

Tackling social injustice: an English civic response

Brian Grady

Director of Education, Reading Borough Council
ADCS National Education Policy Committee

Am I at the right conference??

1. I am a representative of the English government education system...
2. ...I am going to mainly talk about what happens outside of the classroom
3.It is Saturday morning and maybe educators have better things do??
4. Grateful for the opportunity to share an English government perspective on education and social justice

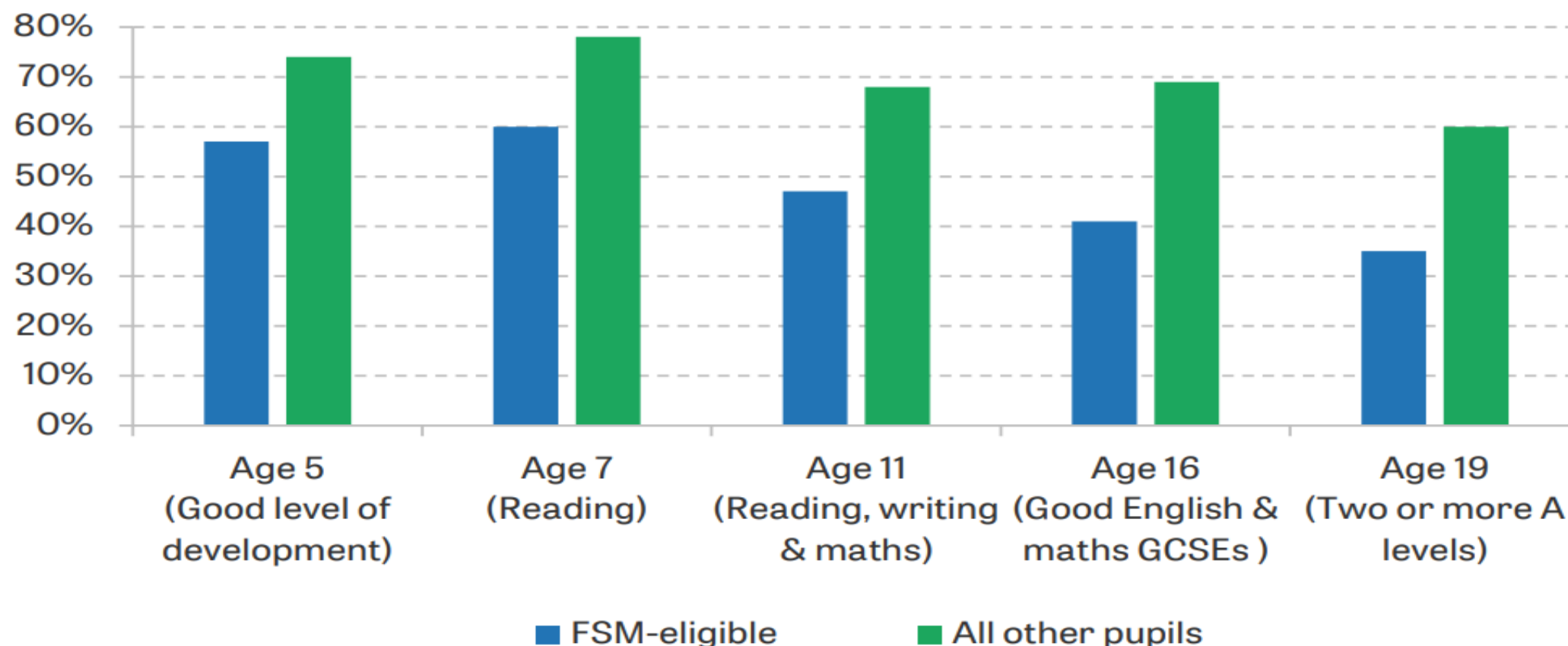


Our hopes for social justice start with the rights of children

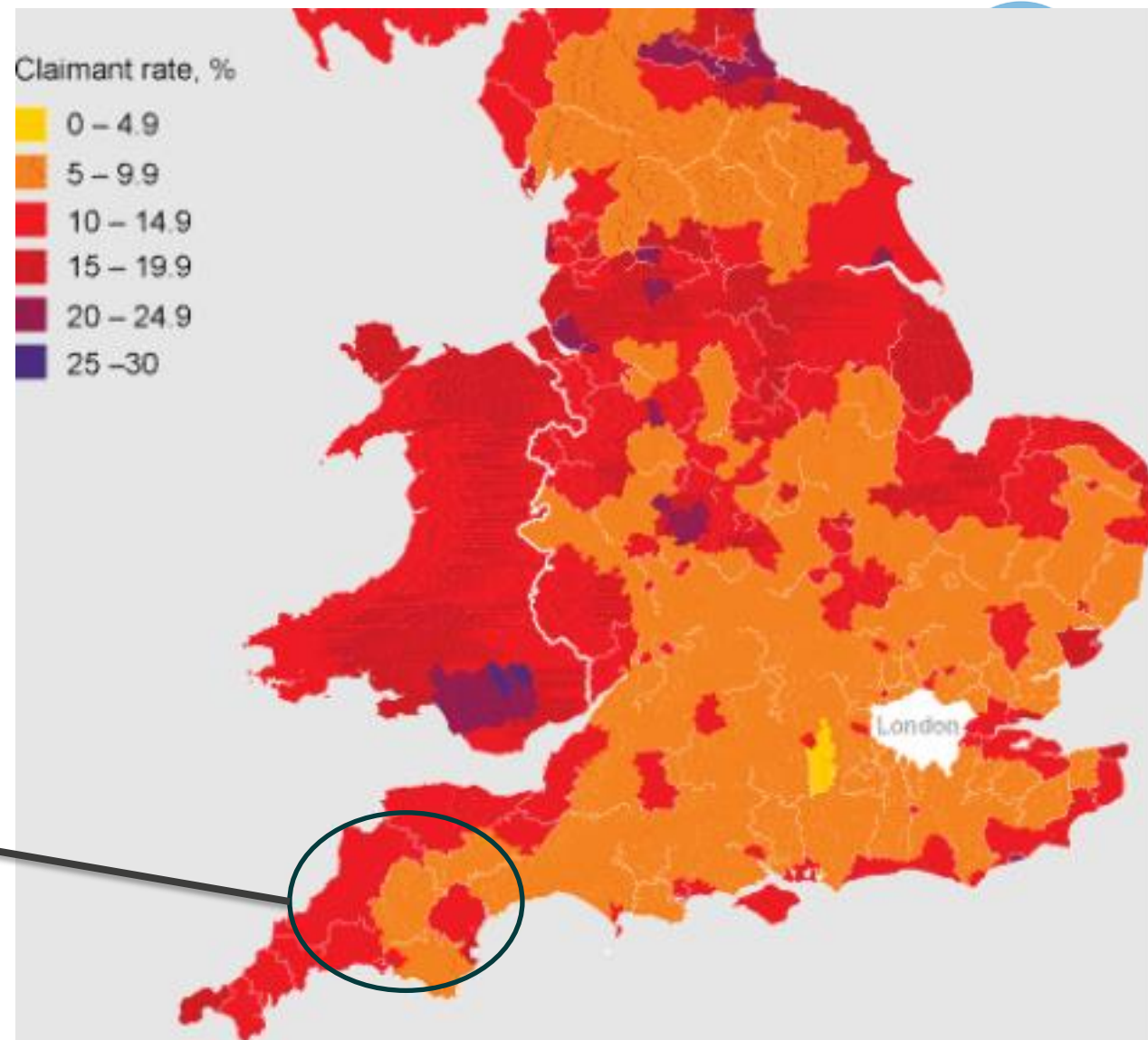
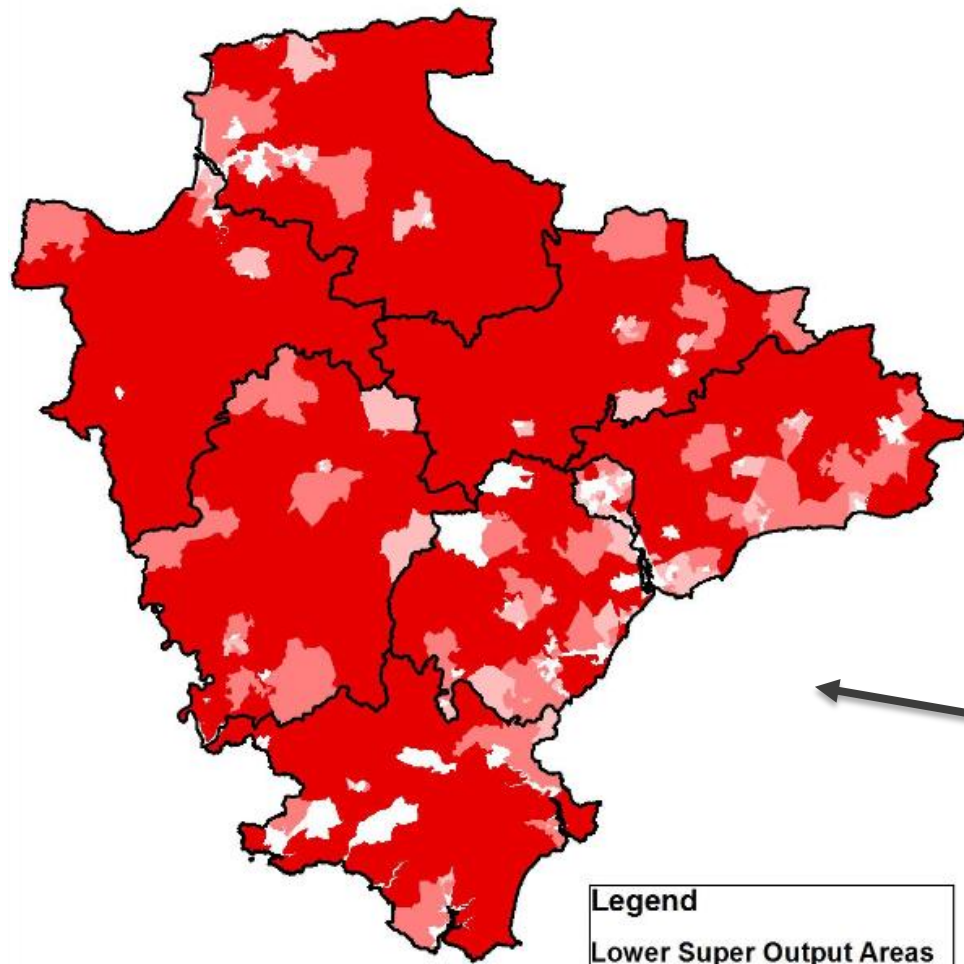


Education and social justice: a power to remove inequality; a power to cause inequality?

