



23–26 May

MELBOURNE

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**Marie McLeod**

Monday 26 May

**Narrowing the Achievement Gap  
for Under-Resourced Students**

*Session 1*

## MARIE MCLEOD



Marie McLeod works for Hawker Brownlow Professional Learning Solutions as a lead training associate for A Framework for Understanding Poverty, Bridges Out of Poverty and Getting Ahead in a Just Gettin' By World. Until the end of 2012, Marie worked part time for the Department of Human Services as the Manager of Neighbourhood Renewal, an initiative that works with residents and other stakeholders to address disadvantage in 21 locations across Victoria. Marie has a Bachelor of Social Work and a Certificate in Adult Education. She has worked in child protection, juvenile justice, disability and public housing. Marie is passionate about issues of social justice and social inclusion. She is experienced in community engagement, community action planning and governance, and facilitates tailored interactive solutions to achieve change with communities and groups.

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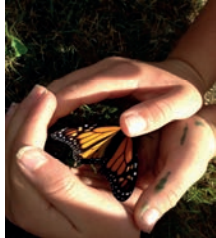
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## Framework for Understanding Poverty Overview



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## Introductions

- Who am I?!
- Who are you?



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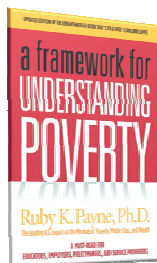
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A Framework for  
Understanding  
Poverty

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### What will we cover today?

1. Definition of Poverty and Mental Model of Poverty/Middle Class
2. Resources needed for success
3. Hidden rules
4. Language differences
5. Considering (briefly!) what you have learnt and next steps

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### Objectives for this session

- That you will be offered a new framework for understanding poverty
- That you will further understand the driving forces for those that live in poverty and what this means for schools
- That you are offered some tools for use with students and families from lower socio economic backgrounds
- That you begin to think about how this relates to your school
- That this may begin a journey and inspire you to learn more and take action

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### Today will be Fast and Fabulous!

- It is an abridged session of what usually takes 6 hours!
- You have handouts to review later if you miss anything
- Follow up sessions are possible – Contact HBPLS
- Raise the yellow flag for me to slow down!!



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### Respect for those in poverty

- The material presented today is not a judgement. It is based on patterns.
- Respect for those in poverty as problem solvers



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### THE 10 ACTIONS AND RELATED TOOLS FROM RBS BOOK...

Action	
1	Build relationships of mutual respect.
2	Teach students the <b>hidden rules</b> of school.
3	Analyze the <b>resources</b> of your students, and make interventions based on resources the students have access to.
4	Teach <b>formal register</b> , the language of school and work.

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THE 10 ACTIONS AND RELATED TOOLS FROM RBS  
BOOK...

- |    |   |
|----|---|
| 5  | Teach <b>mental models</b> .                                  |
| 6  | Teach <b>abstract processes</b> .                             |
| 7  | Teach students <b>how to plan</b> .                           |
| 8  | Use the <b>adult voice</b> and reframing to change behaviors. |
| 9  | Understand the <b>family resources</b> and dynamics.          |
| 10 | Teach how to ask questions.                                   |

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SECTION 1:  
DEFINITION OF POVERTY AND MENTAL  
MODELS OF POVERTY/MIDDLE CLASS

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Defining poverty

**Definition 1**

**Poverty** is characterised by **instability** in daily life, being afraid for today and the future.

**Middle class** – have **stability** today but are afraid for the future.

**Wealth** – have stability for today and the future.

**Definition 2**

Poverty is about access to resources than money.

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**Situational and Generational Poverty are different...**

**Generational poverty is**

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**Situational poverty is**

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The resources people have will depend on whether they are in either situational or generational poverty

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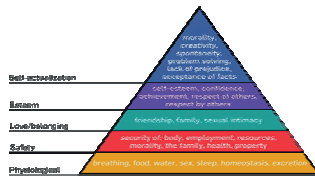
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**Mental Models**

Mental models are a visual way of representing what's in the mind – they can be a picture, a story, a cartoon etc. They help to make information concrete.

