

Disadvantage: a thinkpiece and a call to arms



Ground rules

- As this session will be recorded, remember to turn off your camera if you don't wish to appear. Otherwise, it would be lovely to see your faces.
- Hands up to speak/putting something in the chat should work for managing discussion and I'll adjust these expectations if I need to.
- No one here is an expert – but we do have expertise and lived experience to share, and we all have personal responses to the stimulus. All contributions are valued.
- It's fine to respectfully disagree – with me and with each other – and now is the time to wrestle with some of the concepts.

What's coming up



A quick tour of the content (a warm up and a chance to key into the thoughts)



An invitation to reflect, respond, challenge



Connections with the other published think pieces



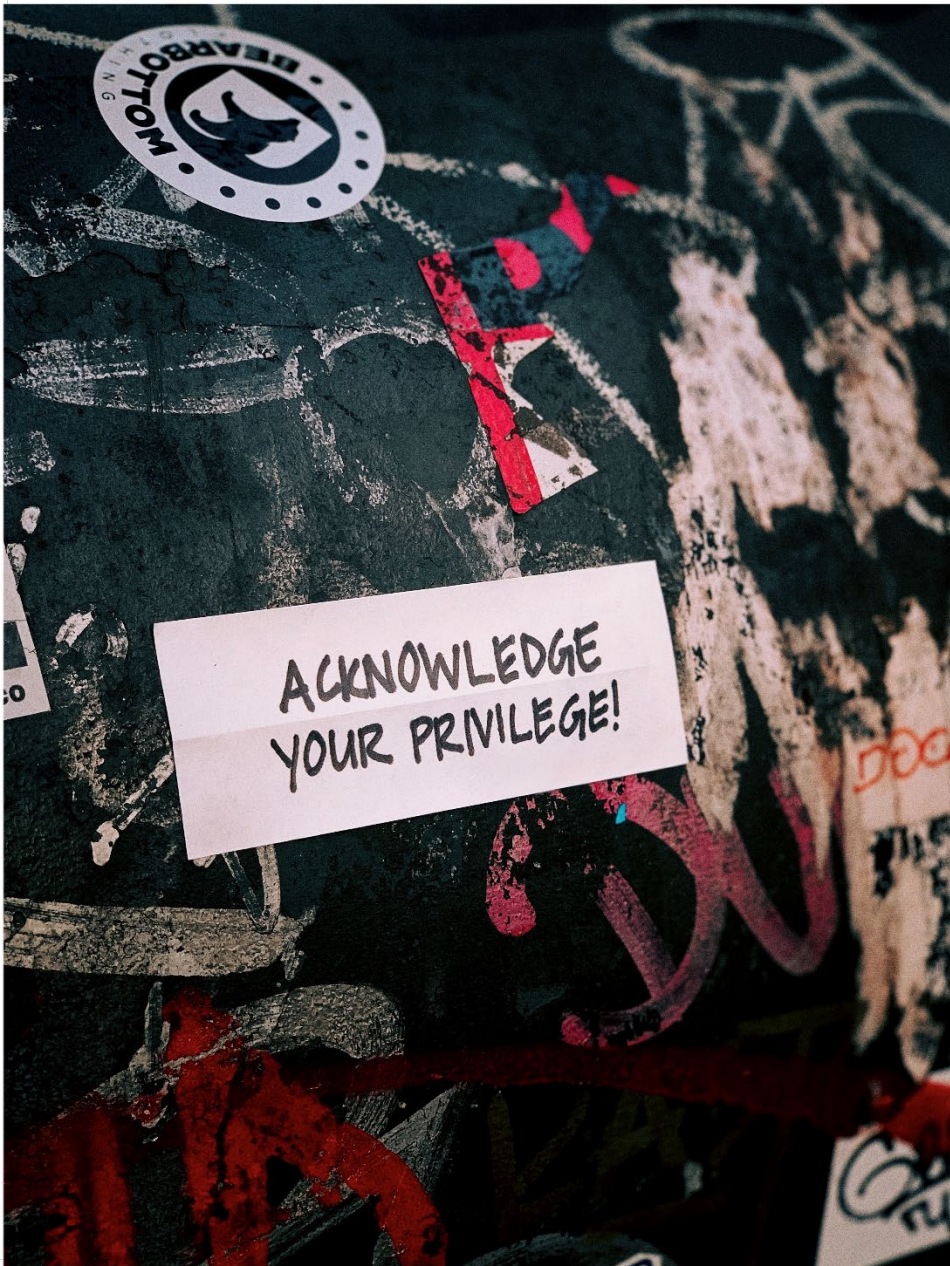
Review of plans/strategies vs culture and your role in this