Figure 27. Attainment gaps between students eligible and not eligible for free school meals at different stages of the education system, 2019



Devon: rural poverty

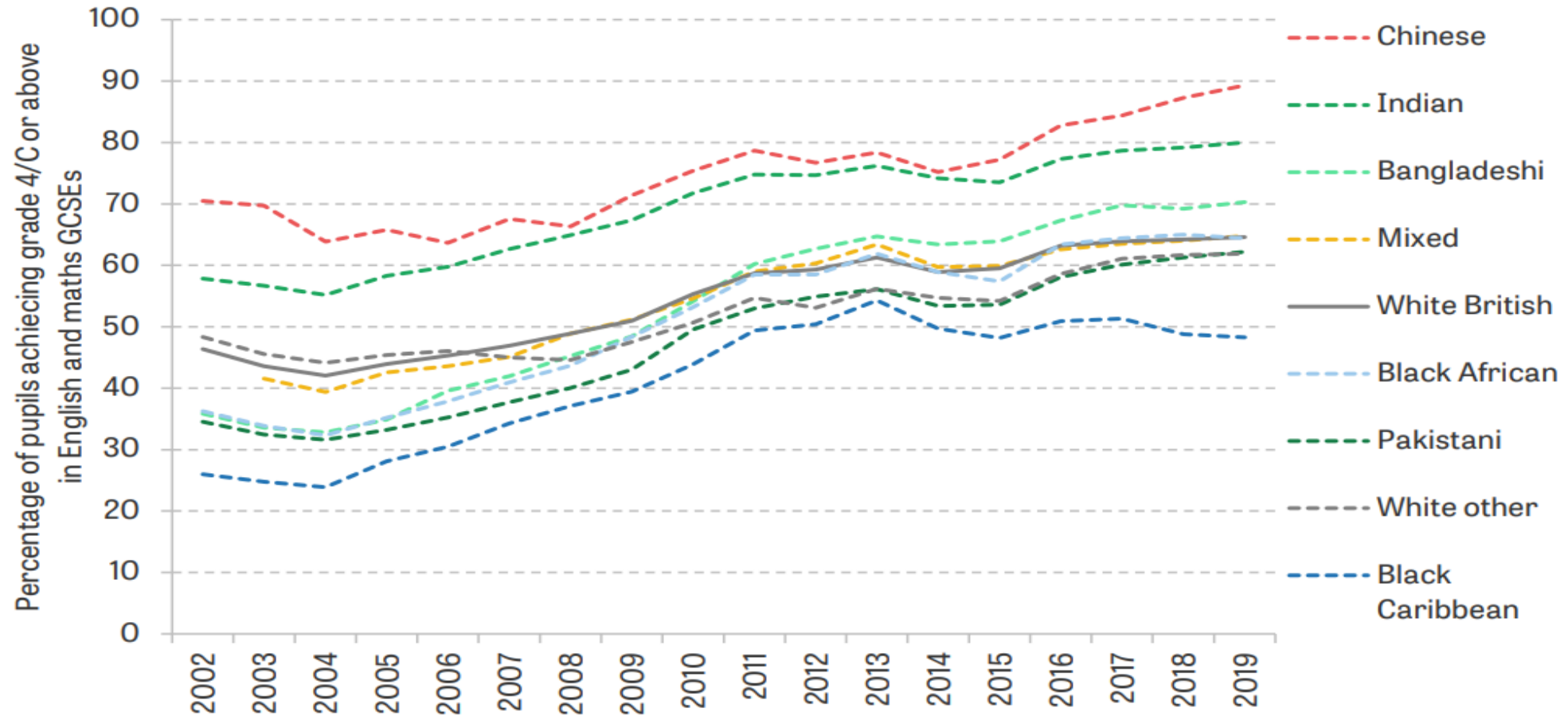


Devon: early years



London: inequality for groups

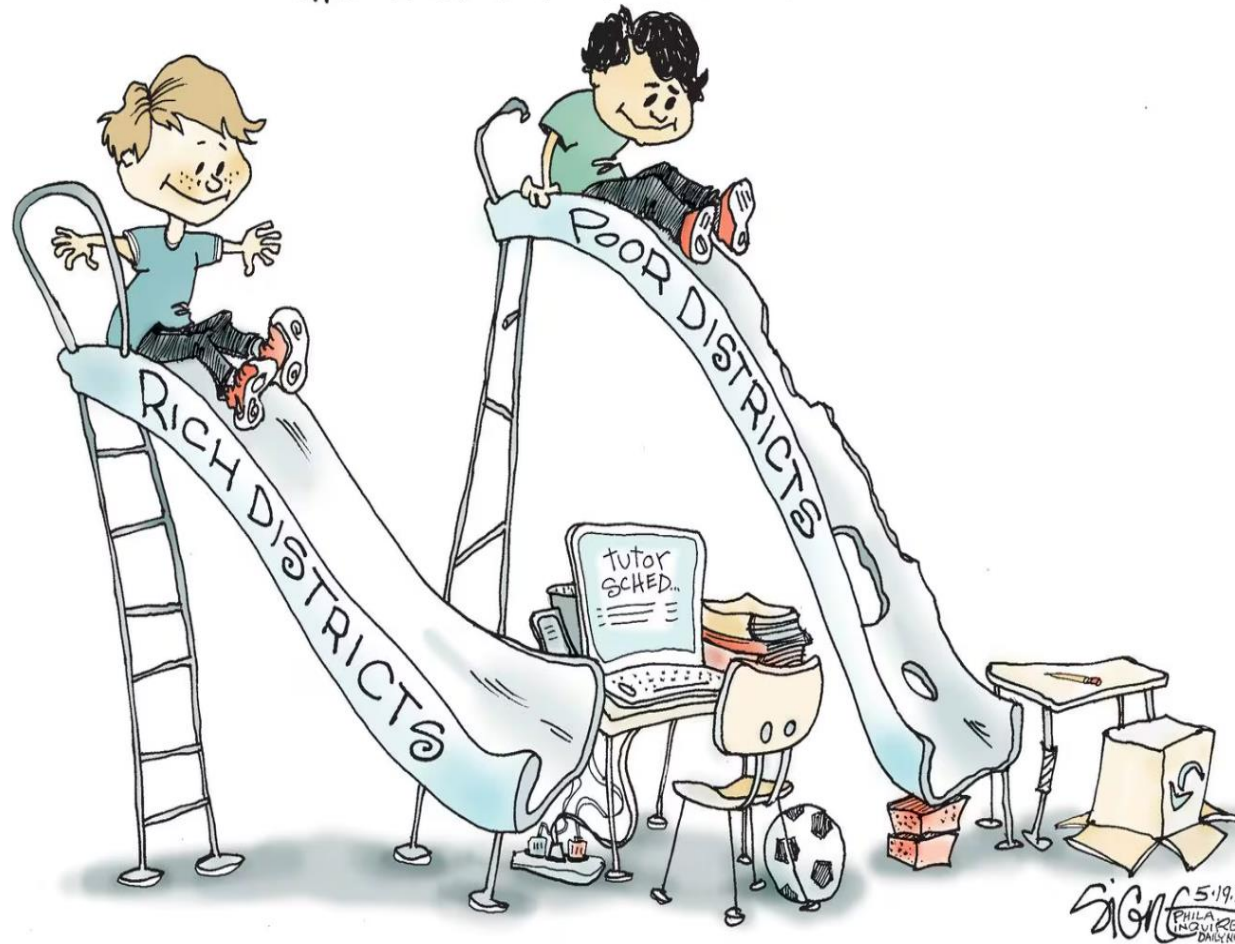
Figure 38. Share of pupils achieving good English and maths GCSEs, by ethnicity



