my school a few years ago tried to get rights in school started and then it fell by the wayside and myself and some colleagues tried to get it restarted and there's no backing with the senior management. And now on the senior management remits, of five senior managers, it's not even on their remit. (...) And I completely agree that it has to be compulsory, that you have to be part of it, or it's never going to change.



As the above quotes illustrate, the participants saw the need for training to be mandatory. This is because perhaps the participants themselves recognised their proactive stance, evidenced by the following realisation:

Having a chance for a breakout room in the fourth session was useful to hear other people's experiences there. And I wonder if by sort of having EIS members that we're almost kind of preaching to the choir in that people who are engaged and are interested in tackling these issues are involved.

PACT sessions delivered so far were thus seen as an important venue for sharing experiences but also recognised them as a starting point for future action. Addressing only a select group of teachers was not felt to lead to any concrete changes, and a comprehensive training programme sensitising all teachers would be desirable.

5. Limitations and future directions

The summary of results presented above suggest that Focus groups are a suitable method for evaluating both the changes in attitude provoked by the PACT programme and the activities within and overall presentation of the programme itself.

Going forward, an evaluation at a greater distance in time from the PACT event would also be revealing as to the depth and durability of any shifts noticed, as well as first-hand feedback on attempts to implement the ideas in practice.

Given the incredible pressures on teachers, the uptake for the Focus Groups was very limited and almost definitely provided a very skewed selection of participants who were likely already to be highly motivated and informed about the topic of poverty and possibly even rights-based education. On the one hand, this makes the fact that there was a marked difference in their framing of issues before and after the PACT programme all the more significant; on the other hand, however, it means that there is no data for how less committed participants are likely to respond. Future work would need to address this, alongside the more obvious shortcoming that the small numbers make the results less significant statistically. If Focus Groups were to be employed as a means of ongoing and post-event evaluation in the future, we would therefore recommend that they are built into the timetabling of the formal sessions so that busy teachers can take part in them. It is worth noting here the enthusiasm expressed by the participants and take from that the idea that, beyond their role in evaluating the programme, the Focus Groups also play a role in stimulating discussion between participants and generally motivating them:

I found tonight's [Focus Group] discussion really made me think about poverty in a much deeper way... The input from [name] tonight was invaluable, hearing her 'outsider looking in' perspective is something that would have added to the sessions if we had had more discussion. (Email after the second FG)



**‘Education is the most powerful
weapon that you can use to change
the world.’** Nelson Mandela

.....

**‘If we don’t fight poverty, we can’t
create a level playing field for our
children.’** Murdo Macdonald, DHT

.....

**‘Education is not a way to escape
poverty, it is a way of fighting it.’** Julius Nyerere

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