*H*OW TO USE THIS BOOK

We have shaped the books chapters around a number of themes or strands within social diversity. Chapter 1 serves as an introduction to the book and the context in which practitioners are responding to meeting the needs of learners from culturally diverse backgrounds. Chapter 2 provides discussion and strategies for responding to the changing nature of diversity in the classroom, with particular reference to the needs of refugee and asylum seeker children and induction for new arrivals.

The focus then moves in Chapter 3 to supporting bilingual learners with recognition of the importance of the home language and strategies to support learning in an additional language. Discussion then moves in Chapter 4 to the issue of raising the attainment of 'Black boys', particularly those groups which government reports state are under-performing academically, namely Black Caribbean and Black African, and Pakistani and Bangladeshi boys (DFES 2006b). Here we highlight identity issues based on ethnicity, gender and social class, and consider multiple or mixed senses of identity.

Of all the groups under-performing academically, Gypsy/Traveller children in the UK are the lowest achievers, particularly at Secondary level (DfES 2006b). In Chapter 5 we look at the work being done to respond to this group of learners. Part of the success in working with minority groups is also to engage with parents and in Chapter 6 we look particularly at how we can involve and work with parents and the community as partners in supporting children's learning.

Overall, our aim is to move beyond theory and the rehearsing of social justice and underachievement debates, and to offer practitioners practical suggestions and activities to help raise the academic attainment of their pupils. Whilst much of the discussion has implication as good practice for all pupils, there is particular reference to pupils from culturally diverse backgrounds due to the under-attainment of specific minority ethnic groups. We are advocating an inclusive approach to make sure that every pupil can achieve academically, and that practitioners develop policies and structures which allow for all learner groups to have the best opportunities to succeed.

Introduction

> All children and young people should be able to achieve their potential, whatever their ethnic and cultural background and whichever school they attend. (*Aiming High*, DfES 2003a, p.4)

In the national and political context, raising the attainment of culturally diverse pupils continues to be an area of importance. This is especially true for trainee teachers and trainers who have to ensure that the standards relating to the inclusion of minority ethnic groups are met (TTA 2002). Academic under-performance leads to disenfranchisement of particular groups in our society and OFSTED reports have focused increasingly on this issue, noting that among the characteristics of effective Local Authority (LA) management is an acceptance by schools that support for raising the attainment of pupils from minority ethnic backgrounds is integral to the pursuit of higher education and part of school improvement. Government reports have also emphasized the need to develop appropriate strategies to raise the attainment of all pupils (OFSTED 1996a).

This book is set within the context of government concern over the underachievement of minority ethnic groups, particularly those from Black Caribbean, Pakistani and Bangladeshi backgrounds (Pupil Level Annual Schools Census, DfES 2005). Recent statistics confirm that these groups of pupils generally have lower levels of attainment than other ethnic groups across all the Key Stages (DfES 2006b). We are a team of researchers from academic, school and LA backgrounds, working in the field of supporting diversity in the classroom, and we are writing this book to help meet the need to raise the achievement of pupils from culturally diverse backgrounds.

Setting the historical context

Concern over the experience and underachievement of minority ethnic groups is not new and indeed has been documented over the last few decades (Coard 1971; Troyna 1986; Gaine 1987; Wright 1992; Gillborn 1996). Similarly, the Parekh Report (2000) emphasized that in a multicultural, multifaith society there needs to be 'respect for deep moral difference'. Factors associated with attainment, for example, have also been identified by a number of writers, such as Callender

(1997) Wright (1992), Fuller (1980) and Mirza (1992). More recently, concern has been expressed over the positioning of 'Black boys' (Sewell, 1997, 2007), and indeed boys in general have emerged high on the political agenda because of their consistent under-achievement at all stages of education (DfES 2005; TES 2006).

The DfES report 'Managing Support for the Attainment of Pupils from Minority Ethnic Groups' (2001) noted that although there were pockets of good practice, there were still certain minority ethnic groups which were under-performing, notably Black Caribbean and those of Asian heritage, Pakistani and Bangladeshis. The report also noted that many schools were developing a range of strategies both within and outside the classroom to try and rectify the situation. It is within this aspect of the complex issue of under-achievement that this book is concerned.