Source: Results for 2011 to 2019 are from National Pupil Database and 'Characteristics summary' table in Department for Education, '[Key stage 4 performance, 2019 \(revised\)](#)'. Earlier results from historical statistical releases of GCSE results published by Department for Education.

London: Recovering Lost Learning

the SUMMER SLIDE...



London: Art, Culture and Hope

Brighter
Futures for
Children

1. [This is Brent](#)

2. [Bing Videos](#)

The screenshot shows the YouTube interface for the 'Brent Locked In' playlist. The main video player shows a thumbnail with three people. Below the player, the title 'Brent Locked In' is displayed, followed by the channel name 'Metroland Cultures' and the text 'Playlist • 17 videos • 316 views'. A description reads: 'A new video series exploring how Brent has shaped its icons ...more'. There are buttons for 'Play all', 'Bookmark', 'Share', and 'More options'. To the right, a list of four videos is shown:

- BRENT LOCKED IN: Kanya King CBE**
Metroland Cultures • 127 views • 4 years ago
Thumbnail shows Kanya King CBE. Duration: 1:09.
- BRENT LOCKED IN: Elizabeth Anionwu**
Metroland Cultures • 179 views • 4 years ago
Thumbnail shows Elizabeth Anionwu. Duration: 33:24.
- BRENT LOCKED IN: Nicolas Kent**
Metroland Cultures • 192 views • 4 years ago
Thumbnail shows Nicolas Kent. Duration: 27:04.
- BRENT LOCKED IN: Dean Atta**
Metroland Cultures • 117 views • 4 years ago
Thumbnail shows Dean Atta. Duration: 30:05.



VENT Weekly
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▶ Latest Episode

Young people from one London Borough, getting to the bottom of issues they care about.
A collaboration between VICE and Brent 2020, London Borough of MORE

