

Transcript

00:00:01 Claire

Welcome to the Repair-Ed podcast where we reflect on education and reimagine equitable futures. I'm Claire Neaves, a researcher who worked in education in the city of Bristol in the Southwest of England for over 15 years. In each episode, I'll talk to educators and thinkers about current injustices in our schooling system and their ideas for creating fairer educational futures. This podcast forms part of Repair-Ed: a 5 year project, funded by UKRI to examine educational inequality in Bristol's primary schools.

00:00:34 Claire

Welcome to another episode of the Repair Ed podcast. My guest today is Lauren Mittell, a teacher and parent in Southend on sea. Lauren also co-founded Southend Care Bank, a charity that works to alleviate hygiene poverty.

00:00:48 Claire

Morning, Lauren.

00:00:50 Lauren

Morning.

00:00:52 Claire

Can you tell us a bit more about yourself and share how you got into teaching?

00:00:55 Lauren

Yes, of course. So I'm, I've been a teacher for coming up to 12 years now. I worked for nine years in Tower Hamlets as a primary school teacher and I now work more locally to me down in Southend in Essex. So I became a teacher kind of by accident actually. I never, never really wanted to be one. I wanted to work in, in kind of film. I wanted to be a film archivist or a historian. Then I wanted to teach kind of film theory in higher education and I accidentally stumbled into primary school teaching and just went, "this is it." I spent one afternoon in a local primary school in East London. And that was it. I decided. You know, I wanted to be surrounded by noisy, sticky children for the rest of my career.

00:01:48 Claire

Ah, that's great. That's, that's quite similar to me actually. I didn't ever kind of have that dream of, you know, always wanting to be a teacher. But then when I tried it, I was like, "oh, yeah. This is, this is what I want to do."

00:02:01 Claire

So what's your, what's your teaching journey been like? So I know you've been, you said you've been teaching for 12 years, but you've also done some other things in that time haven't you?

00:02:08 Lauren

Yes. Yeah. So I was at my school in East London for yeah, nine years. Nine years. I trained there. I had my baby there. So I took a year out for maternity leave, went back smack bang in the middle of COVID. It was quite a difficult time for everyone. We lost our head teacher to COVID. Commuting into London was very difficult. And I think when you kind of have a baby and you go back to teaching it... You you, you look through it completely differently. I started questioning everything. In hindsight, I was burnt out.

00:02:55 Lauren

And, but I was like, "this isn't what I want." Um, this isn't what I want. I ...why? Why is it important? I was questioning everything. Why? Why? Why are we? Do we have to make the children line up quietly? Why is that important? Like what? What is the point of this?

00:03:10 Lauren

And my assistant head teacher at the time, she'd also experienced - previously experienced - burnout, and she just said, "I think you might just need a change. Don't quit teaching. Maybe you've outgrown this school. Try, try another school." And so I got a job locally.

00:03:27 Lauren

It was not the right school for me. Didn't align with my values and I said, "right, that's it. I don't. I'm not supposed to be a teacher anymore. I cannot do this anymore. The system is utterly broken. I'm broken. I cannot achieve anything within this."

00:03:44 Lauren

And I left teaching December '22 absolutely convinced I was never going to have another classroom, never have another class. I gave everything away. All the years I'd, I'd collected all these books, for, you know, my book corners, all my resources, everything I gave away. I just was like, "I'm done" and I started tutoring and coaching and I started working as a, I

was a part-time one-to-one outreach teacher with a, I worked with a teenager with very complex needs, which I loved doing. It was, I got to use all of my skills but also develop so many new skills as well.

00:04:27 Lauren

And I was doing lots of, you know, I was doing growth mindset coaching. I was running after-school clubs, but it just wasn't what I imagined it was going to be, I missed the relationships that I get a chance to build with children over a year, and that to me, I, I just was like "I, I need to go back. I need to get back in the classroom, see how it is." And so I went back just over a year ago last Easter and I and, another local school. And it's been the best decision I've made.

00:05:00 Claire

Fantastic.

00:05:03 Lauren

So, yeah, yeah, year and a half out was enough. It it, I was burnt out. I wasn't done with teaching. I was burnt out.

00:05:09 Claire

Yeah. And I think it's been really good, so from, from my perspective, I've sort of followed that journey a little bit online and you know, seeing you coming out of teaching and doing something else and then and going back in and it's really nice to see those people who go back in because they've still got the passion for it because you're right, it's...