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**Activity**

Talk to you neighbour for 2 mins about the following...

- What do people in poverty do all day?
- What are the day to day problems people need to solve?
- What are people worrying about?

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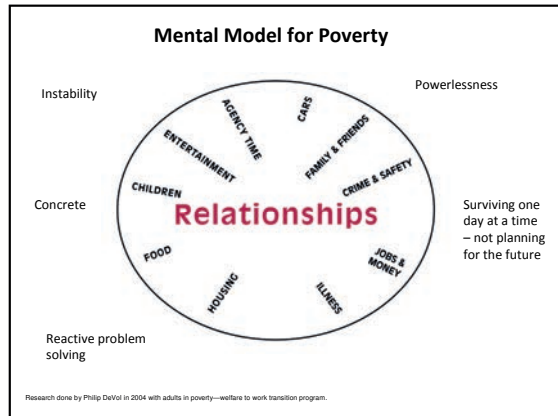
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People become **stuck** in the “Tyranny of the moment”.....

The daily pressures of survival in poverty requires an individual to be focussed on solving concrete problems.

“The need to act overwhelms any willingness people have to learn/change”. Peter Schwartz

Life is so unstable, when one thing goes wrong, it may trigger a domino affect.....




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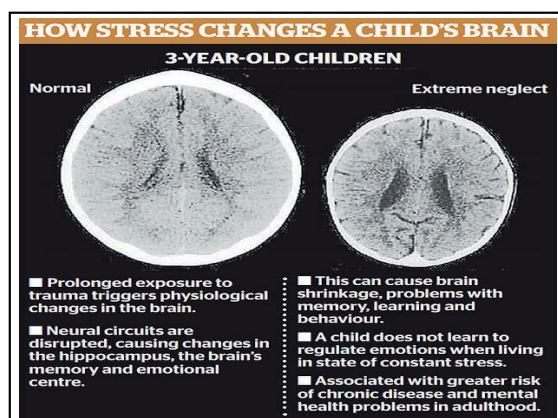
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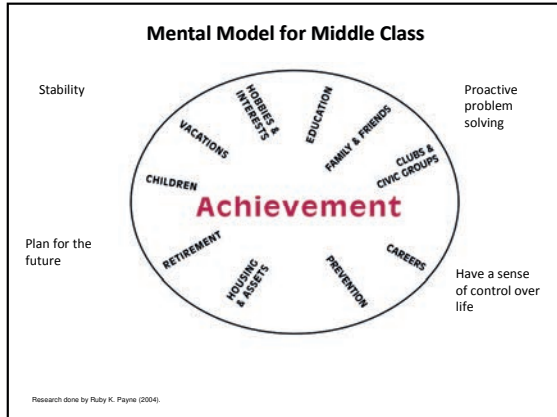
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## Section 2: Resources

Doing well in life is about having resources ....  
A lack of resources is the definition of poverty used  
in Ruby Payne's work  
What are these resources??



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## Resources

### Financial

Having the money to purchase necessities, save for emergencies and to invest. Understanding how money works.

### Emotional

Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior.

### Mental

Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.

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## Resources

### Spiritual

Believing in divine purpose and guidance. Having hope or a future story. Having a rich culture that offers support and guidance.

### Physical

Having physical health and mobility.

### Support Systems

Having friends, family, and backup resources available to access in times of need. These are external resources. Communities with rich social capital will improve life for all.

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## Resources

### Relationships/Role Models

Having frequent access to adult(s) who are appropriate, who are nurturing to children, and who do not engage in self-destructive behavior.

### Knowledge of Hidden Rules

Knowing the unspoken cues and habits of a group.

### Formal Register

Having the vocabulary, language ability, and negotiation skills necessary to succeed in school and/or work settings.