London: democracy and young people



In the same storm but different boats

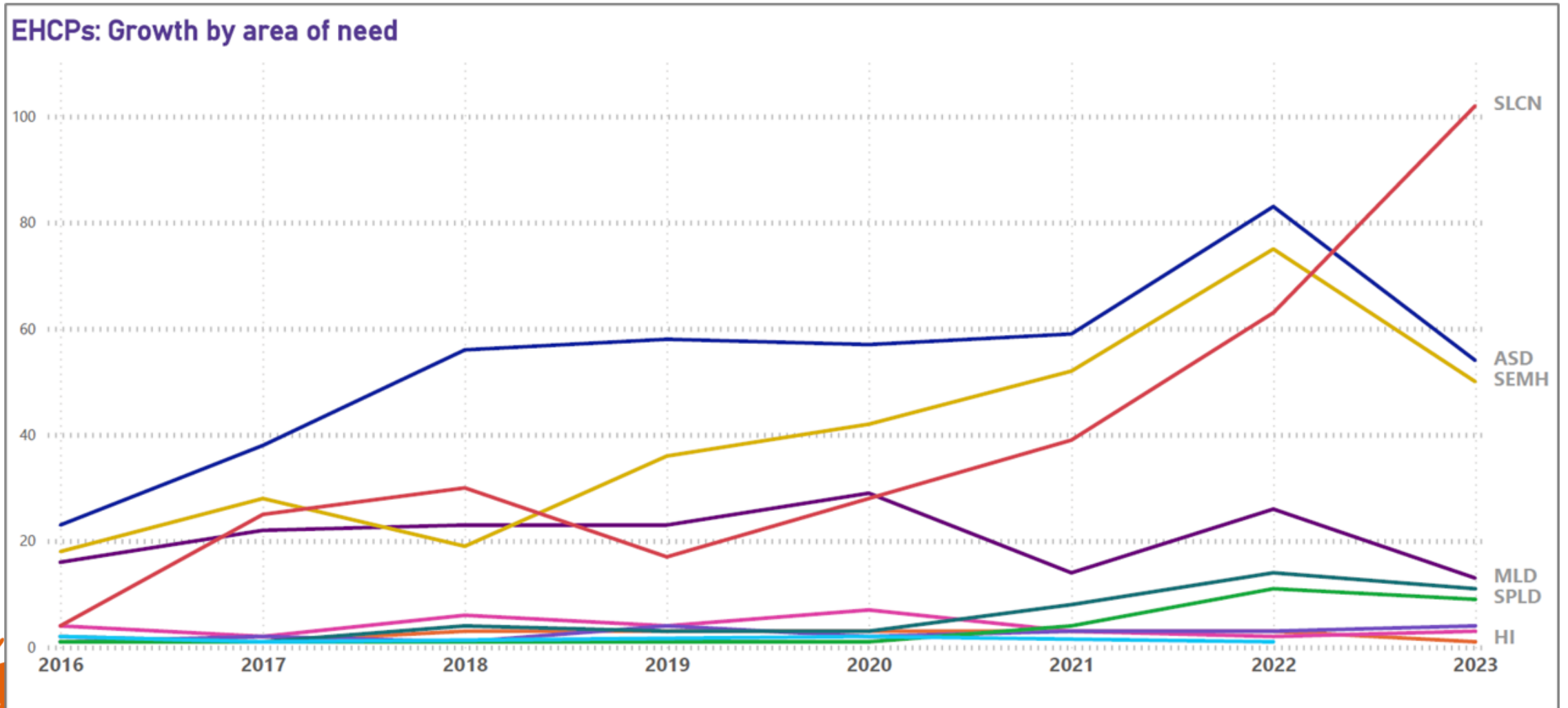


Some have been anchored, with firm support.

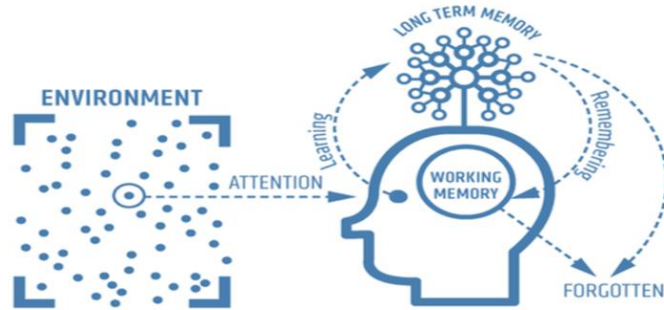


Some have faced multiple challenges.

Reading: inclusion



Our model of Pedagogy- Quality teaching is the best intervention

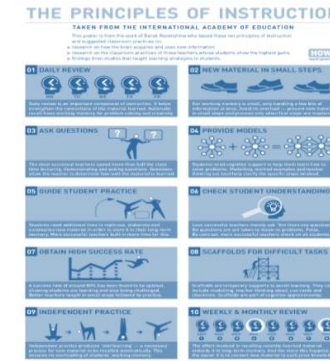


Cognitive load theory

teaching activities that overload working memory are ineffective and disadvantage some learner groups

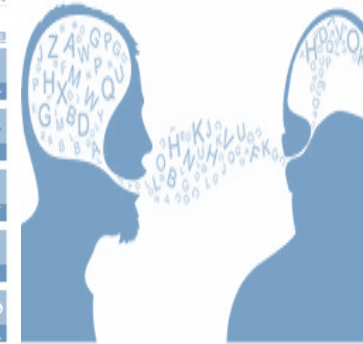
Memory , recall and retrieval

children need plentiful, spaced and interleaved opportunities to retrieve and recall knowledge in order for it to be stored in long term memory.



Rosenshine's principles of instruction

The principles set out approaches to teaching that maximise the probability of learning happening because they are designed to reduce cognitive load and increase opportunities for schema activation



Dialogic teaching and oracy development

children need plentiful, opportunities to develop language, vocabulary and communication skills. They need to talk and be heard, be questioned so they think harder. make new connections and learn to listen



Reading as learning

Reading and story has a special place in our neurology and enables rapid schema development. High quality texts support the acquisition of language and knowledge and should form part of all subject teaching

Our model of behaviour and relationships

Brighter
Futures for
Children

We carefully consider and analyse how our policy, practices, systems, communications environments and experiences make children feel

We provide equity, giving everyone what they need to thrive rather than giving everyone the same

We are trauma informed and see difficult behaviour as a rational response to the experience that a person is having or has had

We can help people see their “unhealthy” behaviours as understandable coping responses in survival mode and not something they need to feel guilt and shame about

we recognise that traumatic experiences can leave people stuck in “survival mode” with a very narrow window of tolerance

we teach new skills and give opportunities to practice and consolidate them. Punishment and bribery are not used because they don’t enable the child and can re-traumatise them

We believe in mastery everyone has the capacity to move from novice to expert. Potential is only limited by expectation

We know that adversity is not destiny- people can survive trauma and learn the knowledge and skills to help themselves

we are curious about behaviour and wonder “what happened to you” rather than “what’s wrong with you”. We ask “what would it help you to know” and “how am I going to teach you”