The racially motivated murder of Stephen Lawrence (MacPherson Inquiry Report, 1999) and the recommendations which followed provided impetus within race equality work for change as detailed in the Race Relations (Amendment) Act 2000. Importantly, this inquiry helped inform the framework of the Commission for Race Equality's framework *Learning for All* (2000) which has been circulated to all schools and which places a duty on a wide range of public authorities, amongst them schools, to promote race equality. Similarly, the government's 'Respect' initiative carries with it an expectation that schools will demonstrate an understanding of and be sensitive to cultural diversity in the classroom (see www.respect.gov.uk, 2006). How this works in practice, and what the implications for teachers and trainees are, form the basis of discussion throughout this book.

The situation is not static and the nature of cultural diversity in the classroom is constantly changing. Under-attainment among minority ethnic groups encompasses a range of different groups with different levels of academic success and therefore different needs in terms of policy and practice. For the purpose of this book we will be highlighting 'good practice' strategies in raising academic attainment with regard to Black African and Caribbean boys, Pakistani and Bangladeshi boys, pupils who speak English as an Additional Language, the UK's Gypsy/Traveller pupils and Refugee-Asylum Seeker children. We will also be reaffirming the belief that 'Every Child Matters' (DfES 2006), and that they should be supported in making a contribution to society and achieving economic well-being.

The 2005 riots in Paris of disaffected youth, many of whom were from minority ethnic backgrounds, highlighted the fact that there are significant groups which feel they are discriminated against in society and that their ethnic origins reduce their chances of equal opportunity and meaningful employment (*The Guardian* 2005, 2006). This is a salutary lesson to others that now more than ever policy makers and practitioners need to look at issues of social inclusion and fairness with respect to the treatment of minority groups in schools. Press coverage regarding asylum seekers in this country (*The Times* 2007), and controversy over the wearing of the veil by Muslim women here and in France and Holland (*The Independent* 2006a, 2006b) help to generate a climate of opinion which is negative towards some communities. This goes towards emphasizing the importance of schools providing a welcoming environment where pupils can feel safe, secure and settled, and where they can be in a position to achieve academically.

As such, this is intended as a highly practical book which will support practitioners in raising the attainment of pupils, especially those from culturally diverse backgrounds. We draw on data from England and Wales, recognizing devolution, but also acknowleging that notions of community, ethnicity and identity have implications across the British Isles and beyond. We attempt

to filter the theory and link it with practice. Throughout each chapter we define and clarify key issues and concepts, and provide discussion relevant to Qualifying Teacher Status requirements to ensure that all pupils are achieving to their true potential (TTA 2002). Practical strategies, activities, bullet-pointed information and illustrations are used to explore academic attainment across all three phases of Foundation, Primary and Secondary level (Foundation level is working towards and attaining the Early Learning goals which allows pupils to access the National Curriculum at Level 1.) There is also a focus on the social and emotional aspects of learning which affect motivation, quality of learning and attainment. Two central questions are raised throughout the book:

- What does the school need to know, and need to do?

- What does the classroom teacher or teaching assistant need to do?

The focus is practical rather than theoretical in terms of lesson activities, improving teaching skills, case studies, vignettes, professional reflection activities and identifying strategies to raise attainment. Crucially, the issues of challenging racism and Islamophobia, and of providing equality of opportunity, are embedded in each chapter. Campaigners for reform of race relations legislation have lobbied for 'cultural racism' as well as 'colour racism' to be included in our understanding of discrimination (Modood 2003a, 2003b). Both race and religion are markers of personal and cultural identity and within the recent Racial and Religious Hatred Act 2006 'the criminalizing of incitement to religious hatred' acknowledges the need to respect religious sensibilities. As such we are encouraging readers to be 'religiously literate' and to have an awareness of the ways in which religion affects people's values and identity (Richardson and Wood 2004). Teachers need to demonstrate an understanding of cultural and religious difference, for there is no 'quick fix' or 'one size-fits-all' solution to the challenge of responding to diversity in the classroom, and in this book we encourage teachers to find out and think through for themselves and their own practice what strategies are most useful in their work in the classroom.