00:05:29 Claire

The system is so broken and you know, we'll talk about that a bit in a moment, and there's... burnout is immense amongst teachers, so it's really lovely to see you, you thriving, which we'll come on to you later, but...

00:05:43 Claire

I think you touched on some of the things that you didn't agree with in the system. So our project Repair-Ed, focuses on educational inequality through the lenses of race and class. And I just wondered if we could chat a bit about where you've seen inequality in the system?

00:06:04 Lauren

Yes, so. I guess it's only now I'm working in a town that is quite diverse, class-wise and racially as well. And I mean that in the actual sense of being diverse, whereas the first almost decade of my career I spent working in a school where 48% of the children were living in poverty. Nine- I think nearly 90, around 90% of our children were Bangladeshi. The remaining kind of, I think 8% were Somali, Somalian. So it wasn't actually very diverse, while it allowed me to develop my practise in a very umm, it it it, it encouraged me to develop my racial literacy very quickly, which I don't think a lot of teachers get to do, and I only realised how lucky I was when I stepped out of that and went to work in schools that are very literally diverse.

00:07:23 Lauren

Where I, where I, where I work now we've got very middle-class children and children from the very bottom end of the lower, you know, lower socioeconomic scale. So it's very diverse and and working with white teachers, white middle-class teachers that haven't always got that experience of, of supporting the needs of children from um, perhaps the backgrounds that I have.

00:07:55 Lauren

So for me it became usualised. Working in Tower Hamlets I, my practice was completely developed around that kind of normalisation of class and race and, and that lens and approaching everything through that lens and, and we were taught to, we were trained to, the, my you know senior leadership, all the guidance of the training I had it was around that.

00:08:19 Lauren

So to step out of that three years ago now was a real shock. Uh and I think it has to inform everything we do whether we are working with white, white middle class children or not, I think it has to inform everything you do.

00:08:42 Claire

Yeah. And I've I've heard from quite a few people how different things are in cities like London and Birmingham compared to Bristol and I think you know you've hit on it there, that the thing is in in Bristol teachers aren't trained to see everything through those lenses.

00:09:04 Lauren

No.

00:09:10 Claire

We're sort of rolling out an approach that works for one group of children and just expecting all other children to fit into that, whereas you know in other cities where you've got a lot more focus on, 'how do we make things work for these groups of children?', things seem to be done very differently. I know teachers who've come from London to Bristol are often quite shocked at how segregated things are here and how differently things are approached.

00:09:34 Claire

And I wondered about Southend-on-Sea being a, a coastal town. Are, are there any kind of unique challenges there with it being kind of a coastal community?

00:09:47 Lauren

Yeah, I think it's a very interesting area. You've got pockets of wealth in some areas. Obscene wealth. You've got areas of, it's now one of the, the places people are selling up in East London and moving down to Leigh-on-Sea, Chalkwell and, and you've also got extreme deprivation as well.

00:10:19 Lauren

Hence why I I I I started the Southend Care bank. You've got a huge mix, it's very diverse. One of the things I really struggled with as well in my first term working locally was the school I'm in is very, very close to the town centre, very close and the mobility of students - only about 40%, I've been told, 40/50% of our kids start in reception and finish in year 6, so we are getting lots of kids coming in and then leaving because we get a lot of people in coming into the area for temporary accommodation, we have a lot of looked-after children in the area. We house a lot of asylum seekers and refugees in the area. There's a lot of temporary accommodation in the surrounding areas, so there's a lot of mobility. Yeah, it's, it's a very interesting place to teach.

00:11:17 Claire

Hmm. Yeah, it sounds it. I wonder whether now's a good time, sort of thinking about your local context, could you tell us a bit more about the work that you do in Southend generally? So I know you, you co-founded Southend Care Bank.

00:11:36 Lauren

Yeah. So it's it's a small charity. We weren't a small charity. We were, we were like a mutual fund. Mutual, mutual aid organisation.

00:11:45 Lauren

Uh, we kind of saw a need. We knew... I paid a visit to the local food bank coming up to about four or five years ago now and they were telling me about what they do. And they said that they had in the whole place, they had one shelf for the toiletries, that they couldn't keep stocked. They said, you know, "people don't donate toiletries to us," but also like, "we can't keep the stuff in long enough because people really need it." But also if you are accessing a food bank and you've only got a limited amount of things you can take. Are you gonna take food to feed your family or are you gonna take shower gel?