Share and discuss 'the things that work' and why

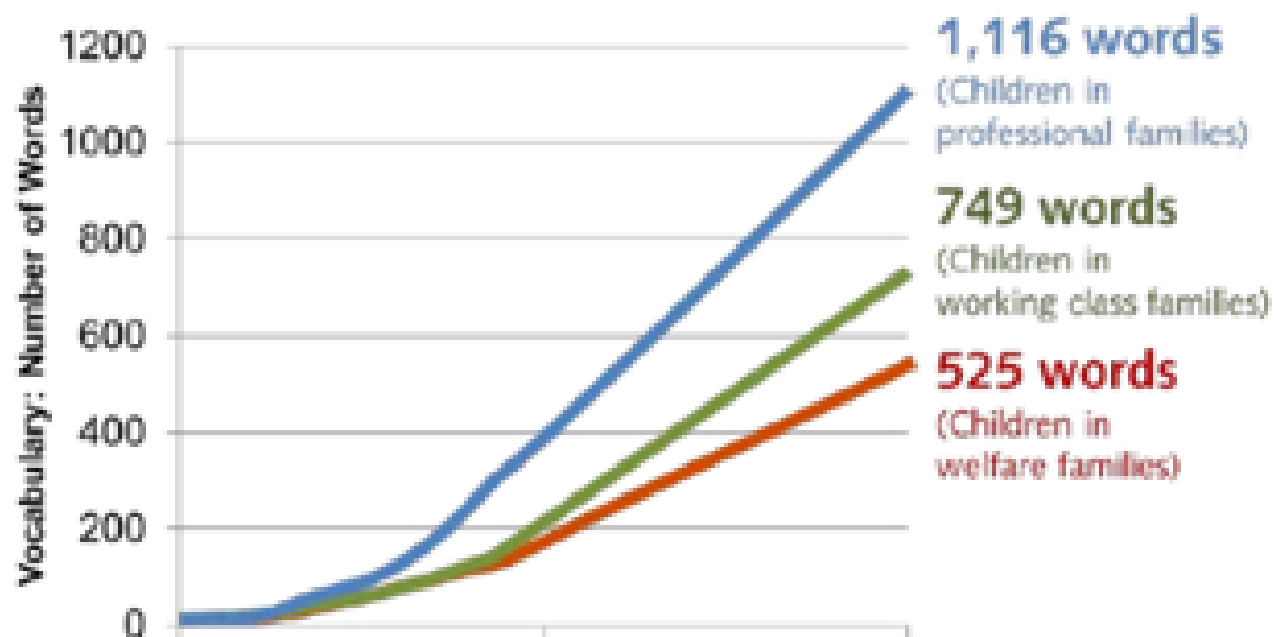


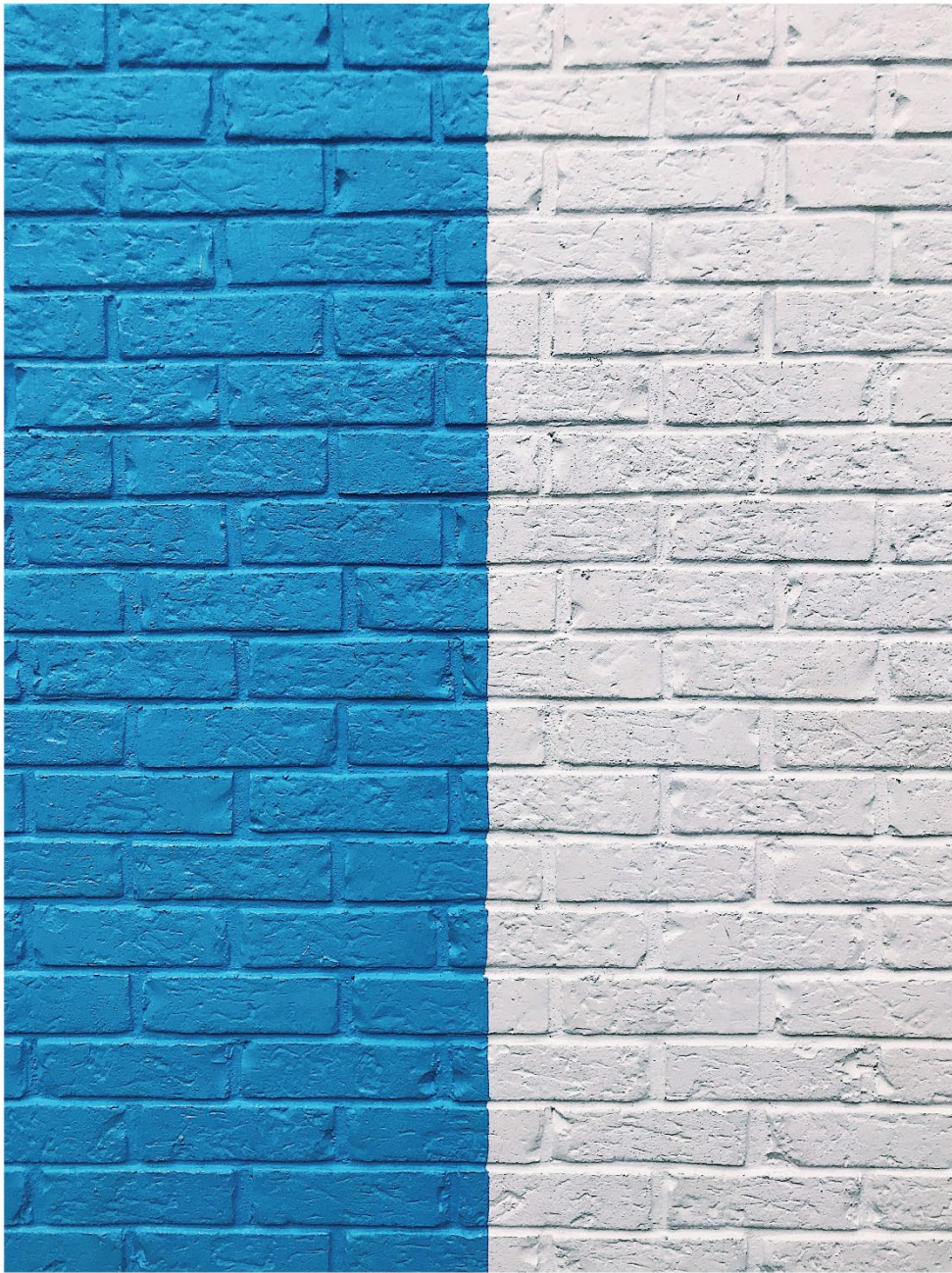
A chance to consider and plan your INSET input (now or later) and how you will encourage ownership of this agenda at an individual level



“A lifetime of disadvantage has seen them penalised by a system which purports to be fair.”

The Achievement Gap Starts Early





“Small things can
make a big
difference”

“[opportunities become]...mentally off limits in a completely unconscious and insidious way.”



“Shall I meet you there?”



“led from the top
and steeped in
professional
learning at all
levels”

“Make fewer assumptions about what children do and don’t know”

“Create the thirst for feedback and then provide the kind of feedback that makes the difference”

As educators and leaders, we must have a twin track approach:

1. address disadvantage before us right now, for each child, in each decision that we make, meeting them where they are at rather than where we want or estimate them to be
2. work daily to build the dam to stop the effects of disadvantage from accumulating both within and beyond school.



What to we do
within our roles that
mitigates?

What do we do that
confers?

What's coming up



A quick tour of the content (a warm up and a chance to key into the thoughts)



An invitation to reflect, respond, challenge



Connections with the other published think pieces



Review of plans/strategies vs culture and your role in this



Share and discuss 'the things that work' and why



A chance to consider and plan your INSET input (now or later) and how you will encourage ownership of this agenda at an individual level



Reflections, responses, challenges

What's coming up



A quick tour of the content (a warm up and a chance to key into the thoughts)



An invitation to reflect, respond, challenge



Connections with the other published think pieces



Review of plans/strategies vs culture and your role in this



Share and discuss 'the things that work' and why



A chance to consider and plan your INSET input (now or later) and how you will encourage ownership of this agenda at an individual level



Year 11 – Curriculum – Pedagogy - Assessment

- What links have struck you?
- Are there similarities between the pieces that are important?
- Are there tensions or conflicts that need to be resolved?