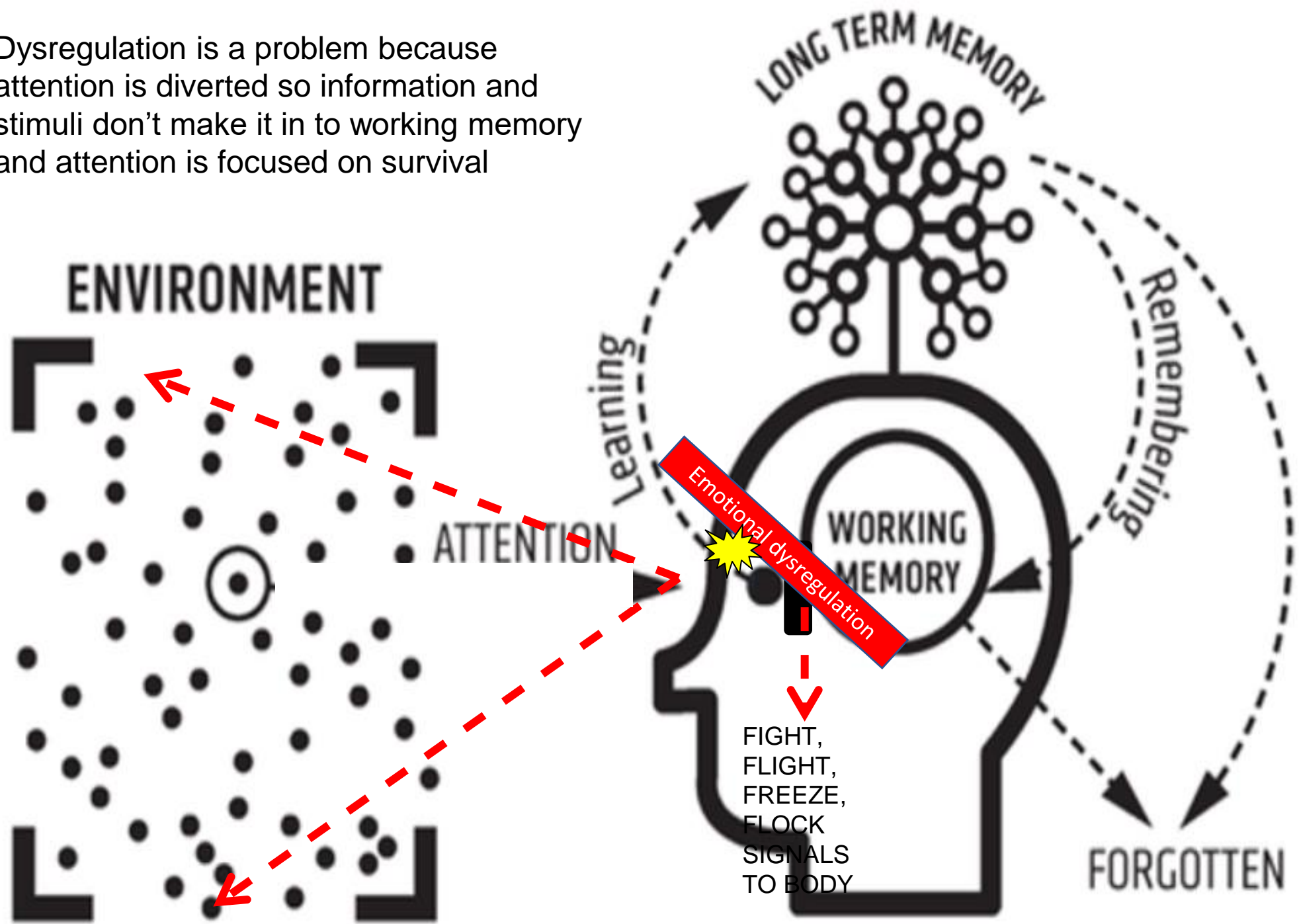
We make plans to support children and adults based on analysis and restorative approaches

We support our schools to embed trauma informed practice through Therapeutic Thinking , MHST and our inclusion training packages

trauma informed practice for better regulation,
relationships and learning

forchildren.org

Dysregulation is a problem because attention is diverted so information and stimuli don't make it in to working memory and attention is focused on survival



The support to schools from my team

Our school standards team offer a wide range of services for school leaders, teachers and support staff to enable them to develop and review their curriculum.



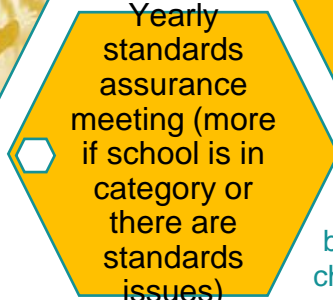
in locally maintained schools we support systems leadership, assure ourselves of standards and provide Governing bodies with external verification through the gold offer outlined below. The enhanced bespoke offer is subject to additional charges. Both the Gold and bespoke offer can be purchased by academies

We ensure that our leaders are well informed about significant changes in education policy and research and that what they need to know is at their finger tips

We commission local training, consultancy and coaching from local and national leaders