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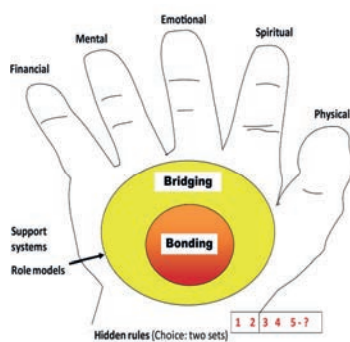
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## MENTAL MODEL OF RESOURCES




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### What does this mean in practice?

- Assess the resources of students/families before determining interventions
- Use strengths to build areas of weakness
- Acting without an understanding of the available resources, breaks relationship
- What resources can and does the school help to build? Where can collaboration occur?

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### Section 3: Hidden Rules

Hidden rules are the unspoken habits of a group...  
Knowing how to play the game....  
The "done thing" in a situation....



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rules

- The environment where you are raised teaches hidden rules of survival needed in that environment
- Hidden rules influence behaviour
- Hidden rules of **class** pervade the other hidden rules e.g. gender, race, age, religion
- Knowing different sets of hidden rules allows one to negotiate more environments successfully.

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## FOOD

**POVERTY**  
Key question:  
Did you have enough?  
Quantity important

**MIDDLE CLASS**  
Key question:  
Did you like it?  
Quality important

**WEALTH**  
Key question:  
Was it presented well?  
Presentation important

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## TIME

**POVERTY**  
Present most important:  
*Decisions made for the moment based on feelings or survival*

**MIDDLE CLASS**  
Future most important:  
*Decisions made against future ramifications*

**WEALTH**  
Traditions and history most important:  
*Decisions made partially on basis of tradition/decorum*

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## MONEY

**POVERTY**  
To be used, spent

**MIDDLE CLASS**  
To be managed

**WEALTH**  
To be conserved, invested

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## POSSESSIONS

### POVERTY

People

### MIDDLE CLASS

Things

### WEALTH

One-of-a-kind objects, legacies,  
pedigrees

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OHT 31

## DESTINY

### POVERTY

Believes in fate  
Cannot do much to mitigate chance

### MIDDLE CLASS

Believes in choice  
Can change future with  
good choices now

### WEALTH

Noblesse oblige – notion of  
aristocratic responsibilities

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OHT 32

## EDUCATION

### POVERTY

Valued and revered as abstract but not as reality ( not linked  
with a plan to achieve)

### MIDDLE CLASS

Crucial for climbing success ladder and making money

### WEALTH

Necessary tradition for making and maintaining connections

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OHT 33



## DRIVING FORCES

### POVERTY

Survival, relationships, entertainment

### MIDDLE CLASS

Work, achievement

### WEALTH

Financial, political, social connections

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## Key Point



**Schools, agencies and businesses operate from middle-class norms and use the hidden rules of middle class.**

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## Key Point



**For our students to be successful, we must understand their hidden rules and teach the rules that will make them successful at school, at work, and in the community.**

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### What, Why, How of this section

**What:** Hidden Rules are and why they are important

**Why:** To help you understand why people may think and act differently. To bridge the misunderstandings that may occur.

**How:** Directly teach the hidden rules of middle class.

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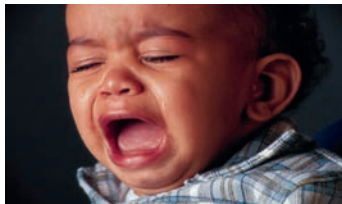
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### Section 4: Language Differences



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### Language and knowledge transfer

In this section we will look at....

1. The different level of access people have to language and vocabulary
2. The different registers of language

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### Language and knowledge transfer

- Part of the intergenerational transfer of knowledge is also vocabulary.
- Researchers (Hart and Risley, 1995) put in homes and recorded the language that children have access to between the ages of 1 and 3.