00:12:27 Lauren

So we started it as a very, very small mutual aid initiative during lockdown that started with us putting boxes in local kind of businesses and asking people to put stuff in. We had an Amazon wish list. And it was chaotic because we didn't know what we were gonna get. Things would just turn up at my house.

00:12:48 Lauren

And we just used to operate out of the church doors and give just what we could and as the years have gone by, we've become a charity. But we knew, I'd done the research before we started. We've got a huge, can't remember now because I did it, you know, five years ago but one of the highest rates of, of people sleeping, sleeping rough, huge amount of unhoused people in the area. So we initially thought we were going to be supporting a lot of unhoused men.

00:13:20 Lauren

And actually what we still find shocking all these years later is the sheer number of families and women we are supporting, and particularly those from kind of marginalised identities. Lots and lots of people. We support a lot of asylum seekers in the local area. A lot of women of the global majority.

00:13:48 Lauren

So what we were expecting, you know how it's turned out is very different than what we were expecting. Yeah. And our number, and we, we increase each month the amount of people we're supporting as well.

00:14:02 Claire

Yeah. Do you see that that's a job that increasingly schools are doing as well now?

00:14:08 Lauren

Yes.

00:14:09 Claire

That sort of, you know, I know there are lots of schools with food banks in. There's some, some stuff on our project website about that because there's been some research around food banks in schools. But yeah, is that something that you see at your school with supporting families with those essentials?

00:14:29 Lauren

Yeah, I mean, I...we keep a stock of uniform in school. I literally have packets of socks in my desk drawer - I haven't paid for them. The school, they have come from the school, but I keep socks in my desk drawer for children who you know, come in with no socks on in the morning. We, my charity, works closely with my school and many schools in the local area providing school holiday packages because we found that sometimes numbers for our visitors to the sessions dropped during school holidays and we assume that was because of the cost of public transport around here it's it's sky high.

00:15:09 Lauren

If you're trying to get yourself and, say, three children on a bus, the cost of that is actually more than the products we are providing, so we now do school outreach every school holidays. We provide packages. We are kind of, very friendly with a local charity as well that provides school uniforms – Packed with Smiles. They work really closely with all the local schools as well providing uniforms and other kind of bits, backpacks and pencil cases and things that children need.

00:15:43 Lauren

Um, schools are desperately plugging the gap, absolutely and as budgets decrease, the ability to do that is also decreasing as well.

00:15:58 Claire

Yeah. And that's that's something that we're encountering with a lot of the, the research we're doing in schools. Teachers are telling us about the money that the schools having to spend on things which are, you know they're not educational, but they are, there's a moral imperative.

00:16:16 Lauren

Yeah.

00:16:17 Claire

You know, if you, if you've got hungry kids in front of you, you're, you're going to feed them.

If you've got kids who don't have the right clothes, you're going to provide those. So yeah, schools are really feeling that that stretch.

00:16:30 Claire

Let's move on to some of the things that you do in your class, because that's really why I wanted to invite you on the podcast and, so I know of you through social media, where I've loved hearing about the conversations you have with your class and the insights you share about teaching and the current climate. So I guess I wanted to ask, like, how is what's going on in the world at the moment - and I know that's such a broad term but hopefully we'll touch on some specifics, but how is that shaping your teaching and your interactions with the children you teach?

00:17:05 Lauren

Um, it always has. Obviously things feel so much worse. They are, I, it's always shaped my practice. I became a teacher before I became a mother. But I was already an activist in some senses, you know, I'd been a feminist since my early teens and it was only kind of after a couple of years I realised that actually all three informed - they are inextricably linked.

00:17:45 Lauren

And during my NQT (Newly Qualified Teaching) year I'd been teaching only a few months when, um don't know if you remember the, the Charlie Hebdo attack on the Paris office...

00:17:57 Claire

Mm, yes.

00:17:59 Lauren

The terrorist attack and having to address that with my year 4 class in a circle time and it was almost in that moment I realised this can be done. It can be done in a child appropriate way, a way that keeps the children safe but allows them to explore these really big things and again, I think working with a marginalised community for so long, you see the impact, the very real devastating impact that real world politics and what's going on in the world affects these children and how you have to be addressing it in real time.