We have endeavoured throughout the book to signal the dynamic nature of cultural diversity in schools, and we have tried to provide definition and explanation of current terms together with the recognition that language in this area is dynamic, and that practitioners need to be open to constantly reviewing and if necessary refining their terms in the light of new groups arriving and new understandings of language.

Key terms and definitions

For the purpose of this book, it is important to set out the key terms and explain the way in which they are used throughout the discussion. A glossary is provided with a range of terms used, but the following represent the central terms of discussion which require definition and explanation at the outset:

'Asian' is used generically to include those pupils of South East Asian heritage, for example, Indian, Pakistani, Bangladeshi and Kashmiri. However, the term has been criticized because it ignores the huge differences in culture within these diverse groups (Modood et al. 1997).

'Attainment' is defined in terms of the personal achievement of pupils. The terms 'attainment', 'achievement' and 'performance' are all used interchangeably in the literature and in professional practice, but we are using the term 'attainment' to denote the acquisition of knowledge as measured in an academic environment. Within educational circles this is often evidenced by performance in formal tests such as the Statutory Test framework and at GCSE (QCA 1999). Achievement means different things in different schools, when measured for example in terms of social integration or linguistic progress (Wrigley 2000), and attainment may be low but performance is developing. Similarly, the Teaching and Learning Research Programme has focused on valuable forms of learning, such as the process of learning, self-assessment of learning and unintended learning outcomes (see ESRC, www.tlrp.org.)

'Black' has been used increasingly since the 1970s to refer to people of African, Caribbean, mixed race or dual heritage, and those of South Asian descent, to define their sense of oppression and marginalization (Brah 1992). As such, 'Black' is used generically to include pupils of African Caribbean background and those of dual heritage or mixed race.

'Every Child Matters' (DfES 2006) is a new approach to the well-being of children and young people from birth to age 19. Organizations that provide services to children are required to work together in terms of policies and strategies to improve outcomes for children. The government aim is for every child to be healthy, to stay safe, enjoy and achieve, to make a positive contribution and achieve economic well-being.

'Minority ethnic' or 'ethnic minority' are terms of convenience. Both are used to refer to groups of people who are identifiably different – sometimes through language, accent, religion or dress – to the ethnic majority (Dadzie 2000). Sometimes the differences are barely apparent. The movement away from 'ethnic minority', which infers a kind of marginalization, to that of 'minority ethnic' suggests the inclusion of all groups in society, visible or non-visible in terms of skin colour or ethnicity.

'Strategies' are activities in the educational process which include: teaching, planning, and assessment, managing other adults, and working with outside agencies.

Standards for Qualified Teacher Status

At the time of writing all qualified teachers must reach certain minimum standards in England, as part of their initial training. These are frequently called Qualified Teacher Status (QTS) standards. The first standards were published in 1998, new standards were outlined in 2002 and another revision is to take place in September 2007. Given the changes that are about to be made, we have decided not to outline a map of the current standards to the issues as they are dealt with by this book.

All trainee teachers should, however, find this book useful as it will help them to understand the following skills, knowledge and understanding, which have been taken from the current list of QTS standards. These require that a teacher:

- Recognises and responds effectively to equal opportunities issues as they arise in the classroom, which includes challenging stereotyped views, and also bullying or harassment, following relevant policies and procedures.

- Respects pupils' social, cultural, linguistic, religious and ethnic backgrounds, establishing a purposeful learning environment where diversity is valued and pupils feel secure and confident.

- Understands how pupils' learning can be affected by physical, intellectual, linguistic, social, cultural and emotional development.

- Is able to support those who are learning English as an additional language, with the help of an experienced teacher where appropriate.

- With the help of experience, can identify the levels of attainment of those pupils learning English as an additional language, beginning to analyse the language demands and learning activities in order to a provide a cognitive challenge as well as language support.

Good practice starts from an understanding that the welcoming and care of asylum seeker and refugee children are whole-school issues. A great deal can be done by schools to provide appropriate and welcoming induction procedures which involve parents as partners in this process. The classroom teacher today has to respond to the concept of diversity in its widest sense, with the arrival of children from many parts of the world. To assist in this work multi-agency co-operation and use of local communities as a resource help provide support for practitioners and need to be seen as part of the process of continual professional development