Authenticity



Cabot
Learning
Federation

Empowering Learning

Leadership

What's coming up



A quick tour of the content (a warm up and a chance to key into the thoughts)



An invitation to reflect, respond, challenge



Connections with the other published think pieces



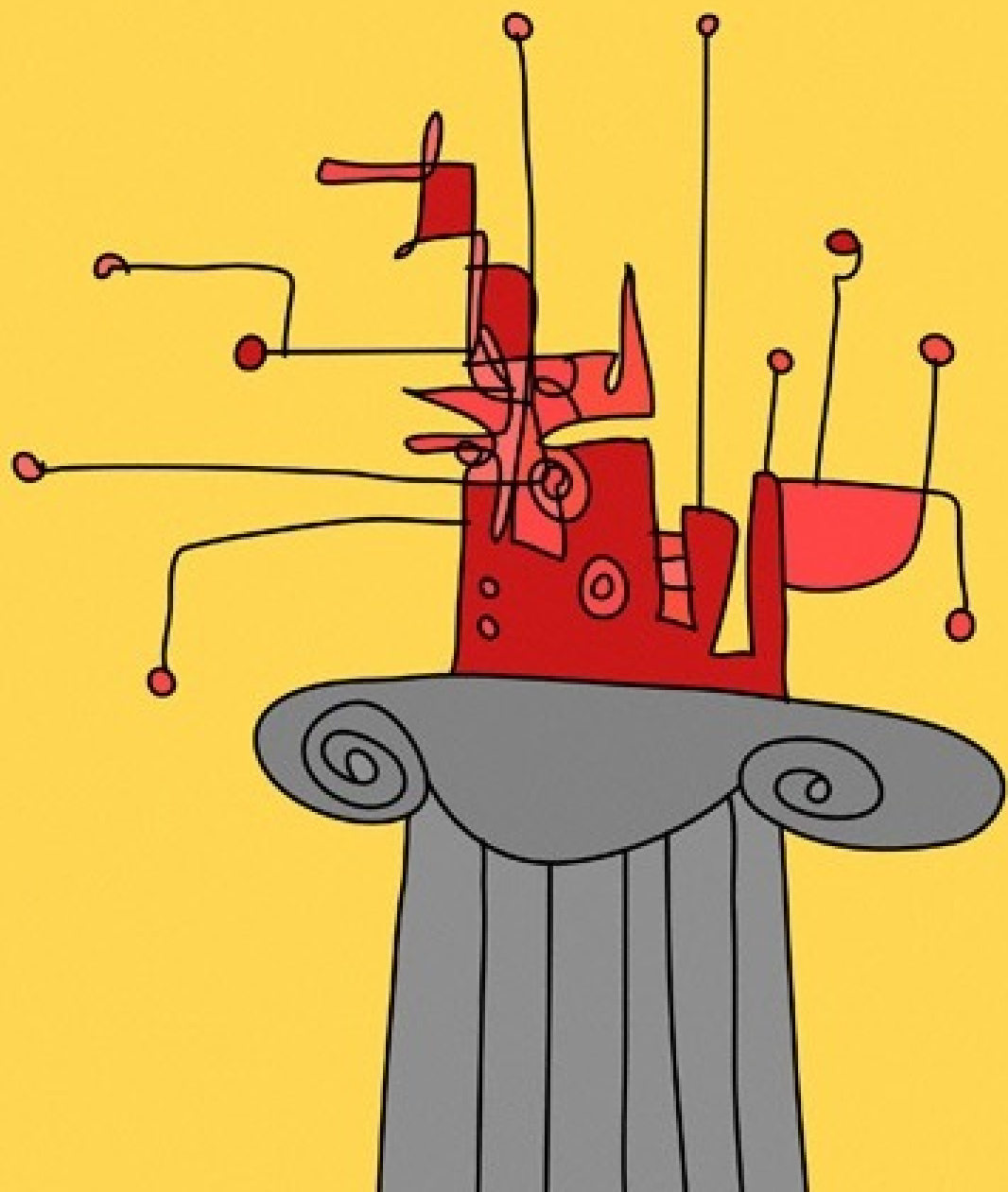
Review of plans/strategies vs culture and your role in this



Share and discuss 'the things that work' and why



A chance to consider and plan your INSET input (now or later) and how you will encourage ownership of this agenda at an individual level



CULTURE
IS A
PLATFORM.