We can support leaders to develop strategy and implement approaches



We provide bespoke support and challenge meetings to review impact evidence

We support Governors through training and review

We can facilitate peer support projects so that schools can share practice,

Head teacher performance management and consultancy

Project based training offer and collaborative opportunities

Governor services and bespoke training



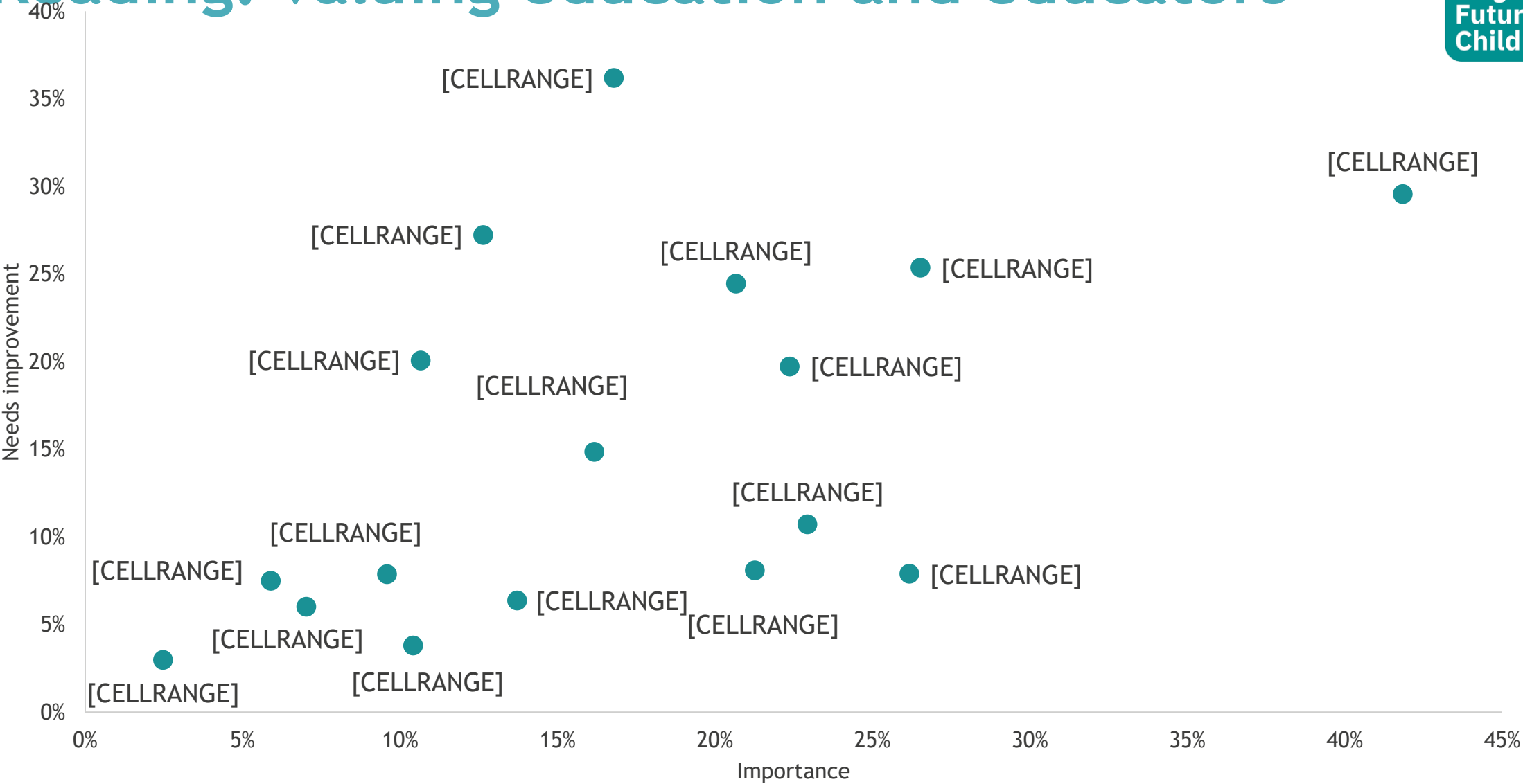
We provide central data analysis to support leaders to identify strengths and weaknesses in the curriculum and reduce workload

We can support you to design and implement trauma informed approaches to behaviour and inclusion