00:18:50 Lauren

You know, those children walk through those, those, that door at 8:30 wanting to talk about Grenfell, nine years old. That was it. The community I work in now, the children are not, most of the children are not so kind of well-informed in current affairs, which is interesting

because they're, they're spending so much time on social media, I find that really interesting. Whereas 10 years ago, eight years ago, seven years ago these children would come in and desperately want to talk about what was happening and how it affected them and their families.

00:19:33 Lauren

So that, they taught me so much. The kids taught me so much about how important it was to give them space to talk about these things because it affirmed them, it comforted them. It validated them, it made them heard, and it made them realise, actually they counted. They, they had a voice that deserved to be heard.

00:19:54 Lauren

So, and I guess by the time I started working with children who are kind of less motivated to discuss real world issues, I'm now well practised in, I'm quite confident. I'm very confident, actually in kind of gently encouraging children to explore things perhaps in a, you know, in a more creative way. You know, through the curriculum, rather than them coming in and wanting to talk about a terrorist attack straight away and having a circle time, it's actually how can we explore a big explore a big thing through a picture book?

00:20:43 Claire

Yeah. So what are some of the, the things that you talk to your class about, can you give us an example?

00:20:52 Lauren

It's not a lot. It's not not a lot that's off-limits. In an age appropriate way. Absolutely. So, currently, currently well my English unit we've been doing since, May, we're reading the book 'Holes' by Louis Sachar. It's a standard year five, year six text. Most year five, year six children coming through the British school system will read 'Holes'. It's a really good book. It's even better if you know what you're looking for.

00:21:30 Lauren

So it is so rich with discussion on all forms of social justice, gender, class, race, the prison industrial system, legalised slavery so obviously I've gone to town with that and getting the kids to really explore things that impact them.

00:21:57 Lauren

So that's one way. That's one thing we're doing. We're, we're we're celebrating Pride we, it's really hard to fit these things into the curriculum, but there are ways of doing it. You know

ten, ten-minute reading comprehensions. I know that like lots of teachers cringe at the idea of relying on something like Twinkl for, for resources, but Twinkl is completely, it's a completely different resource than it was 10 years ago. I can literally each morning type in LGBT History Month and a fact file on someone like Marsha P Johnson will come up, you know, ready-made in child-friendly language. I can print that off and my kids are exposed to really important history that they should be learning about.

00:22:45 Lauren

So there's, yeah, there's lots of things. I, I don't really shy away from anything with kids. I feel quite comfortable talking to them about most things, whether it's war, history, you know, helping them decolonise their approach to history and understanding what Winston Churchill really was like. I don't, you know, yeah, I, I, I'm happy to talk to kids about anything.

00:23:15 Claire

That's great and my, my next question was going to be around sort of holding the tension of getting through the curriculum, at the same time as sort of wanting to educate your class about what's going on, and I guess you've answered that already in terms of thinking about how you weave it into the curriculum, because I think a lot of people out there will say, you know for example, stuff around Pride or LGBT History Month or decolonising the curriculum, they feel that that's kind of an add-on and there's too much in the curriculum to do that. But what you're doing is showing how it can be it can be in there whilst practising these skills, you know the children have a reading comprehension. That's something they've got to do. They've got to improve their reading comprehension, but that topic that you give them for that reading comprehension can be where you get in some of that enrichment, and those really essential things that you want to stimulate discussion around.

00:24:17 Lauren

Yeah, it I think the more you do it, the more confident you get. I would advise planning in advance. So again another, another standard year six text is 'Goodnight Mister Tom', it's about an evacuee in World War 2, but we were able to really explore children's rights through it. And the concept of children's rights through 'Goodnight, Mister Tom'. Class. You know, there's, there's, there's lots in there, if you know how to look for it.

00:24:58 Lauren

But it can be done, it's not perfect like, like, you know, I, don't get me wrong, I don't spend all day every day talking about social justice with my kids. Sometimes they feel like I am,

but it's, there are always opportunities, but I do often, I do often wait for children to raise things that are particularly big.

00:25:24 Lauren

Uh, so it, it's, it's a balancing act, it really is. But there are ways of fitting it into the curriculum.