How to build a culture?

Every interaction Modelled
Every day Modelled
Everyone Modelled



Our role in caretaking culture

Growing and caretaking a culture

- How do you know what you know about your school?
- Where/who are your 'people of peace'?
- What are your danger signs? What signals to you that something is 'off' in your culture?
- What can you do about what your barometers
- tell you?



**‘Culture eats
strategy for
breakfast’
- Peter Drucker**

personal connection
expertise
leadership
authenticity
inspiration
values strategy
plan
culture professional learning
modelling
research

If I am the person leading on this strategy...

- How does my strategy reflect and develop the culture that will do the work?
- What are the key moments in my strategy? How will I light fires under people at these key moments?
- What do I need to lose? Re-think? Add in?

What's coming up



A quick tour of the content (a warm up and a chance to key into the thoughts)



An invitation to reflect, respond, challenge



Connections with the other published think pieces



Review of plans/strategies vs culture and your role in this



Share and discuss 'the things that work' and why



A chance to consider and plan your INSET input (now or later) and how you will encourage ownership of this agenda at an individual level

There are lots and lots of things that people and schools can do...

It takes adults to understand these possible patterns and it takes **intentional work to challenge and address** them - but the answers can be really quite simple. “Have you thought about drama club at lunchtime? **Shall I meet you there?**” can make the difference for a child who might otherwise not have self-promoted. Creating the kinds of relationships where young people feel trusted and can trust can make the difference. Having ongoing and intentional conversations about careers and IAG, and creating opportunities for young people (all young people, with the volume turned up for disadvantage) to have meaningful experiences of work and different careers can make the difference. **Brilliant assessment with high quality feedback** - given verbally, tutorial style and with follow up to check - can make a difference. There are lots and lots of things that people and schools can do. The critical thing is not just to do them, but to live them, and to bring to every single conversation a deepening understanding of what disadvantage means for the young person you are dealing with, and to make the appropriate adjustments for them without somehow marking them out as ‘having intervention’



What's coming up



A quick tour of the content (a warm up and a chance to key into the thoughts)



An invitation to reflect, respond, challenge



Connections with the other published think pieces



Review of plans/strategies vs culture and your role in this



Share and discuss 'the things that work' and why



A chance to consider and plan your INSET input (now or later) and how you will encourage ownership of this agenda at an individual level

My INSET input

- What are the needs of my 'class'?
- What do I know about where each person is at?
- What will light fires for those people?
- What will be memorable? What will create the emotional connection I need?
- What tools will I put in their hands? Will I use this thinkpiece? These slides?
- How will I stoke the fire?
- How will I make this every interaction, every day, everyone?
- What do I need from my senior colleagues and my Principal?

What's coming up



A quick tour of the content (a warm up and a chance to key into the thoughts)



An invitation to reflect, respond, challenge



Connections with the other published think pieces



Review of plans/strategies vs culture and your role in this



Share and discuss 'the things that work' and why



A chance to consider and plan your INSET input (now or later) and how you will encourage ownership of this agenda at an individual level

Equity for every child

Every Child

One Chance.



“The reason that the rich were so rich, Vimes reasoned, was because they managed to spend less money.

Take boots, for example. He earned thirty-eight dollars a month plus allowances. A really good pair of leather boots cost fifty dollars. But an affordable pair of boots, which were sort of OK for a season or two and then leaked like hell when the cardboard gave out, cost about ten dollars. Those were the kind of boots Vimes always bought, and wore until the soles were so thin that he could tell where he was in Ankh-Morpork on a foggy night by the feel of the cobbles.

But the thing was that good boots lasted for years and years. A man who could afford fifty dollars had a pair of boots that'd still be keeping his feet dry in ten years' time, while the poor man who could only afford cheap boots would have spent a hundred dollars on boots in the same time and would still have wet feet.

This was the Captain Samuel Vimes 'Boots' theory of socioeconomic unfairness.”

— Terry Pratchett, *Men at Arms: The Play*

tags: boots, economics



Live up to expectations | open doors for our children



Establish **High expectations**
for all that we seek to achieve

Create **Equity** of opportunity,
removing disadvantage

Champion the success and life chances of **All children**

Furnish pupils and staff with the **Resilience** to succeed
as lifelong learners

Promote **Tolerance** and respect for ourselves,
our communities and our environment



Cabot
Learning
Federation

Empowering Learning