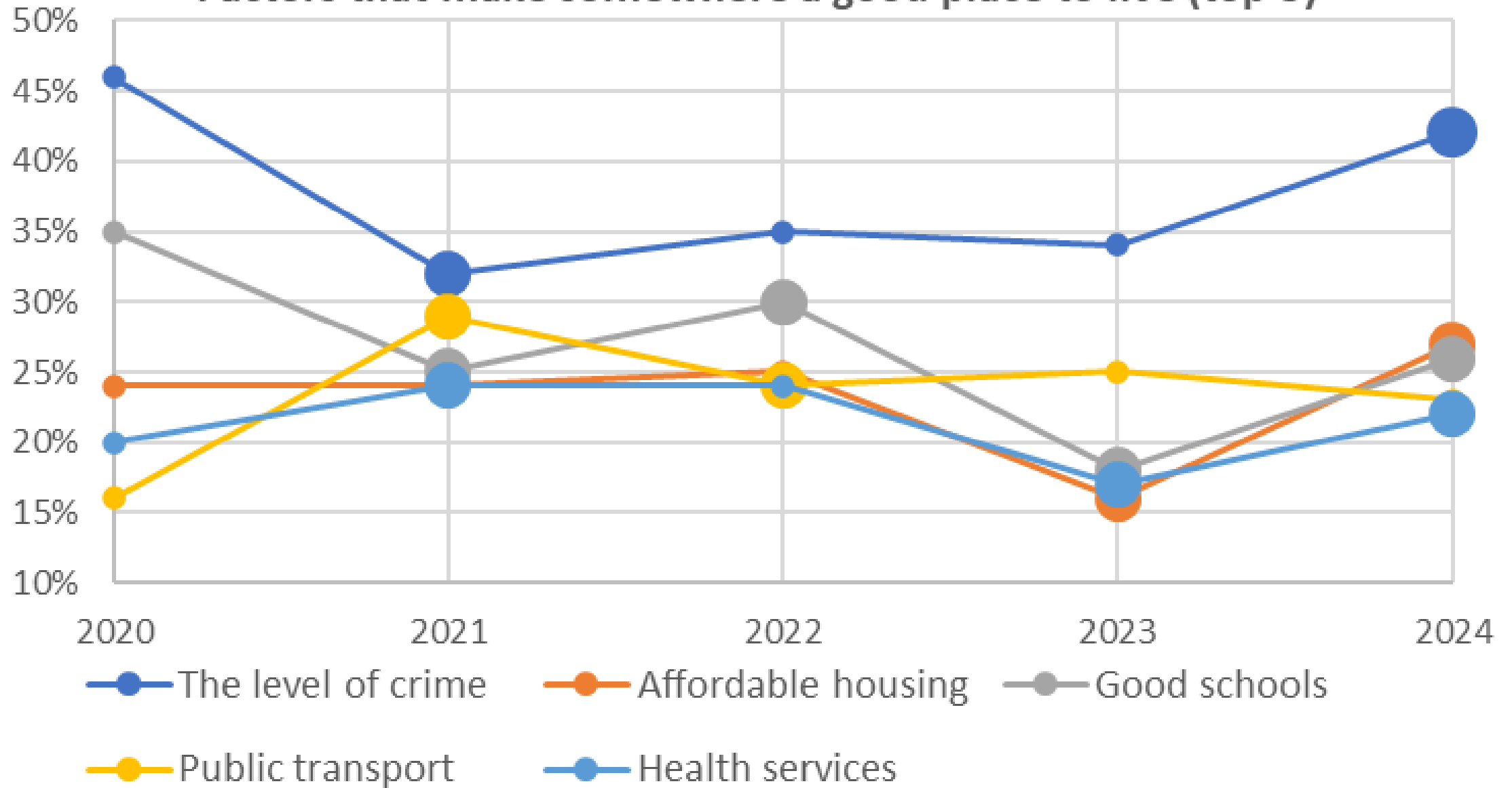


We support Governors through training and review

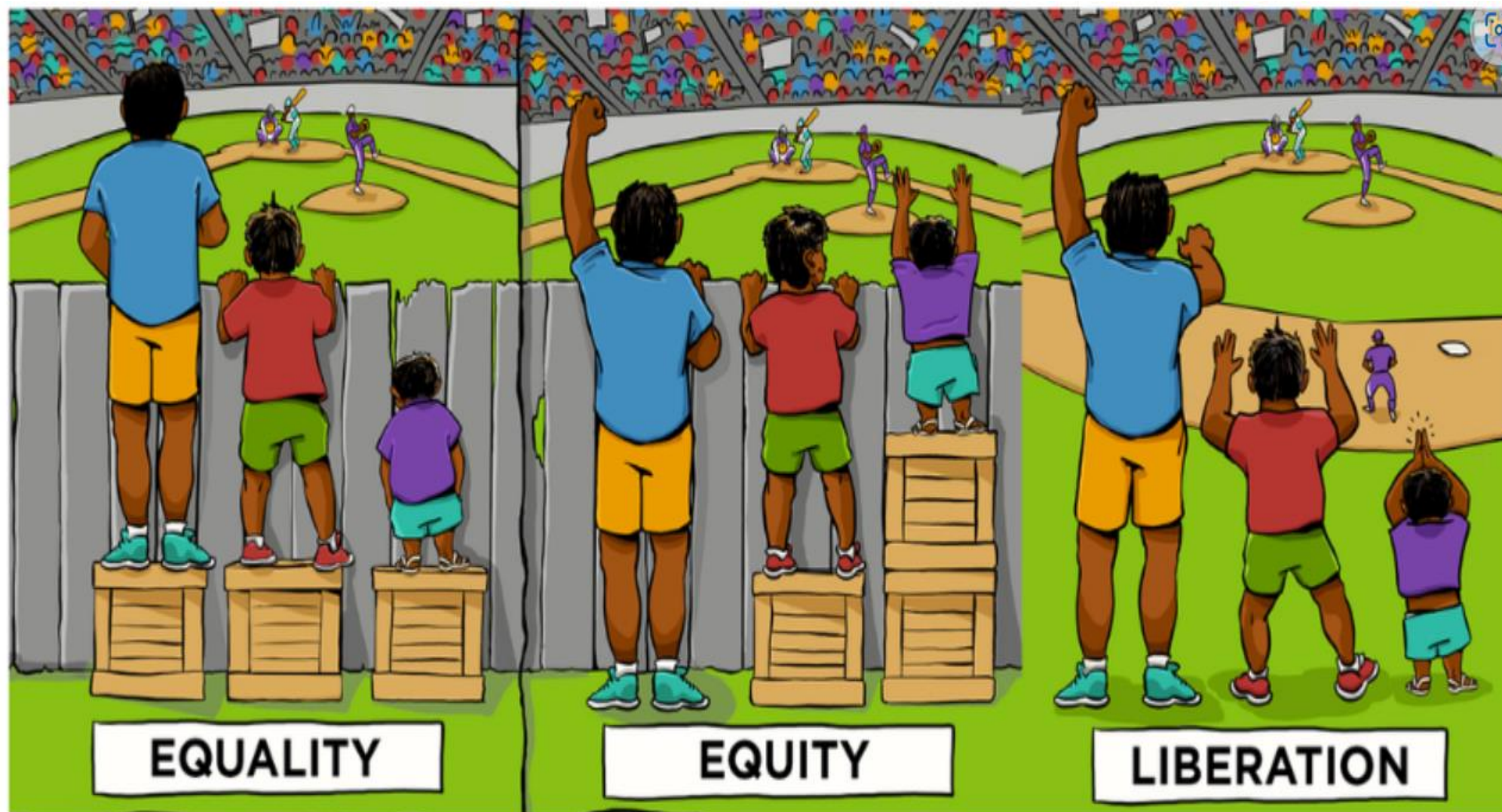
Reading: valuing education and educators



Factors that make somewhere a good place to live (top 5)



Reading: a new school model and design



What I Have Learned

- We must start by recognising that we live in a socially unjust world, if we are to take action to create a more equal society.
- Social justice and change takes time, effort, consistency (5 years plus)
- Educators are important leaders of community (but educators need must not be pulled away from teaching and learning).
- School leaders need help to support what comes through their door – it takes a village to raise a child
- Children are powerful agents for social change and social justice



Government can help by:

- Celebrating education and educators as a force of social justice and social change
- Asking what educators need, and give it to them
- Focusing on injustice and on the factors educators and schools cannot change



Hope