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A 3 year old in a professional household, has a larger vocabulary than an adult in a welfare household (Hart and Risley 1995).



### Research About Language in Children, Ages 1 to 4, in Stable Households by Economic Group

Number of words exposed to	Economic group	Affirmations	Criticisms/ Negative comments
13 million words	Welfare	1 for every	2
26 million words	Working class	2 for every	1
45 million words	Professional	6 for every	1

Source: Meaningful Differences in the Everyday Experience of Young American Children (1995) by Betty Hart & Todd R. Risley





### Activity

Please discuss with the person next to you, what you believe to be the impact of not having enough words.....

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- Without language, one lacks the tools necessary to negotiate and manipulate his/her position in the world.
- The limits of my language, are the limits of my world... (Colin Prentice P31)



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### Registers of Language

REGISTER	EXPLANATION
FROZEN	Language that stays the same eg wedding vows, the lords prayer
FORMAL	Large vocabulary (1400 – 1800 words) Correct pronunciation Linear , sequential and explicit– “let’s get down to business..” Usually turns into meaningless noise in the ears of those from poverty
CONSULTATIVE	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
CASUAL	Language between friends 400- to 800-word vocabulary Word choice general and not specific. Assisted by non verbal cues Sentences often incomplete
INTIMATE	Language between lovers or twins. Language of sexual harassment.

Adapted from Martin Joos

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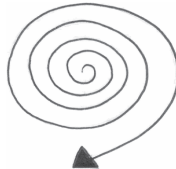
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**Kaplan Discourse****FORMAL****CASUAL**

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**SECTION 5: SUMMING UP**

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**Final Activity – think, pair, share**

Find one other person and tell them the top 2 things you have learnt today.

The 2 of you find 2 more and share what you learnt

How do you think you will use this information?

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Take away tools from today's session

1. Build relationships
2. Assess resources before determining interventions
3. Directly teach hidden rules
4. Directly teach formal register of language/build vocabulary
5. Use mental models/visuals
6. Build relationships

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Where to from here?

Through HBPLS offer Day 1 and Day 2 Framework for Understanding Poverty

- PD for schools/communities/agencies
- In school support
- Critical friend

My contact details are

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**“... Human relationship is a sledgehammer that obliterates every societal difference.”**

—Robert Sapolsky

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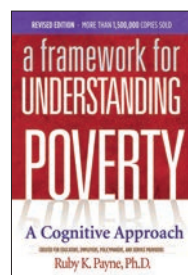
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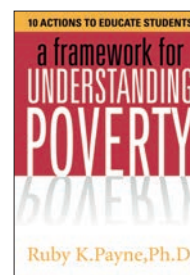


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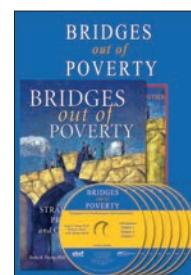
Qty	Code	Title	Price
	AHA3146	A Framework for Understanding Poverty: A Cognitive Approach, Revised Edition	\$25.00
	AHA6727	A Framework for Understanding Poverty: 10 Actions to Education Students Workbook	\$15.00
	AHA8834	Bridges Out of Poverty: Strategies for Professionals and Communities	\$35.00
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	AHA6743	Bridges Out of Poverty SupaPak	\$65.00
	AHA6736	Bridges Out of Poverty Audio Workshop	\$199.00
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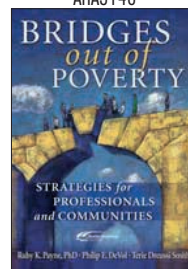
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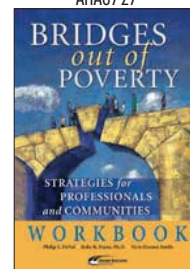
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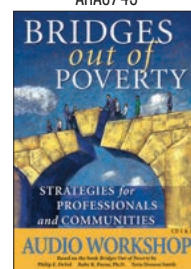
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