00:25:39 Claire

Yes, let's let's talk a bit more about the, the potential tension between talking about those, those things that going on in the world and this, this duty to stay politically neutral as a teacher, and I know that's a particularly interesting one because I don't think we've ever really been able to fully grasp where that comes from and the extent to which it's true. I think there's this... there's this real kind of perception that you can't say anything as a teacher, you know, we know that as teachers, we can't promote any particular political party or agenda. But you know, that's not quite the same as staying out of these discussions completely and never offering our own opinion. But I think some teachers feel like that's where they have to sit. So yeah, what are your thoughts on that?

00:26:37 Lauren

So I think there's a big difference in being politically neutral and stating facts. So teaching my kids about Windrush Day on Friday, I'm stating facts when I tell them what a hostile environment involved, you know, creating a hostile environment and who created that hostile environment - that is stating a fact. And, and children, when presented with facts you'll find have a very, very deep love of justice. They, they, they've a very intense sense of justice when presented with factual information and I think, I don't believe discussing human rights is political. Human rights are, they are universal so I don't shy away from teaching my kids about Refugee Week. Be-, teaching, you know, learning about refugees is not political.

00:27:38 Lauren

Um, it, I, again, it's - I'm very confident in knowing where that line is. So teaching my children about the hostile environment, is stating a fact and when someone asks me my opinion, I said my opinion is that no human being is illegal. That is not political. I don't believe that human, human beings are illegal, and when I ask them a question to get them to explore their thoughts: "What is a border?" What, well you tell me what a border is. I'm asking you a question. That's not political. That's, that's a, that's a question. It's a geography question. That's it's, you know, I'm teaching you that these countries have been carved up into arbitrary areas separated by lines. You tell me what you think that means.

Who did that? Who benefits from that? That's not political. That's teaching them how to think for themselves.

00:28:35 Lauren

Um, again, a few years ago I part, part of the Year 5 curriculum I was teaching was the history of democracy. Um, up until modern times and part of that was we teach about the suffragettes, which was probably my favourite thing to teach because that's when you can start drawing lines between current activists and what is, what is celebrated in the past.

00:29:07 Claire

Mmm.

00:29:08 Lauren

But also teach them about modern politics. So this was six years ago, 5-6 years ago. They had to form their own political parties, so we separated them. They had to create manifestos, but they had to learn about current manifestos and we had pictures of current party leaders up on the board and tell me, who are these, you know, I asked, what do they know? Who are these people?

00:29:36 Lauren

Five years ago, and probably still now, if you put a picture of Boris Johnson up on a classroom board, it would be met with boos. Without any input from me. Children aren't stupid. They're they're the very opposite, so it's not about us. Well, we are to remain politically neutral, but I don't think human rights are are political, and I don't think political neutrality means not teaching children to think for themselves. We should be teaching children to question everything, and that includes who holds the power and who are they working for?

00:30:19 Claire

And there's a parallel there with something that's really, really well established in British schools, which is religious education, you know, we teach about the six major world religions and you know you far more rarely get parents coming in and saying, "Oh you're trying to push views, one way or another on my children." You know it's accepted that these are beliefs that we teach about and you know, politics should be the same. And I think with, children are exposed to so much through TV, social media, you know, I know my child is always kind of hearing snippets of things on the radio and saying, "Oh, what does that mean? What are they talking about?" And if you don't have those conversations with children, then you leave them ignorant, which is far more dangerous I think than

developing that kind of critical thinking with them and that political literacy. So it's a really important thing to do.

00:31:24 Claire

Have you ever had any pushback, though from parents or you know, other staff?

00:31:30 Lauren

Um, interestingly, uh, no, not really. Not to my face. Not at the school I was working at in Tower Hamlets, not at all. More locally, yes. At the school I spent a couple of, I probably spent six months working there. I was told by a member of senior leadership not to teach my year three class about Black History Month.

00:31:59 Claire

Wow.

00:32:01 Lauren

Yeah. Even though a parent had come to me and said her great grandmother, her daughter's great grandmother, came over on the Windrush as part of the Windrush generation. This is the first time she's heard about this at school, so, and I was told no. They learn about it in year 6. That's fine.

00:32:19 Claire

Oh my gosh.

00:32:20 Lauren

That's OK. So, already I'd already handed my notice in. I was like, yeah, this is not the right place for me, but as a teacher, you think should I be staying, should I? Is it? Is it my duty to stay here and fight this? Because who else is gonna fight it? But, but like I said, I hadn't realised that I was burnt out and I couldn't. To me it was, "this is just another sign that I shouldn't. I shouldn't be teaching."

00:32:46 Lauren

We, I, not me directly, but it was my planning was criticised for teaching children about the the meaning of the black poppy for Remembrance Day.

00:33:01 Claire

Gosh.

00:33:04 Lauren

None of this, none of this phased, phases me. My, my teaching is grounded in research, history. It's I don't, I kind of what I want to an extent, but it's, it's always it's always backed up by fact. It's backed up by evidence. It's always, you know. I'm not out there teaching my kids about conspiracy theories. I'm teaching them what I wasn't taught at school, that I've gone on to learn about as an adult.

00:33:40 Lauren

You know, I work. I work in a school where there's over 40 different languages spoken like 48% of our kids are EAL and it's a very racially diverse school. They need to be taught about the importance of the black poppy just as much as they do the red poppy and the white poppy. And the purple poppy.

00:34:05 Lauren

So, but yeah, nothing. Nothing major. No, no major pushbacks at all.

00:34:11 Claire

And it's really it's kind of, I don't know scary, I guess and and worrying to to hear you say that those are things that have had pushback. You know, something as seemingly benign as saying, you know, "we know what the red poppy stands for. There's also a black poppy which particularly commemorates these people." And that's you know that, that is seen as something to criticise is really worrying.

00:34:40 Claire

And you know similarly Black History Month because when we talk to the people who are doing the work around decolonising the curriculum and trying to sort of insert some kind of justice back into the education system, you know, Black History Month is an example of kind of a really poor tokenistic way of injecting that into the curriculum, you know, Black History Month doesn't go nearly far enough and if we've got schools where that's what they're doing in terms of diversifying and decolonising the curriculum we, we say, you know, well, that's that's not good enough, that's, that's a month, you know. So for that to be criticised in a particular school is, is really worrying and I think it just shows how different things are in different schools and how much depends on the leadership of individual schools.

00:35:35 Lauren

Yes, absolutely. Absolutely. Yeah, that that the whole Black History Month debacle, part part of it was also told, I was told, not only did they learn about it in year 6, but are you

qualified to teach it? Am I, am I qualified to teach PE? I had one training session as a trainee teacher. You still let me go and do that twice a week, so...

00:35:58 Lauren

Do you want me to present you with my reading list like because I can. I can present you with the CPD I did in East London. The anti-racist teacher training that I did. Because I can, I can present you with all of this. And it still wasn't good enough. No. No, we don't think you're qualified. So well then hire more black teachers then if you want them to teach it.

00:36:19 Lauren

But yeah it, it shouldn't fall on the the heads of Black and brown teachers to be mining their own trauma. When actually it's the, it's the, it's the responsibility of everyone.

00:36:34 Claire

Absolutely. And for the benefit of all children...

00:36:38 Lauren

All children.

00:36:39 Claire

Which I think comes up a lot as well, that perhaps these things are only suited to schools with certain demographics. But actually no, you know it's, it's really, it's white middle class children who really, really need to be hearing these positive messages about people from other socio-economic backgrounds, people from different racial heritage, like, it's, it's really to the benefit of all children if we broaden the curriculum and yeah, share all these.

00:37:08 Claire

So I think now's a good time to move on to our final question, which is the same for all guests on our podcast. What would a just education system look like to you?

00:37:17 Lauren

Where every child's needs are met. Every child belongs. Every child is seen. Every child has a voice. A curriculum that meets kids where they are not tells them where they need to be. A fully-funded education system. You know, the dream – lots of space, lots of resources, time. No testing. Get rid of the tests. You know, I say that as a year 6 teacher still reeling after SATS. You know, it just get rid of it. It means nothing. None of it means anything. So to me that's, that's what it would be. One that teaches children how to love reading, not how to, to pass a test.

00:38:08 Claire

Yeah, absolutely agree. And I think you know the, the current system seems quite far off that, but I think you know there's, there's hope in the kind of resistance of individual teachers like yourself in classrooms and, you know, and hopefully we can have enough of these conversations to start to shift things and give teachers more confidence that, you know, in talking to their pupils about social justice, we're doing the right thing. We're teaching them history. We're teaching them facts. And, and hopefully inspiring them to go on to be teachers and, you know, improving the system in that way. So thank you, Lauren. It's been really great talking to you today.

00:38:52 Lauren

Oh thank you for having me.

00:38:57 Claire

You're welcome.

00:38:58 Claire

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